Characteristics of fathers' speech to young children

Ann. Galloway

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CHARACTERISTICS OF FATHERS' SPEECH TO YOUNG CHILDREN

BY

Ann Galloway

A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of

Master of Arts (Applied Linguistics)

at the Faculty of Arts, Edith Cowan University

Date of Submission: 19th December, 1995.
Abstract

Children learn language through social interaction, and those with whom they interact will influence their language development in a variety of ways. Different features of adult speech are likely to be facilitative of children's language development in different ways. Parents are one group of adults who play a particularly significant role in children's language acquisition and development, and the nature and role of their speech to children has been an important research emphasis for the past three decades.

Initially mothers' speech was the focus of the studies of parent speech, but since the early 1970s attention has also been given to fathers' speech. Most of the research has investigated fathers' speech by comparing it with mothers' speech. Parents' speech has been found to be very similar in its formal characteristics, but differences are realised in conversational and functional features. Some of this work also suggests that differences in parents' speech may become more evident as children get older.

The present study investigates qualitatively some of the characteristics of parental speech. In particular it seeks to identify characteristics which may predominate in fathers' speech, and thus differentiate it from mothers' speech. The data on which the study is based were collected from five Australian families interacting in a variety of contexts in their own homes. The children were all firstborn, and aged between 2;6 and 3;8 years.

Because of its exploratory nature, this study has used various formal, conversational and functional measures in the analysis. The analysis of formal features
showed fathers' and mothers' speech to be very similar, but differences between parents were evident at the conversational and functional levels. These outcomes were consistent with those of comparable overseas research.

The conversational and functional analyses included investigation of interactional styles, discourse patterns, Locus of Reference, and use of Linking References. Fathers were found to be more oriented to directiveness than to conversation-elicitation when interacting with their young children. Compared with mothers, fathers were also less likely to employ amelioration strategies in using imperatives, or to use linking references when reading books or playing with puzzles with their young children. Several discourse patterns were identified in the book reading and puzzle play contexts. The patterns appear to be associated more with interactional styles than with gender.

The outcomes of the study support the hypothesis that fathers and mothers play complementary roles in children's language development. The differences between fathers and mothers can be seen as assisting in the development of children's communicative competence. Through the experience of interacting with different types of speakers in a variety of contexts children learn how to cope with different conversational demands, how to utilise their conversational resources appropriately, and how to encode meaning in different ways.

The outcomes of this study indicate many possibilities for future research. In particular, it is recommended that future studies include data from a wider variety of interactional contexts and from more diverse participant groups.
Declaration

I certify that this thesis does not incorporate, without acknowledgement, any material previously submitted for a degree or diploma in any institution of higher education, and that, to the best of my knowledge and belief, it does not contain any material previously published or written by another person except where due reference is made in the text.

19th December, 1995.
Acknowledgements

I would like to express my thanks and appreciation to my supervisor, Dr Terry Williams, for his guidance throughout the course of this thesis. It has been a real privilege to have been one of his students. My thanks also to Andrew Guilfoyle (Research Consultant) who provided advice about the statistical analyses. The contribution of the families who participated in the study is acknowledged. Without their assistance this research could not have been accomplished. I am grateful also to Gay Tierney and other friends who have given help, and particularly to my parents, for their ongoing interest in my work, and for their encouragement and support as I have undertaken this research.
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The characteristics and role of the adult-child speech register have been a primary emphasis in much of the research in child language acquisition over the past two to three decades. Various names have been given to this register, including babyltalk, motherese, caretaker speech, and, more recently, child directed speech (hereafter, CDS). These names all refer to the phonological, morphological and syntactic modifications made by more competent language users when talking to young, language-learning children. The initial CDS studies were carried out in the late 1960s and early 1970s with the aim of identifying the characteristics of mothers' speech to children. Since then the focus has broadened to investigate the role of CDS in language acquisition and development, and to include the speech of significant others with whom young children interact (e.g., fathers, siblings, teachers).

1.1 Background to the study

1.1.1 Reasons for the interest in child directed speech

Historically, the interest in the characteristics and role of the language addressed to children came about as a reaction to innatist theories of language acquisition. One of the foremost proponents of innatism was Noam Chomsky. He rejected behaviourist theories of language learning on the grounds that they provided an inadequate
explanation of how children come to learn language (Chomsky, 1965). Chomsky argued that much of the language children hear is not grammatically well-formed, and that it is characterised by “numerous false starts, deviations from rules, changes of plan mid-course, and so on” (Chomsky, 1965, p. 4) and thus did not provide an adequate basis from which to learn their language. He posited instead the existence of an innate mechanism for language learning. By the late 1960s this very strong innatist view of language learning was being challenged as researchers started to investigate the linguistic environment of young children. Catherine Snow, one of the early researchers in this field, proposed that the language children actually hear should be investigated to see if it was as poor as Chomsky and his colleagues claimed. As a result, “the first descriptions of mothers’ speech to young children were undertaken in the late sixties to refute the prevailing view that language acquisition was largely innate and occurred almost independently of the language environment” (Snow, 1977b, p. 31).

1.1.2 Characteristics of child directed speech

One of the earliest studies to draw attention to the characteristics of CDS was that of Brown and Bellugi (1964). Their interest was in the child’s construction of language rather than in the nature and role of input language, but they did comment about several aspects of mother-child interaction. Brown and Bellugi noted that the conversations between mothers and children focused on the current activities in which they were engaged, with few or no references to past or future events, or to abstract things. Mothers’ speech consisted of short, grammatically well-formed sentences, which included frequent repetition of the child’s utterances. These repetitions were seen to expand the child’s utterance in some way and to provide a correct form of the utterance which not only included the child’s words, but also added missing syntactic
elements and took account of the context of occurrence. For example, a child’s utterance “Eve lunch”, spoken by the child while sitting with food in front of her, was expanded by the mother to “Eve is having lunch” (Brown & Bellugi, 1964, p. 142). Brown and Bellugi concluded that the child’s “introduction to English ordinarily comes in the form of a simplified, repetitive, and idealized dialect” (p. 136). Subsequent researchers confirmed and added to Brown and Bellugi’s observations, with the focus initially on identifying the characteristics of adult-child (A-C) speech.

Phonological modifications

It was found that A-C speech shows phonological, syntactic, semantic and lexical differences from adult-adult (casual) (A-A) speech (Snow, 1978). Compared to A-A speech, speech to very young children has been found to be marked by a range of phonological modifications, including higher pitch, exaggerated intonation contours (Blount & Padgug, 1977; Drach, 1969; Garnica, 1977; Gleason, 1973; Phillips, 1973; Sachs, 1977; Sachs, Brown & Salerno, 1976), slower delivery rate (Broen, 1972; Drach, 1969; Vorster, 1975), and more clearly marked utterance boundaries (Broen, 1972; Drach, 1969). Ferguson’s (1964) survey of cross-cultural work on A-C speech identified other phonological characteristics such as CVC [consonant vowel consonant] or CVCV syllabic structure, reduplication, and a predominance of stops and nasals together with a limited selection of vowels.

Syntactic modifications

A-C speech is grammatically well-formed and redundant. These syntactic modifications are manifested in a variety of ways. Snow (1972), for example, found that mothers talking to two-year-olds less frequently used subordinate clauses and
compound verbs, and that they used sentences which had a shorter preverb length. Broen (1972) reports few broken and incomplete sentences (disfluencies) in mothers' speech to young children.

Drach (1969) investigated syntactic complexity and found A-A speech to be significantly more varied and complex than A-C speech, a characteristic noted also by Phillips (1973) and Snow (1972). A-C speech is also characterised by redundancy, and the use of repetitions of various types (Broen, 1972; Kobashigawa, 1969; Snow, 1972).

Sentences are generally longer in A-A speech than in A-C speech (Drach, 1969; Phillips, 1973), as much as two and a half times as long, Farwell (1973) suggests. Not only are A-C sentences shorter, but there is much less variation in length than is the case in A-A speech (Drach, 1969). Drach also noted that questions and imperatives dominated A-C speech.

A-C speech is focussed on the 'here-and-now'; that is, it is primarily concerned with the activity currently in progress or very recently completed, rather than with abstract matters, or long past or far-off future events (Snow, 1977b; Snow et al., 1976).

Another feature which is widely recognised as characteristic of A-C speech is the nature of pronominal reference employed by adults: the frequent use of third person forms for both speaker and hearer, the use of the nominal rather than the first person pronominal form, and the use of first person plural rather than second person singular pronominals (Snow, 1972; Wills, 1977).

Lexis

The special lexis of A-C speech is probably one of the most noticeable features of the register, especially to non-linguists. Ferguson (1964, 1977) identifies several categories where lexical modifications normally occur: terms for family members, body
parts and bodily functions, qualities, animals, food, and certain games. Another related vocabulary feature is the use of diminutives in language to children (e.g., ‘bunny’ for rabbit; ‘pussy’ for cat). As well as the special vocabulary items, A-C speech is characterised by the use of more concrete vocabulary (Phillips, 1973), and less diversity of vocabulary than A-A speech (Blount, 1972; Broen, 1972; Drach, 1969).

1.1.3 Summary

A-C speech was thus found to be very different from A-A speech. Snow summarises the characteristics of A-C speech, saying that “it is simple and redundant ... contains many questions, many imperatives, few past tenses, few co- or sub-ordinations, and few disfluencies, and ... it is pitched higher and has an exaggerated intonation pattern” (Snow, 1977b, p. 36). As well as identifying and describing the linguistic characteristics of the A-C register, researchers were interested to determine the role that this register might play in language acquisition.

Consistent with the trends in general linguistics of the time, the research emphasis of the early CDS studies was on syntax and, to a lesser extent, semantics (Snow, 1977b, 1979a). That is, investigation of the formal properties of language rather than its functional characteristics (Wells, 1985). Gradually research emphases shifted to include pragmatics, as child language researchers realised the importance (as an influence in language development) of the relationship between language and the social context in which it occurs. Harris (1992) attributes this shift to the influence of the work of Halliday and Bruner.

---

1. Concrete vocabulary is defined as vocabulary which refers to objects, materials and persons, rather than to abstract concepts (Paivio, Yuille, & Madigan, 1968)
1.2 Social interaction in language development

At first researchers concentrated on ascertaining what aspects of CDS might be essential for language development (Garnica, 1977). However, since cross-cultural research showed that the A-C speech described above is culturally specific to middle class Western societies (Snow, 1989; see also, for example, Heath, 1983; Ochs & Schieffelin, 1984; Pye, 1986), this meant that although CDS was not essential for language acquisition, it might be facilitative. The issue was then addressed in the form 'what role might the special characteristics of parental speech play in language acquisition and development?'.

Underlying the question of the role of the special characteristics of parental speech is the understanding that social interaction with mature language users is vital for language development. Even those who hold an innatist position agree that a certain level of exposure to language is necessary to start the language acquisition process. Innatists and social interactionists differ as to how much language is required, but not as to whether language is required at all (Snow, 1979b).

"A linguistic environment is indispensible if language acquisition is to take place" (Vorster, 1975, pp. 291-2). Children who have very little speech directed specifically to them by competent, mature language users are likely to show retarded linguistic development (Snow, 1984). The importance of social interaction for language acquisition is particularly well exemplified by studies of the effects of the absence of such interaction, and case studies of abnormal language learning experiences provide particularly strong evidence.

A frequently cited example is that of Genie (Curtiss, 1977) who, from early childhood, was kept in appalling conditions and isolated from almost all human contact. When rescued from this situation in early adolescence she could utter few sounds, and
subsequent oral language learning proceeded very slowly, despite intensive specialist help. In Genie's case other factors may also have affected her linguistic achievements. The physical and emotional abuse she suffered make hers a very unusual case. However, other case studies, such as those of the language development of hearing children of deaf parents, also illustrate the importance of social interaction for language acquisition and development.

Sachs and Johnson (1976), and Sachs, Bard, and Johnson (1981) report on their longitudinal study of two hearing children of deaf parents. The children had not been exposed to either oral or sign language at home as their mother believed that it was inappropriate for them to learn to use sign language because they could hear, and therefore could, and should, use oral English (Sachs, Bard & Johnson, 1981). The language development problem was more acute with the older child who was aged 3;9 at the time of the initial intervention; the younger child was 1;8 years and therefore less severely affected. Although the older child had watched television with the sound on, and played with peers occasionally, this did not provide adequate linguistic input for normal language development. Once both children were exposed to speech directed to them their speech developed satisfactorily. By the end of 5 years of intervention results of tests showed their speech to be within age-appropriate limits.

These examples illustrate the importance of social interaction for language acquisition and development. Not only is it helpful for children to have speech specifically addressed to them, but it is also helpful for that speech to be focussed on the activities and objects with which the children are already engaged. Harris (1992) reports on a study she conducted with mothers and their 16 months-old children. She found that the mothers of children who were rated as normal language developers referred nearly
twice as often to objects and activities salient to their children at the time of the interaction as did the mothers of children rated as slow language developers.

The outcome of Harris's (1992) study illustrates the point that both Halliday (1975) and Bruner (1975) make about language acquisition. They maintain that children encounter language in a social context, that is through interaction with other more mature (adult) language users. Further, there is usually a fairly close relationship between the activities in which the children are engaged, and the language that they hear. The language therefore acts as a commentary on what the children are doing, and encodes linguistically what they are experiencing non-linguistically. The closer the relationship between what the children are attending to and the language they hear, the easier it will be for children to learn their language (Edwards, 1978; Wells, 1985). Social interaction also provides children with the opportunity to test their developing linguistic skills and to receive feedback as to the efficacy of their communication. Through both reception and production children learn how language can be used to achieve goals.

1.3 The speech of other caregivers

Another shift in emphasis in CDS research in the early 1970s was from an almost exclusive focus on mothers' speech to investigation of the characteristics and role of the speech of other significant persons in young children's lives, particularly fathers, siblings and teachers. This shift was partially influenced by the social changes of the era which brought changes to family roles, resulting in mothers spending less time with their children, and others, especially fathers, having greater responsibilities for child care (e.g., Bronstein, 1988; Gleason, 1975; Lamb, 1975). Gleason comments that there was concern as to whether people other than mothers could provide the appropriate
linguistic environment for language development. It was found that the general characteristics present in mothers' speech to children were not female-specific, and were also present in the speech of men, both fathers and non-fathers:

This is not to say that men and women, fathers and strangers, all talk alike when dealing with young children but rather that the important features of simplicity, well-formedness, repetition, and immediacy are present in the language of all of them. (Gleason, 1975, p. 294)

This comment also suggests that, while both mothers and fathers modify their speech when interacting with young children, there are also differences between parents in some aspects of their speech. Many of the subsequent studies have been comparative in nature, looking to discover how mothers' and fathers' speech differs. The focus of studies of fathers' speech has generally been the speech of secondary caretaker fathers compared with the speech of primary caretaker mothers from the same families. However, Giattino and Hogan (1975), one of the earlier published studies in the field, studied the speech of one father and compared its characteristics with those of mothers' speech as reported in the early CDS work (in particular, Broen, 1972); and Klink and Klink (1990) investigated the speech of a primary caretaker father. These and other findings will be viewed in the next chapter.

1.4 The purpose and significance of the study

The foregoing discussion provides an overview of the background to research into the characteristics and role of fathers' speech. The present study is intended to be an exploratory and descriptive one. A small participant group was selected so that a fairly broad range of speech characteristics could be investigated. It is recognised that while the use of a small group will limit the generalisability of the outcomes, the study
should open up a range of possible avenues for future research. This present research will contribute Australian data to the body of knowledge in a field where overseas studies predominate, and will also be valuable because of its focus on functional aspects of speech, another area of child language acquisition in which more data are needed.

Four questions have guided the design and conduct of this study:

1. Does the speech of Australian fathers' and mothers' to young children differ in respect of formal, conversational, or functional characteristics?
2. What is the relationship between the findings from this Australian research and comparable overseas studies?
3. What characteristics predominate in fathers' speech, and thereby differentiate it from mothers' speech?
4. What might be the implications of the findings of the study for child language acquisition?

1.5 Outline of the study

Chapter 2 provides a survey of the literature on fathers' speech to children and looks at both outcomes and methodologies of earlier research. Chapter 3 outlines the study, the nature of the participant group, and the data collection procedures used. In Chapters 4 and 5 the analysis of the data is presented. The implications of the outcomes are discussed in Chapter 6, and some suggestions for future research made.
2.1 Introduction

The interest in the nature of the speech that fathers address to young children was a natural progression from the research into the characteristics and role of mothers’ speech. In 1975 Gleason wrote:

Now that it is known that mothers’ speech to young children has special input features, it is important to determine if these features are limited to mothers’ speech or if they are in a more general sense characteristic of adult language to children.... to date there have been essentially no published studies of men’s speech to children.... fathers do talk to their children, as do other males, and the nature of that language is the topic of our current investigation. (Gleason, 1975, pp. 289-290)

The accompanying chart (see Table 1) provides an overview of the main studies in the field of fathers’ speech. It is of interest to note that much of the work to date has originated from the United States of America, and frequently has been generated by those attached to psychology departments. This suggests that there is value in contributing Australian data, analysed from a linguistic perspective, to the body of knowledge in this field.

An important emphasis of much of the work on fathers’ speech is the use of naturalistic data. This has led many researchers to record fathers, mothers and children interacting in their own homes, as Table 1 shows. Where laboratory settings have been
Table 1
Summary of Previous Studies of Fathers’ Speech

<table>
<thead>
<tr>
<th>Date</th>
<th>Author &amp; Location</th>
<th>Discipline/Country</th>
<th>Context-Location</th>
<th>Context-Activity</th>
<th>Type of Recording</th>
<th>Child-Age</th>
<th>Child-No.</th>
<th>Gender</th>
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<tr>
<td>1971</td>
<td>Rebelsky &amp; Hanks</td>
<td>US/Psych</td>
<td>Home</td>
<td>Various</td>
<td>Audio</td>
<td>0;0:2-0:3</td>
<td>10</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1973</td>
<td>Bates</td>
<td>US/?Psych</td>
<td>?</td>
<td>?</td>
<td>24hrs ea 2wks</td>
<td>1;11</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>1975</td>
<td>Giattino &amp; Hogan &amp;</td>
<td>US/Sp Pathology</td>
<td>Home</td>
<td>Various</td>
<td>Audio-O</td>
<td>3;0</td>
<td>G (Case</td>
<td></td>
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<tr>
<td>1975</td>
<td>Gleason</td>
<td>US/Psych</td>
<td>Home</td>
<td>Books</td>
<td>Audio</td>
<td>2;0-5;0</td>
<td>3</td>
<td>B &amp; G</td>
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<tr>
<td>1978</td>
<td>Field</td>
<td>US/?Psych</td>
<td>Lab</td>
<td>Play</td>
<td>3 x 3 mins</td>
<td>0;4</td>
<td>36</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1979</td>
<td>Golinkoff &amp; Ames</td>
<td>US/Ed</td>
<td>Lab</td>
<td>Play x 2</td>
<td>Video x 10 mins</td>
<td>1;7</td>
<td>12</td>
<td>B &amp; G</td>
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<tr>
<td>1980b</td>
<td>Engle</td>
<td>US/Psych</td>
<td>Home</td>
<td>Play</td>
<td>Audio x 20 mins</td>
<td>2;0 &amp; 3;0</td>
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<td>B &amp; G</td>
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<tr>
<td>1980</td>
<td>Greif</td>
<td>US/Psych</td>
<td>Lab</td>
<td>Play x 2 Books</td>
<td>Video x 30 mins</td>
<td>2;0-5;0</td>
<td>16</td>
<td>B &amp; G</td>
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<td>Masur &amp; Gleason</td>
<td>US/Psych</td>
<td>Lab</td>
<td>Play</td>
<td>Video x 10 mins</td>
<td>2;0-5;0</td>
<td>14</td>
<td>B &amp; G</td>
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<tr>
<td>1980</td>
<td>McLaughlin et al.</td>
<td>US/ ?</td>
<td>?Lab</td>
<td>Game</td>
<td>Audio 15 - 30 mins</td>
<td>5;0</td>
<td>24</td>
<td>B &amp; G</td>
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<td>Rondal</td>
<td>Fr Can/Ed/Psych</td>
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<td>Play, Books Meal</td>
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<td>1;6-3;0</td>
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<td>1981</td>
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<td>US/?Sp Pathology</td>
<td>Home</td>
<td>Various, incl. play</td>
<td>Audio - O x 30 mins</td>
<td>2;3-3;11</td>
<td>9</td>
<td>B &amp; G</td>
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<td>------------------</td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>Kavanaugh &amp; Jen</td>
<td>US/Psych</td>
<td>Home</td>
<td>Various, incl. play</td>
<td>Audio 9 x 25 mins</td>
<td>1;2-1;5 to 1;10-2;1</td>
<td>4</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1981</td>
<td>Bredart et al.</td>
<td>Belgium/Psych</td>
<td>Home</td>
<td>Task, Story, Play x 2</td>
<td>Audio 3 x 15 mins</td>
<td>2;5-3;5</td>
<td>12</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1982</td>
<td>Bellinger &amp; Gleason</td>
<td>US/Psych</td>
<td>Lab</td>
<td>Play</td>
<td>Video &amp; Audio x 30 mins</td>
<td>2;0-5;0</td>
<td>10</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1982</td>
<td>Hummel</td>
<td>US/Psych</td>
<td>Home</td>
<td>Play</td>
<td>Audio x 20-26 mins</td>
<td>2;0</td>
<td>16</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1982</td>
<td>Kavanaugh &amp; Jirkovsky</td>
<td>US/Psych</td>
<td>Home</td>
<td>Play</td>
<td>Audio 8 x 25 mins</td>
<td>0:8-1:4</td>
<td>4</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1982</td>
<td>Malone &amp; Guy</td>
<td>US/?</td>
<td>Home</td>
<td>Play</td>
<td>Audio x 10 mins</td>
<td>3;0</td>
<td>10</td>
<td>B</td>
</tr>
<tr>
<td>1982</td>
<td>Masur</td>
<td>US/Psych</td>
<td>Lab</td>
<td>Play</td>
<td>Video x 10 mins</td>
<td>2;6-5;0</td>
<td>14</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1982</td>
<td>Wilkinson &amp; Rembold</td>
<td>US/?</td>
<td>Home</td>
<td>Play</td>
<td>Audio &amp; Video x 20-25 mins</td>
<td>2;0 &amp; 2;6</td>
<td>18</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1983</td>
<td>Lipscomb &amp; Coon</td>
<td>US/Psych</td>
<td>Home</td>
<td>Play</td>
<td>Audio x 20 mins</td>
<td>1;7-2;5 &amp; 2;8-3;7</td>
<td>20</td>
<td>G</td>
</tr>
<tr>
<td>1983</td>
<td>McLaughlin et al.</td>
<td>US/?</td>
<td>Home</td>
<td>Play</td>
<td>Video x 8 mins</td>
<td>1;6-3;6</td>
<td>24</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1984</td>
<td>Hladik &amp; Edwards</td>
<td>US/Sp Pathology</td>
<td>Home</td>
<td>Any</td>
<td>Audio - O x 30 mins</td>
<td>2;0-3;6</td>
<td>10</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1984</td>
<td>Pieper</td>
<td>Germany/ ?</td>
<td>?Lab</td>
<td>Play</td>
<td>Video</td>
<td>5;3-5;8</td>
<td>5</td>
<td>?B &amp; G</td>
</tr>
<tr>
<td>Date</td>
<td>Author</td>
<td>Country/Discipline</td>
<td>Context-Location</td>
<td>Context-Activity</td>
<td>Type of Recording</td>
<td>Child-Age</td>
<td>Child-No.</td>
<td>Gender</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>1984</td>
<td>Warren-Leubecker &amp; Bohannon</td>
<td>US/Psych</td>
<td>Home</td>
<td>Play Books</td>
<td>Audio x 15-20 mins</td>
<td>2;0 &amp; 5;0</td>
<td>8 ea</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1987</td>
<td>Kuper &amp; Uzgiris</td>
<td>US/Psych</td>
<td>Lab</td>
<td>Play</td>
<td>Video x 7-9 mins</td>
<td>0;3 &amp; 0;9</td>
<td>B &amp; G</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>Lewis &amp; Gregory</td>
<td>UK/Psych</td>
<td>Lab</td>
<td>Play x 3</td>
<td>Video x 5 mins</td>
<td>0;10-1;3</td>
<td>12</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1987</td>
<td>Mannle &amp; Tomasello</td>
<td>US/Psych</td>
<td>Home</td>
<td>Play</td>
<td>Video x 15 mins</td>
<td>1;0-1;6</td>
<td>24</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1987</td>
<td>O'Brien &amp; Nagle</td>
<td>US/Psych</td>
<td>Lab</td>
<td>Play x 3</td>
<td>Video x 4 mins</td>
<td>1;6-2;0</td>
<td>10</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1987</td>
<td>Papousek et al.</td>
<td>Germany/ Psych</td>
<td>Lab</td>
<td>Play</td>
<td>Video &amp; Audio</td>
<td>0;3</td>
<td>14</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1988</td>
<td>Brachfeld-Child et al.</td>
<td>US/Psych</td>
<td>Lab</td>
<td>Task</td>
<td>Video x 3 mins</td>
<td>0;8</td>
<td>16</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1988</td>
<td>Ratner</td>
<td>US/Sp Pathology</td>
<td>?Lab</td>
<td>Play x 2</td>
<td>Video x 45 mins</td>
<td>1;6-2;0</td>
<td>8</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1990</td>
<td>Dopke</td>
<td>Aust/ German</td>
<td>Home</td>
<td>Various</td>
<td>Audio(?-O)</td>
<td>2;4-2;8</td>
<td>6</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1990</td>
<td>Klink &amp; Klink</td>
<td>US/Ed</td>
<td>Home</td>
<td>Various</td>
<td>Audio - O</td>
<td>0;7-2;0</td>
<td>G (Case Study)</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>Tomasello et al.</td>
<td>US/Psych</td>
<td>Home</td>
<td>Play x 2</td>
<td>Video x 15 mins</td>
<td>1;3 &amp; 1;9</td>
<td>24</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1992</td>
<td>Pratt et al.</td>
<td>Canada/ Psych</td>
<td>Lab</td>
<td>Tasks Play</td>
<td>Video x 10 mins</td>
<td>3;6 &amp; 5;6</td>
<td>36</td>
<td>B &amp; G</td>
</tr>
<tr>
<td>1991</td>
<td>Reese &amp; Fivush</td>
<td>US/ Psych</td>
<td>Home</td>
<td>Talking</td>
<td>Audio-O</td>
<td>3;0</td>
<td>24</td>
<td>B &amp; G</td>
</tr>
</tbody>
</table>

Note. Audio-O means audiorecording without an observer present.
used, the emphasis of the research has still been oriented to obtaining naturalistic interaction. Thus researchers such as the Gleason team\(^1\) (see Gleason and Greif, 1983), and O’Brien and Nagle (1987) used laboratories set up as playrooms as the location for their recordings.

2.2 Focus of the Studies

Various approaches have been taken by researchers investigating fathers’ speech. Most in some way make a comparison between fathers’ and mothers’ speech to children. Motherese studies isolated a set of features that marked the adult-child (A-C) register as different from adult-adult casual (A-A) speech (e.g., as summarised in Farwell, 1973; Snow, 1977b; Vorster, 1975). Researchers investigating fathers’ speech were interested to determine whether fathers made similar adjustments when talking to their children.

The studies looking at fathers’ speech can be divided into one of two broad groups. One group of studies emphasises the characteristics of fathers’ speech generally (e.g., Fash & Madison, 1981; Giattino & Hogan, 1975; Gleason, 1975; Gleason & Weintraub, 1978; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Hummel, 1982; Klink & Klink, 1990; Malone & Guy, 1982); the other group has a narrower focus and examines more closely one or a few aspects of CDS, for example, lexis (Masur & Gleason, 1980; Ratner, 1988); prosodic features (Warren-Leubecker & Bohannon, 1984); language teaching function (Rondal, 1980); variables such as context of

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\(^1\) For convenience, the phrase ‘the Gleason team’ will be used when referring to the series of studies, conducted under the leadership of Jean Berko Gleason, which compared fathers’ and mothers’ speech to children aged 2:6–5:0. Her colleagues in this work included David Bellinger, Esther Greif, Elise Masur, Rivka Perlmann and Sandra Weintraub. The studies have been reported in various journals and books, and sometimes, to gain all the details relating to the project, it is necessary to consult several of the reports. Some of the reports also duplicate information given in another source. When specific aspects of the study are discussed the individual reference or references will be given; where ‘the Gleason team’ is used, the reference is to their work generally.
interaction (Bredart-Compernil, Rondal & Peree, 1981; Lewis & Gregory, 1987), or age of child (McLaughlin, White, McDevitt & Raskin, 1983).

Studies of parental speech have investigated syntactic, semantic and pragmatic aspects, though these terms are not always used in the literature. Researchers tend to refer instead to formal (or structural-linguistic, or grammatical), conversational and functional features of speech. The picture presented by these studies is somewhat unclear, for, as Le Chanu and Marcos (1994) say, "For each aspect of language considered there are conflicting results concerning the similarities and differences between mothers' and fathers' behaviors" (p. 5). Despite this very real problem, it is possible to identify trends in the findings for each of these results.

2.3 General characteristics of fathers' speech

Both mothers and fathers adapt their speech when talking to young children. Gleason (1975) observes that both parents use "a register especially marked for talking to children" (p. 291). This register is characterised by "simplicity, well-formedness, repetition and immediacy" (Gleason, 1975, p. 294). The findings of two case studies (Giattino & Hogan, 1975; Klink & Klink, 1990) corroborate many of Gleason's observations. Giattino and Hogan (1975) report that the father in their study talked with (not to) his child, describing, explaining and questioning about their ongoing joint activities. The Klink and Klink (1990) study likewise reports evidence of the father using a simplified register, a more restricted vocabulary, having a shorter MLU (compared with that for A-A speech), and talking with his daughter about 'here-and-now' events. These characteristics are very similar to those of motherese. Although fathers and mothers are similar in that they adapt their language when talking to
children, there are nevertheless differences between parents in respect of the degree or proportion of individual speech features used.

2.4 Formal and conversational characteristics of fathers' speech

There are several measures used in the studies investigating formal and conversational aspects of parental speech. These include total language produced (sometimes referred to as 'talkativeness'), which is calculated using total or mean number of utterances, words or morphemes; number of conversational turns per speaker; mean length of utterance (MLU); type token ratio (TTR); and proportions of different sentence or utterance types (e.g., declaratives, imperatives, interrogatives). These will be considered individually before outlining the trend of the majority of the findings.

2.4.1 Amount of Speech

The majority of researchers measuring total language produced in a given time (whether measured as number of utterances, words or morphemes), found fathers' and mothers' speech to be very similar (Bellinger & Gleason, 1982; Fash & Madison, 1981; Hummel, 1982; Malone & Guy, 1982; Masur & Gleason, 1980; McLaughlin et al., 1983; Wilkinson & Rembold, 1982). A few reported that mothers talked more than fathers (Bredart-Compernol et al., 1981; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Rondal, 1980), but only one study (Brachfeld-Child, Simpson, & Izenson, 1988) found that fathers produced a greater quantity of speech than mothers.
Mean length of utterance (MLU)\(^2\) is probably the most frequently used measure in child language research. The majority of studies of parental speech have found no significant difference between mothers and fathers in respect of MLU (Bredart-Compernol et al., 1981; Fash & Madison, 1981; Gleason, 1975; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Hummel, 1982; Kavanaugh & Jen, 1981; Kavanaugh & Jirkovsky, 1982; Lipscomb & Coon, 1983; Papousek, Papousek, & Haekel, 1987; Pratt, Kerig, Cowan, & Cowan, 1992; Wilkinson & Rembold, 1982). Only three studies reported differences (Malone & Guy, 1982; McLaughlin et al., 1983; Rondal, 1980), and in each case the mothers' MLUs were longer than those of the fathers.

Another measure of language production is number of conversational turns. Most researchers using this measure have found mothers and fathers in dyadic interaction with their children to be similar in number of turns (Golinkoff & Ames, 1979; McLaughlin et al., 1983; Tomasello, Conti-Ramsden, & Ewert, 1990; Wilkinson & Rembold, 1982). Golinkoff and Ames (1979) found, however, that in triadic interaction mothers took more turns than fathers.

2.4.2 Sentence types

Before considering the outcomes of studies which have included sentence types in their analysis of parental speech to young children, there are several important points that need to be mentioned in relation to this measure. Although the term 'sentence types' is very widely used in the literature, the term 'utterance types' should be used when spoken language is the focus. However, because 'sentence types' is generally

\(^2\) MLU can be calculated using either words or morphemes and this will be discussed later (see Chapter 3). Hereafter, the abbreviation MLU will be used when referring to the general concept of mean length of utterance, regardless of how it is calculated. MLUw will be used when referring to MLU calculated based on words; MLUm will indicate MLU calculated based on morphemes.
used, for convenience that convention will be followed in this section. (The matter of the definitions used in some of the studies will be discussed more fully later [see Chapter 4].)

Some studies do not provide definitions of sentence types at all (e.g., Hladik & Edwards, 1984; Rondal, 1980). In others, where definitions are given, there is no clear distinction made between grammatical/structural form, and function. From a linguistic viewpoint some definitions also lack precision. For example, the definition of a question adopted by Golinkoff and Ames (1979), Malone and Guy (1982), and McLaughlin et al. (1983) was “an utterance ending with a rising intonation” (Malone & Guy, p. 602). Although yes/no questions are characterised by rising intonation, this is not true of all question types. For example, wh-questions are marked by falling intonation (Quirk & Greenbaum, 1973).

There are also instances of mixing functional and grammatical definitions for sentence or utterance types (e.g., Malone & Guy, 1982; McLaughlin et al., 1983), but considering the contexts and purposes of the studies, the basis of analysis seems to be intended to be functional rather than formal. Only a few studies consistently adopt formal (or grammatical) definitions (e.g., the Gleason team - see Gleason & Greif, 1983). The diversity and lack of precision of definitions makes comparisons of studies more difficult as one cannot be sure the same bases are being applied to the comparison even though the same terms are being used.

Most studies have found that overall there are few or no differences in respect of sentence types used by mothers and fathers (e.g., Bredart-Compernol et al., 1981; Fash & Madison, 1981; Golinkoff & Ames, 1979; Kavanaugh & Jirkovsky, 1982; Hladik & Edwards, 1984; Hummel, 1982; O’Brien & Nagle, 1987; Papousek et al., 1987). It is helpful nevertheless, to consider more specifically the findings in relation to usage of
individual sentence types. Nearly all studies found fathers' and mothers' usage of declaratives to be very similar. One exception is the Gleason team (e.g., Gleason & Greif, 1983; Gleason & Weintraub, 1978) which reported a contrary finding on declarative use in home context studies, with mothers using a much higher proportion of declaratives than fathers. Their laboratory studies, on the other hand, showed parents to use a similar proportion of declaratives.

There is somewhat more variation between studies in respect of directive/imperative and question/interrogative use, so these studies will be discussed in more detail.

Directives/imperatives

The majority of research has found no difference between fathers and mothers in the frequency with which they use directives in general, or the imperative form of directives (Bredart-Compernol et al., 1981; Golinkoff & Ames, 1979; Kavanaugh & Jen, 1981; Kavanaugh & Jirkovsky, 1982; Hladik & Edwards, 1984; McLaughlin et al., 1983; Papousek et al., 1987; Rondal, 1980). Two studies found fathers to use fewer directives than mothers (Golinkoff & Ames, 1979; Kruper & Uzgiris, 1987). Bellinger and Gleason (1982) looked particularly at directives and commented on the differing forms of directives produced by mothers and fathers. Not only did fathers produce more directives than mothers, but they were also most likely to phrase them in the imperative form, that is fathers were more overtly directing than mothers. Bates (1973, unpublished study cited in DePaulo & Bonvillian, 1978); Engle, (1980b); Gleason (1975); Gleason and Weintraub (1978); and Malone and Guy (1982) all found fathers used more imperatives.
Questions/interrogatives

In respect of question or interrogative types most studies have found usage patterns of mothers and fathers to be very similar (Bredart-Compernol et al., 1981; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Hummel, 1982; Kavanaugh & Jen, 1981; Kavanaugh & Jirkovsky, 1982; Papousek et al., 1987; Rondal, 1980). However, Gleason (1975), Gleason and Weintraub (1978), and O’Brien and Nagle (1987) report fathers used more *wh*-questions, which conflicts with Malone and Guy (1982) who report mothers had a higher proportion of *wh*-questions. While Rondal (1980) found no variation with age of child or sex of parent in respect of question types used, he does report that different contexts generate different proportions of sentence types. For example, fathers used more Q-interrogatives (the French equivalent of English *wh*-questions) in free play and story contexts than at mealtimes. In a meal context they used more *yes/no* questions. McLaughlin et al.’s (1983) study which measured fathers’ speech in a single context (free play) also found fathers used more *wh*-questions than *yes/no* questions relative to the total number of questions they asked. The authors suggest that *wh*-questions demand more extended responses from children than *yes/no* questions do, and this in turn helps to raise children’s linguistic performance. O’Brien and Nagle (1987) report that across two different play situations with boys and girls (1;6-2;0) there were few statistically reliable differences evident, but fathers used more *wh*-questions than mothers. Malone and Guy also found that fathers used fewer questions overall, which corroborates the results of Stein (1973, unpublished manuscript cited in Gleason, 1975).
2.4.3 Lexis

Some studies have included analysis of lexis or vocabulary used by parents, frequently measured by type token ratio (TTR), which serves as an indicator of lexical diversity. Most studies using TTR have found mothers' and fathers' speech to be very similar (Hummel, 1982; Lewis & Gregory, 1987; Lipscomb & Coon, 1983; McLaughlin, Schutz, & White, 1980; Ratner, 1988; Wilkinson & Rembold, 1982). Rondal (1980) contradicts the majority finding and reports that the fathers in his study used a more diverse vocabulary than the mothers did.

Several researchers have commented that fathers use less common vocabulary items than mothers do (Kriedberg, 1973, unpublished manuscript cited in Gleason, 1975; Masur & Gleason, 1980; Ratner, 1988), so fathers' and mothers' language may differ in this respect. Fathers' speech has been described as more lexically demanding (that is, children have to work harder to understand it because a greater percentage of words are unfamiliar to them), as a result of its greater lexical diversity, or because it contains more rare items (Giattino & Hogan, 1975; Gleason, 1975; Gleason & Weintraub, 1978; Masur & Gleason, 1980; McLaughlin et al., 1983; Ratner, 1988; Rondal, 1980). Masur and Gleason (1980), and Ratner (1988) focussed on vocabulary selection. Ratner found in her research into noun selection in parental speech to young children that mothers and fathers did not differ significantly in lexical diversity. This supports Hummel (1982). However, in respect of lexical complexity Ratner's data provide evidence of a general tendency for fathers' speech to be characterised by rarer lexis than that noted in mothers' speech. 'Rarer lexis' she describes as "vocabulary less frequently observed in children's texts" (p. 489). Masur and Gleason (1980) found fathers' speech contained a wider range of lexical items than did mothers'. Gleason provides examples of men talking to young children and using the words "aggravating"
and “intimidating” (Gleason, 1975, p. 291), and of another referring to a “construction site” (Gleason, 1987b, p. 195). She marks such words as uncommon in speech to children, but does not indicate the basis for the conclusion. It may be based on intuition, rather than on an objective measure such as Ratner’s study used.

2.4.4 Present and non-present references

Several researchers have investigated the level of references to past events in parental speech. Kavanaugh and Jen (1981) found no significant differences between parents. Fash and Madison (1981), however, do report a difference, with fathers making more references to past events when talking with their children. Here the age of child participants may be significant. The children in the Kavanaugh and Jen study were aged 1;2-1;5 at the commencement of the study, and 1;10-2;1 at its completion. In this case the children were only just beginning to use language productively, whereas the participants in Fash and Madison were aged between 2;3 and 3;11 years, and were therefore more mature. This greater maturity means children are more aware of previous events and have the linguistic ability to discuss them, which conversational partners would recognise. This, in turn, means that conversational partners are more likely to choose to talk about non-present events with older children than with younger ones.

2.4.5. Intonation patterns

Warren-Leubecker and Bohannon (1984) analysed the interaction of mothers and fathers with their two- and five-year-olds and focussed on the parents’ intonation patterns. They found no gender difference in intonation patterns used with the younger children. Both mothers and fathers used exaggerated intonation when talking with their
two-year-olds, but the fathers’ intonation was more exaggerated than mothers. Warren-Leubecker and Bohannon suggest that this may be due to fathers compensating for their infrequent contact with their young children by using exaggerated intonation to maintain the children’s attention. Mothers continued to use exaggerated intonation with the older children in the study, but fathers did not.

2.4.6 Summary

In considering the outcomes of studies using the foregoing formal and conversational measures of parental speech, there are few studies which have found significant differences between mothers and fathers. Mannle and Tomasello (1987) comment that:

results from a variety of studies [suggest] that fathers are very similar to mothers in the way they [adjust] their speech when talking to young children.... These findings of similarity have led many researchers to conclude that fathers are redundant as linguistic interactants. (pp. 25-26)

As Mannle and Tomasello remark, however, those studies which have found little difference between fathers’ and mothers’ speech have tended to focus more on formal features of speech rather than its functional aspects. It is at the pragmatic or functional level that differences are evident.

2.5. Functional characteristics of speech

Recent studies emphasised the differences in functional characteristics of parental speech over differences in formal characteristics. Because of the smaller range of studies, and the greater diversity in the field, it is not always possible to make direct comparisons between studies because few have used the same measures. However, it is
often possible to identify an overall trend from the outcomes of these studies, and to make comparisons at a general level.

2.5.1 Language teaching aspects

A group of measures used by a number of researchers has been described by Rondal (1980) as language teaching aspects of parental speech. These include corrections, expansions and repetitions of child speech by parents.

Rondal (1980) reported that mothers corrected their children’s speech more often than fathers did, whereas Bredart-Compernol et al. (1981) reported the opposite. Neither discusses this outcome specifically, though Rondal implies that it is one of the aspects that reflects the complementary roles parents play in the language acquisition process.

Most studies which included expansions of child utterances in their analysis found similar levels between parents (Bredart-Compernol et al., 1981; Fash & Madison, 1981; Golinkoff & Ames, 1979; Kavanaugh & Jen, 1981; McLaughlin et al., 1983; Rondal, 1980; Stein, 1973, cited in Gleason, 1975). Giattino and Hogan (1975) report that the father in their case study rarely used expansions when responding to his daughter. This may reflect an individual stylistic variation, but, as there were no comparative data from the mother, this conflicting finding can only be noted with interest. No other significance can be attributed to it at this point.

The findings are mixed in respect of use of repetitions. Several studies report similar levels being used by parents (Bredart-Compernol et al., 1981; Golinkoff & Ames, 1979; Papousek et al., 1987; Rondal, 1980). Others found fathers produced more self-repetitions than mothers did, though on other types of repetitions both parents were very similar in these studies (Fash & Madison, 1981; Kavanaugh & Jirkovsky, 1982;
McLaughlin et al., 1983). Only Kruper and Uzgiris (1987) reported mothers repeated utterances more often than fathers did.

### 2.5.2 Interruptions

Greif (1980) examined interruptions and simultaneous speech\(^3\) in mothers’ and fathers’ interactions with their children in several contexts. For each measure fathers scored higher than mothers. That is, fathers interrupted their children more, and fathers’ speech more often overlapped their children’s. Greif suggests these patterns indicate fathers are less polite to their children than mothers are, and further that fathers use interruptions and simultaneous speech to control conversations.

### 2.5.3 Initiatives

Engle (1980a; 1980b) researched differences in the language used by parents in a play situation. Her interest was in initiatives, which she defines as “utterances used to direct attention to a new activity or a new variation of an ongoing activity, ... [which] can have either a specific or non-specific intent” (Engle, 1980b, p. 29). She found the mothers in her study to be less directive than the fathers, a qualitative difference pointing to the complementarity of roles of mothers’ and fathers’ speech.

### 2.5.4 Joint attentional focus

Mannie and Tomasello (1987) investigated joint attentional focus of parent with child. They found that fathers maintained joint attentional focus with their children less frequently than mothers did. This non-linguistic difference was also evidenced linguistically in that fathers’ conversations were less closely related to the child’s visual

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\(^3\) Greif (1980) takes the term ‘simultaneous speech’ from Sacks, Schegloff and Jefferson (1974). It refers to situations where two or more speakers attempt to take a conversational turn at the same time.
focus than the mothers’ conversations were. Fathers responded appropriately to child utterances less often than mothers did, and sought clarification of child utterances more frequently than mothers. Mannle and Tomasello suggest this is evidence that, compared with mothers, fathers are not as closely tuned in to their children’s conversations. This corroborates Rondal’s (1980), but not Bredart-Compernol et al.’s (1981) findings of differences between parents in the number of clarification requests made. Age of child subjects may be a significant factor here, as Mannle and Tomasello suggest. The children in their study were 1;0-1;6 years old; Rondal’s child participants were between 1;6-3;0 years; while Bredart-Compernol et al. used the oldest group, aged 2;5-3;5. As children become more linguistically competent their speech and intentions become easier to understand, and consequently the level of clarification requests drops off.

2.5.5 Breakdown and repair

In a follow-up study to Mannle and Tomasello (1987), Tomasello et al. (1990) investigated breakdown and repair sequences in parent-child speech. They found children’s conversations with fathers experienced more breakdowns than those with mothers. Breakdowns were defined as being signalled by a specific or non-specific request for clarification, or by a change of conversational topic. Tomasello et al. found that not only did fathers experience more communication breakdowns with their children, but also that they were twice as likely as mothers to use non-specific requests for clarification. This suggests almost complete failure of comprehension of the child’s utterances, while specific clarification requests (more often used by mothers) indicate partial comprehension of the child’s utterances. The same study also found that fathers failed to respond to children’s utterances (in contexts where a response would be expected) almost twice as often as mothers did. Children were much less likely to
continue to try to get a response after such a breakdown involved fathers rather than after one with mothers. The authors suggest that these differences may indicate that fathers, compared with mothers, are less competent at understanding their children, or that they are less motivated to communicate with their children, or that they demand more of their children than mothers do. Whatever the reason, interacting with their fathers is more challenging for children.

2.6 Summary

The uniqueness of many of the studies investigating functional aspects of parent-child speech indicates a need for further research (including replication studies) in this area. It is, however, possible to identify certain trends from the currently available data. Fathers and mothers do interact differently with their children. While few differences are evidenced in the structural-linguistic, or formal, characteristics of speech (e.g., Golinkoff & Ames, 1979; Kavanaugh & Jen, 1981; Kavanaugh & Jirkovsky, 1982; Lipscomb & Coon, 1983), differences between fathers and mothers are found in functional features of language (e.g., Bellinger & Gleason, 1982; Greif, 1980; Mannle & Tomasello, 1987; Masur & Gleason, 1980; Rondal, 1980; Tomasello et al., 1990). An important related question is what purpose these differences might serve in language acquisition.

2.7 Roles of parental speech

The majority of studies to date which have investigated differences between fathers’ and mothers’ speech have drawn their participants mainly from traditional, two-parent, middle-class families. A hypothesis which has been put forward to explain the role of differences between fathers’ and mothers’ speech was proposed against that
background. The hypothesis has been expressed in two forms, both of which point to
the complementarity of roles of parental speech in language acquisition.

The hypothesis was first proposed by Gleason, and has subsequently been
named the Bridge Hypothesis:

Fathers are not as well tuned-in to their children as mothers are in the
traditional family situation.... There are probably serious and far-
reaching good effects that result from the fact that traditional fathers
are not quite so sensitive to the needs and intentions of their
children.... Children have to learn to talk to their fathers and other
strangers.... [They] try harder to make themselves both heard and
understood. In this way, fathers can be seen as a bridge to the outside
world, leading the child to change her or his language in order to be
understood. (Gleason, 1975, p. 239)

In a later form, called the Differential Experience Hypothesis, it proposes:

Fathers and mothers play complementary roles in the language
development of children.... Mothers are seen to provide more
linguistic support for the child, tuning their language to the child’s
needs, whereas fathers are seen to be less sensitive to the child’s
linguistic abilities, putting more demands on the child and, in so
doing, raising up performance. (McLaughlin et al., 1983, p. 245)

Both versions of this hypothesis suggest that interaction with fathers presents
more communicative challenges for children than does interaction with their mothers,
for several reasons. Fathers do not adapt their speech as much to the children’s
developmental level as mothers do (Engle, 1980b; McLaughlin et al., 1983). Mothers
are ‘warmer’ towards their children, and more sensitive to their needs and abilities
(Gleason & Perlmann, 1985, p. 91). The differential amounts of time mothers and
fathers spend with their children could be an influencing factor here (Gleason &
Weintraub, 1978). This also means that both children and fathers are less familiar with
each others’ interactional styles.
The work of the Gleason team identified a range of differences between fathers' and mothers' speech (e.g., see Gleason & Perlmann, 1985). These are seen to have positive benefits of exerting communicative pressure on the children (Mannle & Tomasello, 1987). Children have to adapt their communication so their fathers will understand them, and also have to adjust to comprehending a different style of communication from the one that they usually hear. This serves to extend their linguistic abilities.

Gleason (1975) suggests that in this way fathers act as a bridge to the outside world for their children. Children talking with their fathers become accustomed to interacting with a somewhat different linguistic style in the supportive context of their own homes, with a person who is familiar to them, though not as familiar as their mothers. This prepares the children for interactions in the wider community outside the home, for example, at school. There children have to interact with people (especially adults) who are generally unknown to them and who do not know them or their background and experiences. This sort of interaction demands the use of a more decontextualised style of language, so these sorts of early interactional experiences in the home with their fathers may also assist in the transition to early literacy skills (Tomasello et al., 1990).

2.8 Methodology

It is important to consider methodological aspects of previous studies, as well as their content and findings. Reference has already been made to several outcomes where child age may have been an important influence. This and other variables need to be considered.
A number of variables have been identified in the literature as possibly impacting on research outcomes, including:

(a) child age;
(b) gender of child;
(c) birth order;
(d) child care arrangements;
(e) parents' educational background and socioeconomic status;
(f) context of interaction; and
(g) method of recording the interaction.

These factors will be considered in turn.

2.8.1 Age of child participants

Studies which have found that the speech of fathers and mothers to their children differs have generally involved older preschoolers rather than infants and toddlers (e.g., Bellinger & Gleason, 1982; Engle, 1980a, 1980b; Fash & Madison, 1981; Gleason & Weintraub, 1978; Greif, 1980; Malone & Guy, 1982; Masur & Gleason, 1980; Rondal, 1980). Studies which report few or no differences between parents' speech have generally been those where the children were under 2;0 years (e.g., Golinkoff & Ames, 1979; Hummel, 1982; O'Brien & Nagle, 1987). However, there are some exceptions to the general pattern. McLaughlin et al. (1983) conducted their research with children aged 1;6-3;6 and investigated whether or not child age was a factor affecting parents' speech. They found that while there were differences between parents' speech, these were consistent across all child age groups in the study. Hladik and Edwards (1984) used children aged 2;0-3;6 and reported finding no differences in mothers' and fathers' speech. Though the picture is not entirely clear-cut, the outcomes of the majority of
studies suggest that differences between fathers’ and mothers’ speech may become more apparent as children get older, that is beyond approximately 2;6 years of age.

Another factor to be considered is the level of linguistic development the children have attained. Wilkinson and Rembold (1982) suggest 2 years of age as the start of a period of rapid language development. Lenneberg’s (1967) table of developmental milestones indicates that by age 2;0 children are in the two-word utterance stage, and by 3;0 years their language is approaching “colloquial adult speech” (p. 130) in terms of its grammatical complexity. Snow (1984) marks 1;6-4;0 as a period of rapid language acquisition. The role played by parents’ language in the acquisition process changes over time. Gleason and Weintraub (1978) also identify 4;0 years of age as a transition point in language development, and suggest that around that time parents start to emphasise sociolinguistic aspects of language.

Also relevant to the age factor is the probability that fathers’ involvement with their children increases as the children get older (Clarke-Stewart, 1978). Rebelsky and Hanks (1971) reported that fathers in their study spent an average of 37.7 seconds per day interacting with their young infants. In Rebelsky and Hanks’ study ‘interacting’ meant any vocalisation to the infant. Many studies involving young children present a very different picture and indicate that secondary caretaker fathers spend an average of 3-7 hours per day with their children (e.g., Giattino & Hogan, 1975; Golinkoff & Ames, 1979; Hummel, 1982; Mannle & Tomasello, 1987; Tomasello et al., 1990). Of course, as children grow older their waking times may coincide more with the times fathers are at home, so increases in child age naturally increase opportunities for father-child interaction.
2.8.2 Gender of child participants

Some CDS studies have included investigation of differences in parent speech according to gender or sex of child. Reported differences include more conversational turns taken with boys than girls (Golinkoff & Ames, 1979); more complex speech to girls than to boys (Kavanaugh & Jen, 1981); longer MLUs to girls than to boys (Kavanaugh & Jen, 1981); different patterns of vocabulary selection and vocabulary use (Ratner, 1988); more interruptions and more simultaneous speech with girls than with boys (Greif, 1980). In a study of gender differences in mother-child interaction Cherry and Lewis (1976) found mothers talked more and asked more questions with girls, and used more directives with boys. Dunn, Bretherton and Munn (1987) found mothers used more ‘affective’ words when talking with daughters than with sons.

Research from a slightly wider sphere than language also indicates that “parents, as well as adults in general, act differently towards boys and girls from very early childhood on” (Klann-Delius, 1981, p.14). Frankel and Rollins (1983) found parents’ behaviour in a teaching situation differed according to whether they were interacting with a male or a female child; likewise Lewis (1972), and Lewis and Freedle (1973) report differences between mothers’ and fathers’ behaviour with boys and girls; and Field (1978), and Snow, Jacklin and Maccoby (1983) found fathers interacted differently with boys and girls.

Some of these studies suggest that, as with child age, gender-related differences in parental interaction with children may become more evident as children get older. Mindful of the findings of Cherry and Lewis (1976) of differences in the speech mothers addressed to boys and girls, Golinkoff and Ames (1979) specifically took account of the possible effect of the gender of the child, and concluded there were only very marginal differences between parental interactions in two contexts with girls and boys aged 1;7
the parents tended to talk longer to girls). Gleason (1987b), summarising many of the studies conducted by her team, which worked with children aged 2;0-5;0, reports some differences in parental speech to boys and girls. For example, Greif (1980) concluded that fathers were more likely than mothers to interrupt their children, especially their daughters. However, Bellinger and Gleason (1982), researching the use of directives, found little evidence of difference in approach by parents to boys or girls aged 2;6-5;0. Several of the studies which reported differences between mothers' and fathers' speech were conducted with boys only (e.g., Engle, 1980b; Malone & Guy, 1982; Rondal, 1980). Rondal (1985) suggested that, based on the available data, it was not possible to determine with certainty whether or not parents differ in speech to boys and girls. Obviously further studies are needed in this area as it is possible that the gender of the child being addressed could lead to differential outcomes.

2.8.3 Birth order

Birth order has been viewed by some researchers as a significant variable to be controlled (Engle, 1980b; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Hummel, 1982; Malone & Guy, 1982; McLaughlin et al., 1983; Rondal, 1980). However, not all of them indicate their reasons for doing so. In Rondal’s case it arose from a desire to keep the family context as simple as possible. Malone and Guy based their decision on results of research in other areas which had discovered birth order influences language patterns. In their study involving 32 mother-child pairs ranging from 1;6-6;0, Fraser and Roberts (1975) found that neither birth order nor gender of child was significant as a main effect, but that age and task were significant. The language environment is affected in various ways with different numbers of participants, as dyadic and triadic studies, for example, have shown (e.g., Golinkoff & Ames, 1979; Jones & Adamson,
Bennett-Kastor (1988) comments that the evidence about the effect of birth order is inconclusive at this stage, and suggests that, until the position is clearer, it is wise to control for it.

2.8.4 Child care arrangements

Randal (1980) draws attention to the importance of considering family organisational status in CDS studies. ‘Family organisational status’ seems to mean whether one or both parents are in paid employment outside the home and how child caretaking roles are organised. Randal attributes at least some of the reasons for the differences between the findings of his study and those of Gleason (1975) to the fact that both parents in his study were employed, at least part-time, outside the home. Gleason’s subjects were from families with a more traditional structure, by which Randal means that the mother cared for the children at home and the father worked full-time outside the home. Closely related to the matter of employment is the amount of time fathers spend with their children, an aspect which Hummel (1982) designed her study to address. Based on the amount of time fathers and mothers were available to their children, she found essentially no difference between their speech to their two-year olds.

All the families in Malone and Guy’s (1982) study, which compared parents’ speech on a number of syntactic features, were dual-career families. The study found results between the parents’ speech were consistent with those reported by Gleason (1975). Formal and structural features were also the focus of Hladik and Edwards’ (1984) study, which compared fathers and mothers in individual and joint interaction with their children. This study concluded that the speech of mothers and fathers was essentially the same. In that study, the mothers of the families involved were employed only part-time away from home, the fathers full-time.
Again, although the evidence is somewhat inconclusive, the findings tend to point to child age being more of an influence than the time parents spend with their children, but further investigation with careful control of other variables would be justified.

2.8.5 Educational background and socioeconomic status

Most work comparing the interactions of parents with their language-learning children has been based on middle class Caucasian families who speak a standard dialect of English (e.g., Engle, 1980b; Gleason, 1975, 1987b; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Hummel, 1982; Malone & Guy, 1982; McLaughlin et al., 1983; Ratner, 1988; Stoneman & Brody, 1981). This probably reflects the fact that many studies drew their participants from within the university community, or from its immediate residential vicinity. Naturally, the population in these areas would be predominantly middle class, and often tertiary educated. Even when participants were recruited more widely, lower socioeconomic groups might be wary of participation in such studies, and therefore less likely to volunteer or agree to be involved.

Despite a call from Engle (1980a) to focus on social class differences, very little involving fathers from other social groups has been done as yet. Even in the investigation of mothers' speech comparatively little work has been done in looking at social class differences in mothers' speech to children (e.g., Hoff-Ginsberg, 1991; Snow, Arlmann-Rupp, Hassing, Jobse, Joosten & Vorster, 1976).

2.8.6 Contexts of interaction

Context of interaction can impact on research outcomes, and this needs to be considered as part of the discussion of methodology. There are several aspects covered
by 'Contexts of Interaction', including (a) the activity or activities in which study participants are engaged; and (b) location.

Activities

There are several types of activity, or contexts of interaction, which are widely used in studies of parent-child language. Most commonly parents and children are recorded while playing (e.g., Bredart-Compernol et al., 1981; Engle, 1980b; Gleason & Greif, 1983; Golinkoff & Ames, 1979; Greif, 1980; Lewis & Gregory, 1987; Masur & Gleason, 1980; McLaughlin et al., 1983; O'Brien & Nagle, 1987; Pratt et al., 1992; Rondal, 1980). Various types of play are used, but these can be divided into two basic categories: structured play and free play. As generally used, the term 'structured play' involves the accomplishment of some task, for example, doing a puzzle or constructing a model, while 'free play' means play with a range of toys, either those supplied by the researcher, or with a selection from the child's own toys. It should be noted, however, that Lewis and Gregory (1987) used these terms differently. They defined 'free play' as play without toys, and play using toys they called 'toy play'.

Another activity used in CDS research is book reading or storytelling, although it is less common than play as a context of interaction in fathers' speech studies as can be seen from Table 1. In studies such as those of the Gleason team (e.g., as reported in Gleason, 1975, and Greif, 1980), and Bredart-Compernol et al. (1981) researchers provided wordless picture books or sets of picture cards and asked the parents to make up a story based on the pictures. Rondal (1980) and Warren-Leubecker and Bohannon (1984) also used books in their studies. Here the books were intended as a support or stimulus for conversation. Parents were not specifically asked to read them with their children. Lewis and Gregory (1987) provided a glossy catalogue for the book segment
in their study. Although not all the reports are explicit on this point, the books used in these studies all appear to have been picture books (i.e., no text or very little text), which meant that parents had to talk about the pictures rather than just read a story to their children.

Caretaking activities, which include mealtime and dressing, are less often used (but see, e.g., Gleason, 1975; Rondal, 1980). There are several possible reasons for these contexts not being so popular: practical difficulties of recording; short duration of these activities, and consequently an insufficient quantity of language produced; lack of variety of language produced; lack of paternal involvement in the caretaking of very young children. However, much of the speech that is addressed directly to children occurs in caretaking situations, so the exclusion of these from research risks limiting the representativeness of outcomes. In non-mainstream, non-middle-class families reading books and playing with toys may not be a very big part of the experience of those young children, and may not serve a significant role in language acquisition (e.g., Heath, 1983; Hoff-Ginsberg, 1991; Tizard & Hughes, 1984).

Several researchers recorded their participant families engaged in their usual daily activities (e.g., Fash & Madison, 1981; Giattino & Hogan, 1975; Hladik & Edwards, 1984; Kavanaugh & Jen, 1981; Klink & Klink, 1990; Wells, 1985). This may well have included all of the above activities and others too. However, it is not possible to determine from the published reports of these studies the full range of activities involved.

Research has consistently found that the context of interaction influences the nature of the speech produced by the interactants. This variation is found within and across activities. Book reading is characterised by use of more complex language, greater range of vocabulary, longer MLUs, low levels of imperatives and directives,
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Research has consistently found that the context of interaction influences the nature of the speech produced by the interactants. This variation is found within and across activities. Book reading is characterised by use of more complex language, greater range of vocabulary, longer MLUs, low levels of imperatives and directives,
higher proportion of questions (especially *wh*-questions) and faster rate of speech (Hoff-Ginsberg, 1991; Lewis & Gregory, 1987; Rondal, 1980; Snow et al., 1976).

Free play contexts have been found to stimulate more directives and more, but shorter utterances, to be low in conversation-eliciting utterances, and to generate the least variety of vocabulary (Hoff-Ginsberg, 1991; Lewis & Gregory, 1987; Rondal, 1980). O'Brien and Nagle (1987) studied interactions for three different contexts of play, each of which they found to elicit its own pattern of parental speech. Families in this study were given three different boxes of toys to play with. One box contained dolls, and play with these generated the greatest variety and quantity of language from parents. Doll play was also characterised by a high proportion of questions and of labelling. Another box held two trucks and a car. Vehicle play generated a lower proportion of spoken but a relatively high proportion of imaginative sounds. The third box carried two puzzles (shape-sorters), and the language associated with these was high in directives and much less varied than the language in the other two contexts.

The Gleason team chose three different activities for the play session in their laboratory studies because each called for a different type of speech: wordless books produced narrative speech, a toy shop generated a conversational style, and a pull-apart car resulted in a predominance of directive and instructional language (Gleason & Greif, 1983). Hoff-Ginsberg (1991) established that in caretaking situations of mealtime and dressing (which are goal-directed activities) the rate of mothers' speech was much slower than in any of the other contexts in the study, but the proportion of conversation-eliciting utterances was much higher than in free play or book reading.

These findings indicate the importance of considering contexts of interaction when designing a study, and of utilising an appropriate variety to ensure a balanced
picture is obtained. Within the general trends indicated for each situation, mothers' and fathers' speech has been found to differ also.

Golinkoff and Ames (1979) found that overall fathers talked less than mothers in a free play situation, but in a structured play context they found no significant difference between parents' speech. Lewis and Gregory (1987) reported little difference between mothers' and fathers' speech in the play contexts they used. O'Brien and Nagle (1987) reported few differences in language by parent gender (fathers used more wh-questions), but their study confirmed the distinctiveness of the language produced in each context. In their discussion they raise an important point about free play contexts. Where a choice of toys exists, it is quite possible that each parent-child dyad might make a different selection, which in turn might generate different types of interaction. In such cases, differences attributed to gender of parent might, in fact, be due to variation between families in the contexts of interaction because of play with different toys. That is, had all groups used the same toys the outcomes may have been different.

The work of the Gleason team (e.g., as reported in Gleason, 1987), and that of Rondal (1980), was based on multiple contexts - a family meal, books, and play. They found similar trends of differences in parental speech to children being attributed to context or task.

Location

The location or setting of the interaction is another contextual variable that will impact on outcomes. The usual settings for recording sessions are either the participants’ homes or specially equipped laboratories (which may be set up like a family living room). The home context is likely to generate more natural data as participants will be much more at ease in familiar surroundings. Barnes, Gutfreund,
Satterly, and Wells (1983) comment that home settings have been criticised for lack of control of variables such as physical setting and other participants. It is nevertheless possible to obtain a reasonable degree of control if required (e.g., Rondal, 1980), but it is also the case that people and language are dynamic and changing, and so there will always be the possibility of a variable for which one cannot control. Experimental or laboratory studies also have limitations, for example, all participants may not perceive the situation in exactly the same way, even though they are physically in the same surroundings (Barnes et al., 1983).

A further aspect of the home versus laboratory setting is the private versus public nature of the contexts. These will affect the nature of the interaction, a point made by Engle (1980a), Gleason and Greif (1983), and Gleason (1987b). Engle (1980a) comments that “generally, the laboratory situations have yielded fewer differences between the parents’ language than the home-based investigations” (p. 261). And at least one of the reasons for this is that “public behavior is a good deal more polite than private behavior at home” (Gleason, 1987b, p. 195). Laboratory studies may also result in a diminution of role differentiation, as Gleason and Greif (1983) suggest.

It is important that consistency be maintained within a study as lack of consistency makes comparisons more difficult. This is the case with Rondal (1980), and Gleason (1975) and Gleason and Weintraub (1978), for example. Rondal’s sessions were audio-recorded (with a researcher as non-participant observer) in the families’ homes. The families in the Gleason studies were audio-recorded at home (without an observer present) for the family meal, and for the other contexts were videorecorded in a laboratory. This difference in context of recording means caution must be exercised when comparing outcomes of these studies with those of Rondal’s.
2.8.7 Methods of data collection

Another aspect of context to be considered is that of location and means of recording. Of the data collection methods available to child language researchers, the most commonly used have been audio and video recording of interaction. There are advantages and disadvantages to each approach, and no one means is perfect for every situation. A choice has to be made in the light of the purposes of the study and the relative importance of different factors.

Videotaping of interactions is frequently used for studies in which a comprehensive record of both verbal and non-verbal behaviour is important. Video is very helpful in picking up non-verbal behaviour, which in turn assists with the preparation of the transcription and the pragmatic commentary. There are, inevitably, disadvantages as well, which Bennett-Kastor (1988) notes. Video equipment is reasonably expensive, requires some training and expertise to operate properly, is fairly intrusive, and cannot move as rapidly as the human eye, nor is its field of vision as flexible as that of the human eye. As well, some video equipment requires two researchers present, one to operate the equipment, the other to direct the recording operation. This increases the distractions to the participants, and is also likely to inhibit their language. Special or extra lighting may be required in some home contexts too. In reviewing and coding video recordings after an event, there is a risk that greater importance may be attributed to particular non-verbal behaviours than they had in reality. This, of course, can lead to distorted interpretations of interactions.

With both audio and video recording the question of the microphone is a crucial one. Built-in microphones on recording equipment are rarely adequate. This means that videotaped interactions need to be audiotaped as well. This presents further intrusions
and distractions in the recording context and, potentially, additional work on transcriptions.

Audiorecording is much less intrusive, much easier to operate, relatively inexpensive, and very flexible, especially if the tape recorder is battery-operated. However, an audiorecording is likely to be inadequate in providing contextual and non-verbal information. Depending on the purpose of the study this may be a problem when transcribing and interpreting the tapes. There are, though, several ways this problem can be overcome.

One method frequently used is the preparation of a pragmatic commentary to supplement audiorecordings. A pragmatic commentary consists of notes of contextual information taken by a trained observer (either participant or non-participant) during the interaction. These notes are then added to the transcript. Where the same observer also transcribes the tapes, or at least assists with the preparation of the transcription, a rich and accurate data base is obtained. Of course, the presence of an observer inevitably affects and changes the context of the interaction, and the resultant data are likely to be less natural than those obtained without a stranger present. Using an observer who is at least familiar to the participants can help to minimise the inhibition to natural interaction that an almost unknown person might bring.

In the Bristol Project (Wells, 1985), when research assistants went to collect tapes at the end of a day's recordings, they and the family listened to them before the assistants left. This enabled notes to be made about contextual information and any obvious uncertainties could be clarified before the events were forgotten. This assisted with transcriptions, overcame the problem of interpreting the interactions, and allowed very natural data to be collected without the intrusion of an observer.
In reviewing the CDS research focussing on fathers’ speech, it is interesting to note that the majority of studies using videorecordings were those undertaken in a laboratory setting (e.g., Bellinger & Gleason, 1982; Gleason, 1975; Golinkoff & Ames, 1979; Greif, 1980; Kruper & Uzgiris, 1987; Lewis & Gregory, 1987; Masur & Gleason, 1980; O’Brien & Naeye, 1987) while those conducted in the participants’ homes were more often audiorecorded (e.g., Engle, 1980a, 1980b; Hladik & Edwards, 1984; Hummel, 1982; Klink & Klink, 1990; Malone & Guy, 1982; Rondal, 1980). To a certain extent this may be a matter of history, in that videorecording was a much more specialist undertaking 10-20 years ago when many of these studies were conducted. However, it may also reflect the problem of the potential distraction and intrusiveness of videorecording in a home context. Laboratories are able to be set up with videorecording equipment as a permanent fixture and therefore in an unobtrusive position.

The present study collected data (using audiorecording) from a variety of contexts in participants’ homes. The details of the method adopted for the study are outlined in the next chapter.
CHAPTER III

METHOD

3.1 Introduction

There were several general principles which guided decisions about the design of this study:

(a) the need for continuity and comparability with previous research so that comparisons could be made;
(b) the need for data to be ordered, again so that comparisons could be made;
(c) the need to use a homogeneous group so that if any differences were found between mothers and fathers, they would be able to be attributed with confidence to fathers' speech.

In addition, there were other factors relating more specifically to individual aspects of method. The survey of the literature had indicated the value of work which was more broadly based in terms of contexts of interaction from which the data were collected. Barnes, Gutfreund, Satterly, and Wells (1983) have suggested that comparisons of studies in CDS are made more difficult by different methodologies and designs; while variation in approach is sometimes inevitable and necessary, where possible the adoption of the consistency principle is likely to be most helpful. These comments were taken into account during the design of this research.

Most of the studies researching fathers' speech have collected data from one context only, or from several variations of the same one. For example, Lewis and
Gregory (1987), and O’Brien and Nagle (1987) each used three different play contexts. Two case studies of girls with their fathers (Giattino & Hogan, 1975; Klink & Klink, 1990) are descriptive studies of fathers’ speech and draw data from a wide range of contexts which are typically part of the day to day interactions of middle-class parents and children. However, they did not compare the outcomes with those of the same children interacting with their mothers. In respect of research comparing mother-child and father-child speech, Rondal (1980) and the work of the Gleason team (e.g., as summarised in Gleason & Greif, 1983) are studies that are of most interest as they collected data from several contexts. Rondal looked at the language teaching aspects of parental speech, although in the course of the study he provided insights into other features as well (e.g., MLUs and sentence types). Some of the Gleason work combined data involving the same families but collected in different recording locations (home and laboratory) which means findings are not necessarily comparable. There was, therefore, a need for data to be collected from the same families across a range of activities in the one location.

3.2 Participants

Five Standard English-speaking Australian families participated in this study. They were volunteers recruited through community groups (e.g., child care centres, playgroups, churches), community media, and researcher contacts. All the parents had continued with formal education beyond Year 12 and most had completed at least one university degree. The fathers were employed in professional, technical and business occupations; all the mothers were, or had been, in professional employment. The family structures were traditional, with the mothers identified as the children’s primary caregivers and the fathers in full-time paid employment outside the home as the primary
provider for the families. Three of the mothers were in part-time paid employment (equivalent to one or two days full-time per week).

The group comprised 3 boys and 2 girls aged between 2;6 and 3;8 at the time the recordings were made; all were firstborn, healthy and developmentally normal. Four of them had a sibling at least 12-15 months younger. All of the children had opportunities for interaction with other children through community social activities in which their mothers participated. In addition, three of the children attended some form of child care centre for one or two days per week; four had very frequent contact with at least one set of grandparents. The participant profile developed for this study was similar to that of such studies as Gleason (1975), Rondal (1980), and Bredart-Compermol, Rondal and Peree (1981), which allowed for comparisons to be made between this and previous studies.

3.3 Variables

A range of variables was controlled for in this study in order to obtain as homogeneous a group as possible. This was done so that, if differences were found between fathers’ and mothers’ speech, they would be able to be attributed with confidence to fathers’ speech.

Recruitment

Even within a relatively homogeneous group some variables cannot be fully controlled for. For example, the use of volunteers risks biasing data (e.g., some people may offer to participate in a study because they are particularly interested in the subject area of the research), but the requirements of ethical research practice mean that all participants in a study are there voluntarily, and so to that extent there is always an
element of bias. Different ways of recruiting participants can increase or decrease the level of volunteerism involved. In the case of this study, some parents may have responded because of their own educational experiences of needing participants in studies, and therefore being particularly sympathetic to others' needs for the same assistance. This may make such participants somewhat different from the general population. Some volunteers may behave as they think the researcher would wish them to, or in accordance with a stereotypical view of the role. Again, this would bring bias to the data.

Another common method of recruitment, one likely to bring less risk of volunteer bias, is the use of publicly available records to identify people who meet the criteria for participation and then contacting them to invite their involvement. While some may not agree to participate, many are quite willing to assist when asked, but, for whatever reason, would not take the initiative and respond to an advertisement for volunteers. This latter approach enlarges the recruitment pool and may provide a more representative group than complete volunteerism would. There are advantages and disadvantages with each method, and factors such as purpose of the study and number of participants required would influence the method used.

Gender of child participants

Both boys and girls were included in this research to allow for the possibility of gender bias in parent-child interaction and to provide a wider perspective. Some of the earlier studies in this field investigated differences in parent speech according to gender of child. As there is evidence which suggests that, at least in some contexts, mothers and fathers interact differently to sons and daughters (see Chapter 2), it was necessary to
assume that there might be child gender-related differences in parental interactions, and so both boys and girls were included in the study.

Age of child participants

The child age group selected not only reflects what has been done in comparable studies, but also takes account of research with different age groups. Studies reporting differences in mothers' and fathers' speech to children have generally involved older preschoolers (e.g., Engle, 1980a, 1980b; the Gleason team; McLaughlin et al., 1983). The decision to use children in the (2;6-3;8) age group took account of this, and of the comments of Gleason and Weintraub (1978), and Snow (1984) that children of this age were likely to be at the threshold of a new developmental stage, and, further, of the findings of studies such as Engle (1980b) that differences in parental speech are likely to become more evident as children get older (from around 2;6-3;0 years onwards).

As already discussed in Chapter 2, while developmental rates vary, and chronological age is not necessarily a good guide to language development, it is nevertheless a useful and objective starting point. Despite its limitations it is the most widely used selection criteria in this field. Therefore, chronological age was used as a major child selection criterion in this study for several reasons:

(a) for comparability and consistency with previous work;
(b) it is easy and efficient to apply;
(c) drawing from a relatively homogeneous population (in terms of variables such as educational background and family structure) meant that developmental variations were likely to be smaller than those in a more heterogeneous group.

The alternative to using chronological age as a selection criterion would have been to base it on stage of language development. The measure normally used is
Brown's MLU (identified here as MLUm), which he described as "an excellent simple index of grammatical development because almost every kind of new knowledge increases length" (Brown, 1973, p. 53). However, there were some problems with its use. Brown saw MLUm as having limited usefulness and not appropriate as a measure of linguistic development after a child attained Stage V (MLUm of 4.0). This is likely to be around a chronological age of 3;0-4;0, or even earlier with above average children. After that MLUm does not accurately reflect what a child knows about language and is therefore no longer a valid measure. For example, children learn a wide range of ways of conveying meaning and as their ability develops, one of the means that may be used is shortening long and complex utterances by ellipsis (Wells, 1985). This means that, while the children's MLUm scores might be lower than they were when the children were younger, their linguistic ability has actually increased.

MLU has also been criticised on a number of grounds, particularly by Crystal (1974). These criticisms include lack of clarity in respect of the rules for calculating MLU, for example, why must the calculations start from the second page of a transcription? how is an utterance defined? (see Crystal, 1974, pp. 295-6). Another of Brown's rules specifies that the calculation should be based on 100 utterances. Assuming the problem of determining what constitutes an utterance has been satisfactorily resolved, the problem arises that in some contexts, and particularly with very young children, it may be impossible to obtain 100 utterances (Bennett-Kastor, 1988). In respect of the last point, it is interesting to note that Gleason and Greif (1983), in a definition of MLU, say it "is computed by counting all of a speaker's words over a period of time" (p. 141). Use of a defined time period would overcome the 100 utterances problem, but may raise others similar to those mentioned by Richards (1987) concerning the basis of standardisation of sample size for calculating TTR.
MLU is also not particularly quick or easy to calculate; it requires a fair volume of data (which has first to be recorded and transcribed) on which to base the calculation; and it needs a certain level of linguistic expertise to apply the rules for counting morphemes. Despite its limitations and problems MLU is a widely used measure and, as part of a range of measures, is particularly useful for comparative work.

All the studies involving fathers' speech to children have used chronological age as the child selection criterion. Rarely do studies report using MLU as well. (Two exceptions are Kavanaugh & Jen, 1981, and Kavanaugh & Jirkovsky, 1982, both of which were interested in aspects of child linguistic development.) Other work reports either child MLU or the use of one- or two-word utterances. However, MLU indices are given as descriptive information and not as an indication of a selection criterion (e.g., Golinkoff & Ames, 1979; Lipscomb & Coon, 1983; Ratner, 1988; Tomasello et al., 1990).

The present study did not have a developmental focus, therefore while child participants needed to be at a similar level of linguistic development, there was no need for them all to be at exactly the same stage, so MLU was not used as a selection criterion.

The research of Miller and Chapman (1981), and also of Barnes et al. (1983), is relevant here. Miller and Chapman demonstrated that there is a relationship between MLU and chronological age, so that children of similar chronological age are likely to be similar in respect of MLU. Barnes et al. (1983) point out that, as well as the general relationship between linguistic and other kinds of development, child age should also be controlled for, because speech to different age children "is likely to reflect the very considerable differences between them in mobility, physical coordination, social skills and cognitive representations" (p. 67).
3.4 Data collection

3.4.1 Length of Recordings

The amount of data recorded and the length of individual recordings vary between studies. Researchers rarely indicate why they have chosen to record a certain amount of speech, though the purposes of the studies and the context(s) involved undoubtedly have an influence. Some reports do not state the length of recording used (e.g., Gleason, 1975; Rondal, 1980). Gleason and Greif (1983) report on their team’s studies of parental speech. They recorded 30 minutes of interaction involving three activities, with each activity session lasting an average of 10 minutes (Masur, 1982). Young children also have short concentration spans, so recording times of 10 minutes’ duration per activity are reasonable in respect of the children’s ability to maintain interest in a task, although it is recognised that concentration spans may vary somewhat depending on such factors as the child, the context, and the nature of the activity. A small pilot study conducted in preparation for the present research used recording times of 20 minutes per activity. However, the children often were not really focussed on the target activity after about 10-15 minutes, and strong parental coercion was needed to keep the children on task. In the light of these factors, for the present study, a recording time of 10 minutes per context was selected since it was consistent with previous comparable work, and it also took account of the probable optimum concentration span of the target age group. This decision proved satisfactory and wise, because in three cases (Mother 4, Puzzles; Father 4, Books; and Family 2, Meal) the interaction was not able to be sustained for the full time (9 minutes, 7 minutes, and 8 1/2 minutes respectively).
3.4.2 Context of recordings

For this study recordings were made in five contexts in the family home, and here the study followed Rondal (1980):

- Mother and child
- Reading Books (Books)
- Father and child
- Reading Books (Books)
- Mother and child
- Play with Puzzles (Puzzles)
- Father and child
- Play with Puzzles (Puzzles)
- Parents and child together at a meal (Meal)

Where there was a younger child in the family he or she participated in the mealtime, but parents were asked to interact as little as possible with the younger child. This proved to be satisfactory in all cases. For the purpose of analysis conversations between the parents and the younger child were excluded unless the target child became involved in them also.

Different contexts generate different types and quantities of language so several recording contexts were selected. The activities were chosen as ones likely to be familiar to all participating children, and were ones which generate different types of language. Play and book reading are commonly used in child language acquisition research. The language associated with them is different from that produced in a caretaking situation, such as a meal. Hoff-Ginsberg (1991) comments that book reading is characterised by more complex language, longer MLUs, lower levels of imperatives and directives, and a higher proportion of questions; play contexts generate more directives, more but shorter sentences, and are low in conversation-eliciting utterances; while caretaking situations result in the lowest rate of speech and the highest rate of conversation-eliciting utterances. The Gleason team (as reported in Gleason & Greif,

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1983, and Gleason & Perlmann, 1985) also addressed this matter in their selection of recording contexts.

3.4.3 Activities

For the book reading and play sessions standard sets of books and toys were provided by the researcher (see Appendix B for details). This was done to control another possible source of variation and to maintain comparability with earlier work. Not only can different contexts give rise to different types of speech, but this can occur also with different materials within the same context, as the study conducted by O'Brien and Nagle (1987) indicates. They found that the language environment experienced by the children in the study varied according to the types of toys used. They found 'doll play' had the greatest volume and variety of language; 'vehicle play' had relatively low amounts of language but many imaginative sounds, while 'shapesorters' generated functional, directive language.

In selecting books and toys for this study the issue of comparability with previous work also had to be taken into account. Few studies using books specifically mention details of titles used. Even if such information had been provided, it may not have been possible to replicate this aspect of the work, as those books might no longer have been commercially available. Bredart-Compernol et al. (1981) report using sets of pictures and asking parents to tell their children a story about them. This suggested a similar style of material to that used by the Gleason team. Gleason (1987b) mentions using Mercer-Mayer's *The great cat chase*. That particular Mercer-Mayer title is currently available, at least from libraries. However, it looks rather dated now and therefore may not have maintained participants' interest for long. Wordless picture books are still being published, and in a more contemporary format, so it was possible to
select books similar to that used in the Gleason research, thereby adhering to the principle of comparability and continuity with previous work. The use of a wordless picture book meant that the participants were ‘forced’ to talk about the story, and could not simply read the text of a book without interacting linguistically. This was another important consideration because parental language was the focus of the present study. Each dyad was also provided with two other story books in case they finished the wordless picture story before the end of the recording time. Both picture story books had a brief, interactive story line, which meant parents were very likely to extrapolate from the story and talk with the child about what was happening in the pictures. Both the stories and the illustrations in these story books were slightly humorous, so this was considered likely to assist in maintaining the child’s interest and also to stimulate discussion.

Unlike the situation with books, many of the reports of earlier studies of parent-child interaction have been more explicit about the types of toys used. They have included vehicles, soft toys, puzzles and blocks. The selection of toys was informed by the outcomes of Gleason and Greif (1983), Gleason and Perlmann (1985), and O’Brien and Nagle (1987). Wooden tray puzzles were selected as the toys for use in this study, because different language was likely to result from interaction during that activity from the language generated during book reading and at a meal-time. Each dyad played with four puzzles of various designs, each comprising 5-16 pieces.

Another variable controlled for was gender-bias in the books and toys used in the study. As far as possible the books and toys selected were gender neutral. Both Garvey (1977) and Caldera, Huston and O’Brien (1989), indicate that children and parents are likely to choose gender-stereotyped toys when given the choice and will show greater involvement with same gender-typed toys (e.g., dolls for girls, trucks for boys). Thus it
was important in the present study to avoid such toys. Because puzzles are one of the types of toys Caldera et al. list as 'neutral' (i.e., they are not stereotyped as specifically feminine or masculine), they were chosen as the toys for use in this study. Care was also taken in selecting the puzzles to ensure that the pictures on them were not stereotypical.

A final aim in the selection of materials was that they be interesting, fresh and enjoyable for the families. If this was achieved it would make their participation in the study more rewarding and increase their co-operation. All the families reported that they had enjoyed using the materials provided, and, in some cases, said that the styles of books provided had opened up new approaches in reading with their children. All the books appear to have been new to the children, and there was only one instance of a child (Family 2) having encountered one of the puzzles before this study. This did not appear to cause any adverse effects. Although the books selected were all graded as suitable for children from about 2;6 years of age, for the youngest child (Family 4) the wordless picture books proved rather too difficult, so that parents concentrated on the other books with which he coped quite satisfactorily.

3.4.4 Equipment

All sessions were audio-recorded on C-60 or C-90 tapes using a Panasonic cassette recorder model RQ2102 and a Realistic Dynamic omnidirectional microphone model 33-2001A with a 2m. cord. This equipment gave good reproduction and satisfactory flexibility in use as the cassette player could run on batteries or from mains power.
3.4.5 Procedure

Following initial contact by telephone with the volunteers to discuss the requirements of the study and to confirm their suitability, the researcher visited the families at home. This discussion was supported by a written summary of the relevant information concerning procedures to be followed, a copy of which was given to each family. During this visit the parents signed a participation consent form. A copy of this was returned to them at the researcher’s next visit. They were also asked to provide basic biographical details for the participant information forms. (See Appendix B for copies of these forms.)

The parents were told that the study was looking at aspects of parent-child interaction. They were given opportunity to ask further questions about the study and these were answered as fully as possible. In an effort to avoid biasing the data, no further details of the specific research questions were offered at this stage. If some of the parents assumed that their child was the focus of the study, this may have led, for example, to increased use of questions to get the child to talk during the recording sessions. This risks biasing the data in favour of questions generally, and even of certain types of questions. The meal-time recording for Family 2 seems to reflect this possibility.

Once the recordings had been completed the families were informed more fully of the focus of the study, namely that it was investigating parental speech to children with a view to identifying differences between mothers’ and fathers’ speech. Families were free to withdraw at this (or any) stage of the study, but all were most willing that their data be included, and were keen to be informed of the study’s outcomes.

For this study it was important that the data collected be as naturalistic as possible, so all recordings were made by the families in their own homes without an
observer present. Parents were told to act as they normally would with the child in each context. This procedure follows Fash and Madison (1981), Giattino and Hogan (1975), Gleason, Perlman, and Greif, (1984), Hladik and Edwards (1984), Klink and Klink (1990), and Wells (1985). Audio-recording without an observer was adopted to avoid the distraction and interference that the presence of an (almost) unknown observer might bring.

Having families make the recordings at their convenience over a 2-3 day period (usually a weekend) was advantageous as they could more readily incorporate this into their usual schedules, and so participation in the research was less intrusive to family life. This also served to increase participant cooperation, and provided more naturalistic data. The order of recordings was counterbalanced across families, as were the sets of books and toys used (see Appendix B for details). All families were asked to make the mealtime recording during an evening meal. Few of the earlier comparable studies appear to have controlled recording times (Gleason, 1975, and Rondal, 1980, controlled for mealtime only; Hummel, 1982, involved only one context but did control recording time), therefore the decision to control for mealtime only was consistent with previous work.

Providing some flexibility of recording time within the overall schedule risked introducing another variable into the study. However, this was considered less of a problem than requiring that all recordings be made at set times. These times might have coincided with participants being tired or pressured which could have other problems. However, there was a need to balance the collection of natural, normal, representative interactions with the need to have an adequate amount of usable data, and good cooperation from participants.
3.5 Preparation of transcripts

The tapes were transcribed using standard English orthography (see Appendix A for transcription guidelines, and Appendix C for transcriptions). Generic identifiers were used to protect participants' identities. Normally one of the reasons for the presence of an observer during data collection sessions is to capture non-linguistic aspects of the interactions. However, these aspects were able to be adequately captured from the content, background noises, and intonation on the recordings which provided a good amount of contextual information.

Once a rough, initial transcription had been completed (within a few days of each recording session), a return visit was made to each family at a time when both parents were present. The parents listened to their tapes, and clarified any sections which the researcher found difficult to comprehend. The parents also provided additional contextual information, where appropriate, to assist with transcription and interpretation of data.

This approach was a variation on that used in the Bristol Project (Wells, 1985). In that study, when the research assistants went to collect tapes at the end of a day's recordings, they listened to them with the families and took contextual notes to assist with transcription and interpretation. This method avoided the need for an observer to be present during the recording sessions, yet it provided the team with necessary contextual information, although it is possible that this approach might have led to parental reconstruction of events and as a result bias might have come into the study from this source.

There were several reasons behind the decision to vary the Wells' approach. It was considered likely to be helpful to have identified in advance of the meeting with the parents any sections of the recordings which had caused difficulty in terms of
comprehension. Any problem sections were able to be highlighted on the draft transcription so that particular attention could be given to them by the parents. Having an initial transcription available made checking easier for both parents and researcher, and notes could be made directly on to the transcript at the point to which they referred, rather than transferring them later. This approach improved accuracy of the transcript and sought to lessen the chance of bias from parental reconstruction. A second visit from the researcher also meant that participant families had an opportunity to see a little more of the research process and to discuss the project further if parents wished to do so. The parents in Family 4 were not able to undertake this phase of the project because of the unexpected and prolonged hospitalisation of the mother.

At least one week after the initial work had been completed by the researcher and checked by the parents, the researcher checked all the transcriptions again. Later they were also subjected to spot-checking by another experienced child language researcher. Very few errors were found at this stage. This process ensured accurate data on which to base the analyses. Because of Family 4’s inability to check their transcripts, additional attention was given to them during this phase of the checking process.

Not all research indicates whether or not transcripts are checked before further analysis is undertaken (e.g., Engle, 1980b; Fash & Madison, 1981; Gleason, 1975; Greif, 1980; Hladik & Edwards, 1984; Rondal, 1980). However, those that do adopt various methods for checking the accuracy of transcripts. The most commonly used method is that of sampling or spot-checking, where at least one other researcher takes a randomly selected sample of the transcripts and checks their accuracy. This may be done by transcribing from the original tapes and cross-checking the two transcripts; the alternative is that of checking the original transcriptions against the tapes and noting any discrepancies. The level of accuracy or agreement between researchers is then
comprehension. Any problem sections were able to be highlighted on the draft transcription so that particular attention could be given to them by the parents. Having an initial transcription available made checking easier for both parents and researcher, and notes could be made directly on to the transcript at the point to which they referred, rather than transferring them later. This approach improved accuracy of the transcript and sought to lessen the chance of bias from parental reconstruction. A second visit from the researcher also meant that participant families had an opportunity to see a little more of the research process and to discuss the project further if parents wished to do so. The parents in Family 4 were not able to undertake this phase of the project because of the unexpected and prolonged hospitalisation of the mother.

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ascertained (the usual range is 85-90% or higher). In some studies (e.g., Brachfeld-Child, Simpson, & Izenson, 1988), more stringent criteria are applied.

Another means of verifying accuracy of transcriptions is by researchers checking their own work. When this method is used, all transcriptions are reviewed against the tapes after a certain period of time has elapsed since the completion of the original work, and any necessary corrections are then made. This was the method adopted for the present study, and follows Malone and Guy (1982), and Lipscomb and Coon (1983). As Bennett-Kastor (1988) points out, this method has certain problems associated with it, particularly the possibility that single researchers may “repeatedly [apply] their own biases or other errors, and may learn to agree with themselves” (p. 93). However, inter-rater reliability measures are by no means problem-free either, she notes. For example, a high level of agreement between raters may occur simply because they have “the same biases, operating definitions, and expectations for categories” (p. 93), and not because of the high quality of their coding.

The possibility of single researcher bias cannot be ruled out in this study, but a range of steps was taken to minimise its effects. Operational definitions were rigorously prepared (with examples) and refined before the data were coded; any anomalies identified in the initial phase of coding were discussed and resolved with an experienced child language researcher; a period of time was allowed to elapse between the initial and later codings to provide a more objective view; and finally, a random check of final codings was made by an experienced child language researcher. No disagreements were identified at this stage.

Once the transcriptions were completed the data were coded for analysis and the codings checked in a manner similar to that adopted for the transcription phase.
4.1 Introduction

There are a variety of approaches that may be taken when analysing linguistic data. The choice of analysis used for this study was determined by the objectives guiding the research. Some of the measures needed to be used for reasons of comparability with previous work in the same field. Others were selected because they captured functional aspects of language use, the area which the literature review indicated as being the one where differences were most likely to be evidenced (see Chapter 2). While the emphasis of this study was on a qualitative rather than a quantitative approach, for some sections of the analysis simple frequency counts of features were prepared. The frequencies were converted to percentages of the total number of utterances or sequences in the sample. Non-parametric tests of significance were also applied to the data. The Mann-Whitney U Test was selected for use with the data in Tables 2 and 3. There were several reasons for this decision. Because of the small sample size, the median rather than the mean was seen to be the best measure of central tendency. The Mann-Whitney U Test also takes account of the distribution of the scores and thus is sensitive to outliers in the data (Hinkle, Wiersma, & Jurs, 1988). For Tables 4-8 tests of proportions for two independent samples were applied rather than the Mann-Whitney, because these data contained too many tied ranks to allow the
Mann-Whitney $U$ Test to be reliably used. The quantification of data in this manner helped to highlight particular outcomes for further qualitative analysis.

Because one of the objectives of this study was to compare mothers’ and fathers’ speech it was important to consider the average outcomes for all participants to enable comparisons to be made with previous work. However, approaching the data only in this way risks obscuring or overlooking intra-group differences which might indicate important aspects of parent-child interaction worth further investigation, either during the course of the present study or in a later one.

The implications of the outcomes of the present research will be discussed in Chapter 6, although in some cases preliminary comments will be made as part of the analysis. An outline of the coding criteria used for each measure is given in this chapter. A copy of the complete transcription and coding guidelines used in the study may be found in Appendix A.

4.2 Formal and Conversational Measures

As already indicated in the Literature Review (see Chapter 2), various measures have been used to compare mothers’ and fathers’ speech. Mean length of utterance (MLU), various measures of ‘talkativeness’ (including number of utterances per minute, number of turns, and mean length of conversational turn), and sentence (or utterance) types are very widely used in child language research, and were included in this study.

The majority of work reporting results of MLUs and sentence types found little or no significant difference between mothers’ and fathers’ speech on these indicators (see Le Chanu & Marcos, 1994, for a summary). Nevertheless it was important to include them in this study to conform with the principles of consistency and comparability with previous work. Further, it would have been unwise to assume that
Australian outcomes on these measures would be similar to those of previous work conducted overseas.

Definition of Utterance

For the purposes of calculation of MLUs and other measures, the transcripts needed to be divided into utterances. This necessitated an operational definition of ‘utterance’. The definitions adopted by various researchers have a number of features in common, but there are also some important differences, and further, some definitions have particular weaknesses. Golinkoff and Ames (1979) defined an utterance as “a word or a string of words identified by a pause or by grammatical completeness” (p. 29). This definition was later used by Hummel (1982), Lewis and Gregory (1987), McLaughlin, White, McDevitt, and Raskin (1983), and Wilkinson and Rembold (1982). In considering the application of this definition the question arises as to the meaning of “grammatical completeness”, as it is not defined by Golinkoff and Ames.

Another definition of ‘utterance’ used was one based on Siegel’s (1963) definition of a vocal response unit. Rondal (1980), and Malone and Guy (1982), used it for their work, defining an utterance as “a unit of spoken language marked off on either side by a pause or by some change in inflection” (Siegel, 1963, p. 101). Bredart-Compernol, Rondal, and Peree (1981) extended this definition by adding “and/or forming a clear semantic or grammatical unit” (p. 152). If one wishes to apply the Rondal (1980) version of this definition the question arises as to the nature of “some change in inflection.” The extended version needs some elaboration as to how “a clear semantic or grammatical unit” is to be defined or identified. Other researchers mention the use of phonetic cues in determining an utterance but do not provide a formal operational definition (e.g., Kavanaugh & Jirkovsky, 1982; Lipscomb & Coon, 1983).
Given the problems with these definitions, it was not possible in this case to follow the principle of comparability with earlier work and to use one of those definitions. It was important that this study used a definition which was more linguistically rigorous. Crystal (1991) comments that it has proved difficult to define an utterance satisfactorily. His definition of utterance (which derives from Lyons’, 1968, discussion of ‘utterance’) has formed the basis for the analysis in this study: “a ‘stretch of speech preceded and followed by silence or a change of speaker’ ” (Crystal, 1991, p. 367).

In some cases this definition by itself, however, proved an inadequate basis for determining utterance boundaries, thereby illustrating Crystal’s (1991) comment about the difficulty of defining an utterance. It was necessary, in addition, to identify the underlying grammatical units of utterances as clause (containing a finite verb and, usually, a finite subject) and phrase (containing no finite verb) (Richards, Platt, & Weber, 1985). and also to take account of intonation which, as Crystal comments, has an important function in marking utterance boundaries. To supplement Crystal, the guidelines for determining utterances developed by Wells and his team for the Bristol Project were also utilised here. Wells indicates that in determining utterance boundaries, meaning, form and intonation should all be considered, and mentions the treatment of several special cases:
(1) Paratactic sentences (linked by ‘and’) are treated as one utterance where there is a clear semantic link between the sentences, but where a string of sentences are linked by ‘and’ and ‘and then’ (as in child narratives) each one is treated as a separate utterance.

(2) ‘Yes’, ‘No’ in initial position are treated as part of an utterance if they simply reinforce the meaning of the utterance; otherwise they are treated as separate utterances.

(3) Tags of all kinds (e.g., ‘isn't it?’, ‘see’, ‘you know?’) and Vocatives are included in the utterance to which they are attached.

(4) Reasons and Justifications ... given in support of Commands and Statements, etc. should be included with the utterance they support, unless they are separated from this utterance by an intervening utterance or a long pause. (Wells, 1975, p. 30)

All of the structural, or formal, measures of parents’ speech were based on this conception of utterances, as were several of the functional measures. Details are provided with each analysis.

4.2.1 Amount of Speech

Mean Length of Utterance (MLU)

MLU is a common measure of language production which Cazden (1972) defined as “the average number of words or morphemes in an utterance” (p. 303). When used as a measure of the linguistic development of very young children, the number of morphemes per utterance is used as the basis of the calculation (i.e., MLUm). However, for adult speech, the focus of this study, the MLU calculation is based on words per utterance (i.e., MLUw). This is consistent with Brown’s (1973) intended usage of MLUm, and with the approach of those studies comparable to the present one (e.g., Rondal, 1980; Gleason & Greif, 1983; McLaughlin et al., 1983).

Brown (1973) sets forward rules for the calculation of MLUm and, where possible, the principles underlying those rules were adopted for the calculation of MLUw. In some instances Brown’s original formulation of the rules lacks precision and
hence this makes their application difficult. Crystal (1974) raises a number of problems regarding the application of MLUm rules and some of these problems are still evident when attempting to use the rules for MLUw. For example, Brown's Rule 1 says, "Start with the second page of the transcription" (Brown, 1973, p. 54). However, he does not indicate what form his transcription pages took, nor how long a page of transcription was, nor, indeed as Crystal questions, why the calculations should not start at the beginning of the transcript. As Brown gives no reasons for omitting the opening utterances of an activity when calculating MLUs, and, mindful also of Crystal's comments, that rule was not observed in this study.

It was necessary to decide whether to count catenatives and contractions as one word or two. In giving rules for counting morphemes, Brown (1973) determined these should be counted as one morpheme, based on the assumption that they function as such for young children. A similar problem arises when calculating MLUw and catenatives form part of the data. Some adults might understand such constructions as two words, while others might understand them as one. As Brown was working with child language, and obviously a developmental factor is involved in the interpretation of such utterances, it was necessary to turn to sources other than Brown for a guiding principle. Lewis and Gregory (1987) had addressed this problem in respect of adult speech and coded "standard constructions, like 'isn't' ... as single words, while unusual constructions like 'put 'em' [were] defined as two words" (p. 205). That principle was followed in the present study also. Expressions such as 'oh', 'yeah' and 'mm' presented another dilemma. They may simply serve as 'fillers', or they may have semantic content as exclamations, acknowledgements, markers of agreement, and so on. The principle of coding according to communicative function was therefore adopted for this study.
Thus, for example, if "mm" was being used to mean 'yes', it was counted as a word; if it was intended as a filler, or interpreted as such, it was not counted at all.

According to Brown (1973) MLU\textsubscript{m} calculations should be based on 100 utterances, though he does not indicate why. A number of researchers have used different numbers of utterances in the calculations. Scarborough, Wyckoff, and Davidson (1986) comment that "because MLU is an arithmetic mean, greater reliability can usually be obtained by averaging over larger numbers of utterances" (p. 396). However, Rondal and DeFays (1978) report that they found that increasing the sample size above 50 utterances resulted in very little improvement to the reliability of the MLU score. They concluded that the use of 50 utterances would be suitable for most research purposes. Miller and Chapman (1981) based their research on a minimum of 50 utterances from each participant. Both Rondal and DeFays, and Miller and Chapman, were investigating child speech. Longhurst and Stepanich (1975), measuring adult speech, calculated MLUs based on number of words in a 50-utterance sample, while Gelman and Shatz (1977) used 75 utterances in the calculation of maternal MLUs in their study.

With very young children, it is often difficult to obtain 100 utterances in a given context. Even if their linguistic productivity is at a level to generate this quantity of speech, they often do not maintain interest in one activity long enough to achieve 100 utterances in one session. This same problem can arise with adult speech also. In the Meal context of the present study only one parent (Mother 3) had more than 100 utterances, and several had less than 50 (Fathers 2, 3, & 5); in the Books context, both Father 4 and Mother 4 used less than 100 utterances each. Thus, to base MLU calculations on 100 utterances would not have been possible. To have extended the length of recording time would not necessarily have overcome the problem either, and
may well have led to deterioration in the overall data quality due to participant restlessness or boredom (see Chapter 3 for further comments on this point). However, previous work has indicated that satisfactory MLU results can be obtained from using 50-utterance samples, and therefore that sample size was adopted for this study. Where any participants generated less than 50 utterances in a context MLU w was calculated on the total number of utterances produced.

MLU w was calculated for each parent’s speech in each context. The results are shown in Table 2. As can be seen from this table, the average MLU of fathers across all contexts is only marginally less than that of mothers (4.09 vs. 4.46). This same pattern is evident in Books (4.02 vs. 4.63) and Puzzles (4.06 vs. 4.29), but reversed in the Meal context (4.19 vs. 4.47). None of these differences is statistically significant. Considering the families individually, it is notable that there is only one instance (Family 1) in which the overall pattern is reversed.

This finding of little difference between mothers’ and fathers’ MLU scores is consistent with outcomes from some previous studies, but differs from others of the same type. Kriedberg (as reported in Gleason & Weintraub, 1978), Bredart-Compernol et al. (1981), Fash and Madison (1981), and Lipscomb and Coon (1983), for example, all report no difference or no significant difference between mothers and fathers on MLU, while Rondal (1980), Malone and Guy (1982), and McLaughlin et al. (1983) did find differences between mothers and fathers on this measure.

Measures of amount of speech

Various measures have been used in previous studies to provide indications of quantity of speech produced, or ‘talkativeness’. Number of utterances per turn and number of speaker turns are measures commonly used to provide an indication of
### Table 2
**Amount of Speech**

#### All Contexts

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**Av.** 369.2 4.09 54.93 2.2 12.58

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**Av.** 402.8 4.46 57.67 2.28 13.59

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**Av.** 167 4.02 63.6 2.86 17.41

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**Av.** 166.4 4.63 64.6 2.52 16.64

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**Note.** * significant (p = .05)

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**Note.** * significant (p = .05)
‘talkativeness’ but need to be related to a specific time period and, where speakers are being compared, the same context must be used to ensure comparability. For this study mean length of conversational turn (MCT), number of speaker turns, and number of utterances per minute were calculated to ascertain whether fathers or mothers were more talkative. MCT was calculated by dividing “the total number of utterances by the total number of turns” (Golinkoff & Ames, 1979, p. 29) for each parent in each context. The number of utterances per minute was calculated by dividing the number of utterances in the sample by the number of minutes covered by the data (normally 10 minutes per person per context).

For these measures it was necessary to define a ‘turn’. The present study adopted the definition given by Cherry and Lewis (1976), and used by Golinkoff and Ames (1979), which states that a turn is “all the utterances of one speaker until the other speaks” (Cherry & Lewis, 1976, p. 280).

The results from these measures are shown in Table 2. Taking all contexts together, fathers take slightly fewer conversational turns than mothers do, but there is no statistically significant difference between fathers and mothers in respect of the number of utterances per minute measure. This pattern, however, is not consistent across all contexts individually. In Books, fathers are similar to mothers, and whereas in Puzzles fathers take more, but slightly shorter, turns than mothers, none of these differences is statistically significant. In the Meal context, mothers are dominant, taking approximately 1.5 times as many turns as fathers, and mothers’ turns are a little longer, as evidenced by their MCT scores (both these differences approach statistical significance), and their utterances per minute score is almost twice that of the fathers, which is a statistically significant difference. The pattern of fathers having fewer but
slightly longer turns than mothers is not the pattern across all families, for example, in Families 1 and 4 the fathers have more but shorter turns. The differences that occur here are essentially between contexts of dyadic and triadic interaction. Golinkoff and Ames (1979), McLaughlin et al. (1983), and Tomasello, Conti-Ramsden, and Ewert (1990), all found that parents take a similar number of turns in dyadic interaction. However, in their study, which included triadic interaction as well, Golinkoff and Ames found that in triadic interaction fathers took fewer turns and produced only about half as many utterances as mothers, an outcome similar to that of the present study.

4.2.2 Sentence Types

Review of existing work in the CDS field indicates that sentence types is a commonly used measure. Although ‘sentence type’ is the term widely employed it is not strictly accurate to use it when dealing with spoken language, and ‘utterance type’ should be used instead.

Definitions

As already indicated in Chapter 2, some of the studies comparing mothers’ and fathers’ speech did not provide definitions of ‘sentence types’ (e.g., Bredart-Compernel et al., 1981; Hladik & Edwards, 1984; Kavanaugh & Jirkovsky, 1982; Rondal, 1980). Others did not distinguish clearly between grammatical and functional usage, of the different types. For example, Malone and Guy (1982) state that “to arrive at a description of the syntatic [sic] aspects of parental speech, each utterance was categorized as a declarative, imperative, or question” (p. 604). However, the definitions on which they based the categorisation did not include grammatical criteria, which would be expected in research of syntactic aspects of speech:
Declarative. A declarative was defined as an utterance that demanded no response from a child.

Imperative. An imperative was defined as a statement that commanded a child to act or stop action (Dale, 1972).

Question. A question was defined as an utterance ending with a rising intonation (Robinson, 1977). (Malone and Guy, 1982, p. 602)


Considering definitions of declaratives first of all, Fash and Madison (1981) defined declaratives as “those utterances used to make a statement” (p. 144), while Gleason and Greif (1983) state that a declarative is “a sentence type that is used for statements or descriptions (e.g., ‘The door is shut.’)” (p.141). Although Gleason and Greif’s definition provides an example, which implicitly suggests that for an utterance to be coded as a declarative it needs to have a subject and a finite verb, the grammatical characteristics are not stated explicitly. Fash and Madison provide no grammatical criteria at all.

Although Malone and Guy (1982) use the term imperative, their definition of that sentence (utterance) type focuses on its communicative function rather than its syntactic features. Fash and Madison (1981) follow a similar pattern: “Imperatives: utterances used to command or direct behaviour where you was the implied or stated subject” (p. 144). Gleason and Greif (1983) define an imperative as a “sentence type that expresses an order or command usually without expressing the subject (e.g., ‘Shut the door.’)” (p. 141). Neither definition mentions that imperative verbs are in the base (or uninflected) form, though once again, Gleason and Greif’s example implies that.

The other syntactic category included widely in child language studies is questions. If grammatical characteristics are the focus, the term ‘interrogative’ should
of course be used instead of ‘question’, questions being the functional role of interrogatives in discourse (Quirk, Greenbaum, Leech, & Svartvik, 1985). Malone and Guy (1982) use the term question rather than interrogative. The definition they adopt (“utterances ending in rising intonation”) is similar to that employed by Golinkoff and Ames (1979), and McLaughlin et al. (1983). Rising intonation is characteristic of several interrogative types, for example, yes/no (or polar) and tag, but not of wh-interrogatives, which have a falling tone (Quirk & Greenbaum, 1973). Fash and Madison (1981) define interrogatives simply as “utterances which indicated a question was being asked” (p. 144), but do not provide grammatical criteria for identifying them. Gleason and Greif (1983) follow a similar pattern to that used with their other definitions in providing examples but not do overtly specify the grammatical features: “Question or interrogative - a sentence type that occurs in two basic forms: the wh-question (e.g., ‘Where is the dog?’) and the yes/no form (e.g., ‘Did you shut the door?’)” (p. 141).

The variation and the lack of linguistic precision in the definitions found in these studies, and the mixing of formal and functional definitions in some cases, has several implications for this study. It indicates that comparisons of outcomes of analyses of these features need to be treated with caution. With a variety of definitions being used it means that researchers are not necessarily identifying and discussing the same characteristics, or doing so in precisely the same way. This problem is exacerbated where reports of studies do not include definitions at all. Secondly, it means that the principle of consistency with previous work could not be followed closely with respect to the analysis of sentence (utterance) types. The purpose of the analysis of sentence (utterance) types in this study was to provide a metric for trying to gauge differences in mothers’ and fathers’ speech in respect of the grammatical types used. For this to be
accurate, truly linguistic criteria had to be applied in determining type of utterance codings.

These factors led to the adoption in this study of the definitions for *declaratives*, *imperatives* and *interrogatives* given in Quirk et al. (1985), and was supplemented by Quirk and Greenbaum (1973). The fourth major category of utterance types included in this analysis was *Other*, into which was put all utterances not falling into one or other of the three categories. The *interrogative* and *other* categories were subsequently broken down further to assist with other analyses in the current study.

The following definitions for utterance types were used in the present study:

1. **Declaratives**: “sentences in which the subject is present and generally precedes the verb” (Quirk et al., 1985, p. 803). Utterances (such as occur in informal speech) with a finite verb but an elided subject were also included in this category;

2. **Imperatives**: “sentences which normally have no overt grammatical subject, and whose verb is the base form” (Quirk et al., p. 803);

3. **Interrogatives**:
   
   (a) **yes/no** interrogatives: “usually formed by placing the operator before the subject and giving the sentence a rising intonation” (Quirk & Greenbaum, 1973, p. 192);

   (b) **tag** interrogatives: a special class of **yes/no** interrogatives; they are sentences which consist of a declarative sentence to which a tag question is appended; the tag question consists of “operator plus pronoun, with or without negative particle ... the choice and tense of operator are determined by the verb phrase in the superordinate clause” (Quirk & Greenbaum, 1973, p. 194);

   (c) **wh**-interrogatives: “formed with the aid of one of the following interrogative words (or Q-words) who/whom/whose, which, when, where, how, why”, which
is positioned initially; they are characterised by falling intonation (Quirk & Greenbaum, 1973, p. 196-197);

(d) other interrogatives: all other interrogatives with finite verb which did not fall into one of the other categories (e.g., alternative questions);

(4) Other - Moodless - utterances without a finite verb that are not interrogatives; this category also included utterances classified according to Wells (1975) as 'rote-learned' (see Appendix A for a list of those included);

(5) Other - Moodless Interrogative - utterances without a finite verb which were interrogatives.

Results

Table 3 indicates the results of the grammatical analysis. Overall, there are only small differences (generally less than 3%) between mothers and fathers in usage of different utterance types, and only two of these differences are statistically significant. This outcome differs from Gleason, who found fathers in a home context used significantly more imperatives than mothers did (Gleason & Weintraub, 1978). However, Bredart-Compernol et al. (1981) and Rondal (1980) report outcomes similar to those of the present study. They appear to have used grammatical definitions of utterance types in their studies, because, in reporting, they refer to declaratives, imperatives, and interrogatives, which are grammatical categories. Further, they included in their study a range of other measures which were designed to focus on the functional aspects of utterances, suggesting that they made a clear differentiation between formal and functional categories.
### Table 3
**Utterance Types**

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* U = 10.0 12.0 3.0 12.0 10.0 7.5 9.0 9.0
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**Av.** 27.22 8.80 5.94 3.68 17.95 1.34 28.90 6.17

| M1  | 18.84    | 11.59    | 6.76    | 4.35     | 23.67 | 0.48     | 29.00    | 5.31     |
| M2  | 28.91    | 7.03     | 6.25    | 2.34     | 14.06 | 3.13     | 33.59    | 4.69     |
| M3  | 29.91    | 10.29    | 4.41    | 9.31     | 6.37  | 1.47     | 29.91    | 8.33     |
| M4  | 19.09    | 13.64    | 7.27    | 0.91     | 16.36 | 0.91     | 38.18    | 3.64     |
| M5  | 25.00    | 9.09     | 6.82    | 3.03     | 15.91 | 3.03     | 28.79    | 8.33     |

**Av.** 24.35 10.33 6.30 3.99 15.27 1.80 31.90 6.06

**sd** 9.15 60 2.46 89 2.09 80 3.43 28 6.21 71 1.11 65 6.44 12 2.89 54

**U** 11.0 8.0 12.0 11.0 7.0 11.0 11.0 11.0

**p** 0.75 40 0.34 72 0.91 68 0.75 40 0.25 06 0.75 33 0.75 40 0.75 33

### Meal

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**Av.** 23.39 11.27 10.09 3.78 14.98 0.94 29.48 6.07

| M1  | 25.35    | 12.68    | 22.53   | 4.23     | 7.04  | 1.41     | 21.13    | 5.63     |
| M2  | 51.39    | 4.17     | 13.89   | 1.39     | 11.10 | 2.78     | 15.28    | -        |
| M3  | 29.71    | 13.77    | 9.42    | 4.35     | 8.70  | 0.72     | 23.19    | 10.14    |
| M4  | 19.35    | 12.90    | 9.68    | 3.23     | 8.07  | 1.61     | 40.32    | 4.84     |
| M5  | 32.76    | 6.90     | 10.34   | 1.72     | 3.45  | -        | 29.31    | 15.52    |

**Av.** 31.71 10.08 13.17 2.98 7.67 1.31 25.85 7.23

**sd** 13.80 5 5.45 74 5.68 18 2.10 92 6.71 21 1.14 21 8.58 75 5.69 89

**U** 6.0 9.0 10.0 10.0 5.0 10.5 11.0 11.0

**p** 0.17 45 0.46 47 0.60 15 0.60 15 0.66 64 0.75 40 0.75 40

**Note.** 1. Figures in each category are percentages of total utterances.

2. * significant (p = .05)
Within the different contexts there are some slightly greater variations between fathers and mothers on several utterance types. In Books fathers used a lower proportion of yes/no interrogatives (3.37% vs. 8.34%), a difference which is statistically significant; and more declaratives and moodless utterances than mothers (38.49% & 23.34% vs. 34.04% & 19.12%), but neither of these differences is statistically significant. These outcomes are influenced partially by Father 5 who used a particularly high proportion of declaratives. In Puzzles both parents are remarkably consistent across all sentence types. Two categories from the Meal context show greater differences between fathers and mothers. Fathers have a lower usage of declaratives than mothers (23.39% vs. 31.71%), and a higher proportion of wh-interrogatives than mothers (14.98% vs. 7.67%), but neither of these differences achieves statistical significance. Gleason and Weintraub (1978) do not provide details of grammatical usage by activity context, so detailed situational comparisons cannot be made with their outcomes. However, there is no evidence of fathers in the present study using a much higher proportion of imperatives than mothers do, as the Gleason team found in home contexts. Bédard-Compernonol et al. (1981) reported a difference between fathers and mothers in their use of yes/no questions. In a triadic interaction context mothers used more of this utterance type than fathers, but the reverse was true in a play task situation. Further discussion of these outcomes is provided in Chapter 6.

One reason for coding tag interrogatives separately was to investigate whether or not this was a distinguishing characteristic between mothers’ and fathers’ speech (cf. Lakoff, 1975). As the data indicate, fathers’ and mothers’ use of tag interrogatives is very similar, and therefore unlikely to be a differentiating feature, a finding supported by studies such as Dubois and Crouch (1975).
4.2.3 Locus of Reference

The measure called ‘Locus of Reference’ in this study has been used in several forms and for various purposes in other work (e.g., Barnes, Gutfreund, Satterly, & Wells, 1983; Fash & Madison, 1981; Kavanaugh & Jen, 1981; Wells, 1980; Woollett, 1986). Both Fash and Madison (1981), and Kavanaugh and Jen (1981), used it as a basis for father-mother comparisons. For this present study it was used to identify differences in proportions of temporal references used by mothers and fathers. While Fash and Madison found fathers made more references to past events than mothers did, Kavanaugh and Jen reported no differences in parental usage on the same features. Differences in the ages of the children in the study may have been one factor which might account for the different outcomes, as Fash and Madison’s child participants were approximately twelve months’ older than those in Kavanaugh and Jen’s study. Also Kavanaugh and Jen’s results were drawn from a longitudinal study involving a wider variety of contexts of interaction than those Fash and Madison had used. Because the fathers in the present study spend less time with their children than the mothers do, it was possible fathers might differ markedly from mothers in the proportions of present, past and future references they use when conversing with their children. The Locus of Reference measure also seemed likely to be of value in identifying differences between parents’ speech because the Fash and Madison study (from which the findings of difference had come) involved a similar participant group to that of the present research. In addition, findings of difference between parents’ speech to children have generally come from studies using older rather than younger preschoolers (see Chapter 2), so the fact that Kavanaugh and Jen had not found any difference may simply have been attributable to child age and developmental factors.
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The measure called 'Locus of Reference' in this study has been used in several forms and for various purposes in other work (e.g., Barnes, Gutfreund, Satterly, & Wells, 1983; Fash & Madison, 1981; Kavanaugh & Jen, 1981; Wells, 1980; Woollett, 1986). Both Fash and Madison (1981), and Kavanaugh and Jen (1981), used it as a basis for father-mother comparisons. For this present study it was used to identify differences in proportions of temporal references used by mothers and fathers. While Fash and Madison found fathers made more references to past events than mothers did, Kavanaugh and Jen reported no differences in parental usage on the same features. Differences in the ages of the children in the study may have been one factor which might account for the different outcomes, as Fash and Madison’s child participants were approximately twelve months’ older than those in Kavanaugh and Jen’s study. Also Kavanaugh and Jen’s results were drawn from a longitudinal study involving a wider variety of contexts of interaction than those Fash and Madison had used. Because the fathers in the present study spend less time with their children than the mothers do, it was possible fathers might differ markedly from mothers in the proportions of present, past and future references they use when conversing with their children. The Locus of Reference measure also seemed likely to be of value in identifying differences between parents’ speech because the Fash and Madison study (from which the findings of difference had come) involved a similar participant group to that of the present research. In addition, findings of difference between parents’ speech to children have generally come from studies using older rather than younger preschoolers (see Chapter 2), so the fact that Kavanaugh and Jen had not found any difference may simply have been attributable to child age and developmental factors.
The unit on which this measure was based was that of the Sequence rather than the utterance (see 4.3 for discussion of sequences). Each sequence in each context was coded according to its dominant temporal reference: past, present, or future people, events or activities.

Table 4 gives the outcomes from this analysis and indicates that there is no statistically significant difference between mothers and fathers in their use of non-present references, and also that neither group of parents makes many such references when talking with their children. Only one example of future references occurred in one family, so this category will not be considered in the discussion. Very few past references occurred in Books or Puzzles: most were found in the Meal context. The level of past references varied markedly between families, and low numbers of sequences (e.g., Father 3) risks a bias to the data. These Australian parents are similar to those involved in comparable overseas work, talking primarily with their children about the present activity in which they are engaged, and making few references to non-current matters. The finding of little difference between fathers and mothers in the proportions of past and present references used when talking with their children differs from the outcome reported by Fash and Madison, who found fathers used more past references than mothers. This may be due to differences in the contexts of interaction between the two studies, birth order of the children involved, or changes in societal patterns generally in the past fifteen years with many fathers now more involved with, with, and aware of their children's activities, than was the case when the Fash and Madison work was done.
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Note 1. Figures in each category are percentages of total sequences.

2. \( p = .01 \)
4.3 Functional Measures

As discussed in Chapter 2, previous studies using the groups of formal and conversational measures discussed in the preceding section have generally found few significant differences between mothers’ and fathers’ speech. The present study showed a similar outcome on these measures. However, research which has included pragmatic or functional features (e.g., the Gleason team, Mannle & Tomasello, 1987; Tomasello et al., 1990) has generally found some differences between fathers’ and mothers’ speech on these features. It was important, therefore, that the present study included investigation of these aspects of parental speech.

Definition of sequence

Several measures were chosen to assist in identifying pragmatic differences in parental speech. For some of these the utterance was the basic unit of analysis, while other analyses were based on the larger unit of the ‘conversational sequence’, which derives from the work of Gordon Wells and the Bristol Project (e.g., Wells, 1975, 1985). In Wells’ work sequences formed the basis for the coding and analysis of discourse functions, and this measure was used in the present study also. A conversational sequence is defined as “a stretch of conversation having unitary topic and purpose” (Wells, 1975, p. 38).

Wells developed the coding scheme for use in a project where the focus was primarily on child rather than adult language, though he suggested that the coding scheme might be applicable in contexts other than that for which it had been originally designed. As the scheme was being applied in another context, it was necessary to supplement the basic guidelines for determining sequence boundaries given in Wells (1975).
The following criteria (based on Wells, 1975, unless otherwise indicated) guided the division of the transcripts into sequences:

(a) a change of speaker boundary may occur during a speaker's turn, or at its conclusion;
(b) a change of topic can occur without any alteration to the overall purpose of the discourse; where this occurs a change of topic constitutes the start of a new sequence;
(c) sequence boundaries may be overtly marked by use of a discourse marker of some type, or by an extended silence;
(d) intonational cues or 'paratones' (Brown & Yule, 1983) should be used to assist in determining sequences. The beginning of a new paratone in a stretch of discourse is marked by raised pitch, and its conclusion by a low pitch;
(e) the question should be asked “'Could the conversation have started or stopped quite naturally at this point?’” (Wells, 1975, p. 38), and if the answer to that question is ‘yes’, then that point is very likely a sequence boundary;
(f) consideration should be given to the illocutionary force of individual utterances (based on MacDonald & Pien, 1982);
(g) intuitive judgement may have to be used on some occasions, in addition to the above criteria, to guide sequence boundary determination.

The following example from the data of Father 3 (Puzzles) illustrates some of the above points (a line indicates a sequence boundary):
C The clown.
You wind the thing round and round
and then let it um um <inaudible>
is he?

F I haven’t seen one of them.

MARKER OK.
Shall we take them out?

C That’s the tortoise’s wheel.

[-1.5 secs]

F A tortoise?
That’s not a tortoise.

C Yeah.
F It’s a pram.
C Pam.
F A pram.
C With a face.

SILENCE [-2 secs]

TOPIC Dad.

CHANGE F Yes.

C This time I’ll put them back in again
I’ll count.

F OK.

[-1.5 secs]

It looks pretty hard.
Do you think you’ll be able to do it?

C Yes.
F Let’s mix them up a bit.
There.

4.3.1 Discourse Functions

Coding

Once the sequence boundaries were established the sequences were coded
“according to the dominant purpose they [were] taken to be designed to achieve”
(Wells, 1975, p. 37; Wells, 1985, p. 62). Wells’ framework of Discourse Functions has
five categories (see Appendix A for full details):

(a) Control: the control of the present or future behaviour of one or
more of the participants.
(b) Expressive: the expression of spontaneous feelings.
(c) Representational: the requesting and giving of information.
(d) Social: the establishment and maintenance of social relationships.
(e) Tutorial: interaction where one of the participants has a deliberate
didactic purpose. (Wells, 1985, p. 62)
Based on the Wells' criteria alone, at times the categories of Representational and Tutorial proved particularly difficult to differentiate, because much parent speech to children has an implicit didactic purpose. One example is the use of test questions during book reading or while playing a game. It was necessary therefore to develop additional guidelines to assist in determining when a sequence should be coded Representational and when Tutorial. One useful indicator was whether or not a sequence exhibited an initiation-response-feedback (I-R-F) pattern of discourse (as explicated in Sinclair and Coulthard, 1975). If this pattern was evident it was an indication that the sequence might be Tutorial rather than Representational. For example, the following sequence from the data of Mother 1 (Puzzles) was coded as Tutorial because the mother was obviously testing the child’s knowledge of the names of the characters in the ‘Bananas in Pyjamas’ puzzle the child was working on; her responses indicate she knows the answers and is not really seeking information from the child:

M Who's this one?
C B1.
M Very good.
    Who's this one?
M H-hm. [M!P7]

However, the Father in the same family is obviously unfamiliar with the ‘Bananas in Pyjamas’ characters and is genuinely seeking that information in the following sequence, and so it was coded Representational:
F All right.
You pick out the bear with the little green hat on it.
C It's Morgan.
It goes there.
F Oh sorry.
It's Morgan is it?
What's this bear's name here?
C If you um Amy.
F Amy is it?
C Yes. [F1P12]

Tutorial sequences were often characterised by test questions, calling for a display of knowledge from the child. In Puzzles, sequences displaying those characteristics were normally coded as Tutorial. However, where those same characteristics were evidenced in Books, an additional issue was considered: did the parent appear to be testing the child's knowledge, or was the parent using questions, albeit test questions (which are frequently associated with the I-R-F/Tutorial pattern), as a means of joint construction of the story being presented by the illustrations in the wordless picture books? Where there were reasonable grounds to judge that the motivation of the parent was, in fact, joint construction of the story, then the sequence was coded as Representational rather than Tutorial. The following examples from the data of Father 2 (Books) illustrate this point. The first example was coded Tutorial because he was asking the child to name items in the picture, but this did not serve to advance the story being constructed; the second extract was coded as Representational because, although the questions are of a similar test nature to those in the first example, they serve to advance the story:
This principle also took account of the nature of the activity. If an activity is meant to be 'fun', then any didactic aspects will be secondary. Wells (1985) follows Snow (1977) in regarding book reading as a 'fun' activity, and the same view was adopted for the present study. However, if one views Book reading as primarily didactic, many more sequences might be coded as Tutorial rather than Representational, and a different pattern of discourse functions would follow.

Results

Table 5 shows the results of the analysis of Discourse Functions. The data included no Social sequences and only one example of Expressive sequences (Father 5, Puzzles), so these two categories have been excluded from the discussion. The absence of Social and Expressive sequences was not unexpected. Context of interaction determines the types of speech which will be produced, so while Expressive sequences
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<td>-</td>
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</tr>
</tbody>
</table>

| sd        | 8.3681  | 2.5298  | 19.2120   | 15.1512  |
| z         | .173    | .129    | .450      |

### Meal

<table>
<thead>
<tr>
<th>Sequences</th>
<th>Control</th>
<th>Express</th>
<th>Represent</th>
<th>Tutorial</th>
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</thead>
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<td>-</td>
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<td>-</td>
<td>-</td>
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<table>
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<th>Sequences</th>
<th>Control</th>
<th>Express</th>
<th>Represent</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
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<td>-</td>
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<tr>
<td>Av.</td>
<td>12.2</td>
<td>28.39</td>
<td>-</td>
<td>64.79</td>
</tr>
</tbody>
</table>

| sd        | 26.0499 | 24.5797 | 8.4567    |
| z         | 2.58*   | 2.31    | .113      |

**Note.** 1. Figures in each category are percentages of total sequences.
2. * significant \( (p = .01) \)
could have occurred in any of the contexts used in this study, the more structured nature of each context, the comparatively short interaction times, and the method of data collection made it less likely that this would happen. Parents may also have felt constrained by the presence of the tape recorder, and therefore not felt as free to express emotion with their children as they might do when not being observed. In this connection, it is of interest to note that the two Expressive sequences with Father 5 were initiated by the child rather than the parent. It is also not surprising that no Social sequences occurred, given the nature of the contexts in the present study. A different picture might well have emerged had the study been structured to capture any and all aspects of day-to-day interactions between parents and children, as the Bristol Project did.

Overall, fathers are involved in slightly more Control (22.46% vs. 18.76%) and less Representational (60.57% vs. 64.03%) sequences than mothers, but the differences between parents in both cases are small. Both parents are involved in similar amounts of Tutorial sequences (16.20% vs. 17.21%). None of these differences is statistically significant.

As has already been indicated in consideration of the formal and conversational features, as well as the overall pattern, individual contexts and families need to be looked at so that important factors are not lost in the focus on overall trends. In the Books context it is noticeable that only half the parents were involved in Control sequences (Fathers 2, 3, and 5, and Mothers 1 and 3). An inspection of the transcripts shows that these Control sequences occurred only in the opening stages of the activity while it was being organised, so overt Control is not a feature of the activity as a whole. As book reading is essentially an interactive rather than a directive activity, it is not surprising that there is little evidence of Control. The possibility that some of the
strategies used while reading books may act as indirect means of control (e.g., questions about the story) should not be overlooked. However, a different type of measure would be needed to determine this.

Families 1, 2, 3 and 5 are quite similar in the proportions of Representational and Tutorial sequences that occur in their Books data, but both the mother and father in Family 4 show a much higher proportion of Tutorial than the other parents do. The most likely explanation is child age. As previously indicated (see Chapter 3), the child in this family probably found the first book difficult to follow and this is reflected in the way his parents interacted with him. With the wordless picture books they tended to use more test questions and labelling, rather than questions to advance the story. When reading the story books they were not particularly interactive either. This may be due to their personal interactional styles, or it may reflect their strategies in the light of the child’s developmental stage.

Unlike Books, Puzzles is an activity where Control (or directiveness) might be expected to predominate, and the data indicate that this is so. Overall in Puzzles fathers and mothers are very similar (only 1-2% difference, which is not statistically significant) in the proportions of Control (32.82% vs. 31.07%) and Representational (39.73% vs. 38.54%) sequences in which they are involved. While Tutorial shows slightly greater variation (25.85% vs. 30.39%) the difference is still not statistically significant. Although there is a very similar pattern for mothers and fathers in the overall data, there is quite a diversity between parents in the relevant proportions of Control, Representational and Tutorial sequences. Mothers 1 and 4 are involved in a much higher proportion of Tutorial sequences and a much lower proportion of Representational sequences than the other mothers. This most probably reflects their backgrounds as teachers. Mothers 2 and 5 are somewhat lower in Control and higher in
Representational sequences than the other mothers. This may be due to child gender (both have daughters, the others have sons), and the possibility that gender of child may influence parental input. That is, fathers’ and mothers’ interactions may be slightly different depending on whether they are speaking with sons or daughters (cf. Gleason, 1975, 1979; Kruper & Uzgiris, 1987; Masur, 1982; Masur & Gleason, 1980). Another factor could be the mothers’ interactional style (see Chapter 5). Father 3 shows a very low proportion of Control sequences relative to the other fathers. Child age may be the influencing factor here, as his child was the oldest in the study (3;8) and therefore very experienced at completing puzzles, so perhaps did not need much overt help with the task. In looking at the relevant transcript it can be seen that much of the time the father is commenting on what the child is doing, rather than telling him what to do, and this accounts for the higher level of Representational sequences. Fathers 2 and 4 show fairly high proportions of Tutorial sequences which may result from their perceptions of the task. In the case of Father 2, because of the low proportion of Representational sequences, it may even indicate some uncertainty about how to interact with his child, at least when being tape-recorded. This conjecture receives some further support from the Meal context data where only about one third of his sequences are Representational.

In shared interaction, as occurred in the Meal context, both mothers and fathers often participate jointly in sequences. As the coding scheme only allows for the attribution of a sequence to one person, sequences were coded to whichever parent was the dominant participator, which frequently meant its initiator.

Overall in the Meal context fathers are involved in more Control and fewer Representational sequences than mothers. As one father (Father 5) was coded as being involved in only one sequence, and that was a Control sequence, it was possible that his score could have biased the outcomes in that direction. However, the proportion of
sequences for fathers was altered very little by the removal of his score, so the overall picture presented by the data is valid, that fathers in this study were involved in more Control sequences than mothers were. The difference between fathers’ and mothers’ on this measure approaches statistical significance. Tutorial sequences are uncommon in the Meal context generally, and do not occur in all families. The nature of the recording context may in part have influenced that. Because parents had been told the study was about parent-child interaction, and despite being instructed to ‘do whatever you would normally do in that situation’, they may well have focussed on a general discussion rather than taking up any opportunities to teach the child table manners, for example. There may be instances where sequences could have been coded either as Control or as Tutorial. The following example from Family 1 is illustrative:

M  Ooh what did you get then?
    Did it fall out the bottom?
    [laughs] Tip it upside down.
    And eat the other end.
    The end that's just fallen out.
    Or I'll-
F  Tip it upside down
    and get the other end where the sausage is Mate.
    Like that.
M  Otherwise it will all fall out C
    and you won't have a hot dog you'll just have a bun. [F/M1M12]

This sequence has been coded as Control, but might also be interpreted as Tutorial in that the child was being taught how to eat hotdogs. In this situation, the Tutorial aspect was considered secondary. This same type of comment can be made about Family 4, where tutorial intent is perhaps implicit, but direction or control of the child’s behaviour is paramount:
4.3.2 Parental directives in Puzzles

The outcomes of the analysis of proportions of Discourse Functions indicated fathers were involved in slightly more Control sequences than mothers were. It was therefore of interest to investigate further this aspect of parent speech. The picture from previous studies in respect of this characteristic was somewhat unclear, aggravated by the different methodologies employed in the studies, and particularly by the linguistic imprecision of the definitions used. Most studies had included measures of imperative and/or directive use as a small part of a broader study. However, the study reported in Bellinger and Gleason (1982) was of particular relevance as the researchers had focussed on directive use by a group of parents similar to those involved in the present study, and in a similar activity context (the Bellinger and Gleason study used a ‘pull-apart’ car). Another advantage of the Bellinger and Gleason work was the recognition that discourse functions can be realised by different syntactic forms. The definition of a directive used by Bellinger and Gleason ("any request for action, regardless of the syntactic form in which the request was phrased" [p. 1128]) was consistent with that of Quirk et al. (1985).

All directives in the Puzzles transcripts of the present study were coded into one of three categories: Conventional Imperative (CI), Conventionalized Indirect Imperative (C!D), or Implied Indirect Imperative (IID), according to the criteria given in Bellinger...
and Gleason (1982) (see Appendix A for full details). The results were then tabulated and converted to percentages of total utterances and total directives. Table 6 shows the outcomes. Fathers used only slightly more directives overall than Mothers in the Puzzles context (17.83% vs. 16.62% of all utterances). In looking at the three types of directives, the differences between Mothers and Fathers in respect of each of these categories is also small, and none is statistically significant, though it is notable that Fathers used in total a slightly higher proportion of indirect forms of directives than mothers did (37.76% vs. 33.84%).

The overall difference between Fathers and Mothers in directive use in the present study (17.83% vs. 16.62%) is much smaller than that found by Bellinger and Gleason (1982) in their study (28.1% vs. 19.0%). There are several factors which may account for this. One is methodological variation between the two studies, in particular the criteria for inclusion of data in the study. These factors will be discussed more fully in the next chapter.

The grammatical realisations of the various types of directives also show variation between parents, as can be seen from Table 6(c). This group of fathers used grammatical imperatives somewhat less frequently than the mothers did, with a corresponding variation in the proportion of declarative, moodless and interrogative forms. The differences are not great and only one (CL) approaches statistical significance, but the figures may be indicative of a trend. The fathers' lower CL scores and higher CID and IID scores suggest that fathers' directive style may present more of a challenge to their children than the mothers' style does. That is, to understand and act on a directive from their fathers children have to understand that they are being told to do something, rather than being asked a question, for example. (For further discussion on the matter of the relationship between form and function, see Chapter 6.)
Table 6
Directives in Puzzles

(a) Directive utterances as a proportion of total utterances.

<table>
<thead>
<tr>
<th></th>
<th>Total Utterances</th>
<th>CI</th>
<th>CID</th>
<th>IID</th>
<th>Prop’n Dir Utterances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fathers</td>
<td>802</td>
<td>11.1</td>
<td>6.11</td>
<td>0.62</td>
<td>17.83</td>
</tr>
<tr>
<td>Mothers</td>
<td>782</td>
<td>11</td>
<td>5.37</td>
<td>0.25</td>
<td>16.62</td>
</tr>
</tbody>
</table>

z   .071  .074  1.23

Note. 1. All figures are percentages.
2. \( p = .01 \)

(b) Proportions of different types of directive utterances as a proportion of total directive utterances.

<table>
<thead>
<tr>
<th></th>
<th>Total Dir Utterances</th>
<th>CI</th>
<th>CID</th>
<th>IID</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fathers</td>
<td>143</td>
<td>62.24</td>
<td>34.26</td>
<td>3.50</td>
<td>100.00</td>
</tr>
<tr>
<td>Mothers</td>
<td>130</td>
<td>66.16</td>
<td>32.30</td>
<td>1.54</td>
<td>100.00</td>
</tr>
</tbody>
</table>

z   .068  1.21  1.05

Note. 1. All figures are percentages.
2. \( p = .01 \)

(c) Grammatical Realisation of Directives

<table>
<thead>
<tr>
<th></th>
<th>Dec</th>
<th>Imp</th>
<th>Int-Y/N</th>
<th>Int-Wh</th>
<th>Oth-M</th>
<th>Oth-M-In</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fathers</td>
<td>Cl</td>
<td>-</td>
<td>52.45</td>
<td>-</td>
<td>-</td>
<td>9.79</td>
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</tr>
<tr>
<td></td>
<td>CID</td>
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<td>-</td>
<td>7.69</td>
<td>3.50</td>
<td>-</td>
<td>6.99</td>
</tr>
<tr>
<td></td>
<td>IID</td>
<td>2.80</td>
<td>-</td>
<td>-</td>
<td>0.70</td>
<td>-</td>
<td>3.50</td>
</tr>
<tr>
<td>Total</td>
<td>18.88</td>
<td>52.45</td>
<td>7.69</td>
<td>3.50</td>
<td>10.49</td>
<td>6.99</td>
<td>100.00</td>
</tr>
</tbody>
</table>

|        | Cl  | -   | 62.31   | -      | -     | 3.85     | 66.16   |
|        | CID | 12.31| -       | 7.69   | 4.61  | 0.77     | 6.92    | 32.30   |
|        | IID | 0.77 | -       | -      | 0.77  | -        | -       | 1.54    |
| Total  | 13.08| 62.31| 7.69    | 5.38   | 4.62  | 6.92     | 100.00  |

Note. All figures are percentages.
4.3.3 Linking References

The unit on which this analysis was based is the sequence. A Linking Reference (LR) was defined as one in which the parent makes a connection between something in the activity in which the child is presently engaged, and a person, object, event, or activity, in the child’s own experience. By the use of such references the parent makes a connection for the child between the known and the new. For example, from the data of Mother 1 (Books):

<table>
<thead>
<tr>
<th>M</th>
<th>Let’s look back here and see what it is.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See that’s the front of it.</td>
</tr>
<tr>
<td>C</td>
<td>Books.</td>
</tr>
<tr>
<td>M</td>
<td>Yeah good boy</td>
</tr>
<tr>
<td></td>
<td>See?</td>
</tr>
<tr>
<td>LR</td>
<td>He’s got some books on his bedside table just like Dad.</td>
</tr>
<tr>
<td></td>
<td>Just like your Dad.</td>
</tr>
</tbody>
</table>

Table 7 shows the results of the analysis of the outcomes from this study. The figures include only parent-initiated LRs, as the focus of this study was parent language. However, the children in Families 1 and 3 also initiated such references and these were normally taken up by the parents.

Overall, fathers used fewer LRs than mothers (4.23% vs. 11.42%), a pattern consistent across both Books and Puzzles. LRs are particularly a feature of Books, but also occur in Puzzles, though not in the Meal context. In each context fathers used a much lower proportion of these references (Books: 7.06% vs. 16.23%; Puzzles: 1.40% vs. 6.60%). The differences between fathers and mothers in their use of Linking References are statistically significant overall and in Books, and approach statistical significance in Puzzles. However, looking at the data more closely reveals that there are some variations from the overall patterns and these need to be noted. In Books only two fathers (Father 1 and Father 5) use LRs, and Father 1 is particularly high (27.59% of his
### Table 7

<table>
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<th>Books</th>
<th>Puzzles</th>
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<th>All</th>
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<td>F4</td>
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<td>F5</td>
<td>7.69</td>
<td>-</td>
<td>-</td>
<td>3.85</td>
</tr>
<tr>
<td>Av.</td>
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<td>1.40</td>
<td>-</td>
<td>4.23</td>
</tr>
<tr>
<td>M1</td>
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</tr>
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<td>M4</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<td>M5</td>
<td>6.25</td>
<td>3.70</td>
<td>-</td>
<td>4.98</td>
</tr>
<tr>
<td>Av.</td>
<td>16.23</td>
<td>6.60</td>
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<td><em>sd</em></td>
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<td>9.2519</td>
<td></td>
</tr>
<tr>
<td><em>z</em></td>
<td>2.33*</td>
<td>2.17</td>
<td>3.78*</td>
<td></td>
</tr>
</tbody>
</table>

**Note.** 1 Figures are percentages of total sequences.
2. * significant (*p* = .01)

sequences include an LR). All mothers except Mother 4 use LRs. Both Mother 1 and Mother 3 use a high proportion of LRs. The absence of LRs in Family 4, and the high levels in Families 1 and 3, may be due in part to child age and developmental level. Child 4 was the youngest and most immature of the group, while children 1 and 3 were the oldest in the sample, and also appeared to be the most mature. This suggests that use of LRs may increase as children get older. The high level of LRs in the speech of both parents in Family 1 may be partially attributable to their backgrounds as teachers (anecdotal evidence from practising classroom teachers indicates that LRs are common in classroom teaching situations). Mother 4 was also a teacher, so the fact that she did not use LRs with her child adds support to the idea that their use may be developmentally determined.
An analysis of Interactional Intent (McDonald & Pien, 1982) was also used in this study. The details of this analysis and a discussion of its implications are the subject of the next chapter. The implications of the overall study and suggestions for further research are found in Chapter 6.
CHAPTER V

INTERACTIONAL STYLES AND DISCOURSE PATTERNING

5.1 Interactional Intent

The tapes and transcripts of the interactions between parents and children in this study reveal differences between parents in terms of their interactional styles. The framework developed by McDonald (and reported in McDonald & Pien, 1982, and Olsen-Fulero, 1982) for the categorisation of interactional styles was modified and used in the present study. Although the tool had been developed originally to identify differences within one parent group (mothers), it has proved equally applicable for father-mother comparisons (e.g., Pratt, Kerig, Cowan, & Cowan, 1992).

McDonald and Pien (1982) found two basic types of conversational behaviour exhibited by mothers, and, as Olsen-Fulero (1982) reports, these orientations remained stable in the short-term. Changes in interactional styles can be expected to occur over a longer period, due to maturational factors. However, for a framework like this to be valid, the predominant style has to be stable over the short-term, despite speakers' mood swings and the like. This proved to be the case with this instrument.

Each of the predominant conversational styles identified by McDonald and Pien (1982) has a particular range of verbal behaviours associated with it. Mothers are either primarily concerned to engage their children in conversation (in which case, they use many information-seeking and reflective questions, and take short speaking turns when interacting with their children), or they want to direct their children's physical actions...
(in which case they use lots of directives and attention devices, and take long speaking turns). These two groups of styles are categorised as Conversation-eliciting (or Conversational) and Directive, respectively.

The basic unit of analysis for the McDonald and Pien (1982) framework is the utterance. All parent utterances were coded according to their illocutionary force. (Details of all categories in the framework are included in Appendix A). The framework was not used in its entirety because the purposes of this study were different from those of McDonald and Pien. However, coding the data using all the functional categories proved helpful because it assisted in other areas of the study, for example, in elucidating aspects of discourse patterning and for refining sequence boundaries.

The core features for the Conversational style are the use of a high proportion of Real, Verbal Reflective, and Report Questions, and a low proportion of Directives and Attention Devices. The opposite is true of the Directive style. McDonald and Pien (1982) define these features as follows:

1. Real Questions are "information-seeking questions for which the speaker does not have the answer" (p. 344);

2. Verbal Reflective Questions "repeat, reduce, represent, or paraphrase the hearer's previous utterance, without adding new information. They often take the form of yes/no questions with rising intonation ... or tag questions with falling or falling-rising intonation" (p. 344);

3. Report Questions "comment upon, and inform the child of an event or fact of which he may or may not be aware, usually in the form of tag questions with falling intonation ... although they may be in yes/no question form.... they differ from reflectives in that they provide new information" (p. 345);
4. Directives are "utterances which elicit and constrain the physical behaviour of the hearer" (Searle, 1975) (p. 343);

5. Attention Devices "include a wide range of utterances used to elicit attention.... They may take an imperative ... or an interrogative form ... and also include vocatives and contingent query gambits" (p. 345).

For the purposes of this analysis Bellinger and Gleason's (1982) codings of 'conventional imperatives' and 'conventionalised indirect directives' (which had already been applied to the data) were used for the Directive category in the McDonald and Pien (1982) framework as the criteria are very similar (McDonald and Pien's study was informed by Bellinger's work).

The clusters of Conversational and Directive features differ in the degree of constraint that they impose on a hearer's behaviour. Directives and Attention Devices have a high degree of constraint associated with them, whereas Real, Verbal Reflective, and Report Questions place only a low to moderate degree of constraint on the hearer. Thus, parents who are oriented to directing their child's behaviour will use a much greater proportion of high constraint utterances than will those parents who want to converse with their children. The latter group will use low to moderate constraint utterances.

For each parent in each context, as well as for all contexts together, the frequency of the core features was counted, the data were tabulated and then percentages calculated for each category. The results for the core features of each interactional style were combined and the results are shown in Table 8 and Figure 1. As the tables and graphs show, overall fathers are somewhat more oriented to directiveness and less to conversation elicitation than mothers, but generally these differences are not statistically
### Table 8
**Interactional Intent**

#### All Contexts

<table>
<thead>
<tr>
<th></th>
<th>Direct Comm</th>
<th>Indirect Comm</th>
<th>Atten Device</th>
<th>TOTAL DIRECT</th>
<th>Real Question</th>
<th>Verbal Reflect</th>
<th>Report Question</th>
<th>TOTAL CONV</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>11.11</td>
<td>1.47</td>
<td>2.52</td>
<td>15.61</td>
<td>13.00</td>
<td>3.14</td>
<td>8.60</td>
<td>24.74</td>
</tr>
<tr>
<td>F2</td>
<td>8.64</td>
<td>4.94</td>
<td>3.70</td>
<td>17.28</td>
<td>10.12</td>
<td>1.23</td>
<td>0.50</td>
<td>11.85</td>
</tr>
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### Note
1. All figures are percentages.
2. * significant (p = .01)
Figure 1a. Father and Mother interactional styles: All contexts.
Figure 1b. Father and mother interactional styles: Books.
Figure 1c. Father and mother interactional styles: Puzzles.
Figure 1d. Father and mother interactional styles: Meal.
significant. In the Meal context fathers are significantly more directive than mothers, and in Books mothers are significantly more oriented to conversation elicitation than fathers. It appears that child gender may be an influence in the outcomes, as Families 1, 3 and 4 (who have sons) are similar in interactional style, as are Families 2 and 5 (who have daughters), but further research with a larger group would be needed to determine whether this is actually the case. These findings concerning greater directiveness on the part of fathers in the Meal context corroborate outcomes from the analysis of discourse functions, which found fathers were involved in more Control sequences than mothers.

In considering individual contexts of interaction, it is obvious that the nature of the speech situation constrains the types of language used, so that in the Books context both fathers and mothers are more conversationally than directively oriented, while the opposite is true of Puzzles. However, the overall father-mother orientations shown in Figure 1a (All contexts) remain constant across all types of interactions, though mitigated in some cases by the particular nature of the individual speech situations. These variations in interactional styles also seem to be evidenced in the different patterns of discourse used by the parents.

5.2 Discourse Patterning

In looking at some of the transcripts, it appeared that within the same context fathers and mothers might be interacting differently with their children, because in some cases there was a different ‘feel’ to the interaction. This impression led to a closer examination of the patterns of discourse within both Books and Puzzles.
5.2.1 Books

I-R-F Pattern

Work done on a small section of a book reading transcript during a pilot study (conducted in preparation for this present research) had indicated that parental book reading with young children might be characterised by the same tripartite discourse pattern as that which underlies much classroom discourse: the Initiation-Response-Feedback (I-R-F) pattern (as explicated by Sinclair & Coulthard, 1975). Investigation of the present data found this to be so for some, but not all, of the parents in the study (see next section).

The I-R-F pattern is exemplified here in this extract from the data of Father 1:

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<tr>
<td>I</td>
<td>F</td>
<td>What- look what's Dad got there in his hand?</td>
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<tr>
<td>R</td>
<td>C</td>
<td>Some fork a fork and and and a knife.</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>Yes he has.</td>
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<tr>
<td>I</td>
<td></td>
<td>And what do you think might be in that big bowl there?</td>
</tr>
<tr>
<td></td>
<td>[-2 secs]</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>C</td>
<td>A a lettuce.</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>Lettuce.</td>
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Two variations on the basic pattern also occur in the present data. In some cases only Initiation and Response occur, as happens here with Mother 4, for example:

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<td>I</td>
<td>M</td>
<td>What's the girl got?</td>
</tr>
<tr>
<td>R</td>
<td>C</td>
<td>Toys.</td>
</tr>
<tr>
<td></td>
<td>[-2 secs]</td>
<td></td>
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<tr>
<td>I</td>
<td>M</td>
<td>Can you find. the train?</td>
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<tr>
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<td>Point to the train.</td>
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</tr>
<tr>
<td>R</td>
<td>C</td>
<td>There.</td>
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The other variation is an extended I-R-F-pattern: I-R-F(I)-R. The examples are from Mother 2 and Father 1:

(1)  
I M What happened there?  
R C Um she trick her.  
F(I) M She tricked her?  
R C Yes.  
I M What's she tricking her with?  
R C Um comb.  
F(I) M A comb?  
R C Yes.  
She's bit cross at her [M2B17]  

(2)  
I F What's this girl here doing here?  
R C She's sleeping.  
F(I) F She's sleeping I think isn't she?  
R C Yeah. [F1B2]

As the examples show, Initiation is often realised grammatically by a wh-interrogative, and the Feedback as either a declarative or a moodless utterance. Where the extended I-R-F pattern is used, the parent's Feedback is realised in an interrogative form, usually a tag or a yes/no interrogative (cf. Kaye & Charney, 1980, 'turnabouts'). The use of an interrogative form serves to pass the speaking turn back to the child, because questions require an answer (Sacks, Schegloff, & Jefferson, 1974). This provides the child with another opportunity for participation in the conversation. Tag and yes/no questions are low constraint questions in McDonald and Pien's (1982) terms, because a minimal answer of yes or no will fulfil the hearer's obligations to the discourse. The use of these interrogative forms functions to extend the parent-child interaction and to provide more opportunity for child participation in the conversation. As the above examples show, parents using the I-R-F pattern also take short speaking turns and allow the child equal participation in the conversation. These are further characteristics of the Conversation-eliciting interactional style.
The I-R-F pattern is characteristic of Fathers 1 and 4 and Mothers 1, 2 and 4. In the case of Father 1 and Mothers 1 and 4 their background as teachers may be influential in their adoption of this discourse pattern in Books, but individual interactional style is also reflected here. It can be seen from Figure 1a (All contexts) that these five parents fall on the conversational side of the mid point. Their interactional style and their discourse pattern indicate an orientation towards conversing with their children.

A-S Pattern

There is another basic discourse pattern which was identified in Books, and the label A-S, or 'Attention Device-Statement', pattern has been adopted for it (the terminology derives from McDonald and Pien's [1982] work on interactional styles). The A-S pattern is used by Fathers 2 and 5. This pattern is much less interactive than the I-R-F pattern. Parents using this pattern use an attention device to direct their child's attention to an aspect of the book. Attention devices (A), generally realised as imperatives, vocatives, or 'see' interrogatives, are then followed by a series of statements (S) (normally in declarative form, but sometimes moodless) from the parent about the story, as the following example from Father 5 shows:

A

F

Look what's happened.

S
She's reading the little red book
and her Mummy has gone to sleep.

S
And the little girl is still reading the red book
and her Mummy is still asleep.

[~1.5 secs]

S
Daddy wakes up
and he's in the little girl's bed
but the little girl's not there.

S
And they go out
and she's with Mummy
<in the lounge room>

Q
She's asleep now though isn't she?

S
She's gone to sleep

S
Turn the page.

S
Ah look that's nice.

S
And now Mummy and Daddy put her to bed

[F5B21]
There is little opportunity for contributions from the child within this discourse pattern. Questions are rarely used, and even when a parent asks a question there is not necessarily any expectation of an answer, as can be seen in the example above. The A-S discourse pattern in Books appears to reflect the interactional style of these two fathers. Monologuing by the parent and infrequent child turns are also evident in the A-S pattern, and these are also characteristics of the Directive style of interaction. As Figure 1a (All contexts) shows, both fathers are Directive and this trait is evident even when mitigated somewhat by the nature of the speech situation, as Figure 1b (Books) indicates.

Other Patterns

The remaining parents (Father 3, Mothers 3 and 5) use a combination of both I-R-F and A-S patterns when reading books with their children. This is consistent with the picture of their interactional styles presented by the graph, which shows them to be close to the midpoint between Conversational and Directive. Consistent with the overall gender pattern, the mothers are slightly more Conversational and the Father slightly more Directive. Once again, the nature of the speech situation has influenced the type of language used, but the underlying interactional orientations are still evident.

Consideration of interactional styles and discourse patterning for Books suggests that a particular discourse pattern is probably not unique to one gender or the other, but is determined by interactional style. However, given that the nature of the I-R-F pattern (and particularly its variant I-R-F(I)-R) is oriented to eliciting conversation and the A-S pattern is not, it is possible that the I-R-F discourse pattern may be found more commonly in mothers (if they are generally more conversationally oriented than fathers), and the A-S pattern may occur more frequently in fathers (if they are more directive than
mothers). Such a conclusion can only be speculative at the moment. The number of participants in the study is too small to warrant drawing any definite conclusions on this matter, but the outcomes from this study indicate a trend worthy of further investigation.

Before turning to look at the discourse patterns found in Puzzles, it is appropriate to consider how each of these patterns may assist in children's language development. A number of researchers (e.g., Kaye & Charney, 1981; Newport, Gleitman, & Gleitman, 1977; Wells, 1981c, 1985) have suggested that questions may be one of the features of speech that facilitate language development because they encourage participation by the child in conversation. On this basis, in Books the I-R-F style and its variants are likely to be particularly facilitative of language development. Olsen-Fulero (1982) suggests that the behaviours of the directive style (in Books this means the A-S pattern) may be inhibiting to language development. Cross (1978) suggests that too much adult volubility (cf. monologuing [McDonald & Pien, 1982]) may overwhelm the child's processing capacities. As well as this, the A-S pattern does not often pass a speaking turn to the child, thereby decreasing opportunities for participation in the conversation. Both these aspects of the A-S pattern suggest it would be less facilitative of language development. However, this may not necessarily be the case. Children are exposed to a variety of interactional styles, so ultimately the issue of whether or not certain features are facilitative has to be considered as part of a much larger picture, not just on the basis of one example of one context on one occasion. Related to this there is the question of what certain features are facilitating. The I-R-F pattern, for example, is likely to be more facilitative of the development of basic conversational skills. However, there are other competencies that mature language users require, and the attainment of some of these may be better served by other aspects of language use. In the case under consideration here, while the A-S pattern is not as
mothers). Such a conclusion can only be speculative at the moment. The number of participants in the study is too small to warrant drawing any definite conclusions on this matter, but the outcomes from this study indicate a trend worthy of further investigation.

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facilitative of certain conversational skills, it may be very useful in helping a child learn how to respond to a different interactional style, which is also important for the development of communicative competence. This point will also be addressed in the next chapter.

5.2.2 Puzzles

There are two basic discourse patterns which have been identified in Puzzles and, as with Books, the patterns adopted by each parent may be more a consequence of overall interactional style than of gender. This would mean that discourse patterns do not serve as a distinguishing characteristic between fathers and mothers in their speech to young children. These two patterns for Puzzles have been labelled C (Common) Pattern, and R (Responsive) Pattern.

C Pattern

The C Pattern contains the following elements:

(a) ORGANISATION of ACTIVITY - This may include questions to the child about what he or she would like to do, who will tip the puzzle out, how the activity will proceed, etc. Linguistically this segment may be realised by declaratives, \textit{wh-} and \textit{yes/no} interrogatives, as well as imperatives.

(b) PRELIMINARY DISCUSSION of PUZZLE - This section frequently has a strong tutorial orientation, and in such cases has an I-R-F format. There is discussion of the puzzle features, often including the child being asked to label the items in the puzzle.

(c) MARKER or DIRECTIVE to start the activity.
(d) COMMENTS/DIRECTIVES/(POSITIVE EVALUATION) - The parent makes a series of comments and directives as the task progresses. The comments can take several forms:

(i) Tutorial orientation - In this case the activity usually starts with the parent directing the child to name the pieces as he or she puts them into the puzzle board. That initial comment is often the only linguistic indication that the puzzle is being completed, that is, there are no other directives as the task progresses. *Wh*-questions figure prominently in this approach.

(ii) ‘Running Commentary’ - Here the parent describes what the child is doing as the child does the puzzle. Sometimes there are directives or questions, but the majority of utterances are declaratives. Some tag interrogatives are used also, but parents do not necessarily expect a reply to them. They appear to be serving a role of including the child in the interaction, almost as if the parent is speaking on behalf of the child. This ‘running commentary’ may also have an implicit tutorial purpose because it serves to encode linguistically for the child what he or she is doing (Edwards, 1978).

(iii) Questions - These seem designed to keep the child on track, and may serve as hints to assist in completion of the task. Sometimes positive evaluation is given to the child during this phase, usually at the conclusion of a section of the puzzle.

(e) CONCLUSION (including POSITIVE EVALUATION) - This may simply be a statement that the child has completed the puzzle, but more usually includes commendation of the child’s performance.
(d) COMMENTS/DIRECTIVES/(POSITIVE EVALUATION) - The parent makes a series of comments and directives as the task progresses. The comments can take several forms:

(i) Tutorial orientation - In this case the activity usually starts with the parent directing the child to name the pieces as he or she puts them into the puzzle board. That initial comment is often the only linguistic indication that the puzzle is being completed, that is, there are no other directives as the task progresses. *Wh*-questions figure prominently in this approach.

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(e) CONCLUSION (including POSITIVE EVALUATION) - This may simply be a statement that the child has completed the puzzle, but more usually includes commendation of the child’s performance.
(f) POST-COMPLETION DISCUSSION - This may be of a tutorial nature, similar in format to (b) Preliminary Discussion, or it may be more oriented to discussing the puzzle and the story the pictures portray or suggest.

Some of the elements of the above pattern may appear in a different order. For example, in the basic Puzzles discourse pattern, the order of (a) and (t) may be reversed; and either (b) and/or (f) may not occur at all, especially if (d) has been tutorial in character. This pattern may occur within one sequence, but can often also be identified across several sequences covering the completion of a whole puzzle.

Both fathers and mothers adopt this pattern, as the following examples show. These patterns can occur within one sequence, or they may be realised across several sequences. The following extract from the data of Father 1 illustrates the key elements of the pattern within one sequence (the organisation of the activity occurred in the preceding sequences):

<table>
<thead>
<tr>
<th>MARKER</th>
<th>DIRECTIVE</th>
<th>COMMENTS</th>
<th>(P. EVALUATION)</th>
<th>DIRECTIVES</th>
<th>P. EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Okey-dokey.</td>
<td>Away you go.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>[-2.5 secs]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bananas!</td>
<td>You putting them in first are you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>[-4 secs]</td>
<td>You sure that one goes there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>There's lots of holes I think.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yeah that's better isn't it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good boy.</td>
<td>Didn't even have to turn it round.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ah ah ah no don't bash it Matey!</td>
<td>Just move it 'til it fits the right hole</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>otherwise try something else.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>That's the boy.</td>
<td></td>
<td></td>
<td></td>
<td>[F1P23]</td>
</tr>
</tbody>
</table>

The following series of sequences from the data of Mother 3 show the basic Puzzles discourse pattern realised across the whole task. In this example, Preliminary Discussion precedes Organisation of the Activity:
The majority of the parents in this sample followed the same pattern, so it is possible that, like the discourse patterns in Books, there is not a gender-specific pattern to Puzzles either, as the above examples suggest. Further research with a greater quantity of data may reveal that certain elements of Section (d) are more likely to be associated with a particular interactional style. For example, ‘running commentary’ might be found to be associated more with Directive style, and questions with Conversational style.

There are some linguistic differences between parents within the general pattern with regard to use of markers, directives, positive evaluation, and linking references. Both fathers and mothers use markers in discourse, particularly as their children become
more able conversationalists\(^1\), but their use of markers differs. In fathers’ speech markers are more likely to constitute a separate utterance, as the following example from Father 1 shows:

<table>
<thead>
<tr>
<th>MARKER</th>
<th>UTTERANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Okey-dokey.</td>
<td>Away you go.</td>
</tr>
</tbody>
</table>

[F1P23]

In mothers’ speech, on the other hand, markers are generally embedded in a longer utterance, as can be seen in the following example from the data of Mother 3:

<table>
<thead>
<tr>
<th>MARKER/UTTERANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK let’s tip ’em out and then I’ll see if you can do it.</td>
</tr>
</tbody>
</table>

[M3P3]

The nature and role of discourse markers in parental speech is another area that could profitably be the focus of future research.

Parents also differ in their use of directives. Both mothers and fathers are directive to their children in the Puzzles context, which is probably a consequence of the nature of the activity in which they are involved. However, often fathers’ speech ‘sounds’ more directive than mothers’, perhaps because fathers are less likely than mothers to ameliorate their directives, or to provide reasons with them (which also constitute amelioration strategies). For example, from the data of Mother 1:

M Let’s have a look at the Bananas puzzle shall we?
C Yes and I’ve got little book.
M Have a good look at it first so you know what the pieces look like. Who’s this one?

[M1P7]

\(^1\) The use of discourse markers appears to be developmentally determined. There are few, if any, examples of their use in the data of the youngest child, in any context, but they appear frequently in the speech of the parents of the older children in the study.
This mother’s first directive is ameliorated by the use of the inclusive, first person plural imperative form ‘let’s’, and by the use of a question form. She ameliorates her second directive by providing a reason with it. These amelioration strategies will be discussed more fully in the next chapter. This is very different from the situation with Father 2 who uses unmitigated imperatives:

<table>
<thead>
<tr>
<th>F</th>
<th>All right we’ll tip ‘em all out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>And this is a-</td>
</tr>
<tr>
<td>F</td>
<td>Turn the pieces over.</td>
</tr>
<tr>
<td></td>
<td>And you you put the pieces in</td>
</tr>
<tr>
<td></td>
<td>and tell me what they are.</td>
</tr>
</tbody>
</table>

[F2P3]

The differences between fathers’ and mothers’ in their use of Linking References have already been mentioned (see Chapter 4), and will be discussed more fully in the next chapter. A further difference in Puzzles between fathers and mothers is the way each uses Positive Evaluation (PE). Fathers normally give some positive evaluation to their children on completion of a whole puzzle, but do not give much during the course of the activity. Mothers, on the other hand, not only give positive evaluation at the conclusion of the task, but also regularly provide it as the activity progresses. PE may be realised in several ways. The criteria used to determine utterances in which a parent is giving PE to a child were derived from Sinclair and Coulthard’s (1975) category ‘evaluate’. Sinclair and Coulthard’s work was concerned with the analysis of classroom discourse, but the principles underlying that category are equally relevant in the contexts of this study, though the actual phrases used varied from those commonly found in classroom discourse.

Positive evaluation of parents to children may be realised by:
(a) statements and tag questions, including phrases such as ‘that’s right’, ‘that’s the way’;

(b) words such as ‘yes’, ‘mm’, and ‘OK’, when spoken with a high fall intonation;

(c) repetition (with or without some form of expansion) of the child’s reply, when spoken with a high fall intonation;

(d) expressions of praise such as ‘good girl’, ‘very good’, ‘well done’.

The data suggest that fathers and mothers differ in the nature and amount of PE they give, as well as in its positioning through the discourse. Differences in the nature and amount of PE have not been explored in this study. It is possible that the way PE is realised and used will vary with different interactional styles. This may be an avenue for further research at a later date.

R Pattern

All the fathers and three of the mothers in the present study followed the above pattern when interacting with their children in the Puzzles context. Mothers 2 and 5, who are quite conversationally oriented, displayed a somewhat different pattern of discourse in Puzzles. These mothers were much less directive in Puzzles than the other parents and generally allowed their children to take the initiatives in the activity. They also challenged their children to find their own solutions to the tasks, rather than telling them how to solve a problem.

The basic discourse pattern for these parents is:
(a) ORGANISATION OF ACTIVITY (including directives)

(b) QUESTIONS or STATEMENTS from child about the task which serve to get the activity started.

(c) RESPONSES from the mother. These may take the form of a question (e.g., ‘where do you think it goes?’) or a ‘non-specific’ or ‘prompt’ directive (e.g., ‘you have to look hard’) in answer to the child’s question ‘where does this go?’ Such responses challenge or push the child to work out his or her own solutions to the task.

(d) COMMENTS are usually made by the mother during the activity. Such comments often have a tutorial orientation. There may also be some positive evaluation given during the activity.

(e) CONCLUSION, including POSITIVE EVALUATION.

As with the first Puzzles pattern, elements can occur in a different order from that given here. In particular, (b), (c) and (d) may occur in various orders throughout the activity once it has started.

The following extract from the data of Mother 5 exemplifies this discourse pattern:
| PRELIMINARY DISCUSSION       | C  | This bit comes out?  
|                             |    | Yes.                 
|                             |    | What's it called?    
|                             |    | What's it called?    
|                             |    | What's this called?  
| M                           | That's a bird in the nest. |
| C                           | Yeah.                  
| [-1.5 secs]                 | M  | You going to put all the bits in now?  
| C                           | Yes.                   |
| DIRECTIVE                   | M  | Where's the other one?  
|                             | C  | Let's do this one first. |
|                             | M  | That's another puzzle. |
|                             | C  | That’s another puzzle. |
|                             |    | Let's do this one.    |
| CHILD QUESTION              | C  | Where's this one go?  
| M. RESPONSE                 | M  | You have to have a look. |
|                             | C  | There.                
|                             |    | There.                
|                             |    | This one.             |
| COMMENTS                    | M  | That's teddy.         
|                             |    | What's he doing?      
|                             |    | Banana isn't it?      
|                             | C  | Yes.                  
|                             |    | Having a swing.       
|                             | M  | Having a swing.       
|                             |    | Yeh!                  |
|                             | C  | Goose.                
|                             | M  | Is he a goose?        
|                             | C  | You a goose.          
|                             | M  | I'm a goose?          
|                             |    | Oh OK.                |
|                             | C  | No there.             
|                             |    | [-4 secs]            
|                             |    | This bit goes in there|
|                             |    | That goes in there.   
|                             |    | That goes in there.   
|                             | M  | What's in- what has the teddy bear got? 
|                             | C  | A apple.              
|                             | M  | Yeah.                 
|                             |    | [-1.5 secs]          
|                             |    | Yeh!                  |
| CONCLUSION + P. EVALUATION  | C  | You did all that one. |

Even though this second Puzzles discourse pattern was used only by mothers in these data (and in fact only by mothers of daughters) it is not possible to determine from this study whether this second Puzzles discourse pattern may be gender specific. Like
other discourse patterns, it may be a reflection of interactional style rather than gender. That is, it is possible that some fathers may also be very conversationally oriented, and, if so, would show a similar discourse pattern in a Puzzles context to the one shown by these mothers.

The nature of an activity influences the type of speech produced in a context, so, for example, Puzzles generates a more directive style, and Books a more conversational style. The linguistic demands of a situation cause all speakers to adjust their style. However, these adjustments do not totally override their general interactional orientation, particularly if they are strongly oriented to one or other style.

This investigation of interactional intent and discourse patterning has been exploratory. Further research is needed, using a greater quantity of data from a wider range of contexts and involving more varied participant groups. At present the outcomes suggest the discourse patterns adopted by each parent may be more a consequence of interactional style than of gender. It will also be important to extend the investigation of parental styles to include different age groups. Olsen-Fulero (1982) points out that parental conversational behaviours are likely to change over time as children mature, so no firm conclusions should be drawn on the basis of the present data only.
CHAPTER VI

DISCUSSION

The analysis has shown that there are differences between fathers’ and mothers’ speech, and that these are revealed more in functional than formal features. This overall trend is consistent with the findings of earlier studies (see Chapter 2). Because the participant group in the present study was small, outcomes cannot necessarily be generalised beyond this group. However, the results indicate a number of possible avenues for future research.

The outcomes from this study will be discussed and compared with previous research, and the implications these have for language acquisition will be considered. The present research was undertaken to address several questions:

1. Does the speech of Australian fathers and mothers to young children differ in respect of formal, conversational, or functional characteristics?
2. What is the relationship between the findings from this Australian research and comparable overseas studies?
3. What characteristics predominate in fathers’ speech, and thereby differentiate it from mothers’ speech?
4. What might be the implications of the findings of the study for child language acquisition?

Questions 1, 2, and 3 will be dealt with in the first three sections of this chapter as part of the discussion of the outcomes of the present study. Question 4 has not been
6.1 FORMAL CHARACTERISTICS

6.1.1 AMOUNT OF SPEECH

Previous research has found fathers and mothers to be very similar in the amount of speech they produce when talking with their young children (e.g., Bellinger & Gleason, 1982; Fash & Madison, 1981; Malone & Guy, 1982; McLaughlin, White, McDevitt, & Raskin, 1983). The present study also found that both parents were similar in the amount of speech they produced in interaction with their children. Comparisons of the amount of speech produced need to be made on the basis of the number of utterances per minute rather than on the total utterances produced in a context because in three cases participants recorded less than 10 minutes' data for a context (Father 4, Books; Mother 4, Puzzles; Family 2, Meal). Overall the difference between fathers and mothers on this measure (12.58 vs. 13.59 utterances per minute) is not statistically significant. However, while Books and Puzzles are quite similar, the Meal context shows that fathers are much less talkative than mothers (4.29 vs. 8.27 utterances per minute), a difference which is statistically significant. Before discussing some possible explanations of this, the results from several other measures of 'talkativeness' (mean length of utterance, and number and mean length of conversational turns) should also be considered.

Mean Length of Utterance scores are similar overall for both fathers and mothers (4.09 vs. 4.46). This finding of no significant difference also holds true for each individual context in the present study, and is consistent with the majority of

researched directly in this investigation, but Section 4 will address aspects of this research question. Suggestions for further research will conclude this chapter.
previous studies (e.g., Gleason, 1975; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Lipscomb & Coon, 1983; Pratt, Kerig, Cowan, & Cowan, 1990).

Another measure of talkativeness which has been used in previous research is number of Conversational Turns. These earlier studies have found that in dyadic interaction fathers and mothers are very similar in the number of turns produced (e.g., Golinkoff & Ames, 1979; McLaughlin et al., 1983; Tomasello, Conti-Ramsden, & Ewert, 1990; Wilkinson & Rembold, 1982). The present study differs slightly from these outcomes in the dyadic interaction context of Puzzles. While both parents take a similar number of conversational turns in Books, and have a similar Mean Length of Conversational Turn (which corroborates earlier work), in Puzzles fathers take more turns than mothers (72.8 vs. 65.4). This difference is not statistically significant, and neither are the differences in the mean length of conversational turn (2.19 vs. 2.45) and number of utterances per minute (16.04 vs. 15.86).

The present study shows that in the Meal context parents have similar MLU scores. There is, however, a statistically significant difference between fathers and mothers in the total number of utterances produced in the Meal context, and also in the amount of speech produced (4.29 vs. 8.27 utterances per minute) in the same context. The differences between fathers’ and mothers’ scores on total number of speaking turns taken (28.4 vs. 43), and mean length of conversational turn approach statistical significance. Studies of dyadic/triadic interaction have consistently shown that the number of participants affects the interaction patterns (e.g., Clarke-Stewart, 1978; Golinkoff & Ames, 1979; Jones & Adamson, 1987; Stoneman & Brody, 1981; Woollett, 1986). Both Golinkoff and Ames (1979), and Stoneman and Brody (1981), are relevant to the present study. They report that fathers spoke less frequently than mothers in triadic interaction with their children. Like the present study, De Temple and
Beals (1991) also found fathers to be infrequent contributors to *mealtime conversation*. They do not suggest why this might have occurred, perhaps because this aspect was not directly part of their research focus.

One possible reason for the difference in the amount of speech produced and in the number of turns taken by participants in triadic interaction may be the different roles which each parent occupies within the family. Stoneman and Brody (1981), whose study involved play sessions, comment that when both parents were involved in the interaction fathers seemed to defer to mothers. These researchers suggest that in triadic interaction fathers act as playmates to the children while mothers act as supervisors of the activity. In dyadic interaction, though, parents are very similar in respect of number of utterances and number of turns, a finding also made by Golinkoff and Ames (1979). Golinkoff and Ames suggest that in triadic interaction mother dominance may be related to their role as children's primary caregivers, which in new situations leads them to 'take charge' because they feel they are the ones who can best show off their children. Participation in a research project on children's language development is particularly likely to give rise to this sort of behaviour. Further, both Golinkoff and Ames', and Stoneman and Brody's studies took place in laboratories. A laboratory situation would be unfamiliar to all participants, thereby possibly increasing the mothers' tendency to take the main responsibility for the interaction. However, since the present study differed in terms of both the location in which the recordings were made (in the participants' homes and without an observer present), and in the context of triadic interaction (a meal time rather than play), some further explanation is needed for the difference. It would be wrong to rule out completely the influence of observation (i.e., being tape recorded) as a contributing factor, but the different circumstances of the
present study are likely to make this a less significant factor than for Golinkoff and Ames, or Stoneman and Brody.

The differences in the amount of speech in the Meal context of the present study may reflect the different roles each parent has within the family. The families in this study, as in much of the previous research on fathers' speech (e.g., the work of the Gleason team), all fit the description of ‘traditional’ families, where mothers have primary responsibility for child care and the home (including meal preparation), and fathers are employed full time outside the home. In an area which is particularly their responsibility mothers are more likely to take initiatives and organise what is to happen, hence their dominance in the mealtime interaction. This may also reflect their conformity to a perception of how mothers and fathers ought to behave. Participants in a study are under examination, with their behaviour open to public scrutiny, and therefore some participants may modify their behaviour in conformity to a particular perception of role specific behaviour (Hladik & Edwards, 1984; Lewis & Gregory, 1987).

6.1.2 Utterance Types

Parents' speech is very similar in terms of amount of speech produced, and also very similar in respect of the proportion of different utterance or sentence types used. The problem of the variety of definitions used for utterance or sentence types has already been referred to in Chapter 4. Because of the mix of formal and functional criteria in some definitions (e.g., Fash & Madison, 1981; Golinkoff & Ames, 1979; Malone & Guy, 1982), and the absence of definitions in other studies (e.g., Bredart-Compernol, Rondal, & Peres, 1981; Hladik & Edwards, 1984; Kavanaugh & Jirkovsky, 1982; Rondal, 1980), it is not possible to truly compare the present outcomes with much
of the previous work, because one cannot be sure that the basis of comparison is the same. Nevertheless, there are several studies with which the current work can be more closely compared. The Gleason team (see Gleason & Greif, 1983) used grammatical criteria for defining sentence types, and it is probable that Rondal (1980) and Bredart-Compernol et al. (1981) did also. This assumption about the latter two studies is based on their usage in reporting of the terms declarative, imperative, and interrogative, which refer to grammatical rather than functional classifications of utterance types. For comparative purposes, it was also helpful that the methodology of these studies was similar to that of the present research. Like the present one, these studies found that overall parents used similar proportions of the different utterance types. This is of particular interest as the Bredart-Compernol et al. research involved a much larger number of families than either Rondal (1980) or the present study. The outcomes of Bredart-Compernol et al. thus add significant support to the likelihood that there are few differences at the grammatical level in parents’ speech to young children.

Gleason (1975), and Gleason and Weintraub (1978) report that fathers use a much higher proportion of imperatives than mothers when talking with their young children, particularly in a home context (home-based: 38.33% vs. 19%; laboratory-based: 13.5% vs. 8.8%) (Gleason & Weintraub, 1978, p. 195). However, the findings of the present study, and those of Bredart-Compernol et al. (1981), and Rondal (1980), are contrary to the results reported by the Gleason team for the use of imperatives. Gleason associated fathers’ higher proportion of imperative use with their role as the authority figure in the family. Rondal (1980) did not find evidence in his study to support this contention. He attributes the similarity between the parents in his group to the fact that they were all employed at least part-time, and therefore could not be considered traditional families in the sense used by Gleason (1975). This seems to imply that, in
families where both parents are in paid employment, caregiving and other responsibilities may be differently distributed, with less clear delineation of parental roles. There will be further discussion later on the matter of imperative/directive use, as a number of studies do not concur with Gleason's findings (see 6.2.3). The matter also needs to be the subject of further research.

6.1.3 Summary

This review of the results of the investigation of formal and structural features of parental speech in the present study has confirmed the findings of most previous work. In respect of these speech features children receive similar input from both parents. According to Mannie and Tomasello (1987) "the findings of similarity have led many researchers to conclude that fathers are redundant with mothers as linguistic interactants" (p. 26). However, research which has incorporated pragmatic aspects of speech in its investigations challenges such a conclusion. It was therefore important that this study included conversational and functional characteristics of parental speech, as well as formal features in order to identify differences between fathers' and mothers' speech to children. A number of measures were used to assist in this process. These are discussed in the next section.

6.2 Conversational and Functional Characteristics

6.2.1 Locus of Reference

The Locus of Reference measure has been used in various ways in a number of previous studies. For example, Fash and Madison (1981), and Kavanaugh and Jen (1981), both used Locus of Reference as a basis of comparison between fathers' and mothers' speech in respect of the proportion of non-present (temporal) references used
by each parent. The outcomes from their studies are therefore relevant to the present
one which has found no significant difference between fathers’ and mothers’ speech in
the proportion of non-present (temporal) references they used when talking with their
children. This result corroborates Kavanaugh and Jen who found the parents in their
study to be very similar in the amount of non-present references they used. On the other
hand, Fash and Madison found that fathers made significantly more references to past
events than mothers did, although there was little difference in the proportion of each
parent’s use of future references. As was suggested in Chapter 4, this difference
between Kavanaugh and Jen, and Fash and Madison, may be accounted for, in part, by
the different ages of the children in each study. Those in Kavanaugh and Jen’s study
were much younger (1;2-1;5 years at the outset) than those in Fash and Madison’s (2;3-
3;11 years). On this basis it had been expected that the results of the current study
(which used children aged 2;6-3;8) would follow Fash and Madison, rather than
Kavanaugh and Jen. The reasons for the contrary results are at present unclear.

Fash and Madison (1981) suggest that the differences they found between fathers
and mothers may be associated with the fathers’ role in the home. All fathers in their
study were employed outside the home. Hence, when the fathers returned home they
might have been more interested in finding out about activities their children had been
involved in while they (fathers) were at work than in the activities in process when they
arrived home. While this is a logical and valid conclusion, the same type of family
organisational structure probably applied to the families in Kavanaugh and Jen (1981),
and certainly applied in the present study. Hence, some other explanation is needed to
account for the difference in outcomes between Fash and Madison, and the other two
studies.
One explanation may be found in the variations in methodology between the studies. All three recorded participants interacting in their own homes. However, Kavanaugh and Jen's (1981) longitudinal study had an observer present, whereas in the other two studies the recordings were made without an observer present. Both Fash and Madison (1981), and Kavanaugh and Jen, recorded their participant families in unstructured sessions (although both asked that the participants avoid reading books to the children), whereas the present study specified the activities in which the families were to engage. Fash and Madison also allowed families to make their recordings over several sessions if they wished to, in the interests of obtaining more naturalistic data. The lower level of controls in Fash and Madison's approach may have, in some way, brought a bias to their data that was not present in the other two studies. Both Kavanaugh and Jen, and the present study controlled for birth order (firstborns), whereas Fash and Madison did not, and most of their participant children were in fact later borns. Bennett-Kastor (1988) comments that, at present, it is unclear whether or not birth order is a significant variable, and suggests that "Samples which differ significantly with respect to birth order of subject may be one reason why attempts at replication sometimes fail, or why expected results in an original study are not always obtained" (p. 48). Such a situation may be involved here.

None of the reasons advanced thus far is completely satisfactory in accounting for the difference in outcomes. There is, though, another factor which might be relevant, and that is the unit of analysis on which the measure was based. Both Fash and Madison (1981), and Kavanaugh and Jen (1981), used the utterance as their basis for coding, whereas the present study used the sequence. The sequence, being a larger unit than the utterance, may not have provided as fine a level of discrimination as the utterance would have, nor might coding decisions be as unambiguous as those based on
utterances. The coding guidelines in the present study called for sequences to be coded according to their dominant temporal reference. Thus, a sequence such as the following from Mother 1 in Books was coded as Present (because the mother was talking with the child about the pictures they were looking at in the book), even though there are two past references in it:

M OK this book is called Sunshine.
And it’s about a little girl who
gets up very very early in the morning.
Remember how you used to get up
very very early in the morning?
Mummy and Daddy used to say
‘Oh C can’t you sleep in just a little bit longer?’
And there’s the little girl. [M1B2]

Conversely, present references also occur in sequences coded as Past, as this example from the Meal data of Family 1 shows:

M Did you ride your bike fast C?
C No.
F You tell Mummy what side of the
path you rode on.
[~8 secs]
[F and M laugh]
M When you’ve finished the
mouthful.
F When you’ve finished feeding
your face.
M Sounds like you’re enjoying your
hot dog.
F You tell Mummy what side of the
path you rode your bike on.
C Don’t know Dad.
F Was it the left hand side or the right hand side?
C The left hand side.
F That’s the boy yeah. [F/M1M9]

It is possible that the outcomes might have been different if the present study had used the utterance as the unit of analysis, or if a slightly different interpretation of the coding
criteria had been applied (cf. the discussion in 4.3.1 re coding of Representational vs. Tutorial sequences). However, an informal analysis of the data suggests this is unlikely, for at least two reasons. Firstly, all of the results are reported as proportions of the total scores, not as raw scores, so the bases of comparison are the same. Secondly, even if all three studies had used the same unit as the basis for the analysis, there might still be some variation between studies in respect of the criteria each applied in determining utterances (see discussion in Chapter 4 on this point). This could, in return, lead to variations which might have affected outcomes.

At present it is still uncertain whether or not there are differences between fathers and mothers in respect of the proportions of references to non-present events each parent uses when talking with their children. It may be that there are no significant differences, and that, while the overall level of such references in parents' speech may be expected to increase as children mature and become more capable of engaging in the decontextualised talk that characterises adult conversations (Sachs, 1983; Snow, 1983), the proportions of such references used by each parent may continue to be very similar. This indicates that further research (including data drawn from a wider range of contexts of interaction) is needed to ascertain whether or not fathers and mothers differ in respect of the proportion of references to non-present events they use when talking with their children.

6.2.2 Linking References

Locus of Reference in this study was concerned with temporal reference, but Locus of Reference can also involve spatial reference. That is, reference to objects or people not present or visible at the time of the interaction (e.g., Kavanaugh & Jen, 1981; Kavanaugh & Jirkovsky, 1982; Masur, 1982; Sachs, 1983). References to non-present
events or objects have also been called 'displaced references' (Sachs, 1983), 'extrasituational references' (Masur, 1982), and 'decontextualised language' (De Temple & Beals, 1991; Snow, 1983), names which derive from Bloomfield's (1933) 'abstract' or 'displaced speech'.

It is appropriate to consider the outcomes of the 'Linking References' (LRs) analysis in conjunction with those from Locus of Reference because they are both part of the general category of displaced or extrasituational references. LRs were defined as references in which the parent makes a connection between something in the activity in which the child is presently engaged, and a person, object, event or activity in the child's own experience. LRs may make reference to a past event (example 1), or make a connection to an ongoing part of the child's experience (examples 2 & 3):

(1) M What's it look like?  
C I don't know.  
M Remember Nana and Grandpa sent you one of those when they went on their holiday?  
Can you remember what they sent you?  
C No.  
M They sent you a postcard.  
Now there's a picture on the front and they wrote on the back.  
And they told you and C2 about their holiday.  

(2) M What's that called?  
C Um clown.  
M \^{clown} yeah.  
You know on Playschool when they say jack-in-the-box?  
[recites] Jack is hiding down in the box until someone opens the lid.  
C Boo!  
M And then it goes boo jingle jingle jingle jingle like that.  

(3) M And look.  
What's he got under his arm?  
Daddy takes books to work doesn't he?  
C My Daddy.  
M Yeah.  

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LRs provide a link, a type of scaffolding (cf. Bruner, 1975; Cazden, 1983), in which the parent makes a connection between something the child already knows about, and something new that is being presented (Snow, 1983). Expressed in terms of schema theory, LRs provide a means of activating an existing schema to assist with the processing of new information, which serves to reduce the cognitive processing load for the children (Bickmore-Brand, 1993; Mussen, Conger, Kagan & Huston, 1990; Wilson, 1983). This suggests LRs have an important role in cognitive development, but it is their facilitative role in language acquisition and development that is of interest here.

Among the factors likely to assist language development is the use of strategies which will extend children's opportunities for conversation (e.g., Pine, 1994; Richards & Gallaway, 1993; Wells, 1985). (See 6.3 & 6.4 for further discussion of the role that input language might play.) LRs may be one such facilitative strategy. They can provide an opportunity for children to talk about familiar topics while incorporating new material, or enable children to see how other material can be incorporated into conversation. The assistance given by the known topic provides children with a framework from which they can draw linguistic resources to deal with the new topic (Sachs, 1983).

Linking References may not only assist with oral language development in the short term by providing additional opportunities for talk, but they may also contribute to the development of literacy skills and adult conversational skills. Both these skills rely very heavily on the ability to use language independently of support from the immediate context (De Temple & Beals, 1991; Sachs, 1983; Snow, 1983, 1991). LRs are one means parents use to assist the child to move from discussion solely of the 'here-and-now' to discussion of non-present objects, people, events and activities. This is a forerunner to talking about abstract ideas, which is a characteristic of adult conversation.
The analysis of parental use of LRs in the present study has shown that in both Books and Puzzles mothers use LRs more often than fathers. This difference is statistically significant in Books, and approaches statistical significance in Puzzles. Overall mothers use nearly three times as many LRs as fathers do (11.42% vs. 4.23%), a statistically significant difference. Further, most of the paternal LRs are from one father (F1) in Books (27.59%). His background as a teacher may contribute to this high level of use of this feature, as LRs are commonly used in classroom situations. Without that score the overall proportion of paternal LRs would have been much lower.

This outcome differs from that of Masur (1982), a member of the Gleason team researching the speech of parents to children aged 2;0-5;0 years. Her study included investigation of extrasituational references. The definitions and purposes of the extrasituational reference measures used in her study were a little different from those of LRs in the present study. Nevertheless, they are sufficiently close to allow a general comparison of overall outcomes to be made. Masur reported that the fathers and mothers in her study used very similar proportions of extrasituational references, but were differentiated by the topics to which parents referred with sons and daughters. Masur suggests that this differentiation may be attributable, at least partially, to the nature of the activity in which the families were involved. The families in her study played with a pull-apart car, an activity she suggests may have been perceived by the parents as being of more interest to boys, and this may in turn have led to the differences in the nature of the extrasituational references to the children. For example, fathers' extrasituational references to their sons were most likely to relate the activity in which they were presently engaged to experiences with their own family car; however, mothers with their sons most often discussed experiences with other toys; but with daughters the
extrasituational references both fathers and mothers used were not related to either of these topics.

Masur also reports that 89% of parents (93% of mothers, 85% of fathers) in her study used extrasituational references, whereas in the present study only 70% of parents did so (80% of mothers, 60% of fathers). The most likely explanation for this variation in the proportion of parents in each study using extrasituational references is to be found in the age of the children involved in each one. The average age of the children in the present study was 2;9 years, whereas the children in Masur (1982) were approximately 12 months’ older. Sachs (1983) shows that the use of temporal extrasituational references is well-established before children reach 3;0 years of age but those relating to non-present objects are much less common in interaction with very young children. Usage of these references becomes much more frequent from around 3;0 years. Thus it is likely that the older the child the more frequently LRs or extrasituational references will occur in parents’ speech. This developmental trend is evident in the present data also, with the usage of LRs increasing with the age and maturity of the children. LRs did not appear at all in the speech of Mother 4 and only once in Puzzles with Father 4. Their child was the youngest in the study. On the other hand, Mothers 1 and 3, whose children were the oldest in the study, used 40.74% and 25.81% respectively in Books, and 9.68% and 15.63% respectively in Puzzles.

This discussion of child participant age has provided a possible explanation for the variation in the proportion of usage of LRs and extrasituational references in the two studies, but it has not directly addressed the reasons for the difference between fathers’ and mothers’ levels of use of LRs in the present study. Because of the developmental factors involved in onset of use of extrasituational references (Foster, 1990; Sachs, 1983), child age may still provide the explanation. In traditionally structured families
such as those in the present study, primary caretaker mothers spend much more time with their children than do secondary caretaker fathers. It might therefore be that mothers know more specifically than secondary caregivers what their children’s abilities and interests are (cf. Barton & Tomasello, 1994). Mothers may therefore perceive somewhat earlier than fathers the readiness of their children to deal with LRs. Secondly, mothers are closely associated with their children’s daily activities, and so may also be more aware than fathers of a wider range of their children’s experiences, particularly those with which such links are often made. For example, the content of children’s television programmes such as *Playschool* or *Bananas in Pyjamas*, which are screened during the day when fathers are at work. This means fathers would rarely see the programmes and would not be very familiar with the characters and activities involved. Hence, they would not have the same breadth of shared experiential base from which to draw when talking with their children (Hladik & Edwards, 1984). Further research would be helpful in this area to determine whether fathers simply start later than mothers in using LRs, or whether differential use of this particular type of extrasituational reference is a distinguishing feature of parental speech. On the basis of the present data, LRs distinguish fathers and mothers, though this is not true of temporal extrasituational references (i.e., Locus of Reference) in this study.

6.2.3 Directiveness

Three aspects of the analysis (Discourse Functions, use of Directives in Puzzles, and Interactional Intent) included consideration of the directiveness of parental speech. Directiveness refers to the control or direction of another person’s behaviour (McDonald & Pien, 1982; Searle, 1975; Wells, 1985).
McDonald and Pien (1982) proposed that the conversational behaviours of mothers reflect one of two orientations. One is that of controlling their children's physical behaviour (Directive); the other is eliciting conversational participation from their children (Conversational). As Olsen-Fulero (1982) points out, all mothers display some of each orientation in interaction with their children, but one or other orientation (Directive or Conversational) will be dominant in a person's interactional style. The Interactional Intent measure was applied to the data of both fathers and mothers (thus extending McDonald & Pien, cf. Pratt et al., 1990), and used as a basis of comparison between fathers and mothers. Overall, the differences between the parents in this study are not great, but the data show fathers to be somewhat more oriented towards directing their children's behaviour, while mothers are more oriented towards conversing with their children, as was seen from Figure 1 in Chapter 5.

This tendency of fathers towards directiveness and of mothers towards conversation elicitation is also evident in the different proportions of Control and Representational sequences in the Discourse Functions analysis. Sequences are classified as Control if their dominant purpose is "the control of the present or future behaviour of one or more of the participants" (Wells, 1985, p. 62). This reflects a very similar idea to that of McDonald and Pien's (1982) Directives, which are defined as "utterances which elicit and constrain the physical behaviour of the hearer" (p. 343). Likewise parallels exist between Wells' (1985) Representational category ("the requesting and giving of information", p. 62) and McDonald and Pien's conversation-eliciting category. In his coding manual Wells elaborates further on the characteristics of the Representational category, saying that "representational speech does not have action as the intended outcome" (Wells, 1975, p. 37). Although care must be taken not to push the comparisons between two different systems too far, this gives further
support to the idea of an underlying similarity between McDonald and Pien's Conversation-eliciting and Wells' Representational.

As with the outcomes from the analysis of Interactional Intent, the overall differences between parents in respect of Representational and Control categories are small and generally not statistically significant, but they do show a similar trend to that of the McDonald and Pien (1982) analysis. The Wells' (1985) Discourse Functions show that overall fathers are involved in slightly more Control and less Representational Sequences than mothers (Control: 22.46% vs. 18.76%; Representational: 60.57% vs. 64.03%). The outcomes of these two measures may be indicative of a tendency for fathers to be more oriented to directiveness, while the tendency of mothers is to conversation elicitation when interacting with their children. This possibility would need to be explored further with a larger study, but the idea is consistent with those expressed in studies such as Engle (1980b) and Malone and Guy (1982). Engle (1980b) reports that, in a study involving parents interacting with their two- and three-year-old children, the fathers were more directive and controlling of their children, while the mothers were more nurturant or responsive towards them. Engle describes the mothers as allowing the child more control of the activity, and also allowing them to take more initiatives in the interaction. Malone and Guy (1982) reported that the fathers in their study were more controlling (e.g., using more imperatives) while the mothers were more child-centred (e.g., using more questions). Barton and Tomasello (1994) mention a similar finding reported in a conference paper given in 1987 by Andrews and Bernstein Ratner. Imperatives and questions are core features of McDonald and Pien's (1982) Directive and Conversational styles, respectively. Further research on this aspect using larger and more varied participant groups would be of value to clarify the present findings.
Use of Directives in Puzzles

From the broad picture presented by the outcomes of the Interactional Intent and Discourse Functions analyses, it is helpful to look more closely at how mothers' and fathers' speech differs. The nature of directive use in Puzzles illustrates one aspect of this difference. The framework used for the analysis here was that of Bellinger and Gleason (1982), who coded directives as one of three categories: conventional imperatives (CIs), conventionalised indirect imperatives (CIDs), and implied indirect imperatives (IIDs).

Schneiderman (1983) investigated mothers' use of different forms of action-directives to their children aged 1;6-3;6. Although differently named, Schneiderman's three subtypes of action-directives are very similar to the three categories of directives that Bellinger and Gleason (1982) used. Schneiderman suggests that the more inferences involved in interpreting an utterance, the harder it will be to decode. This means that young children are likely to have more trouble understanding what CID and IID require of them, than they will have understanding CIs. The reason for this is that the degree of inference required to interpret CID and IID is greater than that required with a CI. Since the surface structure of CIs matches their illocutionary force the relationship between form and function is clear, but this is not the case for the other two categories of directives (CID and IID). Their surface syntactic form and their illocutionary force do not match, and therefore they must be interpreted by inference (Searle, 1975).

The following examples from the data of Father 3 (Puzzles) illustrate the different forms of directives. In the first extract, the use of an unmarked imperative makes it very clear to the child that he is required to take all the pieces out of the puzzle:
The second example includes both a CID and an IID. Although the first utterance is in interrogative form the child has to realise that his father is not asking a question about his ability to undertake the puzzle task, but is actually telling him to do the puzzle. The second utterance appears to be an observation on one of the puzzle pieces, but is actually an indication to the child as to where he ought to put a particular puzzle piece. In neither case is there a direct relationship between the grammatical form of the utterance and its discourse function. The child has to realise this and correctly infer the illocutionary force of his father’s utterances.

As the analysis of directive use in Puzzles has indicated, fathers and mothers are very similar in the proportions of directives they use (17.83% vs. 16.62%). There are, however, small differences between parents in the proportions of different directive types they use. The mothers in the present study used slightly more overt directives than the fathers (66.16% vs. 62.24% of their directive utterances being CIs). These differences between the proportions are small and not statistically significant, so further research is needed on this matter before definite conclusions can be drawn. The indirect forms of directives are more difficult for a hearer to interpret, so, if fathers were found to employ indirect directive forms more often than mothers do, it would be consistent with Gleason & Perlmann’s (1985) idea that fathers’ speech is more demanding. The findings of the present study differ somewhat from those of Bellinger and Gleason.
(1982). They found that fathers used a very much higher proportion of directives overall than mothers did (28.1% vs. 19%), and that fathers used more CIs and IIDs than mothers, whereas mothers used more CID.

There are several possible reasons for the differences in outcomes between the studies. One may be the nature of the participant groups. Bellinger and Gleason (1982) selected their data from those collected as part of a large child language study, and they only included data from parents who produced at least 15 directives in the toy car context (about 10 minutes' duration). No such criteria were applicable in the present study. It may be, as Bellinger and Gleason themselves recognise, that "parents who produce fewer directives ... exhibit different form preferences" (Bellinger & Gleason, 1982, p. 1134). The wider age group of the children in Bellinger and Gleason (2;6-5;0 years vs. 2;6-3;8 years in the present study), the different context of interaction (laboratory vs. home), and different activity (pull-apart car vs. puzzles) may also have contributed to the difference in outcomes.

In considering the outcomes of Bellinger and Gleason (1982), and those of the present study it is of help to look at the findings of other studies of fathers' and mothers' speech which have included investigation of the use of directives and/or imperatives. Because of the problem of variations in definitions (see discussion in Chapter 4), any comparisons must be made with caution. However, by grouping together studies which have included proportion of directives and/or imperatives (however defined) in their analysis a general view can be obtained (e.g., Bredart-Comperno! et al., 1981; the Gleason team [various, including Bellinger & Gleason, 1982; Gleason, 1975; Gleason & Weintraub, 1978]; Golinkoff & Ames, 1979; Hladik & Edwards, 1984; Hummel, 1982; Kavanaugh & Jen, 1981; Kavanaugh & Jirkovsky, 1982; Malone & Guy, 1982; McLaughlin et al., 1983; Papousek, Šusek, & Haekel, 1987). Like the present study
the majority of these studies reported little difference between parents in terms of their overall use of directives and/or imperatives, although the Gleason team found fathers to be more directive than mothers, as did Malone and Guy (1982). The situation is, therefore, still somewhat inconclusive, although the presently available evidence provides more support for a finding of little difference between parents in overall directiveness. Further research on this matter would obviously be justified.

Amelioration of Directives

The parents in the present study are quantitatively similar in the proportions of directives they use, but there are some qualitative differences evident in the data. One of these differences is the use of amelioration with imperative forms of directives. The present data indicate that mothers are more likely than fathers to use ameliorated forms of CIs (39.06% vs. 20.55%, a statistically significant difference \([z = 2.94]\)). Directives make some imposition on a hearer (H), and thereby constitute a threat to his or her negative face (Brown & Levinson, 1978, 1987). Speakers (Ss) adopt strategies to minimise or ameliorate such impositions, including “hedges on the illocutionary force of the act” (Brown & Levinson, 1978, p. 75). The imposition of an imperative on H can be ameliorated in a variety of ways. One of these is for S “to suggest that he will share in carrying out the act” (Allan, 1986, p. 25). This strategy involves the use of the “inclusive pronouns and verb forms, ‘we’, ‘us’, ‘let’s’, [which] involve speaker and hearer in a joint projected actions” (Coulthard, 1985, p.52; cf. Halliday, 1994).

The following examples from Puzzles data of Mothers 3 and 1 illustrate this use of amelioration:

(1) M OK let’s tip ’em out and then I’ll see if you can do it. [M3P3]
Let's have a look at the Bananas puzzle shall we?

As well as the use of the inclusive verb and pronoun forms, this second example also shows the use of a tag question to ameliorate the imperative force of the utterance. The use of such a tag gives the appearance of inviting H's consent to the suggestion, thereby giving a choice, and thus reducing the imposition on him or her (Allan, 1986). As this form of amelioration was rare in the present data it will not be discussed further here.

Another amelioration strategy that mothers adopted was to provide a reason, or justification (Snow, Perlmann, Gleason, & Hooshyar, 1990), when giving an imperative. For example:

M Have a good look at it first so you know what the pieces look like.

This form recognises the imposition of the imperative on H but also implicitly presents the benefit that will accrue for H by compliance, that is he or she will be better able to complete the puzzle. Thus, S is doing H a service by the imposition because of the benefits which will result to H from H's accepting the imposition (Brown & Levinson, 1987).

6.3 Summary

The present study was guided by four research questions. The first asked whether or not fathers' and mothers' speech differs, and the second what the relationship is between the outcomes of this Australian research and earlier overseas work. As the preceding analysis and discussion has shown, fathers' and mothers' speech does differ in some areas. The current study has identified several characteristics which reveal differences between mothers' and fathers' speech at the conversational and
functional levels, but has found parents to be very similar in the formal features of their speech. Both of these findings are consistent with the outcomes of previous overseas research. The identification of these differences was the focus of the third research question which asked what characteristics (or features) predominate in fathers’ speech, thereby differentiating it from mothers’ speech.

The current study investigated several conversational and functional characteristics of parents’ speech. Some reveal differences between mothers and fathers, while other outcomes suggest the possibility of difference but this will need to be confirmed by larger studies. The outcomes may be summarised as follows:

(a) fathers use a significantly lower proportion of Linking References than mothers do;
(b) fathers are significantly less likely than mothers to employ amelioration strategies with imperatives;
(c) in interactional style, fathers are somewhat more directive towards their children, whereas mothers are more conversationally oriented. Although not statistically significant, this difference in interactional styles (Directive vs. Conversational) is consistent with the orientations indicated by two other functional measures of speech used in the present study: McDonald and Pien’s (1982) Interactional Intent, and Wells’ (1975, 1985) Discourse Functions.
(d) the different interactional styles have different discourse patterns associated with them. These patterns do not appear to be gender-specific. However, if it were found to be the case that fathers are more oriented to Directiveness than mothers, then the discourse patterns reflecting the Directive style might be expected to occur more frequently in fathers’ speech than in mothers’. One such example is the A-S pattern in Books. The features of this pattern include the use of a high proportion of declaratives and attention devices, frequent monologuing, and long parent speaking turns, which are
all characteristics of the Directive interactional style. It would also follow that fathers who use the combination pattern of I-R-F/A-S in Books would be likely to use a slightly higher proportion of A-S patterned sequences than I-R-F patterned sequences. Such a situation would be consistent with the orientation of fathers to greater directiveness, but further research is needed to confirm whether or not this is the case.

This leads now to the fourth question which guided the present study: What might be the implications of these outcomes for child language acquisition? The latter part of Chapter 5 and the earlier part of this chapter looked at specific roles that various features of speech might play in language acquisition (e.g., the use of Linking References may assist the development of decontextualised language, which may be important for later literacy skills and for the development of adult conversational skills). The next section will consider at a more general level the implications that differences in parental speech may have for child language acquisition.

6.4 Implications for Child Language Acquisition

In reviewing the literature of the past two decades of CDS research, authors such as Messer (1994), Pine (1994), and Snow (1994) comment on the difficulty of establishing definite relationships between adult input and children's subsequent language development. Pine, and also Richards (1994), and Richards and Gallaway (1993), point to the methodological problems associated with correlational studies which lead to inconclusive results with which to work. It may be, too, that simple correlational studies are not the best approach and that:

it is necessary not only to look beyond general frequency effects towards a more detailed analysis of what the child is hearing and what the child is actually saying, but also to give more careful consideration to the question of precisely how the child's system is changing over the period under investigation. (Pine, 1994, pp. 32-33)
Richards and Gallaway (1993) comment that there is evidence from some studies that “specific aspects of CDS are facilitative” (p. 1911) of language acquisition. Among these they mention that greater quantity of linguistic input increases the rate of children’s language growth; frequency of labelling assists semantic and vocabulary development; and the positive role of contingent responses to children’s utterances. They also outline eight ways in which CDS could be supportive of language development. For example, providing a conversational model to prelinguistic children; obtaining and focussing the child’s attention; providing ways for an increased conversational contribution from the child; providing feedback about the acceptability and correctness of utterances; and explicitly teaching socially appropriate language. In essence, they seem to be suggesting that one of the most important roles that CDS may fulfil is to assist children to become communicatively competent members of their society.

As children grow older they have to interact with a wider range of people and have to learn different ways of encoding meaning. The outcomes of the present study and of earlier work have indicated that there are some differences between fathers’ and mothers’ speech to young children. Thus, young children interacting with fathers and mothers experience different styles of speech and learn different ways of encoding meaning. For many children this is their first exposure to interaction with different styles of speaking. Garton suggests that:

a side product, perhaps a benefit, of these individual differences is that any child will be exposed to a range of input languages and learn to extrapolate from different speech styles. Such flexibility will have a practical value in later life. (Garton, 1992, p. 31)
Garton is understood here as referring to the value of experience with different interactional styles for the development of communicative competence (cf. Hymes, 1971). Communicative (or sociolinguistic) competence involves not just knowing the grammar and vocabulary of the language, but also “when to speak, when not, and as to what to talk about with whom, when, where, in what manner” (Hymes, 1971, p. 277). That is, “knowing how to speak in different ways to different people” (Gleason & Weintraub, 1978, p. 181). More specifically this includes being able to:

(a) adjust to, and cope with, different interactional styles and different conversational demands;

(b) utilise conversational resources appropriately for interaction with others;

(c) encode meaning in different ways (Gleason & Weintraub, 1978).

The outcomes of the present study have indicated that there are some differences between fathers’ and mothers’ speech, both in specific speech features, and in overall interactional style. Fathers in this study appear to be oriented more to directing their children, while mothers are more oriented to conversing with them. It is likely that conversational partners will respond differently to different interactional styles. The Conversational style, with its high proportion of questions, provides many opportunities for participation by a conversational partner, and therefore, it is particularly easy for a child to take part, because speaking turns are regularly passed to the conversational partner. The Directive style, with its lower proportion of questions and greater proportion of directives and statements, may not encourage the same degree of openness and so it may not be quite as easy for a conversational partner to contribute. For example, because speaking turns are less often passed to the hearer, conversational partners have to find ways of signalling their desire for a speaking turn, and, perhaps, also ways of interrupting the conversation in order to gain a speaking turn. As part of
the development of communicative competence, children not only need to learn how to
gain a speaking turn, but also how to do so appropriately.

This study has adopted the pattern of earlier work whose participants followed a
"traditional pattern" of child care, where the children are cared for at home by the
mother who is the primary caregiver, and the father is employed full-time outside the
home. For such children, then, the learning of communicative competence initially
takes place primarily in the home as they interact with parents in a variety of contexts.
At home children spend much of their time with their mothers, and so are very familiar
with her interactional style. Fathers’ speech appears to provide a slightly different sort
of linguistic experience for the child. The experience of interacting with fathers (with
whose style they are slightly less familiar, and which may be a little less facilitative of
interaction) will be helpful preparation for adjusting to different styles in other contexts
as well. That is, fathers, by presenting a different interactional style from that of
mothers, are helping children to extend their range into other areas (cf. Barton &
Tomasello, 1994). One such area may be the world of school. There appear to be a
number of parallels between some of the characteristics of teachers’ speech and those of
fathers’ speech when compared with mothers’ speech. Cross (1988) summarises the
findings of a number of studies (both from Australia and from overseas) which
compared mothers’ and teachers’ speech.

Amongst the characteristics of teachers’ speech which differentiated it from
mothers’ speech these studies found that (a) teachers use more indirect request and
directive forms; (b) teachers are often the dominant participants in both group and
individual classroom interactions; and (c) teachers’ language is more complex and not
as closely adjusted to individual children’s levels. The present study has found that,
compared with mothers, fathers used a slightly higher proportion of indirect directive
forms than mothers did (i.e., fathers' speech is more like teachers' for this feature), and fathers are more oriented to a Directive interactional style, one of the characteristics of which is adult dominance of the interaction (cf. teachers' dominance of classroom interactions). Although the present study did not address the issues of complexity referred to in point (c) above, there is an apparent similarity between that finding reported by Cross, and the outcomes of fathers' speech studies such as Engle (1980b) and McLaughlin et al. (1983). These latter two studies indicate that fathers' speech is more complex and not as closely adjusted to the children's level as mothers' speech is. The possibility of similarities in complexity between fathers' and teachers' speech would warrant further investigation. Thus, children who have experience interacting with fathers may be better able to adjust to the styles of linguistic interaction they will encounter in the classroom. The similarities which have just been outlined between fathers' and teachers' speech (compared with mothers' speech) may be seen as illustrative of one way in which fathers serve, in Gleason's (1975) terms, as a linguistic bridge for children between the world of home and the world outside the home.

The foregoing comments point to fathers and mothers playing different, but complementary, roles in children's language development, a finding also supported by McLaughlin et al. (1983) and Rondal (1980). This idea of complementarity is the essence of Gleason's (1975) Bridge Hypothesis, but it is more clearly expressed in McLaughlin et al.'s formulation of this hypothesis as the Differential Experience Hypothesis, which says:

Fathers and mothers play complementary roles in the language development of children [italics added].... Mothers are seen to provide more linguistic support for their child, tuning their language to the child's needs, whereas fathers are seen to be less sensitive to the child's linguistic abilities, putting more demands on the child, and in so doing, raising up linguistic performance. (p. 245)
The focus of the remainder of this hypothesis is on the role of fathers’ speech in relation to children’s linguistic production, an aspect this study was not designed to address. While there are indications, such as that just outlined above, which suggest fathers’ may provide their children with linguistic experiences which will extend their interactional skills, further research is required to ascertain whether this is the case. It is important that in the future some work be done to investigate whether or not fathers’ speech is instrumental in raising up children’s linguistic performance. This is one of a number of possibilities for future research in the field of children’s language acquisition. This chapter will conclude with an outline of some other possibilities.

6.5 Suggestions for Future Research

The foregoing discussion has indicated several specific areas for more research. These specific suggestions will be discussed first, and then some more general recommendations will be presented.

1. Locus of Reference

At present results are inconclusive on the question of whether or not fathers and mothers use similar or different proportions of non-present (temporal) references. The current study found no significant difference between parents, but Fash and Madison’s (1981) research with a similar age group found significant differences between fathers and mothers in the use of past, but not future, references. Further research is needed to ascertain whether this is an area of difference. To assist in any research, data drawn from a wider range of contexts should be included. For example, meal times on weekdays when family members are not likely to have been engaged in the same
activities for much of the day (i.e., fathers have been away at work), and chatting at bedtime are two occasions which may generate more non-present references as the days events are reviewed and plans for the next day discussed. Longitudinal studies, and studies using children of different age groups would also be valuable in providing more data on developmental aspects of non-present reference (cf. Sachs, 1983).

2. Extrasituational references

Additional research on (temporal) Locus of Reference could be linked with investigation of other types of extrasituational references. The present study found fathers used only a very low proportion of Linking References. On the basis of Masur (1982), it is evident that fathers do use extrasituational references, so further research should investigate whether the use of LRs is characteristic of mothers rather than fathers, or whether, as was suggested (see 6.2.2), fathers may not start using LRs with their children quite as early (in terms of the child’s age) as mothers do. It would also be helpful to investigate this using data from a wider variety of contexts, and also to include investigation of other types of extrasituational references in the study (e.g., Masur’s categories).

3. Imperative/directive use

The situation with regards to parental use of imperatives and directives is unclear. The present study has indicated that fathers and mothers are similar in the overall proportions of directive and imperative utterances they use. However, some earlier studies suggest this is an area where fathers and mothers differ (e.g., Gleason, 1975; Bellinger & Gleason, 1982; Malone & Guy, 1982). The mixture of formal and functional definitions used in some studies (e.g., Malone & Guy) may be part of the
reason for the inconclusiveness of findings to date. Future studies need to provide clear operational definitions of both imperatives and directives, so that there is an unambiguous, principled basis for future comparisons.

As well as looking at overall imperative and directive use, future research could include the investigation of different forms of indirect directives used by each parent, and the extent and nature of their amelioration of imperatives. This could also be linked to research of parental politeness strategies.

4. Interactional Intent and Discourse Patterning

The present research has indicated that the interactional orientation of mothers and fathers may be different, and some preliminary work has been done in the course of this study on the different discourse patterns associated with each interactional style in two contexts (Books and Puzzles). Much more could be done to refine and expand those preliminary findings, as well as to investigate the patterns of other contexts of interaction. One example of what can be done is Pratt et al. (1990), who extended the McDonald and Pien (1982) framework, adding the category of 'responsiveness' (cf. Pine, 1992). Future work in this area could include that category as well. Olsen-Fulero (1982) comments that parental conversational behaviours can be expected to change as children mature, so studies with children of different age groups would be useful too.

5. Other Topics

Another avenue for future research is replication and extension of the measures used in this study with larger and more diverse groups, and including a wider range of contexts of interaction. Because of the absence of Australian data in this field, and the need to be able to make comparisons with previous overseas work at certain points, this
study has used a very similar participant group to those in earlier studies, that is, well-educated, middle-class, two-parent families where the mother is the primary caregiver. This is not the only family constellation in which children grow up, and may even be atypical of the experience of the majority of children in our society. As well, reading books, playing with puzzles, and eating meals together are not the only contexts in which parents and children interact, and may not be typical day to day experiences either for many children. There is therefore a need to look at the nature of fathers' speech to children in other social class groups, from other family constellations (e.g., single parent families, both primary caretaker fathers and access fathers; primary caretaker fathers in two-parent families; two-parent families with children in full-time day care; later born children as well as firstborn), an observation also made by Barton and Tomasello (1994). It would be appropriate to draw data from a wider range of contexts of interaction too (e.g., helping around the home or in the garden; going on outings; unstructured play and non-goal directed chatting). The practicalities of recording have probably limited the use of such contexts but, if researchers are to obtain a representative picture of parent-child interaction, data from contexts other than those traditionally used are important because different contexts generate different types of language, and some types of interaction may not be captured within the contexts CDS research has generally used to date.

At a number of points in the Analysis and Discussion reference has been made to indications that the use of certain speech features may be developmentally determined (e.g., non-present reference; discourse markers). Data from both longitudinal studies and research with children from a wide range of age groups would be valuable to assist in investigation of such aspects.
It may also be appropriate that some future research be cross-disciplinary because many of the outcomes from the present study are likely to be of interest to fields such as early childhood education, child and family services, and developmental psychology. Research incorporating the unique perspectives of each discipline will be needed to extend the outcomes for application in the field. Further investigation comparing the characteristics of fathers’ and teachers’ speech is one example of research that could be approached from an interdisciplinary perspective.

6.6 In conclusion

As much of the recent research (including the present study) has shown, differences between fathers’ and mothers’ speech are more likely to be found in functional than formal features, so concentration of research on pragmatic areas will be of most value. It is also evident that the overall question of the role of CDS needs to be addressed further (see Gallaway & Richards, 1994). These two aspects provide a framework within which the unique characteristics of fathers’ and mothers’ speech to young children and their differential contribution to children’s language acquisition should be considered. Smith’s (1985) comment that “sex differences are subtle and few” (p. 9) is relevant in relation to further research in this field. This suggests that future research may need to investigate aspects of adult speech to children which have not traditionally received much emphasis (cf. Snow, 1994, ‘rare events’), and that in future analyses will need to be more fine-grained if parental speech differences are to be identified.


APPENDIX A

PRINCIPLES GUIDING TRANSCRIPTION AND CODING

The following principles were developed for this study to assist with the preparation of the transcripts and their subsequent coding for analysis. Wherever possible the principle of consistency with previous research was maintained.

1. Layout of transcriptions (adapted from Wells, Montgomery & Maclure, 1979)
   (a) Begin each speaker on a new line.
   (b) Within each speaker's turn, begin each utterance on a new line.
   (c) Place contextual information in square brackets []; square brackets are also used to show approximate length of pauses beyond 1 second, and in such cases are usually placed on a separate line between utterances.
   (d) If any interpretation of utterances is needed, e.g., description of tone of voice, place in square brackets [].
   (e) Place within double square brackets [[ ]]] any utterances to be excluded from the analysis, e.g., interaction between parent and second child or spouse, references to tape recorder.
   (f) Type in italics the text of poems or books.
   (g) Show any doubtful utterances in diamond brackets <>.
   (h) Indicate inaudible utterances <inaudible>.
(i) Use standard English orthography and punctuation:

? - interrogative meaning intended (as indicated by contextual, intonational or grammatical cues);

! - exclamatory intent (as indicated by contextual, intonational or grammatical cues);

. - short pause, generally for the purposes of planning or 'composing' the balance or next section of an utterance (usually indicated by intonational, contextual and semantic cues);

______ - speaker overlap (underlining indicates overlapping portions);

- [hyphen] - indicates an incomplete, abandoned or interrupted utterance, or a fresh start made.

2. Guidelines for coding and analysis (based on Wells, 1975)

(a) The focus of the analysis is the speech of the adults in the interactions. Only parent speech which involves the target child should be included in the analysis. However, where an interaction is between the parent and persons other than the target child but the 'target child' becomes part of the interaction, then the interaction should be included in the analysis.

(b) References to the tape recorder should be excluded from the analysis, on the grounds that a tape recorder would not usually form part of the context, and such references are therefore not representative of normal parent-child interaction.

(b) Each utterance and sequence is coded once only in each analysis; where there is potentially more than one category represented, code according to the dominant feature/purpose of the utterance/sequence.
3. **Counting Words** (adapted from Brown, 1973; Crystal, 1974; Lewis & Gregory, 1987; Siegel & Harkins, 1963; Wells, 1973)

(a) Count all orthographically different words in the sample.

(b) Catenatives (e.g., 'I''ll', 'isn't') are counted as one word (cf. Lewis & Gregory, 1987, "standard constructions").

(c) Words such as 'mm', 'oh' and 'oh dear' are counted if they have a communicative function at the point at which they occur (e.g., if 'mm' means 'yes' at the point at which it occurs, then it is counted as one word in that context).

If such words serve only as 'fillers', they are not counted.

(d) Ritualised reduplications (e.g., 'choo-choo', 'quack-quack') and similar words (e.g., 'bow-wow') are counted as one word.

'Ready-made' utterances are also counted as one word as they are learned as unanalysable wholes (e.g., 'oh dear') - See Appendix A Section 11d(vi) for list.

(e) Repetitions are counted as separate words, but stuttering and partial enunciations/false starts are counted as one word assuming the intended word is subsequently enunciated (e.g., 'dr dried' = one word).

(f) Do not count words in passages read from a book, etc. Titles of books are counted. Where an utterance comprises words from the text of the book and reader interpolations thereof, count the words in the interpolation only.

(g) Count recitations and songs recited/sung from memory.

(h) Do not count any of the words in partially inaudible utterances.
4. Utterances

The basic definition of an utterance is “a stretch of speech preceded and followed by silence or a change of speaker” (Crystal, 1991, p. 367), but the following additional aspects also need to be taken into account in determining utterances:

(a) the basic grammatical units underlying the utterance are the clause (which has a finite verb and, usually, a finite subject) and the phrase (which has no finite verb) (Richards, Platt & Weber, 1985);

(b) intonation;

(c) the guidelines developed by Wells for determining utterance boundaries:

   (i) meaning, form and intonation should all be considered;

   (ii) (1) Paratactic sentences (linked by ‘and’) are treated as one utterance where there is a clear semantic link between the sentences, but where a string of sentences are [sic] linked by ‘and’ and ‘and then’ (as in child narratives) each one is treated as a separate utterance.

   (2) ‘Yes’, ‘No’ in initial position are treated as part of an utterance if they simply reinforce the meaning of the utterance; otherwise they are treated as separate utterances.

   (3) Tags of all kinds (e.g., ‘isn’t it?’, ‘see’, ‘you know?’) and Vocatives are included in the utterance to which they are attached.

   (4) Reasons and Justifications ... given in support of Commands and Statements, etc. should be included with the utterance they support, unless they are separated from this utterance by an intervening utterance or a long pause.

(Wells, 1975, p. 30)
5. Counting utterances

(a) Do not count text read from a book, but do count recitations/songs recited from memory.

(b) Where an utterance contains interpolations of the text, plus reading of the text, include the utterance(s) in the count. Where the text of the book is used as a question (e.g., child is expected to complete the sentence as per the text in the book), include the utterance in the count and code it as a question (this will usually be INT-WH).

(c) Count restructured/rephrased utterances as one utterance (e.g., ‘Now what- this book is called Sunshine.’ = one utterance), and code according to the final form, not the form commenced.

(d) Include abandoned or interrupted utterances in the count if their propositional meaning can be recovered from the context.

(e) Inaudible and partially inaudible utterances are not counted in the overall tally of utterances in the sample.

(f) Do not count utterances which consist solely of a filler (e.g., ‘mm’). If the one word utterance has a communicative function in the context (e.g., ‘mm’ means ‘yes’), then it is counted as one utterance.

6. Turns

(a) A turn is ‘all the utterances of one speaker until the other speaks’ (Cherry & Lewis, 1976).

(b) Include in the turn count turns consisting only of text read from a book.
7. **Sequences** (adapted from Wells, 1975, p. 38)

(a) “A sequence is a stretch of conversation having unitary topic and purpose.”

(b) “Where there is a change of topic whilst the purpose of the conversation continues unchanged, this is to be treated as the start of a new sequence.”

(c) Sequence boundaries may or may not be marked overtly. Markers which may serve as a guide include “utterances which mark a change of topic” (e.g., ‘OK’; silence; change of speaker after silence).

(d) Sequence boundaries may occur within a speaker’s turn, or at a speaker change.

(e) Account should be taken of the illocutionary force of individual utterances (based on MacDonald & Pien, 1982).

(f) Intonation patterns and paratones of the discourse should be used as a guide in determining boundaries. The beginning of a new paratone in a stretch of discourse is marked by raised pitch, and its conclusion by a low pitch (Brown & Yule, 1983).

(g) The question should be asked “‘Could the conversation have started or stopped quite naturally at this point?’” (Wells, 1975, p. 38), and if the answer to that question is ‘yes’, then that point is very likely a sequence boundary.

(h) Intuitive judgement may have to be used in addition to the above criteria to guide sequence boundary determination.
8. **Mean Length of Utterance**

(a) MLU in this analysis is based on words.

(b) Start from the beginning of the transcript and count the first 50 utterances for each speaker in accordance with the rules for counting utterances.

(c) Count all the words in those utterances in accordance with rules for counting words.

(d) Divide the total number of words in the sample by 50 to obtain MLUw score.

9. **Mean Length of Conversational Turn**:

(a) Count the number of utterances and the numbers of turns of each speaker in accordance with the rules for counting utterances and turns.

(b) Divide the number of utterances by the number of turns.

10. **Utterances per Minute**

(a) Count the number of utterances in the sample in accordance with the rules for counting utterances.

(b) Divide the number of utterances in the sample by the number of minutes in the sample.
11. **Sentence (utterance) types** (based on Quirk & Greenbaum, 1973; Quirk, Greenbaum, Leech, & Svartvik, 1985)

(a) The utterance is the basic unit of analysis for this category.

(b) Code all parent utterances included in the overall utterance count according to their formal classification (see [d]).

(c) Tally the number of utterances of each type and calculate the proportion of each as a percentage of the total number of utterances in the sample.

(d) Utterance types:

   (i) **Declaratives**: "sentences in which the subject is present and generally precedes the verb." (Quirk et al., 1985, p. 803). Utterances with a finite verb but an elided subject, such as occur in informal speech, were also included in this category (e.g., 'Here's some puzzles.);

   (ii) **Imperatives**: "sentences which normally have no overt grammatical subject, and whose verb is the base form" (Quirk et al., 1985, p. 803). (e.g., 'Turn it around.', 'Let's start here.);

   (iii) **Interrogatives**:

       (a) **yes/no** interrogatives: usually formed by placing the operator before the subject and giving the sentence a rising intonation; an answer of 'yes' or 'no' is expected (Quirk & Greenbaum, 1973, p. 192) (e.g., 'Shall we do this one again?');

       (b) tag interrogatives: sentences which consist of a declarative sentence to which a tag question is appended; the tag question consists of "operator plus pronoun, with or without negative particle; the choice and tense of operator are determined by the verb phrase in the superordinate
clause” (Quirk & Greenbaum, 1873, p. 194) (e.g., ‘That’s a nice puzzle isn’t it?’);

(c) wh-interrogatives: formed with the aid of one of the following interrogative words (or Q-words) who/whom/whose, which, when, where, how, why, which is positioned initially; they are characterised by falling intonation (Quirk & Greenbaum, 1973, p. 194) (e.g., “Which one is Amy?”); this category also includes ‘completion’ or ‘frame’ questions, because these are sometimes realised with the wh-element and sometimes with that element elided (e.g., ‘He must get into ?’, ‘He must get into what?’);

(d) other interrogatives: all other interrogatives with finite verb which did not fall into one of the other categories (e.g., alternative questions);

(iv) Other - Moodless - utterances without a finite verb that were not interrogatives; this category also included utterances classified according to Wells (1975) as ‘rote-learned’;

(v) Other - Moodless Interrogative - utterances without a finite verb which were interrogatives.

(vi) Code the following ‘rote-learned’ utterances as ‘Other - Moodless’:

Away you go.               Here you/we are.  Sorry.
Come on.                   Here you/we go.  That’s it.
Excuse me.                 Hold on.        That’s the boy/girl.
Go on.                     Just a minute.  There you/we are.
Good grief.                Look at you.    There you/we go.
Hang about.                Off you go.     Wait a minute.
Hang on.                   Pardon./Pardon?

(a) The unit of analysis for Locus of Reference is the sequence.

(b) Each sequence is coded according to its dominant temporal reference, which will frequently, though not exclusively, be determined by the initiator of the sequence:

   (i) **present** - references to activities, events, etc., in which parent and child are engaged at the time of recording;

   (ii) **past** - references to activities, events, etc., prior to the time of recording;

   (iii) **future** - references to activities, events, etc., which will occur at some point after the time of recording.

(c) Verb tenses will often serve as a guide to the coding to be used.

13. **Discourse Functions** (based on Wells, 1975, p. 37-8)

(a) The unit of analysis for Discourse Functions is the sequence.

(b) Sequences are coded according to their dominant purpose.

(c) Each sequence is coded according to its dominant focus, which will frequently, though not exclusively, be determined by the initiator of the sequence.

(d) There are five categories:

   (i) **Control**: the control of the present or future behaviour of one or more of the participants. This may concern a particular act or a general disposition to behave in a particular way, and so will include commands and requests for action as well as statements about what ought to be done, and supporting justifications.
(ii) *Expressive:* the expression of feelings and attitudes as an affective response to a situation. This category is concerned with spontaneous reaction rather than with considered opinion. Expressive sequences are, therefore, normally brief and contain little structure.

(iii) *Representational:* the exchange of information. Discursive discussion, including considered evaluation of any aspect of experience is covered by this category. Whereas with Control sequences there is the intention that the speech should lead to some eventual action, Representational speech does not have action as the intended outcome, although naturally all information does have implications for action. The expression of affective attitude also enters into most exchanges of information, but unless this is the dominant purpose of the conversation, it is the information aspect that takes precedence and so the sequence is coded as Representational.

(iv) *Social:* conversation concerned chiefly to maintain social relationships. In addition to greetings and ritualistic formulae, social sequences may be concerned with the weather and other conventionally agreed subjects. They also include such games as ‘peek-a-boo’, the purpose of which is simply to enjoy social interaction.

(v) *Tutorial:* interaction where one of the participants has a deliberately didactic purpose. (Wells, 1975, pp. 37-8)

(d) Tutorial and Representational sequences are sometimes hard to distinguish. The following additional guidelines will assist in the determination but there is still an element of intuition involved in determining the parent’s primary motivation and hence the final allocation of a sequence to one or other category.
(i) When questions form part of the sequence, it is likely to be a Tutorial sequence if the questions being asked by the parent are such that the parent probably knows the answer already (e.g., P, pointing to a picture in a book: ‘What’s this?’ C: ‘Dog’). Genuine information-seeking questions, the answers to which the parent could not be expected to know (e.g., P: ‘Would you like an apple?’), are likely to indicate a Representational sequence. Questions relating to the characters and content of children’s TV programmes and the like may be genuinely seeking information, not testing the child’s knowledge. If necessary, use clues from other parts of the transcript to assist in determining probable level of parent knowledge.

(ii) Tutorial sequences may show evidence of an underlying Initiation-Response-Feedback (I-R-F) structure.

(iii) A sequence consisting primarily of book reading, and containing few ‘what’s this?’ type questions is likely to be Representational.

(iv) In Books, a sequence with an I-R-F structure and test questions is coded as Tutorial if the questions are not serving to assist the child to construct the story, but are, for example, simply requiring the child to name objects in the picture. Where the questions are serving to construct the story based on the content of the pictures, the sequence would be coded as Representational.

(a) The unit of analysis for this measure is the utterance.

(b) Only data from the Puzzles context is used in this analysis.

(c) All directive utterances are coded as one of the following:

(i) Conventional Imperatives. These include directives of the following forms:
   (a) Do X...
   (b) You do X...
   (c) Let's do X...
   (d) Sentence fragments ... which follow conventional imperatives and/or are spoken with imperative intonation.

(ii) Conventionalised Indirect Directives ... [take] a variety of interrogative and declarative forms such as ... (a) Can you...?
    (b) You can...
    (c) Do you want to...?
    (d) Are you going to...?
    (e) Do you know how to...?
    (f) This one goes here.
    (g) Would you...?
    (h) You need to...
    (i) You have to...
    (j) Why don't you...?
    (k) How about...?

(iii) Implied Indirect Imperatives ... these fail to make explicit the act that the child is being directed to perform or even the fact that he or she is being asked to do anything. Only by engaging in a process of logical inference is it possible to interpret these directives properly.
15. **Linking References**

(a) The unit on which this analysis is based is the sequence.

(b) A linking reference is one in which a parent relates, compares, or makes a connection with something in the activity in which the child is presently engaged, with a person, object, activity, event, etc. in the child’s own experience.

(c) All sequences which include linking references initiated by the parent should be coded with a double asterisk: **.

16. **Positive Evaluation** (PE) (based on Sinclair & Coulthard, 1975)

(a) The unit on which this analysis is based is the utterance.

(b) All utterances in which PE is given by parents to children are marked +.

(c) Positive evaluation may be realised in any one of several ways:

(i) statements and tag questions, including phrases such as ‘that’s right’, ‘that’s the way’;

(ii) words such as ‘yes’, ‘mm’, and ‘OK’, if spoken with a high fall intonation;

(iii) repetition (with or without some form of expansion) of the child’s reply, if spoken with a high fall intonation;

(iv) expressions of praise such as ‘good girl’, ‘very good’, ‘well done’.
17. **Interactional Intent** (based on McDonald & Pien, 1982, pp. 344-346; Olsen-Fulero, 1982, pp. 546-547)

(a) The unit on which this analysis is based is the utterance.

(b) All utterances (except those consisting solely of a discourse marker or organiser) are coded according to their function.

(c) Utterances are coded as one of the following categories:

   (i) **Real Questions** are "information-seeking questions for which the speaker does not know the answer" (p. 344);

   (ii) **Verbal Reflective Questions** "repeat, reduce, represent, or paraphrase the hearer's previous utterance, without adding new information. They often take the form of *yes/no* questions with rising intonation ... or tag questions with falling or falling-rising intonation" (p. 344);

   (iii) **Report Questions** "comment upon, and inform the child of an event or fact of which he may or may not be aware, usually in the form of tag questions with falling intonation ... although they may be in *yes/no* question form.... they differ from reflectives in that they provide new information" (p. 345);

   (iv) **Directives** "elicit and constrain the physical behaviour of the hearer" (Searle, 1975) (p. 343);

   (v) **Attention Devices** "include a wide range of utterances used to elicit attention .... They may take an imperative ... or an interrogative form ... and also include vocatives and contingent query gambits" (p. 345);

   (vi) **Repairs** are "high constraint questions eliciting whole or partial repetition of the hearer's previous utterance (e.g., *Huh?*)" (p. 546);
(vii) *Test Questions* are “high-constraint questions requiring the hearer to provide a specific answer demonstrating his knowledge (e.g., *What colour is the fire engine?*)” (p. 546);

(viii) *Action Reflective Questions* are “low-constraint questions which acknowledge the child’s actions while passing the speaking turn (e.g., *You’re driving the car aren’t you?*)” (pp. 546-547);

(ix) *Prompts* are “an attempt to force a response from the hearer to the speaker’s previous utterance (e.g., *Don’t you think?; Okay?*)” (p. 547). These may be directed towards verbal response (*Question Prompt*) or physical compliance (*Directive Prompt*) (p. 345);

(x) *Responses to questions/directives* “include all utterances judged to be appropriate responses to questions or directives which are not themselves questions or directives” (p. 547);

(xi) *Acknowledgements of child declaratives* are “utterances which specifically acknowledge previous declarative utterances (e.g., *Yeah that’s true.*)” (p. 547);

(xii) *Acknowledgements of child actions* are “utterances which specifically acknowledge the previous action of the child, but add no new information” (e.g., *That’s the way to do it.*)” (p. 547);

(xiii) *Spontaneous declaratives* are “all declaratives which do not provide explicit feedback for preceding utterances or actions” (p. 547).
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTT</td>
<td>Utterance number</td>
</tr>
<tr>
<td>GRAMM</td>
<td>Grammatical classification</td>
</tr>
<tr>
<td>II</td>
<td>Interactional Intent</td>
</tr>
<tr>
<td>LOC</td>
<td>Locus of Reference</td>
</tr>
<tr>
<td>FUNCT</td>
<td>Discourse Function</td>
</tr>
<tr>
<td>S</td>
<td>Sequence</td>
</tr>
<tr>
<td>DEC/DECL</td>
<td>Declarative</td>
</tr>
<tr>
<td>IMP</td>
<td>Imperative</td>
</tr>
<tr>
<td>INT-Y/N</td>
<td>Yes/No (or Polar) Interrogative</td>
</tr>
<tr>
<td>INT-TAG</td>
<td>Tag Interrogative</td>
</tr>
<tr>
<td>INT-WH</td>
<td>Wh-Interrogative</td>
</tr>
<tr>
<td>INT-OTH</td>
<td>Other forms of Interrogative</td>
</tr>
<tr>
<td>OTH-M</td>
<td>Moodless Utterances</td>
</tr>
<tr>
<td>OTH-M-IN</td>
<td>Moodless Utterances with Interrogative Intonation</td>
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<tr>
<td>P</td>
<td>Past</td>
</tr>
<tr>
<td>PR</td>
<td>Present</td>
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<td>F</td>
<td>Future</td>
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<td>CONT</td>
<td>Control</td>
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<td>EXPR</td>
<td>Expressive</td>
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<td>REP</td>
<td>Representational</td>
</tr>
<tr>
<td>TUT</td>
<td>Tutorial</td>
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204
| CI  | Conventional Imperatives          |
| CID | Conventional Indirect Directives  |
| IID | Implied Indirect Directives       |

| RP  | Repair                          |
| TQ  | Test Question                   |
| RQ  | Real Question                   |
| VR  | Verbal Reflective               |
| AR  | Action Reflective               |
| QR  | Report Question                 |
| PO  | Permission Request/Offer of Help|
| QP  | Question Prompt                 |
| DP  | Directive Prompts               |
| AD  | Attention Devices               |
| R   | Responses to Questions/Directives|
| A   | Acknowledgements of Previous Declaratives |
| F   | Feedback for Actions            |
| SD  | Spontaneous Declaratives        |

| **  | Linking Reference              |
| +   | Positive Evaluation            |
M  Mother
F  Father
C  Child
C2 Younger sibling
D  Dog

Other single letters appearing in the transcript represent named people or places being referred to by the interactants.

M1  Mother of Family 1, etc.
F2  Father of Family 2, etc.

B or Books  Book reading context
P or Puzzles  Puzzles context
M or Meal  Meal-time context

M1B  Mother of Family 1 in Books context, etc.
M1B3  Mother of Family 1 in Books context Sequence 3, etc.
Standard sets of books and toys were used by each family. The sets of books and puzzles were counterbalanced across families, as was the order of recording.

1. Books
Each family was provided with two equivalent sets of books for use in the Books context:
(a) Set 1

(b) Set 2

2. Puzzles
Each family was provided with two equivalent sets of wooden tray puzzles. Three of the puzzles in each set were peg-style tray puzzles. Each of these had a background picture and each puzzle piece was shaped slightly differently and fitted into a separate position in the puzzle. Adults had no difficulty determining where pieces should go. The fourth puzzle in each set was more complex and required shapes to be fitted together within an outline to complete the object. The children generally required more adult help to complete these, and
initially these puzzles also proved challenging to some of the parents, because of the absence of picture clues.

(a) Set 1
Puzzle 1 (5 pieces) - train
Puzzle 3 (12 pieces) - various toys, including a golliwog
Puzzle 5 (6 pieces) - Bananas in Pyjamas in a treehouse
Puzzle 7 (16 pieces) - car

(b) Set 2
Puzzle 2 (5 pieces) - bears
Puzzle 4 (12 pieces) - various toys, including a jack-in-the-box
Puzzle 6 (7 pieces) - Bananas in Pyjamas at the beach
Puzzle 8 (9 pieces) - helicopter

3. Order of Use and Recording

<table>
<thead>
<tr>
<th>Family</th>
<th>Father</th>
<th>Mother</th>
<th>Record First</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Set 2</td>
<td>Set 1</td>
<td>Father</td>
</tr>
<tr>
<td>2</td>
<td>Set 1</td>
<td>Set 2</td>
<td>Mother</td>
</tr>
<tr>
<td>3</td>
<td>Set 2</td>
<td>Set 1</td>
<td>Father</td>
</tr>
<tr>
<td>4</td>
<td>Set 1</td>
<td>Set 2</td>
<td>Mother</td>
</tr>
<tr>
<td>5</td>
<td>Set 2</td>
<td>Set 1</td>
<td>Father</td>
</tr>
</tbody>
</table>

4. Participant Information and Consent Forms - see over
Information about the Study

Thank you for your interest in participating in this research project which is being undertaken for an MA (Applied Linguistics) thesis at Edith Cowan University. The specific focus of my study is the interaction of parents and their young children. There is very little Australian data in this field, and it is anticipated that the results of this work will have application in a range of areas, including early childhood education, child care services, speech pathology and family studies, as well as applied linguistics.

Several audio-recordings of parent-child interaction are required. The recordings you make will be transcribed and then coded according to a number of criteria. The results from all participants will be combined and outcomes analysed. The family and personal information you provide will enable development of a general profile of participant families. You will not be identified in the reporting of this research. Pseudonyms will be used in all transcripts and family profile information will be reported only in very general terms. All data will be kept in a secure location.

There are five contexts for which recordings are required, and all should be natural interaction between parent and child at home. Please talk and behave with your child as you normally would in these situations. Each recording needs to be of 10 minutes duration and should be made with the parent and child alone together (except the meal). The contexts are:

- Father and child reading books (please use only those supplied)
- Father and child playing with toys (please use only those supplied)
- Mother and child reading books (please use only those supplied)
- Mother and child playing with toys (please use only those supplied)
- Mother, father and child having a meal

The recordings should be made at your convenience over 2-3 days. For your family please record the mother/father and child sessions first. So as not to bias the data it is important that parents do not discuss with each other what they have done in each session until after all recordings have been completed; and please discourage your child from talking about what has been done too. Once all the recordings are completed I will collect the tapes and equipment and will provide further information about the study and the coding and analysis of the data collected.

At the conclusion of the study a copy of your tapes and a brief outline of the research results will be made available to you if you would like them.

If you have any questions about this project, please contact me (Ann Galloway) on 381 7063.
Consent Form

We have read the information and any questions have been answered to our satisfaction. We agree to participate in this research, realising that we may withdraw at any time.

We agree that the research data gathered for this study may be published provided we are not identifiable.

_________________________________________________________________________ ____________
Participant Date

_________________________________________________________________________ ____________
Participant Date

_________________________________________________________________________ ____________
Investigator Date

______ We would like to receive a copy of our tapes and an outline of the research findings once the study is completed.
FAMILY INFORMATION (to be completed by the researcher in discussion with the family)
All information will remain confidential - names and addresses will not appear in the report of the study, and other information will only be reported in very general terms.

DATE: ________________

NAME: ________________

ADDRESS: ___________________________________________ PHONE: ________

______________________________________________________

FATHER:
AGE GROUP: __ 21-25 ___ 26-30 ___ 31-35 ___ 36-40
EDUCATIONAL BACKGROUND: ________________________________________
OCCUPATION: _________________________________________________________
APPROXIMATE AVERAGE HOURS/DAY WITH CHILD:
(a) weekdays___________________________ (b) weekends_________________________

MOTHER:
AGE GROUP: __ 21-25 ___ 26-30 ___ 31-35 ___ 36-40
EDUCATIONAL BACKGROUND: ________________________________________
OCCUPATION: _________________________________________________________
APPROXIMATE AVERAGE HOURS WITH CHILD:
(a) weekdays___________________________ (b) weekends_________________________

CHILD: _________________________________

DATE OF BIRTH: _______________________

CARETAKING ARRANGEMENTS WHEN PRIMARY CARETAKER ABSENT: _______________
__________________________________________________________________________
__________________________________________________________________________

ANY OTHER RELEVANT INFORMATION:
APPENDIX C

TRANSCRIPTIONS
## FAMILY 1

### FATHER AND BOOKS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>GRAMM</th>
<th>II</th>
<th>LOC</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>F</td>
<td>Come up here Buddy.</td>
<td>IMP</td>
<td>CI</td>
<td>PR</td>
</tr>
<tr>
<td>2.</td>
<td>F</td>
<td>Ow you're getting a big kid aren't you?</td>
<td>INT-TAG</td>
<td>QR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Yeah.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>F</td>
<td>Okey-doke.</td>
<td>OTH-M</td>
<td>PR</td>
<td>REP 2</td>
</tr>
<tr>
<td>4.</td>
<td>F</td>
<td>What's this girl here doing here?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>She's sleeping.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>F</td>
<td>She's sleeping I think isn't she?</td>
<td>INT-TAG</td>
<td>VR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Yeah.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td>This book's called Moonlight.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>F</td>
<td>We'll have a look at this book eh?</td>
<td>INT-TAG</td>
<td>QR</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>F</td>
<td>Mummy takin' C2y away.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>[-4 secs]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>F</td>
<td>Oh deary me.</td>
<td>OTH-M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>F</td>
<td>What are these people doing here do you think?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Eating.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Dinner.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>F</td>
<td>Dinner</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>F</td>
<td>What have they got on the table?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Lots of things.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Drinks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>F</td>
<td>Yeah.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>And.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Some fork a fork and and and a knife.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>F</td>
<td>Yes he has.</td>
<td>DEC</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>
18. And what do you think might be in that big bowl there? **INT-WH RQ PR REP 4**

[<2 secs]

C A a lettuce.

19. F Lettuce, [laughs] **OTH-M A**

20. And what about this? **OTH-M-IN TQ PR REP 5**

21. Are they going to eat that? **INT-Y/N TQ**

C No.

22. F Why not? **OTH-M-IN RQ**

C 'Cause it's a flower.

23. F It's a flower. **DEC A**

24. Don't you eat flowers? **INT-Y/N TQ**

C No.

25. F Don't you? **INT-Y/N VR**

C No.

26. F And what's happening here? **INT-WH TQ PR REP 6**

C There's the flowers again.

27. F There's the flowers again. **DEC A**


29. What do you think he's doing there?

C Don't know.

30. F Mm what's he got in his hand? **INT-WH TQ**

C Don't know.

31. F What's he got in his hand? **INT-WH TQ**

[<2 secs]

32. What's that there? **INT-WH TQ**

[<3 secs]

C Plate.

33. F Plate. **OTH-M A**

34. So maybe he's packing up the table do you think? **INT-Y/N QR**

35. And taking away the dirty dishes. **OTH-M SD**

C He's taking away the dirty dishes.
36. F Do you think so? INT-Y/N RQ
   C Yes.

37. F Now. OTH-M PR REP 8
    [-5 secs]
38. Ooh well look look at what this IMP CI/AD
   little girl's done.
39. Ooh what's what's she making INT-WH RQ
   there?
40. Is it a girl or a boy do you think? INT-OTH TQ
   C Girl.

41. F A girl. OTH-M A
42. Why do you think it's a girl? INT-WH RQ
   C Because I just do.
43. F You just do do you? INT-TAG VR
   C Yeah.

44. F I don't know that she's spilt DEC R
   something.
45. See. IMP CI/AD
46. What do you think this is that INT-WH RQ
   she's got in her hand?
   C A bowl.
47. F Um. OTH-M-IN RQ
48. You sure it's a bowl? OTH-M-IN RQ
   C Yes.
49. F Look up here though. IMP CI/AD
    [-2 secs]
49. What is- what's that like that INT-WH TQ
   we eat sometimes?
   C I don't know.
50. F Yes you do. DEC A
51. It's orange. DEC SD
52. Or it's not DEC SD
53. it's orange colour inside DEC SD
54. and and Mummy cuts it up for DEC SD
   you so you can eat it.
55. It's not watermelon DEC SD
56. but it's like that. DEC SD
Orange.

57. F Not orange but it's a bit like that. OTH-M A
58. OTH-M-IN RQ
59. Remember rock melon? DEC SD

C Yes.

60. F Yeah. OTH-M A
61. Well I think maybe this girl's got the rock melon. DEC SD
62. The skin of the rock melon OTH-M SD
63. and she's going to make something. DEC SD

64. What's she made out of it? INT-WH TQ PR REP 10

C Don't know.

65. F What's this here? INT-WH TQ
66. What do you think it is? INT-WH RQ

C Um it's a a paper towel.

67. F Paper towel. OTH-M A
68. And yes. OTH-M A
69. And she's stuck it on a piece of a straw or something like that. DEC SD
70. And put it into the rock melon. DEC SD
71. What do you think she's made out of it? INT-WH RQ
72. What's this look like here? INT-WH TQ

C A flag.

73. F A flag? OTH-M-IN VR
74. Oh yeah it might be a flag too. DEC SD
75. Could it be a sailing boat do you think? INT-Y/N RQ

C I don't think so.

76. F You don't think so? INT-OTH VR

C No.
77. F While she's doing all that what's Daddy doing? INT-WH TQ PR REP 11
   C Washing the dishes.

78. F Washing the dishes. + OTH-M A
    C Just just like my Dad does.

79. F Just like your Dad does. DEC A
   80. Is that right? INT-Y/N RQ
       C Yes.

81. F Oh what's happening here?INT-WH TQ PR REP 12
      C All her clothes have fallen down.

82. F Her clothes have fallen down.
73. But look in there. DEC IMP A
84. What's in here? INT-WH TQ PR REP 13
     C I don't know.

85. F What's that? INT-WH TQ
   86. What do you think that is there? INT-WH TQ
       C A bath.

87. F A bath. + OTH-M A
   88. Just like your bath. OTH-M SD
       C Mm.

89. F I think that this little girl's in the bath DEC SD
90. and all her clothes are on the floor. DEC SD
91. It sounds a bit like this place doesn't it? INT-TAG QR
       C Mm.

92. F What's that up there? INT-WH TQ PR REP 14
    Looks a bit like yours. DEC SD **
       C Toothbrush.

94. F A toothbrush. + OTH-M A
    C And I saw one just like yours.

95. F One like mine too? OTH-M RQ
Yeah and C2's.

And C2's.

A bit shaggy.

What's that on the floor there near Daddy's thumb?

Paper paper paper towel.

Paper towel?

Or is it toilet paper?

Toilet paper.

Who pulled that off I wonder?

Wonder if they've got a dog.

Oh look here.

Look in the bath.

That's what she made isn't it?

Why is she why is she laying down in the water?

Well because it's probably nice and warm for her.

Looks lovely and warm doesn't it?

Yes.

Well well.

Oh-ho look at this.

What's that remind you of?

Don't know.

You don't know?

No.

What's she got wrapped around her?

'Jamas.

Is that 'jamas do you think?

No.
114. F What is it?
115. [C coughs] You got a bit of a cough?
116. [C coughs] That's better.
117. What's Mum doing here?

C I don't know <what?>

118. F Well have a look.
119. Come on.
120. What's Mummy doing?
121. She's got a towel in her hand.
122. What do you think she's doing with the little girl?

C Wrapping her up.

123. F Wrapping her up.
124. What's Daddy doing when he gets the towel and does that it on your head?

C Dr dries.

125. F He dries your hair doesn't he?

C Yeah.

126. F Oh and here's the little girl. What's happening here?

C I I think her hair is going brushed.

127. What's happening here?

128. F Yes she's getting her hair brushed isn't she?

C Yes.

129. F You like getting your hair brushed don't you?

C Mm.

130. F And now- oh she's got something just like you.

C A teddy bear.

132. F A teddy bear yeah.
133. What's your teddy bear called?

C PB.
| 134. F | P B. | OTH-M | A |
| 135. [-1.5 secs] | Playing with the toys. | OTH-M | SD |
| 136. [-2 secs] | Wowee this is a lot like what happens with us isn't it? | INT-TAG | QR | PR | REP 20 ** |
| C | Yeah. |
| 137. F | Playing with the toys. | OTH-M | SD |
| 138. F | Yeah they're reading a book. | DEC | A |
| 139. | And the little girl's in bed |
| 140. | so I think it might be just about time for her to go to sleep is it? |
| C | Mm. |
| 141. F | Giving Dad a kiss and a cuddle? | OTH-M-IN | RQ |
| C | Not yet. |
| 142. F | I think she's about to. | DEC | A |
| 143. [-1.5 secs] | And what about the light? | OTH-M-IN | TQ | PR | REP 21 ** |
| 144. | Who turns the light off? | INT-WH | TQ |
| C | You do. |
| 145. F | I do. |
| 146. | Who's turning the light off in this picture? |
| C | Um <Dad is> |
| 147. F | Daddy. | OTH-M | A |
| 148. | Oh look at that picture on the wall. | IMP | CI/AD | PR | TUT 22 |
| C | Camel. |
| 149. F | What is it? | INT-WH | TQ |
| C | Camel. |
| 150. F | A camel? | OTH-M-IN | RQ |
| 151. | That one there? | OTH-M-IN | RQ |
| C | Yeah. |
| 152. F | I think it might be a big dinosaur. | DEC | A |
| [-2 secs] | | | | | |
153. Think it might be? OTH-M-IN RQ
   C Yes.

154. The camel doesn't have a long tail like that does it? INT-TAG QR
   C No.

155. Big fat tail like that. OTH-M SD
   Now this little girl's been in bed for a while. DEC SD PR REP 23

156. And then what's she doing there? INT-WH TQ
   C She's put two pillows there.

157. She put two pillows there and sat up didn't she? INT-TAG QR
   C Mm.

158. And she got out of bed I think. DEC SD PR REP 24
   Why do you think she got out of bed?
   C I don't know.

159. And look what she got there? INT-WH TQ
   C Some milk.

160. Some milk. OTH-M A
   She wanted a drink do you think? INT-Y/N RQ
   She was thirsty? INT-OTH RQ
   C Mm.

161. Then back to bed. OTH-M SD
   Oh hang about.
   C I don't know.

162. She's out of bed again. DEC
   What do you think she's out of bed for this time?
   C I don't know.

163. Well what's happening here? INT-WH TQ
   C She wants Dad.

164. Hey? OTH-M-IN RP
She wants Daddy.

F She wants Daddy.

Mm.

F She's getting a bit of a hug from Daddy isn't she?

Yes another hug.

Ah now. Daddy's in bed and I think what's happened to Dad?

I don't know.

Well look at him. He's falling out. I think he's fallen asleep though. Do you think so?

Don't know.

I think he has. Now the little girl's going to get out of bed again. What's she putting on her feet there?

Slippers just like me.

Slippers just like you.

And what's she doing when she goes out to Mummy?

She's reading another book.

She's reading another book. + I don't think this little girl wants to go to bed does she?

No.

Now look here. Who's gone to sleep here?

Mum.
| 189. | F | Mum.       | + | OTH-M | A  |
|      |   | And the little girl's still reading a book. |   | DEC   | SD |
| 190. |   | Now.      |   | OTH-M | PR |
|      |   | Daddy wakes up. |   | DEC   | REP |
|      |   | And what's he find? |   | INT-WH |   |
|      | C | The little girl. |   |       |   |
| 191. |   | The little girl. |   | OTH-M |   |
| 192. | F | What's she doing? |   | INT-WH | TQ |
| 193. |   | Don't know. |   |       |   |
|      |   | Well have a look and tell me. |   | IMP   | CI |
| 194. | F | I think she might be asleep on Mummy's knee is she? |   |       |   |
| 195. |   | Don't know. |   |       |   |
| 196. | F | C | Mm. |
|      |   | Gee whiz. |   | OTH-M | SD |
| 197. | F | Sleepy heads in this family aren't they? |   | OTH-M-IN | QR |
| 198. | F | Yes. |   |       |   |
| 199. |   | There they're going inside there. |   |       |   |
## FAMILY 1

### FATHER AND PUZZLES

<table>
<thead>
<tr>
<th>U</th>
<th>GRAMM</th>
<th>II</th>
<th>LOC</th>
<th>FUNCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Teddy bears.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Teddy Bears.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>What have they got in their hand?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Let's see what have these ones got.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>That one's upside down on his bottom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>[laughs] What do you think is in that- is that a a bucket or a jar?</td>
<td>INT-OTH</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A a ja- a bucket.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>A bucket is it?</td>
<td>INT-Y/N</td>
<td>VR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes and that's a jar and that's a jar.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>What's in there do you think?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>What do bears really like eating?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Honey.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Honey.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I think it might be honey too.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>He's trying pretty hard to get at it isn't he?</td>
<td>INT-TAG</td>
<td>QR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>And that and that one put his hand in there. [points to picture on puzzle]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Yeah.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>And what's he doing here?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
</tr>
<tr>
<td></td>
<td>And look there that one stucked the honey on his on his fingers.</td>
<td></td>
<td></td>
<td>REP</td>
</tr>
<tr>
<td>F</td>
<td>[laughs and coughs] All right.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Shall we do the puzzle?</td>
<td>INT-Y/N</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yep.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>OK.</td>
<td>OTH-M</td>
<td>PR</td>
<td>CONT</td>
</tr>
<tr>
<td>15.</td>
<td>You tip them out on the floor.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt;Inaudible&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Now you just.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now you have to see which one it goes in all right. You just have to pick one up and turn it around.

17. **F** All right.  
**OTH-M**  
**A**

18. **F** All right.  
**C** To see which one it goes in all right?

19. **F** All right.  
**IMP**  
**CI**

19. **C** <Not that and that one.>

20. **F** Not that one?  
**OTH-M-IN**  
**VR**

20. **C** Ah ha it goes there.

21. **F** It goes there does it?  
**INT-TAG**  
**VR**

21. **C** Not that one?

22. **F** That's the one laying down isn't it?  
**INT-TAG**  
**QR**

22. **C** Ah ha it goes there.

23. **F** Don't put it- don't force it.  
**IMP**  
**Cl**

24. **F** That's it.  
**OTH-M**  
**F**

25. **F** Just find the shape.  
**IMP**  
**CI**

26. **F** Move it 'til you find the shape.  
**IMP**  
**CI**

27. **F** That's the boy.  
**OTH-M**  
**A**

27. **C** <What?>

28. **F** What's he doing in that one?  
**INT-WH**  
**TQ**  
**PR**  
**TUT**  
**4**

28. **C** What?

29. **F** What's he doing in that one?  
**INT-WH**  
**TQ**

29. **F** What's the bear doing there?  
**INT-WH**  
**TQ**

30. **C** Keeping the honey and he's <inaudible>  
No not there <no not there>  
**PR**  
**CONT**  
**5**

31. **F** Don't think so.  
**DEC**  
**A**

32. **F** Wowee!  
**OTH-M**  
**A**
33. That's three. + DEC SD
   C No no. It doesn't go there. Ah ha it goes there.

34. F Ah ha it goes there. [laughs] DEC A
35. Very good. + OTH-M F
36. How many left? OTH-M-IN TQ PR REP 6
   C One.

37. F One. + OTH-M A
38. Well that should be pretty easy to find shouldn't it? INT-TAG QR
   C Yes.

39. F Finished already? OTH-M-IN AR
   C Yes.

40. F What do you want to do now then? INT-WH RQ PR REP 7
   C Um what about we do this one now?

41. F All right. OTH-M R
   C [[Why why have you put that there Dad?]]
   F [[Oh it's just a little machine Mate.]]
   [[That's all right.]]

42. Now who's this? INT-WH TQ PR REP 8
43. This is your favourites aren't they? INT-TAG QR
   C Bananas.

44. F Bananas in Pyjamas OTH-M A
   C Can't get the tree out Dad.

45. F No the tree doesn't come out Mate. DEC A
46. There's lots of lovely colours though isn't there? INT-TAG QR
   C There's Bananas. Here's here's another Banana. And here's.

47. F See what else comes out. IMP CI PR TUT 9
   C Teddies.
<p>| | | | | |</p>
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</thead>
<tbody>
<tr>
<td>48. F</td>
<td>How many teddies are there?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>One. Two.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. F</td>
<td>And? And that one already that you've taken out.</td>
<td>OTH-M-IN</td>
<td>QP</td>
<td></td>
</tr>
<tr>
<td>50.</td>
<td></td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>51. C</td>
<td>How many's that?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>52. F</td>
<td>Three.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>Good boy.</td>
<td>+</td>
<td>OTH-M</td>
<td>F</td>
</tr>
<tr>
<td>C</td>
<td>And the umbrella does come out too.</td>
<td>PR</td>
<td>REP</td>
<td>10</td>
</tr>
<tr>
<td>54. F</td>
<td>Ooh it's got lovely colours on it hasn't it?</td>
<td>INT-TAG</td>
<td>QR</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Yeah and that does come out.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55. F</td>
<td>All right.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>56.</td>
<td>Put the pieces over there.</td>
<td>IMP</td>
<td>CI</td>
<td>PR</td>
</tr>
<tr>
<td>57.</td>
<td>All right.</td>
<td>OTH-M</td>
<td>CI</td>
<td>PR</td>
</tr>
<tr>
<td>58.</td>
<td>And you put some- what about this time Daddy tells you what to put in</td>
<td>INT-WH</td>
<td>CID</td>
<td></td>
</tr>
<tr>
<td>59.</td>
<td>and you pick it out and put it in.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td>60. C</td>
<td>Yes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61. F</td>
<td>All right. You pick out the bear with the little green hat on it.</td>
<td>OTH-M</td>
<td>PR</td>
<td>REP</td>
</tr>
<tr>
<td>C</td>
<td>It's Morgan. It goes there.</td>
<td></td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td>63. F</td>
<td>Oh sorry. It's Morgan is it?</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>64.</td>
<td>What's this bear's name here?</td>
<td>INT-TAG</td>
<td>VR</td>
<td></td>
</tr>
<tr>
<td>65. C</td>
<td>If you um Amy.</td>
<td>INT-WH</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td>66. F</td>
<td>Amy is it?</td>
<td>INT-Y/N</td>
<td>VR</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Yes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67. F</td>
<td>And she goes here does she?</td>
<td>INT-TAG</td>
<td>AR</td>
<td></td>
</tr>
</tbody>
</table>
C Mm.

68. F Okey-dokey. OTH-M IN A
69. F And what about um B1? OTH-M-IN A CID PR CONT 13
70. F Where does he go? INT-WH TQ

C He goes here.

71. F You sure? OTH-M-IN A RQ
72. F Don’t bash it. IMP CI
73. F Just cha-turn it around until IMP CI
you find the right piece that goes
in the right spot.

[-1.5 secs]
74. F Good boy. OTH-M F
75. DEC Clever.

[-1.5 secs]
76. F What's he doing on the beach? INT-WH TQ PR REP 14

C Sitting.

77. F Sitting in what? OTH-M-IN A TQ

C A chair.

78. F A chair. OTH-M A
79. F Gee looks like a pretty comfortable INT-TAG QR
chair too doesn’t it?

C Mm.

80. F Do you want to put a piece INT-Y/N CID PR CONT 15
of umbrella in?

[-1.5 secs]
81. F Just one at a time. OTH-M CI

[-1.5 secs]
82. F Good boy. OTH-M F

[-1.5 secs]
83. F What are some of the colours INT-WH TQ PR TUT 16
on the umbrella?

C Pink blue yellow.
[realisation of yellow approaches [wewou]]

84. F Yellow. OTH-M
[realisation of yellow approaches [wewou] imitating C]

85. DEC Could be.

[-1.5 secs]
86. F What's that bear's name? INT-WH RQ PR REP 17

C Um Yuyu.

87. F Lulu is it? INT-Y/N VR

C Yeah.
88. F And one more Banana to go and he's in. OTH-M SD PR REP 18
89. DEC Well that was pretty quick. + DEC F
90. INT-Y/N D'you wanna do that again? RQ
91. C Yeah.
92. F You sure? OTH-M-IN RQ
93. C Mm.
94. F Which one do you want to do again? INT-WH RQ
95. F The little bear with the honey or the Bananas in Pyjamas puzzle? INT-OTH RQ
96. C What about we do what about we do a race? What about we do this one first and then do the teddy bear teddy bears one?
97. F Do them both do you reckon? INT-Y/N QR
98. C Yeah.
99. F In a race? OTH-M-IN QR
100. C Yeah.
101. F All right. OTH-M CI PR CONT 19
102. IMP Well tip the pieces out. CI PR CONT 19
103. INT-TAG So we do Bananas in Pyjamas first again eh? QR
104. OTH-M-IN You ready? RQ
105. OTH-M-IN Do you want to turn them over first so you can see them all? CID
107. OTH-M SD
108. OTH-M-RQ
110. INT-WH So who's that one again? RQ PR REP 20
111. OTH-M SD
112. INT-WH Hang on. CI
113. INT-WH And this one is? RQ
114. C Lulu.
115. OTH-M SD
116. INT-TAG And that one's Amy is it? RQ
Yeah.

C

F They're nice names aren't they? And B1 and B2 we know them of course.

INT-TAG

109.

DEC

110.

QR

SD

Oh there's a starfish.

INT-WH

TQ

111.

OTH-M

A

112.

What else is in the picture?

INT-M-IN

QR

113.

Buried treasure. [laughs]

114.

What do you think it might be the buried treasure?

INT-WH

RQ

And there's a buried treasure.

OTH-M

A

115.

What do you think might be buried here?

INT-WH

RQ

There's another one.

116.

Under the sand?

INT-M-IN

117.

They're pretty lucky too aren't they?

INT-TAG

QR

PR

REP

21

What have they got here?

INT-WH

TQ

If it gets a bit-

DEC

SD

Drinks.

118.

119.

C

OTH-M

A

Yummo.

OTH-M

SD

INT-TAG

QR

They can have a lovely drink.

DEC

SD

A lovely drink.

OTH-M

SD

Okey-dokey.

PR

CONT

23

Away you go.

OTH-M

CI

[-2.5 secs]

Bananas!

OTH-M

SD

You putting them in first are you?

OTH-M-IN

QR

[-4 secs]

You sure that one goes there?

OTH-M-IN

TQ

There's lots of holes I think.

DEC

IID/SD

Yeah that's better isn't it?

INT-TAG

QR

Good boy.

OTH-M

F
133. Didn't even have to turn it round. DEC SD
134. Ah ah ah no don't bash it Matey! IMP CI
135. Just move it 'til it fits the right hole IMP CI
136. otherwise try something else. IMP CI
137. That's the boy. + OTH-M F

[~1.5 secs]
138. Oh heavens above. OTH-M PR REP 24
139. Finished completely. OTH-M SD
140. D'you wanna do the bears? INT-Y/N RQ

[~1.5 secs]
141. Yeah what about it eh? OTH-M-IN RQ
142. The bears with the honey all over them. OTH-M SD

[~1.5 secs]
143. The bears with the honey all over them. OTH-M SD
144. There you go. OTH-M CID

[~1.5 secs]
145. That one's- what's he doing? INT-WH TQ PR CONT 25
146. Remember he's laying down isn't he with the honey on his tummy. INT-TAG QR
147. That's where he goes. + DEC CID
148. Good boy. + OTH-M F
149. What's the next one? INT-WH RQ
150. What's he doin' C? INT-WH TQ

[~2.5 secs]
151. What's he doin'? INT-WH QP

[~2.5 secs]
152. He's laying down with the honey in his- DEC SD
153. No this way up. OTH-M CI
154. That's the way it goes. DEC CID
155. He's laying down. DEC SD
156. And how's he holding on to the honey? INT-WH TQ

C With his with his with his feet.

157. F With his feet and his hands isn't he? OTH-M-IN VR
158. With his paws and his little hands. OTH-M SD
159. What's this bear doing with the honey? INT-WH TQ PR REP 26

[~3 secs]
C Which one?
160. F This one here. OTH-M R

C He's he's putting his hand in it.
161. F [laughs] I get the impression that these this little bear likes that honey very much. DEC SD
162. What do you reckon?  INT-WH  RQ  
C Yeah.
And and that one has got honey in his ears and he's ate all his honey.

163. F Has he?  INT-Y/N  VR
164. He's finished has he?  INT-TAG  QR
165. He's watching all the other ones.  DEC  SD
166. Do you think he might go and ask if he can have some of their honey?  INT-Y/N  RQ
C Maybe.

167. F Maybe.  OTH-M  A
C Yeah.

168. F Where do you have honey?  INT-WH  TQ  PR  TUT  27
C I have honey at my table.

169. F Yeah.  OTH-M  A
170. What do you have it on?  INT-WH  TQ
C Sandwiches and toast.

171. F Is it yum?  INT-Y/N  RQ
C Yeah.

172. F Do you want to do another puzzle do you?  INT-TAG  RQ
173. All right.  OTH-M  SD
174. Hang on.  OTH-M  CI
175. Dad'll get it.  DEC  SD
176. And I'll bring it down hey?  INT-TAG  RQ
C I want to do the helicopter one this time.

177. F All right.  OTH-M  A
178. I'll bring the helicopter one down.  DEC  SD
C What about we do that one?

179. F All right.  OTH-M  R
<table>
<thead>
<tr>
<th>#:</th>
<th>Transcript</th>
<th>Tagging</th>
</tr>
</thead>
<tbody>
<tr>
<td>180.</td>
<td>What’s the difference between this one and the other ones?</td>
<td>INT-WH</td>
</tr>
<tr>
<td>181.</td>
<td>These pieces haven’t got any what?</td>
<td>TQ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TUT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>C</td>
<td>&lt;Any getouts.&gt;</td>
<td></td>
</tr>
<tr>
<td>182.</td>
<td>F No.</td>
<td>OTH-M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>183.</td>
<td>What what’s what’s this?</td>
<td>INT-WH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TQ</td>
</tr>
<tr>
<td>184.</td>
<td>Look.</td>
<td>IMP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CV/AD</td>
</tr>
<tr>
<td>185.</td>
<td>What are these little things here?</td>
<td>INT-WH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TQ</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>I don’t know handles.</td>
<td></td>
</tr>
<tr>
<td>186.</td>
<td>F Yeah little handles.</td>
<td>OTH-M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>187.</td>
<td>These ones haven’t got handles.</td>
<td>DEC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>188.</td>
<td>F Okey-doke.</td>
<td>OTH-M</td>
</tr>
<tr>
<td></td>
<td>Shall we try the helicopter one?</td>
<td>PR</td>
</tr>
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<td></td>
<td></td>
<td>REP</td>
</tr>
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<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>189.</td>
<td>This one might be a little bit harder mightn’t it?</td>
<td>INT-Y/N</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RQ</td>
</tr>
<tr>
<td>190.</td>
<td>We’ll try our best.</td>
<td>INT-TAG</td>
</tr>
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<td></td>
<td></td>
<td>QR</td>
</tr>
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<td>191.</td>
<td></td>
<td></td>
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<tr>
<td>192.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>193.</td>
<td>Now.</td>
<td>OTH-M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CONT</td>
</tr>
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<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>194.</td>
<td>Let’s find some of these pieces here.</td>
<td>IMP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CI</td>
</tr>
<tr>
<td>195.</td>
<td>Where’s a piece that you think that might go in here first of all?</td>
<td>INT-WH</td>
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<td></td>
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<td>RQ</td>
</tr>
<tr>
<td>196.</td>
<td>See how that’s got those little pieces all around it.</td>
<td>DEC</td>
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<td></td>
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<td>SD</td>
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<tr>
<td>C</td>
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<tr>
<td>197.</td>
<td>F That’s the boy.</td>
<td>OTH-M</td>
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<td></td>
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<td>F</td>
</tr>
<tr>
<td>198.</td>
<td>Good boy.</td>
<td>OTH-M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td>199.</td>
<td>All right.</td>
<td>OTH-M</td>
</tr>
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<td></td>
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<td>PR</td>
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<td></td>
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<td>CONT</td>
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<td>32</td>
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<tr>
<td>200.</td>
<td>Now let’s see if we can find a piece that goes down here.</td>
<td>IMP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CI</td>
</tr>
<tr>
<td>201.</td>
<td>It’s going to be long and skinny isn’t it?</td>
<td>INT-TAG</td>
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<td></td>
<td></td>
<td>QR</td>
</tr>
<tr>
<td>202.</td>
<td>If it’s not that one it will be another one.</td>
<td>DEC</td>
</tr>
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<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>203.</td>
<td>Let’s try another one.</td>
<td>IMP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CI</td>
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<tr>
<td>[~1.5 secs]</td>
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<td>204.</td>
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<td>205.</td>
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<td>206.</td>
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<td>[~4 secs]</td>
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<tr>
<td>207.</td>
<td>Down here?</td>
<td>OTH-M-IN</td>
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<td></td>
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<td>RQ</td>
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<tr>
<td>208.</td>
<td>Does it fit there?</td>
<td>INT-Y/N</td>
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<td></td>
<td></td>
<td>RQ</td>
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</tbody>
</table>

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235
C   Yeah.

209.   F   Good boy. +   OTH-M   F
### FAMILY 1

#### MOTHER AND BOOKS

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<td><strong>U</strong></td>
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<td><strong>II</strong></td>
<td><strong>LOC</strong></td>
<td><strong>FUNCTS</strong></td>
</tr>
<tr>
<td>1.</td>
<td>M</td>
<td>Do you want to sit up sit up on the chair with Mum?</td>
<td>INT-Y/N</td>
<td>CID</td>
</tr>
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<td></td>
<td>C</td>
<td>I sit on the mat.</td>
<td></td>
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<tr>
<td></td>
<td>M</td>
<td>[Oh can you sit up here Matey] [because it's closer to the] [microphone if you sit up here.]</td>
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<td>2.</td>
<td></td>
<td>Come and sit up sit up on Mum's lap.</td>
<td>IMP</td>
<td>CI</td>
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[~5 secs]

[M lifts C up] Oof.

C OK.

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<tr>
<th>3.</th>
<th>M</th>
<th>Good boy. + OTH-M</th>
<th>F</th>
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<tbody>
<tr>
<td>4.</td>
<td></td>
<td>OK this book is called <em>Sunshine</em>.</td>
<td>DEC</td>
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<td>5.</td>
<td></td>
<td>And it's about a little girl who gets up very very early in the morning.</td>
<td>DEC</td>
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<td>6.</td>
<td></td>
<td>Remember how you used to get up very very early in the morning?</td>
<td>OTH-M-IN</td>
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<td>7.</td>
<td></td>
<td>Mummy and Daddy used to say 'Oh C can’t you sleep in just a little bit longer?'</td>
<td>DEC</td>
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<tr>
<td>8.</td>
<td></td>
<td>And there’s the little girl.</td>
<td>DEC</td>
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<tr>
<td>9.</td>
<td></td>
<td>And what’s she doing here?</td>
<td>INT-WH</td>
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</tbody>
</table>

C Pulling pulling the skirt off Daddy.

| 10. | M | Skirt? | OTH-M-IN | A |
| 11. |   | What is it she’s pulling off her Dad? | INT-WH | TO |   |   |   |

C I don't know skirt.


C I don't know.

| 13. | M | That’s called a scarf. | DEC | SD |   |   |   |
| 14. |   | Can you say sc-? | INT-Y/N | CID |   |   |   |

C I can.

| 15. | M | Yes. | OTH-M | A |   |   |   |
C Scarf.

16. M OK. OTH-M A
17. There's-
18. Oh look at all the pictures here. IMP CI/AD
19. What's she doing here in these TQ
pictures?

C Sleeping.

20. M Good boy. + OTH-M A
21. And what's she doing here? INT-WH TQ PR REP
22. She's she's yawning.

C And getting up.

23. M Mm-huh. OTH-M A
24. And now what's she doing here? INT-WH TQ PR REP
25. C Getting her dolly.

26. M Hhm. OTH-M A
27. And what else has she got with INT-WH TQ
her?

28. M Actually it's not in her hand is INT-TAG QR
29. it? It's under her arm. DEC SD
30. What else is in her hand? INT-WH TQ


32. M Actually it's not in her hand is it? INT-TAG QR
Mummy-
33. M Mummy and? OTH-M-IN TQ
34. C Daddy.

35. M Yeah. + OTH-M A
36. So she's sneaking into Mummy DEC SD
and Dad's room.
35. And whose side of the bed has she decided to climb up on?

C Mum and Dad's.

36. M Yeah.

37. Whose side though?

38. Daddy's side or Mummy's side?

39. M Yeah. + OTH-M A

40. And look how she's waking Daddy up.

41. What's she doing to wake Daddy? INT-WH TQ

C i don't know.

42. M What's she look like she's doing there?

C <I. I. a kiss>.

43. M Yeah. OTH-M A

44. And what's this here sitting on her Dad's bedside table do you think? INT-WH TQ PR REP

45. It's the back of it.

C Fish.

46. M No not fish. OTH-M A

47. Let's look back here and see what it is.

48. He's got some books on his bedside table just like Dad.

C Books.

49. M Yeah good boy. + OTH-M A

50. See?

51. He's got some books on his bedside table just like Dad.

C Yes.

52. Just like your Dad.

53. Ooh does he look tired there? INT-Y/N TQ PR REP

C Grumpy.
57. M Yes. He's putting on his dressing gown. OTH-M DEC A
58. And what's happening here? INT-WH TQ PR TUT 12
59. C Don't know.
60. M Well what's the little girl wearing there that she's not wearing in this picture? INT-WH TQ
61. M What else? OTH-M-IN TQ
62. [~2 secs] Do you know what these are? INT-Y/N RQ
63. C A dressing gown. Slippers.
64. M What else? OTH-M-IN TQ
66. M Oh look! IMP CI/AD PR REP 13
67. M What do you do in the morning. DEC SD **
68. M What do you do in the morning to help Daddy? INT-WH TQ
69. C Um get the paper and don't take the paper and don't take the plastic off. But she did. INT-WH TQ
70. M Yeah. OTH-M DEC A
71. M I wonder why she did that. DEC SD
72. M And what's her Dad doing for her there? INT-WH TQ PR REP 14
73. M Getting her breakfast. INT-WH TQ
74. M Wonder what cereal she's having. DEC SD
75. M What's her dolly doing here? INT-WH TQ
76. C Mm. Looking after the paper.
77. M [Laughs] Yes. She's got something tucked under her dressing gown there. DEC SD PR REP **
78. C Mm.
79. M What's it look like? INT-WH TQ
80. C I don't know.
Remember Nana and Grandpa sent you one of those when they went on their holiday?

Can you remember what they sent you?

No.

They sent you a postcard.

Now there's a picture on the front and they wrote on the back.

And they told you and C2 about their holiday.

So maybe where this little girl lives no one collected the mail the day before.

so she went to the letterbox and got the postcard out and picked up the newspaper off the grass.

And now her dolly's looking after it.

what's her Dad making here?

I don't know.

What's this here do you know?

No.

It's a toaster.

Is that because it doesn't look like our toaster?

Yeah.

It looks like he's putting some wholemeal bread into the toaster.

And what are these things doing up here?

Coffee cups and and she put puts the milk in all on her own.

She might be a bigger girl than you do you think?

Probably is.

But she's got a white bowl like
you hasn't she?

C  Yeah.

97. M  And what's her Daddy doing now?  INT-WH  TQ  PR  REP  18
C  Um the paper is all dirty.

98. M  Yeah.  OTH-M  A
100. M  You look in the order of the pictures
    and what's happening behind her Dad?
101. M  I don't know.

102. M  What's this here?  INT-WH  TQ
103. M  Can you remember?  INT-Y/N  RQ
C  No.

104. M  It's smoke.  DEC  SD
105. M  And look.  IMP  CI/AD  PR  REP  19
106. M  Look what her Daddy's got hold
    of here.
C  What?

107. M  A black piece of toast.  OTH-M  R
108. M  [laughs] It's burnt in the toaster.  DEC  SD
109. M  He forgot to flip it up
    or maybe the pop-up.
110. M  See our toaster's a pop-up toaster.
111. M  And when it's finished cooking
    the toast it goes pop.
112. M  And out comes the toast.
113. M  Maybe his doesn't do that.
114. M  And look the little girl's trying to
tell him.
115. M  What do you think she might
    be saying in this picture?
C  I don't know.

117. M  She might be saying 'Daddy. Look
    you're burning my toast.
118. M  Poor Dad.
119. M  They're not doing too well with
    breakfast.
Ooh what might they be doing here?

C I don't know.

What's the little girl carrying?

C A big drink.

M Mm. Who do you think she might be giving it to?

[-1.5 secs]

Who's still asleep in bed?

C Mum.

M Mm. So they might be taking their Mum- DEC

[-2.5 secs]

They are too. DEC SD

What's Mum doing here? INT-WH TQ

C Taking some two two cups for Mum and Dad.

Yeah good boy. Do you know a song about a little teapot?

C [sings] I'm a little tea pot short
Here my handle here my spout
When I get my steam up
Then I shout tip me over pour me out.

Ooh and look. She's a lucky girl.
She jumps into bed.
And what's she given her Mum to read?

Um a card.

M Mm. And what's her Mum need to read just to read the card properly?

C I don't know glasses.

Yeah.
139. Who do you know has to wear glasses to read with you?
   C Grandpa.

140. M Yeah.
141. C Good boy.

142. M Yeah that's right.
143. Nana wears hers all the time doesn't she?
144. And Grandpa puts his on when he wants to read a book with you.

145. And what's her Dad doing here?
   C Reading the paper.

146. M Bit like your Dad eh?
147. Oh she's reading her little book and Mum decides she wants to go back to sleep.

148. Her Mum must be very what?
   C Tired.

149. M Yeah.
150. C I'd say so.

151. And what do you think the little girl's doing here?
   C Falling off the bed but I think she might fall.

152. M Do you think?
   C Mm.

153. M Why what makes you say that?
   C Because I fall sometimes.

155. Why do you fall off the bed sometimes?
   C Because I jumped off a bed and I didn't hurt myself.

156. M What a clever boy.
   C I did too but I laughed.
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<tr>
<td>158. M Ooh that's the way to go isn't it to laugh.</td>
<td>INT-TAG</td>
<td>QR</td>
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<td>159. And what's her dolly watching her do?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>REP</td>
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<td>C I don't know.</td>
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<td>160. M What's she sitting on here?</td>
<td>INT-WH</td>
<td>TQ</td>
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<td>C A a toilet.</td>
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<td>161. M Mm.</td>
<td>INT-WH</td>
<td>A</td>
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<td>162. So what might she be doing on the toilet?</td>
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<td>TQ</td>
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<tr>
<td>C A poo.</td>
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<td>163. M She might be too mightn't she?</td>
<td>INT-TAG</td>
<td>QR</td>
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<td>164. Because you sit on the toilet to do a poo don't you?</td>
<td>INT-TAG</td>
<td>QR</td>
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<tr>
<td>C Mm.</td>
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<td>165. M Oh and here's she's washing her hands after going to the toilet.</td>
<td>DEC</td>
<td>SD</td>
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<tr>
<td>166. What a good girl.</td>
<td>OTH-M</td>
<td>SD</td>
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<tr>
<td>167. And what's she doing here?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>REP</td>
<td></td>
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<td>168. What's she got in her mouth?</td>
<td>INT-WH</td>
<td>TQ</td>
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<tr>
<td>C Toothpaste.</td>
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<tr>
<td>169. M Mm in her hand's toothpaste.</td>
<td>DEC</td>
<td>A</td>
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<tr>
<td>170. And what's she got in her hand?</td>
<td>INT-WH</td>
<td>TQ</td>
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<tr>
<td>C The brush.</td>
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<tr>
<td>171. M Yeah.</td>
<td>OTH-M</td>
<td>A</td>
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<tr>
<td>172. What colour brush has she got?</td>
<td>INT-WH</td>
<td>TQ</td>
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<td>C Yellow.</td>
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<td>173. M Mm.</td>
<td>OTH-M</td>
<td>A</td>
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<tr>
<td>C And and she I think she's putting putting all toothpaste on I think.</td>
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<td>174. M Do you think so do you?</td>
<td>INT-TAG</td>
<td>VR</td>
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<tr>
<td>C Yeah.</td>
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</table>

[-2 secs]
175. M Oo she's a clever girl just like C. + DEC
Because what's she what's she doing in this series of pictures?

C I don't know.

176. M Because what's she what's she IN-T-CH
INT-WH
TQ

177. M You look here. IMP
What's she got on here?

TQ

180. M And her pyjamas. OTH-M
And what's she here?

181. M What's she got on in this picture? INT-WH
TQ

C A dressing gown and a slippers and
her sleeping.

182. M What's she wearing in this picture? INT-WH
TQ

C I don't know.

183. M And her pyjamas. OTH-M
SD

184. M Nothing. OTH-M
A

185. M Look what she's doing. IMP

C I don't know putting them on.

186. M She's taking them all off DEC

187. M and now what is she doing? INT-WH
TQ

188. M Putting what on? OTH-M-IN
TQ

189. M She's taken her pyjamas off DEC

C No.

190. M and now what is she putting on? INT-WH
TQ

C I don't know.

191. M What's this look like? INT-WH

C More pyj.
Are they more pyjamas?

192. M No I don't think so darling. DEC
R

C They're tracky pants.
# FAMILY 1

## MOTHER AND PUZZLES

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<th>U</th>
<th>GRAMM</th>
<th>II</th>
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<th>FUNCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>And Mum and Mummy um look here. This this this crow is called Maggie.</td>
<td>PR</td>
<td>REP</td>
<td>1</td>
</tr>
<tr>
<td>M</td>
<td>Oh is it?</td>
<td>INT-Y/N</td>
<td>VR</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Yes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Oh.</td>
<td>IMP</td>
<td>CI</td>
<td>PR</td>
</tr>
<tr>
<td>2.</td>
<td>Listen. Would you like to do the train one first?</td>
<td>INT-Y/N</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Yes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Look there's lots of different things on it.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>These are numbers.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>See the numbers on them?</td>
<td>OTH-M-IN</td>
<td>AD</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Yeah and and they're they're the carriage this one.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Yes and let's see the numbers 1-</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2-3-4-5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>OK.</td>
<td>OTH-M</td>
<td>PR</td>
<td>CONT</td>
</tr>
<tr>
<td>10.</td>
<td>You had a good look?</td>
<td>OTH-M-IN</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Mummy'll tip them all out and see if you can put them in again.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>You ready?</td>
<td>IMP</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Mm.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>You've had a good look and seen which one goes where?</td>
<td>INT-OTH</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Yep.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>OK.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Let's see how you go.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>What do we do first?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
</tbody>
</table>
18. Turn them over so we can see what's on them.
   Oh very good C. [laughs]

19. What's this one?
   INT-WH TQ PR TUT 4
   [+0.5 secs]

20. What colour's this carriage?
   INT-WH TQ
   C Blue.

   OTH-M A
   C And that's yellow.

22. M Mhm.
   OTH-M A
   C And that's red.

23. M Mhm.
   OTH-M A

24. M Mhm.
   OTH-M A
   [+4 secs]
   C And green

25. M And what's this one?
   INT-WH TQ PR REP 5
   C What colour?

26. M Yes.
   OTH-M R
   And what does this part do?
   INT-WH TQ

27. C Steam.

28. M Yeah it's a steam up.
   DEC A
   What does it do?
   INT-WH TQ

29. C Steam out things.

30. M Yeah.
   OTH-M A
   What are all these?
   INT-WH TQ

31. M These are all carriages
   DEC SD
   and what's this one?
   INT-WH TQ

32. C And and I forgot something
   but Thomas has got one of these.

33. M Yes.
   OTH-M A
   Can you remember what they're
called?
   INT-Y/N RQ

34. C No.

35. M Mm neither. [laughs]
   OTH-M A
   Maybe a bumper.
   OTH-M SD
There's an apple
there's an apple=

38. M Yeah. + OTH-M A
    All right.

39. C =that I've got.

40. M Let's have a look at the Bananas puzzle shall we?

41. C Yes
    and I've got little book.

42. M Have a good look at it first so you
    know what the pieces look like.

43. M Very good. + OTH-M A
    Who's this one?


45. M Hmm. OTH-M A
46. M Ooh what's- who's this?

47. C Morgan with the patch on his eye.

48. M What do you think he might be
    with a pa-?

49. C A pirate.

50. M Yes. + OTH-M A
51. M Good boy. + OTH-M SD
52. M And look he's got a telescope
    and he's looking out to see if
    there's anybody coming on his ship.

53. M And who's this?

54. M What's Amy got in her hand?

55. M And did you say this was Maggie INT-Y/N RQ
the crow?

C Yes.

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>56.</td>
<td></td>
<td></td>
<td></td>
<td>OTH-M</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>57.</td>
<td>OK.</td>
<td></td>
<td></td>
<td>IMP</td>
<td></td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td>58.</td>
<td>Let’s tip them all out.</td>
<td>IMP</td>
<td></td>
<td>CI</td>
<td></td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>59.</td>
<td>And what do you do first?</td>
<td>INT-WH</td>
<td></td>
<td>CI</td>
<td></td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>60.</td>
<td>Turn them up the right way don’t you so you can see what’s on them</td>
<td>IMP</td>
<td></td>
<td>CI</td>
<td></td>
<td>TQ</td>
<td></td>
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</tr>
<tr>
<td>C</td>
<td>He’s running.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61.</td>
<td>Yes.</td>
<td></td>
<td></td>
<td>OTH-M</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>62.</td>
<td>I wonder why.</td>
<td>DEC</td>
<td></td>
<td>SD</td>
<td></td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>63.</td>
<td>It would be good to know the story wouldn’t it?</td>
<td>INT-TAG</td>
<td></td>
<td>QR</td>
<td></td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>She’s sitting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64.</td>
<td>Hmm.</td>
<td></td>
<td></td>
<td>OTH-M</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>65.</td>
<td>It’s a tree house they’ll have there isn’t it?</td>
<td>INT-TAG</td>
<td></td>
<td>QR</td>
<td></td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Swinging.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67.</td>
<td>Mm.</td>
<td></td>
<td></td>
<td>OTH-M</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>And there-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68.</td>
<td>Oh well maybe B1 do you think? What could B1 be doing?</td>
<td>INT-Y/N</td>
<td></td>
<td>RQ</td>
<td></td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>I don’t know.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69.</td>
<td>What’s Lulu got in her hand?</td>
<td>INT-WH</td>
<td></td>
<td>TQ</td>
<td></td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>A bowl.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70.</td>
<td>Mm.</td>
<td></td>
<td></td>
<td>OTH-M</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>71.</td>
<td>What so what do you think Lulu and B1 might be doing?</td>
<td>INT-WH</td>
<td></td>
<td>RQ</td>
<td></td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>I don’t know.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>72.</td>
<td>What do we sometimes do?</td>
<td>INT-WH</td>
<td></td>
<td>TQ</td>
<td></td>
<td>TQ</td>
<td></td>
</tr>
</tbody>
</table>

[Tape runs out - turned over]

C [[Just what is the tape called?]]

M [[Oh I don’t understand what you mean]]
73. M And here's one of the other puzzles A gave us.  

74. What are all the things in this puzzle?  

75. What are these here?  

76. What are these here?  

C Blocks.  

77. M Mm.  

78. Mummy mix them all up.  

79. What's this one?  

C It's a boat.  

Sailing boat.  

80. M Mm good boy.  

81. And what about this here?  

C Paint.  

82. M That reminds me.  

83. We gotta get you some more paint don't we?  

84. Seeing as though you ran out the other day.  

85. What about this?  

C Ball.  

86. M Hhm.  

87. Ooh what's this one?  

C S sand and a shovel.  

88. M And what else?  

89. What's what's the pink thing?  

C A bucket.  

90. M Bucket.  

91. Good boy.  

92. What's this here?  

C Train.  

93. M Yeah.
94. Oh cute.  
C Doll.

95. M What's this one called?  
C Doll.

96. M Yeah  
C A special sort of a doll.

97. M It was in the Noddy book.  
C Can you remember what they were called?

98. M A special sort of a doll.  
C No.

99. M The little black dolls were called gollwogs.  
C Can you say gollwog?

100. M The little black dolls were called gollwogs.  
C Yeah gollwog.

101. M What's this here?  
C Car.

102. M What colour car?  
C Yellow, yellow and red and black and pink.

103. M What colour is its wheels?  
C =and brown.

104. M What colour is its wheels?  
C =and brown.

105. M What are these things?  
C Drum.[makes drumming sounds]

106. M And what's this smiling?  
C A bear.

107. M Yeah.  
C A shape.

108. M Ooh what's this?  
C Bi bicycle.
110. M Or a tricycle. OTH-M A
111. See it's got three wheels. DEC SD

C Bi bi.

112. M Oh and what's this? INT-WH TQ PR TUT 19
C Shapes.

113. M Yeah. + OTH-M A
114. Good boy. + OTH-M SD
115. It looks like a game of shapes. DEC SD

116. OK Clever Dick Kid. + OTH-M PR CONT 20
117. You see if you can put them back in their right spots. IMP CI

[~2 secs]
118. Look at the shape of the card IMP CI
119. and see what looks like that shape. IMP CI
120. Try another one. IMP CI
121. If you can't find where that goes try another shape. IMP CI

[~2 secs]
122. Do you want to try another one? INT-Y/N CID
123. Maybe where the tricycle goes. DEC CID

[~2 secs]
124. Good boy. + OTH-M F

[~2 secs]
125. Let's look at the paints. IMP CI

C No doesn't go there.

126. M Good boy. + OTH-M F
127. It doesn't does it? INT-TAG VR
128. What about teddy? OTH-M-1N CID
129. Oh clever! + OTH-M F
130. Put teddy in. IMP CI

[~2 secs]
131. That was a pretty easy one 'cause DEC SD
he's pretty obvious with his legs and his arms.

132. What have you got? INT-WH RQ
133. Paint set. OTH-M SD
134. That's the boy. + DEC F
135. This should be easy. DEC SD
136. What shape are the balls? INT-WH IID/TQ

[~2 secs]
137. Mm.

[~4 secs]
137. Yeah. + OTH-M F

[~3 secs]
138. Look at the shape. IMP CI
139. That's the boy. + DEC F

[~6 secs]
<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
<th>Int-TAG</th>
<th>QR</th>
<th>CID</th>
<th>PR</th>
<th>CONT</th>
</tr>
</thead>
<tbody>
<tr>
<td>140.</td>
<td>Mm. Train set's rounded isn't it like it's running on a curve.</td>
<td>INT-TAG</td>
<td>QR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>141.</td>
<td>What about this one?</td>
<td>OTH-M-IN</td>
<td>CID</td>
<td>PR</td>
<td>CONT</td>
<td>21</td>
</tr>
<tr>
<td>142.</td>
<td>Oh right.</td>
<td>OTH-M</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>143.</td>
<td>You can do that.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>144.</td>
<td>All right.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>145.</td>
<td>It's pretty straight forward isn't it?</td>
<td>INT-TAG</td>
<td>QR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>146.</td>
<td>It's even got a blue background as if it was on the ocean.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>147.</td>
<td>Ah. Now we know where the car goes.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>148.</td>
<td>M Yeah. + OTH-M A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>149.</td>
<td>Go on keep moving it around 'til 'til it fits into the shape.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>150.</td>
<td>There you see it's a funny one isn't it because it looks like it's going to crash out the bottom of the puzzle.</td>
<td>INT-TAG</td>
<td>QR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151.</td>
<td>Good boy. + OTH-M F</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>152.</td>
<td>M Ah here we go. OTH-M SD PR REP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>153.</td>
<td>Now this one. is a tricky one. DEC SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>154.</td>
<td>That's a bit like the helicopter. DEC SD</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>155.</td>
<td>M This is the? INT-WH TQ</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>156.</td>
<td>And look how the little pieces are all different sizes. IMP CI</td>
<td></td>
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<tr>
<td>157.</td>
<td>There's curved ones and- DEC SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>158.</td>
<td>Good boy. OTH-M F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>159.</td>
<td>That's the way. DEC F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>160.</td>
<td>What do you think these are here? INT-WH TQ PR TUT</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>161.</td>
<td>M What have we got in our cars? INT-WH TQ</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>162.</td>
<td>Turn- IMP CI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>163.</td>
<td>M Mm that's right. DEC A</td>
<td></td>
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</tr>
</tbody>
</table>

C There.

C Well.

C The helicopter isn't.
164. Turn the pieces around if they don't first fit in.

165. Or maybe do- would you like to do pieces that are a bit more obvious?

166. Oh all right.
167. That's a good one.

168. What shape's this one?

[-4 secs]
169. M Triangle.
170. It's a triangle.

[~2 secs]
171. Do you wanna do the obvious ones?
172. See down here?
173. What do you think- what shape do you think will go in there?
174. Do you think a triangle will go in there?

[-2 secs]
175. Or a curve?
176. What shape do you think will go in there?

[~2 secs]
177. I'll just leave that one for a little while Matey.
178. What what pieces do you think are the wheels?

[~2 secs]
179. Could be there.
180. What goes at the bottom of the car here?

C The wheels.

181. M Yes.
182. So why don't you put those in?
183. And then that will help you with some of the other bits that are curved won't it?
184. Oops-a-daisy.
185. Good boy.
186. Where might there be another curve to go over this wheel?
187. That's the boy.
188. Very good.

C The helicopter one has got one of these hasn't it?

189. M Oh I don't know darling.
190. I didn't have a look at the helicopter
191. I was just noting that you had one.

192. What about a shape that will fit in there?

193. Look at all your shapes up there.

194. Ah good boy. +

195. What about in here?

196. Which one do you think will go in there?

197. Maybe turn it around.

[-1.5 secs]

198. So it's a snug fit.

199. Yes.

200. So.

201. There's the windows done.

[~2 secs]

202. I think you had the right idea when you first had it there didn't you?

203. How about turn it around

204. and see how you go.

205. Maybe we've got these in the wrong spot.

206. Do you want to try them on the other wheels?

207. Or are you quite happy to leave it like that?

C I'm quite happy to leave it like that.
FAMILY 1

FAMILY MEAL

F
[[What do you want to do this]]
[[for tonight??]]
M
[[Oh just see how it goes.]]

(~2 secs)
["'scuse me D[family pet] "]

1. M
Do you like your hot dog C?
INT-Y/N RQ
M
["'scuse me D please.]
[D.]
F
[[Why don't we do it then to get it]]
[[done eh??]]
M
[[Yeah well all right.]]
[[We've got it on now.]]
[[How are you going C2yC2?]]
C2 {vocalises}
M
[[Yes that's a tape recorder isn't it?]]

(~1.5 secs)
["A tape recorder."]

2. M
How's your hot dog Big Kid?
INT-WH RQ
C
Um <inaudible>.

3. M
Have you tast 'd your own hot dog?
INT-Y/N RQ

4. Oh I gotta get Dad's.
DEC SD PR REP 2
[[What am I doing sitting here !]
[[looking at you C2??]]

1. F
That's a bit unlucky isn't it?
INT-TAG QR
Just for something different
DEC SD
Daddy's last.

2. M
Oh hang on!
OTH-M AD
I think it's me last isn't it?
INT-TAG QR
C
No Daddy last Mum.

3. C
No Daddy last.

7. M
Hey?
OTH-M-IN RP
C
No Daddy last.

8. M
I'm after Dad.
DEC SD

3. F
Poor old D misses out though
doesn't she?
INT-TAG QR
C  Mm.

F  [[Good girl D.]]

4.  F  What have you got C2y?  INT-WH  TQ  PR  REP  3
   C2 [vocalises]

C  It's a hot dog.

F  [[Do you want some more hot dog?]]
   [[Or you got some orange?]]
F  [[How big?]]
M  [[Two.]]
M  [[[The the size of C's joined together.]]
F  [[Yeah oh well just give us what you
give gave C first of all.]]

5.  F  Are they yum C?  INT-Y/N  RQ
6.  When are you going to eat yours?INT-WH  RQ
7.  I might end up eating yours too  DEC  SD
    Little Man.

C  No Dad.

8.  F  No Dad.  OTH-M  A
9.  Two hands.  OTH-M  CI
10.  And a big bite.  OTH-M  CI
[~3 secs]
11.  Yummo!  OTH-M  SD
12.  Did Mummy put some sauce  INT-Y/N  RQ
    on it for you?

C  Um I think so.

13.  F  Bring your plate over a little bit  IMP  CI  PR  CONT  5
closer so it doesn't tip over on the
   floor.

9.  M  Do you want a serviette on your  INT-Y/N  CID
    neck C so it doesn't-
10.  On no-  OTH-M  SD
11.  Good boy.  +  OTH-M  SD
12.  That's the way to eat it.  +  DEC  F

F  [[Look at this one!]]
M  [[How are you going C2yC2?]]
F [laughs]
C2 [vocalises]
M  [[Yeah.]]
   [[Do you want some more?]]
14. F How big's that?  INT-WH  RQ
   M [[Has C2 had a sausage yet or not?]]
   F [[Yeah yeah <inaudible>.]]
   M [[Good boy.]]
   [[And here's some with the tomato]]
   [[sauce on.]]

   [~4 secs]
   [[That's all you were upset about C2y.]]
   [[You look like you'd had fall on your]]
   [[face..]]
   [[Did you fall over at the lake?]]
   F [[Where?!]]
   M [[On his right hand side.]]
   [[It's all sort of <inaudible>.]]
   F [[He had that redness blotchy stuff before]]
   [[we went to the lake.]]
   M [[Oh right.]]

13. M So what did you see at the lake Big C?  INT-WH  RQ  P  REP  7
   C Lots and lots of swans.

14. M Did you?  INT-Y/N  VR
15. M Were they feeding?  INT-Y/N  RQ
   C Yeah.
   And I saw the pelicans too and they were asleep Mum.

16. M Where were they sleeping?  INT-WH  RQ
   C On on the pipe.

17. M On the pipe?  OTH-M-IN  VR
15. F Yeah.  OTH-M  R
16. F There's a about a pipe about four DEC  SD
    inches diameter.

18. M Is that all?  INT-Y/N  RQ
17. F Yeah.  OTH-M  R
18. F Running out from the bank out into the water.  OTH-M  SD
19. F And sitting up above the water not in the water but up above it you know a good coupla feet and there there's three of them asleep on there.
20. M Good grief.  OTH-M  A
21. F With their necks tucked in weren't they C?
   OTH-M-IN QR
   C Mm.

20. M Were they in the sun? INT-Y/N RQ
   C Um no.

21. M They were in the shade were they? INT-TAG QR
   C Yes.

22. F And what happened when that girl went over near them?
   INT-WH TQ P REP 8
   C What?

22. M Pardon. OTH-M CI

23. F Pardon.
   OTH-M CI

24. F What happened when that girl went over near them?
   INT-WH TQ
   C And and a girl went over near the pelicans and they stood up.

25. F And then-
   OTH-M CI

23. M Do you think they might have been a little bit frightened?
   INT-Y/N RQ
   C Yes.

24. M Did you ride your bike fast C?
   INT-Y/N RQ P REP 9
   C No.

25. F You tell Mummy what side of the IMP path you rode on.
   CI

[-8 secs]
25. M When you've finished the mouthful.

29. F When you've finished feeding your face.

26. M Sounds like you're enjoying your hot dog.

30. F You tell Mummy what side of the IMP path you rode your bike on.

C Don't know Dad.

31. F Was it the left hand side or the right hand side?

C The left hand side.

32. F That's the boy yeah. + OTH-M A

M [laughs] [[That'll need interpreting I'll bet.]]
C2 [vocalises]

M [[Mm Mummy's got a hot dog too.]]
  [[Mm just like C2y.]]
C2 [vocalises]
M [[Mm.]]

33. F It was pretty easy

34. F It was just walking in front of Daddy.

27. M Oh that's good.

35. F Riding your bike in front of Daddy rather.

M [[You were away such a long time I]]
  [[thought- I wasn't expect-]]
C2 [vocalises]
  [[expect-]]
C2 [vocalises]
  [[Mm?]]
  [[You want some more sausage do you]]
  [[C2y?]]
  [[There you go.]]
  [[I wasn't expecting you to be away for]]
  [[that long.]]
  [[I thought you'd-]]
F [[Oh I ran into a guy I taught with at ]]
  [[X back in the early eighties.]]
And Mummy and Mum.

[[Really good fellow.]]
[[Haven't seen him for years.]]

And Mummy and Mummy.

And and and some guys were kicking a footy and it just about went in the yake. [lake, realised as [jeik]]

Oh no.

It did go in the yake. [imitating C [jeik]]

Did it? [laughs]

Yes.

Good boy.

That's the way to say lake.

Do you like your hot dog Mate?

You are getting getting clearer with your ells aren't you?

He was hungry I think.

What?

Pardon.
C2y was hungry I think Mate and that's why he was a bit upset when he came home.
M: Ooh what did you get then?

C: INT-WH RQ

M: Did it fall out the bottom?

C: INT-Y/N RQ

M: [laughs] Tip it upside down.

C: IMP CI

M: And eat the other end.

C: IMP CI

M: The end that's just fallen out.

C: DEC SD

M: Or I'll-

C: DEC SD

M: Tip it upside down

C: IMP CI

M: and get the other end where the sausage is Mate.

C: OTH-M CI

M: Otherwise it will all fall out C

C: DEC SD

M: and you won't have a hot dog

C: DEC SD

M: you'll just have a bun.

C: DEC SD

M: Tip it upside down IMP Cl

C: DEC SD

M: and get the other end where the IMP Cl

C: sausage is Mate.

M: Like that. OTH-M CI

C: DEC SD

M: Otherwise it will all fall out C

C: DEC SD

M: and you won't have a hot dog

C: DEC SD

M: you'll just have a bun.

C: DEC SD

M: That's it. + OTH-M F

C: DEC SD

M: Turn it over.

C: IMP CI

M: Put it on your plate

C: IMP CI

M: and turn it over.

C: IMP CI

M: Look I'll show you.

C: DEC SD

M: Oh that way.

C: OTH-M CI

M: Grab it now.

C: IMP CI

M: Put your other hand on it.

C: IMP CI

M: OK now bite the sausage.

C: IMP CI

M: [laughs]

C: DEC SD

M: Ooh it's not an ice-cream.

C: DEC SD

M: You don't lick it.

C: IMP CI

M: [laughs] Ooh it's not an ice-cream.

C: DEC SD

M: You don't lick it.

C: IMP CI

M: Did you tell Mummy you went to INT-Y/N IID/RQ

C: the playground?

M: Want some more sausage?

C: OTH-M-IN RQ

C: We went to the playground.

M: Which one?

C: OTH-M-IN RQ

C: Um the one near the lake [jelk].
51. M But there's about four near the lake. DEC

52. F We saw all the birds didn't we? We saw seagulls and ducks and swans and pelicans and waterfowl.

53. M Mm. Did you see Jamesy at all? Was he over at the lake having a play?

54. C No he wasn't.

55. F There were lots of people there though weren't there?

56. M [[Mm it was the nicest part of the]]
[[afternoon wasn't it really?]]

57. F Stacks of people out walking and jogging and stuff. And riding.

58. C Carpark was full.

59. M Were they darling? Um.

60. F Ooh that sausage has nearly come out.

61. C Oh no.

62. C2 [vocalises]

63. M [[Would you like some orange my]]
[[Man?]]
[[Here you go.]]

58. F Bite it off IMP CI
59. **And chew it up.**

| M [to C2] [[Like some orange?]]
| [[No?]]
| [[OK.]]
| [[You have some orange.]]
| [[Suck on some orange and make your]]
| [[throat feel better.]]
| [to F] [[Andrew- you were right.]]
| [[Andrew McGovern wasn't playing.]]
| [[Well or unless he's on the bench and]]
| [[hasn't come off yet.]]
| [[But.]]
| [[So that's probably why he was able to]]
| [[go to J's fete.]]

[~1.5 secs]

| F [[C2y you got some Snowmilk there?]]
| [[Oh get it down you Kid.]]

---

[C is playing with toy road signs on the floor near the table]

<table>
<thead>
<tr>
<th>56. M</th>
<th>What sign's that C?</th>
<th>INT-WH</th>
<th>TQ</th>
<th>PR</th>
<th>TUT</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Go.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mm go Mum.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>57. M</th>
<th>Is it?</th>
<th>INT-Y/N</th>
<th>VR</th>
</tr>
</thead>
<tbody>
<tr>
<td>60. F</td>
<td>Walk it is Mate.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>C</td>
<td>No go.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>61. F</th>
<th>What's the man in the picture doing?</th>
<th>INT-WH</th>
<th>TQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>He's going.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

M [laughs]

<table>
<thead>
<tr>
<th>62. F</th>
<th>He's walking.</th>
<th>DEC</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>He's walking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>And and this man and he's not walking at all.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 63. F | Yeah.         | OTH-M | A  |
| 64. F | He's stop.    | DEC   | SD |

| C     | The green man's stop |     |

265
65.  F  Excuse me.  
Have you finished your dinner?  

66.  C  Yes.

67.  F  You have?  

58.  M  Is that all you want?  
[-1.5 secs]  
Oh I can't believe it.  

59.  M  Well come on  
sit up in the table  
and finish it please  

60.  IMP  

61.  IMP  

68.  F  Up at the table  

69.  IMP  

[-2.5 secs]

C2 [vocalises]

M  [[Good boy C2.]]

[-4 secs]

C2 [vocalises]

M  [[You'd like some more would you]]
   [[Little Man?]]
   [[Here here's some with tomato sauce on.]]

F  [[What have I gotta do up here W?]]

M  [[Um there's a bun in the oven.]]
   [[You can just split that.]]
   [[Put the butter-]]
   [[Just be careful 'cause the oven is hot]]
   [[that's why obviously I put them in.]]
   [[And grab what you want out of the-]]

F  [[Are these the right buns?]]

M  [[Pardon?]]

F  [[Are these the right buns?]]

M  [[Yeah they were great]].
   [[They're better than I expected because]]
   [[I prefer the ones with sesame seeds]]
   [[on rather than-]]

F  [[Oh do you?]]

M  [[Yes.]]

[-2.5 secs]

62.  M  Did you pick the buns out  
shopping C or did Daddy?

[-2 secs]

C  I did.

266
63. M Ah. OTH-M A

70. F Oh you fibber ribber. OTH-M SD

[~2 secs]

M [[Here you go Little Man.]]
F [[What did you do put two in it]]
[[did you?]]
M [[One and a half.]]
[[Just to fill up the length of the bun]]
[[for you.]]

C I'm eating this one up now. PR CONT 21

[~2 secs]

64. M Yeah. OTH-M A
65. Careful of the tomato sauce Matey. OTH-M CI
66. That's a good idea. + DEC F
67. Do you want to sit a little bit closer to the table so the sauce doesn't drip?

[~2 secs]
68. Here. OTH-M SD
69. I'll push your chair in. DEC SD

[~3 secs]
70. There you go. OTH-M SD

[~2 secs]

C2 [vocalises]
M [[Good boy C2.]]
[[Well done Little Man.]]
### FAMILY 2

#### FATHER AND BOOKS

<table>
<thead>
<tr>
<th></th>
<th>GRAMM</th>
<th>II</th>
<th>LOC</th>
<th>FUNCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>This.</td>
<td>PR</td>
<td>REP</td>
<td>1</td>
</tr>
<tr>
<td>1.</td>
<td>F</td>
<td>OK.</td>
<td>OTH-M</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Now what- this book is called</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Sunshine.</em></td>
<td></td>
<td></td>
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<tr>
<td>[~3 secs]</td>
<td></td>
<td>OK?</td>
<td>OTH-M-IN</td>
<td>RQ</td>
</tr>
<tr>
<td>[~6 secs]</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>([Seven thirty on er Friday night the second of June. [spoken for tape.]])</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>OK now C look look.</td>
<td>IMP</td>
<td>CI/AD</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>No sit down.</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>I going get another book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td>No no we're going to read this book.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>No no no.</td>
<td>OTH-M</td>
<td>CI</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>That's for later.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>We'll read those book-</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>C.</td>
<td>OTH-M</td>
<td>CI/AD</td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>Look.</td>
<td>IMP</td>
<td>CI/AD</td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>We'll read those books later.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td>Come on we'll read this one first.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td>Come on.</td>
<td>OTH-M</td>
<td>CI</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>OK.</td>
<td></td>
<td>They're those lovely books.</td>
</tr>
<tr>
<td>15.</td>
<td>F</td>
<td>Lovely books.</td>
<td>OTH-M</td>
<td>A</td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td>Yeah.</td>
<td>OTH-M</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Yeah.</td>
<td></td>
<td></td>
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<tr>
<td>17.</td>
<td>F</td>
<td>OK now we'll see what this one is.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td>Now this in this book you have to help make up the story.</td>
<td>DEC</td>
<td>CI</td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td>All right?</td>
<td>OTH-M-IN</td>
<td>DP</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>And.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>F</td>
<td>OK look.</td>
<td>IMP</td>
<td>CI/AD</td>
</tr>
<tr>
<td>21.</td>
<td></td>
<td>See this this is about a little girl who wakes up in the morning.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>22.</td>
<td></td>
<td>See?</td>
<td>OTH-M-IN</td>
<td>CID/AD</td>
</tr>
<tr>
<td>23.</td>
<td></td>
<td>She's getting out of bed.</td>
<td>DEC</td>
<td>SD</td>
</tr>
</tbody>
</table>
24. And what's that coming through the window?  INT-WH  TQ  PR  TUT  5
   C Some sun.

25. F Yeah. +  OTH-M  A
   26. When is it sunny?  INT-WH  TQ
   C Um clouds.

27. F Yeah.  OTH-M  A
   28. OK.  OTH-M

29. And she's decided-  DEC  SD  PR  REP  6
   30. Who's who's that she's got under her arm?  INT-WH  TQ
   C Um her.

31. F No what's what's that she's got under her arm?  INT-WH  TQ
   C Um what is it?

32. F I think it's a doll.  DEC  R
   33. Anyway she decides to come up to see Mum and Dad in the room.  DEC  SD

34. See?  OTH-M-IN  AD
35. There's Mum  DEC  SD
36. and then there's Dad.  DEC  SD

37. And what's this over here?  INT-WH  TQ  PR  TUT  7
   C Um clock.

38. F Yeah.  OTH-M  A
39. And what's these?  INT-WH  TQ
   C Um glasses.

40. F And what's this?  INT-WH  TQ
   41. What's this?  INT-WH  QP
   C Um.

42. F Yeah. +  OTH-M  A
   43. That's right. +  DEC  SD

44. So she decides to wake them up.  DEC  SD  PR  REP  8
45. So she gets into bed with?  INT-WH  TQ
   46. Who's that?  INT-WH  QP
<p>| | | | | | | | | |</p>
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<tbody>
<tr>
<td>47.</td>
<td>F</td>
<td>That's the father.</td>
<td>DEC</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>48.</td>
<td></td>
<td>She's in bed with her father.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>49.</td>
<td></td>
<td>So the father decides he's going to get up out of bed</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>50.</td>
<td></td>
<td>and leaves Mum in bed.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51.</td>
<td></td>
<td>See?</td>
<td>OTH-M-IN</td>
<td>AD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[~2 secs]</td>
<td></td>
<td>See she's helping him-</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>52.</td>
<td></td>
<td>What's he putting on?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>REP</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>Um jumpsuit.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>53.</td>
<td>F</td>
<td>What is it?</td>
<td>INT-WH</td>
<td>RQ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>A jumpsuit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54.</td>
<td>F</td>
<td>Jumpsuit?</td>
<td>OTH-M-IN</td>
<td>VR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55.</td>
<td></td>
<td>Oh.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>56.</td>
<td>F</td>
<td>And then they go out and decide to have some breakfast.</td>
<td>DEC</td>
<td>SD</td>
<td>PR</td>
<td>REP</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>57.</td>
<td></td>
<td>What's he doing?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58.</td>
<td></td>
<td>What's he got there?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>Doing some breakfast.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59.</td>
<td>F</td>
<td>Yeah.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60.</td>
<td>F</td>
<td>What's he making?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>Um some cereal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61.</td>
<td>F</td>
<td>Mm.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62.</td>
<td></td>
<td>And what she does got in her hands?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>REP</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>The paper.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63.</td>
<td>F</td>
<td>Mm yes</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64.</td>
<td></td>
<td>And look.</td>
<td>IMP</td>
<td>CI/AD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65.</td>
<td></td>
<td>He's reading the paper</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66.</td>
<td>F</td>
<td>And what's he making here?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>REP</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>67.</td>
<td></td>
<td>What's he making?</td>
<td>INT-WH</td>
<td>QP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>Um toast.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68.</td>
<td>F</td>
<td>Mm</td>
<td>OTH-M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
71. F And what's actually what's the girl's name? INT-WH RQ PR ** REP 13
   C Um C.
72. F C is it? INT-Y/N VR
   C Yeah.
73. F That's like you. DEC SD
   [~2.5 secs]
74. F And they're making breakfast in bed for? INT-WH TQ PR REP 14
    Who's that? INT-WH QP
    C Mum.
76. F Yeah. + OTH-M A
    C Um a paper.
77. F Look everyone gets back into bed. DEC SD PR REP 15
    What's the Dad reading? INT-WH TQ
    C Um a paper.
79. F Mm. + OTH-M A
80. F And what's the Mum-what's she got there? INT-WH TQ
    C Um a drinky.
81. F What sort of drink? OTH-M-IN RQ
    C Um tea.
82. F Mm. + OTH-M A
83. F Then it's time to and finish for breakfast. DEC SD PR REP 16
    And what does the little girl do then? INT-WH TQ
    C Do some wees.
85. F Mm. OTH-M A
86. F And then what does she do? INT-WH TQ
    C Um spilt.
87. F Yeah. OTH-M A
88. F And what is she doing. what is she doing at the basin? INT-WH TQ
    C Cleaning teeth.
<table>
<thead>
<tr>
<th>No.</th>
<th>Side</th>
<th>Line</th>
<th>Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.</td>
<td>F</td>
<td>Yes.</td>
<td>Cleaning her teeth.</td>
</tr>
<tr>
<td>90.</td>
<td>F</td>
<td>Oh and then what's it time to do?</td>
<td>INT-WH</td>
</tr>
<tr>
<td>91.</td>
<td></td>
<td>What is she doing now?</td>
<td>INT-WH</td>
</tr>
<tr>
<td>92.</td>
<td>F</td>
<td>Getting out of her pyjamas into her?</td>
<td>OTH-M-IN</td>
</tr>
<tr>
<td>93.</td>
<td>F</td>
<td>Mm.</td>
<td>INT-WH</td>
</tr>
<tr>
<td>94.</td>
<td></td>
<td>Now what else is she putting on?</td>
<td>INT-WH</td>
</tr>
<tr>
<td>95.</td>
<td>F</td>
<td>Mm.</td>
<td>INT-WH</td>
</tr>
<tr>
<td>96.</td>
<td></td>
<td>And what has she got here?</td>
<td>INT-WH</td>
</tr>
<tr>
<td>97.</td>
<td></td>
<td>She might be getting ready to go to day centre do you think?</td>
<td>INT-Y/N</td>
</tr>
<tr>
<td>98.</td>
<td>F</td>
<td>Oh look it looks like what are Mum and Dad doing?</td>
<td>INT-WH</td>
</tr>
<tr>
<td>99.</td>
<td></td>
<td>What are they getting?</td>
<td>INT-WH</td>
</tr>
<tr>
<td>100.</td>
<td></td>
<td>What are they doing?</td>
<td>INT-WH</td>
</tr>
<tr>
<td>101.</td>
<td></td>
<td>Looks like they may be getting dressed to go to work.</td>
<td>DEC</td>
</tr>
<tr>
<td>102.</td>
<td></td>
<td>See there what does the Mum do here?</td>
<td>INT-WH</td>
</tr>
<tr>
<td>103.</td>
<td></td>
<td>What does she do here?</td>
<td>INT-WH</td>
</tr>
<tr>
<td>104.</td>
<td>F</td>
<td>Yeah.</td>
<td>OTH-M</td>
</tr>
<tr>
<td>105.</td>
<td></td>
<td>Hairdryer.</td>
<td>OTH-M</td>
</tr>
<tr>
<td>106.</td>
<td>F</td>
<td>And what's Dad doing here?</td>
<td>INT-WH</td>
</tr>
<tr>
<td>107.</td>
<td>F</td>
<td>Two books.</td>
<td>OTH-M</td>
</tr>
</tbody>
</table>
108. And it looks like Dad gone to work. DEC SD
109. See and then Mum's taking her out DEC SD
the door.
[~3 secs]
110. And they're walking down the road. DEC SD
111. Must be going to school I think. DEC SD

C Go to day centre.

112. F Day centre ah. OTH-M A
113. And that's the end of the book. DEC SD

C Mm.
[~2.5 secs]

114. F Would you like to- would you like INT-Y/N RQ PR CONT 20
to read another book?

C Yes.
I'm getting another book myself.

115. F We'll get this one. DEC CID

C This one.
No another one.

116. F No we're going to read this one DEC CID
now.
117. It's called Tog the Dog. DEC SD

C Yes.
Tog Dog.

118. F There it is. DEC SD
119. See? OTH-M-IN CI/AD
120. It's a big woolly dog. DEC SD
121. Right? OTH-M-IN QP

[~10 secs]

[[Have you heard of Tog the dog?]] PR REP 21
122. Look there's Tog. DEC AD
123. Here he is. DEC SD
[[Funny dog. Yes, that's Tog.]]
124. What are these down here? INT-WH TQ

C Um worms.

125. F Worms ? OTH-M-IN VR
126. Oh. OTH-M A

[~3 secs]

127. I wonder what happens. DEC SD PR REP 22
128. See Dog. IMP CI/AD
[[One day Tog went for. jog.]]

273
C Jog.

129. F Yes. [I'm a dog who likes to jog.]

130. What is- what do you do when you jog?

[~3 secs]

131. Do you know what jogging is?

C Um 'scaping.

132. F Yeah it's run- like running.

C Um. + DEC A

F [Got lost in a fog.]

133. See?

134. There's fog. [How can I jog in a fog?]

[~5 secs]

C Aye mud. + PR REP 23

F Mud. OTH-M A

135. It's bog. DEC SD

[~3 secs]

136. It's dirty. DEC SD

C Yuck.

138. F [laughs] Yeah. [And frightened a]?

C A frog. PR REP 24

139. [Along came a big fat]

140. F Yeah. [Bog monster.]

141. See?

142. Tog looks like a monster.

C He's a monster actually.

143. F Yes baby. [Along came a big fat]

C Pig. PR REP 25

144. OTH-M A

C Er um. OTH-M A

C He thought you a monster.
146. F That's right.
+ DEC A
147. But all the mudd's gone now.
DEC SD
148. He's all clean.
DEC SD

C He thought you a monster.

149. F And then he picked up a?
What's this?
INT-WH TQ PR REP 27
150. INT-WH QP

C There's one.

151. F A log.
OTH-M A
152. That's right.
+ DEC A
152. You know you know which one the word is.
+ DEC SD

C And <inaudible>

154. F [[And pulled out of the bog ]] [[the dog called]]?
INT-WH TQ
155. [whispered] What was the dog called?
INT-WH QP

C Dog.

156. F Tog.
OTH-M A
157. Yeah.
OTH-M SD

C Tog.

158. F And then they sat on a log with the little caterpillars.
DEC SD PR REP 28
159. Or what did you call them?
INT-WH RQ

C The caterpillars.

160. F Yes.
OTH-M A
161. That's all.
DEC SD
[2 secs]

C Do it again.

162. F Do- shall we do the other book? INT-Y/N RQ

C Yeah.
[4 secs]

C I'm going going to.

163. F This called this called Nicky's Noisy Night.
OTH-M SD
164. F What's this?
INT-WH TQ
C Um a cat.

165. F A cat.

166. OK here's the mum cat and the baby cat.
[["Mama," Nicky says, "I can't sleep because it's too noisy."]]

167. Why do you think it might be noisy?

168. [[Something is blowing. What ]] [is it]? INT-WH TQ

C A wind.

169. F The wind yeah.
170. Ooh look.

C Oh lots of wind.

171. F Yeah.
172. And what's what's that outside the window?

C Um trees.

173. F Yeah.

C A window

175. F [[Someone is nibbling. Who ]] [is it]? INT-WH TQ

C A mouse.

176. F A mouse.
177. He's in the cupboard.
178. [[Someone is hanging. What ]] [is it]? INT-WH TQ

C Dog.
FAMILY 2

FATHER AND PUZZLES

<table>
<thead>
<tr>
<th></th>
<th>GRAMM</th>
<th>II</th>
<th>LOC</th>
<th>FUNCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>[[OK now we're going to do the puzzles.]]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Ready set go.</td>
<td>PR</td>
<td>REP</td>
<td>1</td>
</tr>
</tbody>
</table>

1. F There's the zip. DEC SD
2. Now we're going to do puzzle number one. DEC SD

C One.

F [[Yeah hang on.]]
[[We'll just move this recording thing a]]
[[bit so it's a bit better placed.]]

3. F Now. OTH-M PR TUT 2
4. What's this what's this first puzzle about? INT-WH TQ

C Um Paul. It's Paul.

5. F Yes. OTH-M A

C Um a train.

7. F A train yeah. + OTH-M A
8. All right we'll tip 'em all out. DEC SD PR CONT 3

C And this is a-

9. F Turn the pieces over. IMP CI
10. And you you put the pieces in IMP CI
11. and tell me what they are. IMP CI

C There.
That there.
That one goes here.
Where's it where's it is going?

12. F That's it DEC F

C Um um um three.

14. F Yeah. + OTH-M A

C And one go in here.
15. F And what's that what's that a picture of? INT-WH TQ PR TUT 5

C Um green. Um blue one.

16. F What's what's what's number one? INT-WH TQ
17. What is this? INT-WH TQ

C Um a train.

18. F Yeah. + OTH-M A

C And that one that's two and four. That's three go in here. Yeah.

19. F And what's this a picture of? INT-WH TQ

C Um a cow.

20. F Oh. OTH-M A

C And this go here.

21. F What's this the last one? INT-WH TQ

C A five.

22. F Mm. OTH-M A
23. And it's got a man in it. DEC SD

24. That was a good one wasn't it? INT-TAG RQ PR REP 6
25. Shall we do the other puzzle? INT-Y/N RQ

C This one this is not my new one.

26. F Yeah you've seen this one before haven't you? INT-TAG QR

27. What's this? INT-WH RQ
28. This is puzzle number three DEC SD
29. but I think you've seen puzzle number three before. DEC SD
30. That doesn't matter. DEC SD

31. Hang on. OTH-M CI PR CONT 7
32. We'll put all the pieces in. DEC CID
33. You tell me what they are when you put them in. IMP CI

C Turn over this turn over this turn over this.

34. F OK. OTH-M A
35. Now what are they?
   What's this one?
   C Um motorbike.
   Um here.
   Yeah.

36. What's this one?
   C

37. F No.
   C Here here here here here here. Here. Ha.
   [giggles] It's funny doing that.

38. F That's it.
   + OTH-M F

39. Now what have you got?
   C Um there.

40. F What is it?
   C Um block.

41. F All right.
   OTH-M A

42. And what have the blocks got on them?
   C Um X [realised as [ek] ]

43. F What's this one?
   C Um Y.

44. F No b.
   OTH-M A
   C b.
   And number two.

45. F Mm.
46. And what's this number?
   C There.

47. F Good girl.
   + OTH-M F
   C There.
   PR TUT 11

48. F What is that?
   C Um a dog.

49. F Mm.
   OTH-M A
50. F Mix them all up. IM  CI
51. F Now put one in. IM  CI
52. F Yeah. OTH-M  A
53. F What is that? INT-WH  TQ  PR  TUT  13
54. F What's it a picture of? INT-WH  QP
55. F Yeah. OTH-M  A
56. F And what's this? INT-WH  TQ  PR  TUT  14
57. F Mm. OTH-M  A
C A spade.
C Um, a bucket.
And there are two bits.
58. F And what's that a picture of? INT-WH  TQ  PR  TUT  15
C Um, a surfing board.
59. F A surfing board. OTH-M  A
60. F Yes. OTH-M  A
[-2 secs]
61. F And what's this? INT-WH  TQ  PR  TUT  16
62. F What you've just put in? INT-WH  QP
63. F What is it? INT-WH  QP
C A drum.
64. F And what? OTH-M-IN  TQ
C And little drums.
65. F Mm. + OTH-M  A
[-4 secs]
C <inaudible>
There.
[-4.5 secs]
66. F What's that one? INT-WH  TQ
67. F What are these things? INT-WH  QP
68. F What's that? INT-WH  QP
C Um.
[-3 secs]
There's moon.

69. F Yeah.

70. C There's moon.
Moon.
And where star?
There is a star.
There is a star.

71. F They're called shapes.

72. F See you've got that shape pairs
with that shape.

73. F Then the green one

74. F and then the red one.

75. C OK.

76. F Now what else have you got?

77. F What have you got in that?

78. F That's right.

79. F That's just painted on.

80. F Can't move it.

81. C Um this one.

82. F What's that?

83. F Yeah.

84. F Mm.

85. F Mm.

86. F And what's that?

87. F Yeah.
And where's other one? PR CONT 21

Must be still inside. DEC SD
There. There's Bananas Bananas

Yeah the Bananas. OTH-M A

Hang on. OTH-M CI
Hang on. OTH-M CI
We'll we'll find the other one first. DEC CID
Find the missing piece. IMP CI
Here it is. DEC SD
Here it is. DEC SD

<I hid it.>

What is it? INT-WH TQ PR TUT 22
Um a ball.

And what's that one? INT-WH TQ
What's that one? INT-WH QP

Um a painting.

Painting. + OTH-M A
That's very good. + DEC SD

No hang on. OTH-M CI/AD PR CONT 23
We'll do we'll do this one here. DEC CID
We'll do the Bananas one first DEC CID

That Banana.

Yeah. + OTH-M A
And you you can tell me what DEC CID
all the pieces are
and what they're doing.
Yes. OTH-M A
There's no more.
<What do you want to do then?>

The car. OTH-M-IN RQ PR CONT 24
Hang on we'll do this one first. DEC CID
You tell me- you put the pieces in IMP CI
and tell me who they are. IMP CI
That's B1.

113. F Yeah. OTH-M A
   C And and.

114. F And what's he doing? INT-WH TQ PR TUT 25
   C Um running.
   F <Good>

[~1.5 secs]

115. What else? OTH-M-IN RQ PR REP 26
   C Um Maggie. This is Maggie. laying some eggs.

116. F Oh. OTH-M A
   C <Inaudible>

117 F So is Maggie a boy bird or a girl bird? INT-OTH RQ
    C Um girl.

118. F Why why is she a girl? INT-WH RQ
    C Um she's laying eggs.

119. F Ah. + OTH-M A
    120. So only girls lay eggs? INT-OTH VR
    C Yeah.

121. F Oh. OTH-M A
    C And Amy. PR REP 27

122. F Amy yeah. + OTH-M A
    C Um.

123. F What's what's Amy doing? INT-WH TQ
    C Um um picking. picking apples from Maggie's tree.

124. F Oh. OTH-M A
    C Um Morgan.

125. And who did you just put in then? INT-WH RQ PR TUT 28

283
126. F What's Morgan doing? INT-WH TQ
C Looking out.

127. F What's he looking out? INT-WH TQ
C This is B2.

128. F And what's Morgan looking out? INT-WH TQ
C Um that.

129. F What's that called? INT-WH TQ
C What is it?

130. F It's called a telescope. DEC R
131. And who was this one? INT-WH RQ PR TUT 29
C Um Looloo.

132. F What's Looloo doing? INT-WH TQ
C Um not firing not firing apples.

133. F What has she got then? INT-WH TQ
C Um ball.

134. F Oh. OTH-M A
135. So do you want to do the last puzzle? INT-Y/N RQ PR REP 30
136. What's that a puzzle of? INT-WH TQ
C Um a car.

137. F Ah. + OTH-M A
C Tip it out. PR CONT 31

138. F Turn the pieces over. IMP CI
C Have turned them over.

139. F [laughs] OK. OTH-M A
140. Now. OTH-M PR CONT 32
141. Let's do the car. IMP CI
142. How about the roof? OTH-M-IN CID
C Where is the roof?
This one?
<table>
<thead>
<tr>
<th>Line</th>
<th>Speaker</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>143.</td>
<td>F</td>
<td>Yeah. OTH-M R</td>
</tr>
<tr>
<td>144.</td>
<td>F</td>
<td>Try that one. IMP CI</td>
</tr>
<tr>
<td>145.</td>
<td>F</td>
<td>Let's grab one of those. IMP CI</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Yeah.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(-8 secs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oh it's broken. PR CONT 33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This is broken.</td>
</tr>
<tr>
<td>146.</td>
<td>F</td>
<td>No it's not. DEC SD</td>
</tr>
<tr>
<td>147.</td>
<td>F</td>
<td>Try it in there. IMP CI</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>You do it.</td>
</tr>
<tr>
<td>148.</td>
<td>F</td>
<td>Well try it up here. IMP CI</td>
</tr>
<tr>
<td>149.</td>
<td>F</td>
<td>What about there? OTH-M-IN CID</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Yeah that's better.</td>
</tr>
<tr>
<td>150.</td>
<td>F</td>
<td>That's the roof. DEC SD</td>
</tr>
<tr>
<td>151.</td>
<td>F</td>
<td>Now how about some windows? OTH-M-IN CID PR CONT 34</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>This one should be.</td>
</tr>
<tr>
<td>152.</td>
<td>F</td>
<td>Yeah that's a window. DEC SD</td>
</tr>
<tr>
<td>153.</td>
<td>F</td>
<td>Try a different one. IMP CI</td>
</tr>
<tr>
<td>154.</td>
<td>F</td>
<td>That's the one. DEC F</td>
</tr>
<tr>
<td>155.</td>
<td>F</td>
<td>What about another one? OTH-M-IN CID</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(-4 secs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>That's it. DEC F</td>
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<tr>
<td></td>
<td></td>
<td>(-4 secs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>And, what about the last one? OTH-M-IN CID</td>
</tr>
<tr>
<td>158.</td>
<td>F</td>
<td>Mm. A</td>
</tr>
<tr>
<td>159.</td>
<td>F</td>
<td>Now what sha- what shall we try? INT-WH RQ PR REP 35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(-4 secs)</td>
</tr>
<tr>
<td>160.</td>
<td>F</td>
<td>Oh what have you got there? INT-WH RQ</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Um a a wheel.</td>
</tr>
<tr>
<td>161.</td>
<td>F</td>
<td>Mm. A</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Drive car.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(-6 secs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Um 'nother one.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>([[Have stopped it.]])</td>
</tr>
<tr>
<td></td>
<td></td>
<td>([to tape recorder] [[Bye bye.]]</td>
</tr>
<tr>
<td>162.</td>
<td>F</td>
<td>No you you keep doing it. IMP CI PR CONT 36</td>
</tr>
<tr>
<td>163.</td>
<td>F</td>
<td>You put the other wheel on. IMP CI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(-8 secs)</td>
</tr>
</tbody>
</table>

285
164. Mm.
165. Very good.

166. Now what else have we got?
167. What about something like this shape?
168. Can you find something that has this shape?

C What is it?

169. F You look for one of these pieces that has has like a bend like that.

[-2 secs]
170. Mm that's good.

[-5 secs]
171. Oh.
172. Very good.

173. What about a little bit like that?
174. You find me a piece.

[~2 secs]

C No no no.

175. F No it doesn't matter.

[-4 secs]

C Last one.

176. F Go on.
177. Put it on.
178. That holds the back of the car.
179. Aah.
180. Just move it here.

C I love Bananas.
I watch Bananas.
They go downstairs.

181. F Do they?

C Yes.
And B2 and B1.
They're big Bananas.
They big people aren't they?

182. F They are.

[~3 secs]
183. What's that a part of?

C Um of car.

184. F Mm.
185. Let's try it try it in here.
186. Where does it go? INT-WH RQ
187. That might be the door. DEC SD
   C Yeah 'tis.
188. F Mm. OTH-M A
   C Yeah.
   It fits doesn't it?
189. F Mm. OTH-M R
190. What about this little piece here? OTH-M-IN CID PR CONT 41
   C There.
   That round thing.
191. F Mm? OTH-M-IN RP
192. Like that? OTH-M-IN RQ
193. There you go. OTH-M SD
194. Looks like the front of the car. DEC SD
195. Put it in. IMP CI
196. Hang on. OTH-M CI
197. That must be the light at the front of the car. DEC SD
198. Only two more pieces now. OTH-M SD
   C Yes.
   ~2 secs
   F <There>
   ~2 secs
   C Do it again.
MOTHER AND BOOKS

<table>
<thead>
<tr>
<th></th>
<th>GRAMM</th>
<th>II</th>
<th>LOC</th>
<th>FUNCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>I going read book.</td>
<td>PR</td>
<td>REP</td>
<td>1</td>
</tr>
<tr>
<td>M</td>
<td>Are you going to read the book are you?</td>
<td>INT-TAG</td>
<td>VR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Right.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ooh nice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>What's that got on the front of it?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Um some people. That's shadow.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Is it a shadow?</td>
<td>INT-Y/N</td>
<td>VR</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Yes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Oh.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>And what what's that look like?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
</tr>
<tr>
<td></td>
<td>My bed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Your bed is it?</td>
<td>INT-Y/N</td>
<td>VR</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Yes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Who's this?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Um C.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>That's C?</td>
<td>INT-OTH</td>
<td>VR</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Oh.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>OK.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>That's C's mum and dad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Oh right.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are you going to- do you want to read it?</td>
<td>INT-Y/N</td>
<td>RQ</td>
<td>PR</td>
</tr>
<tr>
<td>C</td>
<td>Um yes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Do you want Mum to read you the book?</td>
<td>INT-Y/N</td>
<td>RQ</td>
<td></td>
</tr>
</tbody>
</table>
C: "No want to do testing.[""]
M: "No no we'll do it we'll do that later C."
C: "Put it down."
M: "We're just having a look at the book]
C: "now."
M: "We'll listen to it later."

<table>
<thead>
<tr>
<th>15.</th>
<th>Now.</th>
<th>OTH-M</th>
<th>PR</th>
<th>REP</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>All right.</td>
<td>OTH-M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>This is called <em>Moonlight.</em></td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>And it's about a little girl.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
</tbody>
</table>

C: Called C.

<table>
<thead>
<tr>
<th>19.</th>
<th>M</th>
<th>Called C?</th>
<th>INT-OTH</th>
<th>VR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C</td>
<td>Yes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20.</th>
<th>M</th>
<th><strong>What's she what's she doing in that picture?</strong></th>
<th>INT-WH</th>
<th>TQ</th>
<th>PR</th>
<th>REP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>[-1.5 secs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Playing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td></td>
<td>Can you see?</td>
<td>INT-Y/N</td>
<td>RQ</td>
</tr>
</tbody>
</table>

C: Yes.

<table>
<thead>
<tr>
<th>23.</th>
<th>M</th>
<th>What is it?</th>
<th>INT-WH</th>
<th>TQ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C</td>
<td>[[Testing one two three.]]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>24.</th>
<th>M</th>
<th>[[Testing one two three.]]</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C</td>
<td>[[Right.]]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25.</th>
<th>M</th>
<th><strong>There she is with her little doll.</strong></th>
<th>DEC</th>
<th>SD</th>
<th>PR</th>
<th>REP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>And there there's- what's this a picture of?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C: Um um Mum and Dad

<table>
<thead>
<tr>
<th>26.</th>
<th>M</th>
<th>And what are they doing?</th>
<th>INT-WH</th>
<th>TQ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C</td>
<td>Cutting up.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27.</th>
<th>M</th>
<th>Mm.</th>
<th>OTH-M</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.</td>
<td></td>
<td>Cutting up what?</td>
<td>OTH-M-IN</td>
<td>RQ</td>
</tr>
</tbody>
</table>

C: Fruit.

| 29. | M | Mm.                                          | OTH-M | A  |

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30. I think they might be having their dinner.  
   C No.

31. They’re not having their dinner?  
   C No.

32. What do you think they’re doing?  
   C Um cutting up lunch.

33. Cutting up their lunch.  
34. Oh right.  
35. Must- looks nice.  
36. Lots of things to eat.  
37. And there’s Dad.  
38. And he’s got some dishes in his hand.

[2 secs]

And um-

[2 secs]

C

39. There’s C.  
40. What colour shirt’s she got on?  
   C Um blue.

41. Mm.  
42. And what do you think she’s doing there?
   C Um. playing.

43. Playing again?  
44. Oh.  
45. There’s some flowers in a vase and they look like they’re in the kitchen.
46. There’s some there’s some glasses and cups of drink and there’s a big glass bowl.
   <And the light>
47. And I think this book might be telling you a story about what’s happening but it hasn’t got any words in it.

49. And I think this book might be telling you a story about what’s happening but it hasn’t got any words in it.
   C It’s got some words in it.

51. No you just have to make up the
52. So what do you think's happening?

C Um.

53. She's tipping it out yeah. +

54. That looks like a bowl and um.

C Oh no glass tipped.

55. It broke?

56. and you think that's a bit of broken glass?

C Yes.

57. I think it might just be a sort of scraps of food.

58. It looks like a leaf. DEC

59. What did she make?

60. Here. [-2 secs]

C Um boat.

61. A boat.

62. Yeah. +

63. That's very clever of her isn't it? INT-TAG

64. And what do you think the Dad's doing back there?

65. What does he look like he's doing? INT-WH

C Um he's I don't know.

66. Don't you? INT-Y/N

C There's Mummy.

67. 's a Mummy is it? INT-TAG

C Yes.

68. And what's the Mummy doing? INT-WH

[-2.5 secs]

C Um. that Dad.

69. Yeah that's the Dad. DEC
70. Well who's this then? INT-WH TQ
71. Isn't that the Dad too but he's just got his back to you? INT-Y/N QR
72. Whereas that's his front. DEC SD
73. That's his back. DEC SD
74. He's got- what's he got in his hand here? INT-WH TQ

C Um that's that's Mum.

75. M That's Mum is it? INT-TAG VR
76. Oh. OTH-M SD
77. Well I think she's got some dishes in her hand. DEC SD

78. We'll turn over the page. DEC CID

C That's that's Mum.

79. M Oh there's the Mum. DEC SD
80. She's doing wiping the dishes. DEC SD
81. And now- OTH-M SD

C There's bathroom. PR TUT 13

82. M Yes. OTH-M A

C And who's that?

83. M Who's that? INT-WH VR
84. What is it? INT-WH TQ

[~ 2 secs]

85. It looks like the bathroom. DEC SD
86. What does this look like? INT-WH TQ

C Um toilet.

87. M Mm. OTH-M A

C The toilet.

88. M The toilet yeah. OTH-M A

C Basin.

89. M A basin. OTH-M A
90. What do you see on the basin? INT-WH TQ

C Um lots of things.

91. M Like what? OTH-M-IN RQ
92. What's this? INT-WH TQ

C Um toothpaste.
93. M Toothbrush. OTH-M A
   C Toothbrush.

94. M And it looks like she's got in the bath. I think. with her shower cap on.
   DEC SD PR REP **
95. You don't have a shower cap though do you?
   INT-TAG QR
   C No.

96. M You just let your hair get wet. DEC SD
97. And she's playing with what?
   INT-WH TQ PR REP 15
   C Washing.

98. M She's washing yeah. DEC A
   [~2 secs]
   C And she's not got her cap on.

99. M No. + OTH-M A
100. And she got her hair wet. DEC SD
101. Then she's playing with the boat. DEC SD
102. Then she's washing her face. DEC SD
   [~2.5 secs]

103. We'll turn over and we'll see what's on the next page.
   DEC CID PR REP 16
   Um.
104. We'll turn over
   DEC SD **

105. What happened?
   INT-WH TQ
106. Then the mum comes in.
   DEC SD
107. Oh look she's got. a towel on her head like I do with your hair sometimes.
   DEC SD

C [laughs] Yeah she's bit cross.

108. M Do I do that put a-? INT-Y/N TQ
109. Do you think she's a bit cross? INT-Y/N RQ
110. What's she saying?
   INT-WH RQ
   C Oh don't do it again.

111. M [laughs] Don't do it again. IMP A
112. Does your Mum say that a lot?
   INT-Y/N RQ
   C Yes.
   M Oh.

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<table>
<thead>
<tr>
<th>C</th>
<th>Oh no!</th>
<th>PR</th>
<th>REP</th>
</tr>
</thead>
<tbody>
<tr>
<td>113. M</td>
<td>What happened there?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td>C</td>
<td>Um she trick her.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>114. M</td>
<td>She tricked her?</td>
<td>INT-OTH</td>
<td>VR</td>
</tr>
<tr>
<td>C</td>
<td>Yes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>115. M</td>
<td>What's she tricking her with?</td>
<td>INT-WH</td>
<td>RQ</td>
</tr>
<tr>
<td>C</td>
<td>Um comb.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116. M</td>
<td>A comb?</td>
<td>OTH-M-IN</td>
<td>VR</td>
</tr>
<tr>
<td>C</td>
<td>Yes. She's bit cross at her &lt;inaudible&gt;.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117. M</td>
<td>I think perhaps she's just- Mum's combing her hair</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>118. M</td>
<td>and it's pulling her hair a bit.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>119. M</td>
<td>That's why she's making a face.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>120. M</td>
<td>And what's happening here?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td>121. M</td>
<td>Then she went and did something else.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>122. M</td>
<td>What's she doing in this bit?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td>C</td>
<td>Combing that.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>123. M</td>
<td>Yes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Hmm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>124. M</td>
<td>What is that?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td>C</td>
<td>Um a doll.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>125. M</td>
<td>A doll with her hair.</td>
<td>OTH-M</td>
<td>A</td>
</tr>
<tr>
<td>126. M</td>
<td>And I think she's got her teddy.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>127. M</td>
<td>That a teddy?</td>
<td>OTH-M-IN</td>
<td>TQ</td>
</tr>
<tr>
<td>C</td>
<td>Mm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>128. M</td>
<td>And what's she put over them?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td>C</td>
<td>Um a blanket.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>129. M</td>
<td>Mm.</td>
<td>OTH-M</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>(~1.5 secs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>130.</td>
<td>And what's in this picture?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------</td>
<td>--------</td>
<td>----</td>
</tr>
<tr>
<td>C</td>
<td>Um Dad there.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>131.</td>
<td>M</td>
<td>OTH-M</td>
<td>A</td>
</tr>
<tr>
<td>C</td>
<td>Dad.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>132.</td>
<td>M</td>
<td>OTH-M</td>
<td>A</td>
</tr>
<tr>
<td>[-2 secs]</td>
<td>Mm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>And a apple there.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>133.</td>
<td>M</td>
<td>OTH-M</td>
<td>A</td>
</tr>
<tr>
<td>134.</td>
<td>M</td>
<td>OTH-M</td>
<td>SD</td>
</tr>
<tr>
<td>[-3 secs]</td>
<td>Yeah.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>135.</td>
<td>And what else?</td>
<td>OTH-M-IN</td>
<td>TQ</td>
</tr>
<tr>
<td>[Door bell sounds]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Who's that?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>136.</td>
<td>M</td>
<td>DEC</td>
<td>R</td>
</tr>
<tr>
<td>C</td>
<td>Oh I think it might be Nana and Des.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>137.</td>
<td>M</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>C</td>
<td>And then there's um Dad reading a book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>138.</td>
<td>M</td>
<td>INT-WH</td>
<td>RQ</td>
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<tr>
<td>139.</td>
<td>M</td>
<td>INT-Y/N</td>
<td>RQ</td>
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<tr>
<td>C</td>
<td>And what do you think it is?</td>
<td></td>
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</tr>
<tr>
<td>C</td>
<td>Um no.</td>
<td></td>
<td></td>
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<tr>
<td>140.</td>
<td>M</td>
<td>INT-Y/N</td>
<td>RQ</td>
</tr>
<tr>
<td>C</td>
<td>Do you think it's night time?</td>
<td></td>
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<tr>
<td>[-2 secs]</td>
<td>Um no.</td>
<td></td>
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<tr>
<td>141.</td>
<td>M</td>
<td>OTH-M</td>
<td>A</td>
</tr>
<tr>
<td>142.</td>
<td>M</td>
<td>INT-WH</td>
<td>RQ</td>
</tr>
<tr>
<td>[-3 secs]</td>
<td>What what do you think it is?</td>
<td></td>
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<tr>
<td>143.</td>
<td>M</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>C</td>
<td>It's night time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Yeah.</td>
<td></td>
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</tr>
</tbody>
</table>
144. M And what do you think happened here? 
C Um. Oh no. She. she. put her head up.

145. M Yeah. 
C She put her head up.

146. M And what do you think it's in the night time. 
147. And then she went- 
148. And what did she want? 
149. What's she doing here? 
150. What's happening? 
C Um she's drinking.

151. M Mm. 
C Upstairs.

152. M Upstairs is she? 
C Yes.

153. M And. and what's this one? 
C C.

154. M C. 
155. And what's C doing there? 
C I'm C.

156. M Yes. 
157. What are you doing here? 
158. What are you doing? 
C Um hugging.

159. M Hugging. 
160. Yeah. 
161. Perhaps she got a bit frightened and she came to have a hug from her mum.
And then she went back to bed again.

And then I think she got frightened again.
FAMILY 2

MOTHER AND PUZZLES

<table>
<thead>
<tr>
<th></th>
<th>U</th>
<th>GRAMM</th>
<th>II</th>
<th>LOC</th>
<th>FUNCTS</th>
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</thead>
<tbody>
<tr>
<td>C</td>
<td>&lt;I better pull it out&gt;</td>
<td>PR</td>
<td>REP</td>
<td>1</td>
<td></td>
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<tr>
<td>1. M</td>
<td>So you're doing that puzzle.</td>
<td>DEC</td>
<td>SD</td>
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<td></td>
<td>[~2.5 secs]</td>
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<tr>
<td>C</td>
<td>And and this baby.</td>
<td></td>
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<tr>
<td>2. M</td>
<td>A baby?</td>
<td>OTH-M-IN</td>
<td>VR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Mm.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>And what's this go?</td>
<td>PR</td>
<td>CONT</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>What's this go?</td>
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<td></td>
<td>What's this go?</td>
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<tr>
<td>3. M</td>
<td>Where does it go?</td>
<td>INT-WH</td>
<td>QR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Where this go?</td>
<td></td>
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<td></td>
<td>[~2 secs]</td>
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<tr>
<td>4. M</td>
<td>Let's see.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
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<tr>
<td>5. M</td>
<td>There's all the shapes.</td>
<td>DEC</td>
<td>IID/SD</td>
<td></td>
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<td></td>
<td>[~4 secs]</td>
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<tr>
<td>C</td>
<td>That one?</td>
<td></td>
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<tr>
<td>6. M</td>
<td>Mm.</td>
<td>+</td>
<td>OTH-M</td>
<td>R</td>
<td></td>
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<tr>
<td>C</td>
<td>That one?</td>
<td></td>
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<tr>
<td></td>
<td>And.</td>
<td></td>
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<tr>
<td></td>
<td>And what's this go?</td>
<td></td>
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<td></td>
<td>What's this go?</td>
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<tr>
<td>7. M</td>
<td>Where where do you think?</td>
<td>INT-WH</td>
<td>QR</td>
<td></td>
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<tr>
<td>C</td>
<td>That one goes there.</td>
<td></td>
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<td></td>
<td>[~2 secs]</td>
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<tr>
<td>8. M</td>
<td>Yes.</td>
<td>+</td>
<td>OTH-M</td>
<td>A</td>
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<tr>
<td>9. M</td>
<td>That was good.</td>
<td>+</td>
<td>DEC</td>
<td>F</td>
<td></td>
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<tr>
<td>C</td>
<td>And this go here.</td>
<td>PR</td>
<td>CONT</td>
<td>3</td>
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<tr>
<td></td>
<td>This go here.</td>
<td></td>
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<tr>
<td>10. M</td>
<td>Good girl.</td>
<td>+</td>
<td>OTH-M</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>11. M</td>
<td>You got to turn it round.</td>
<td>+</td>
<td>DEC</td>
<td>CID</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>I have turned this one.</td>
<td></td>
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<tr>
<td>M</td>
<td>C</td>
<td>PR</td>
<td>CONT</td>
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<tr>
<td>What's this called?</td>
<td></td>
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</tr>
<tr>
<td>&lt;Um&gt;</td>
<td>This goes here.</td>
<td></td>
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<tr>
<td>12. M Mm.</td>
<td>C What's this go?</td>
<td></td>
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<tr>
<td>+ OTH-M F</td>
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<tr>
<td>13. M What do you think you have to do?</td>
<td></td>
<td>INT-WH</td>
<td>RQ</td>
<td></td>
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<tr>
<td>C There.</td>
<td></td>
<td></td>
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<tr>
<td>14. M Good girl.</td>
<td>+ OTH-M F</td>
<td></td>
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<tr>
<td>15. Is it finished?</td>
<td>INT-Y/N TQ</td>
<td></td>
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<tr>
<td>C Yes. Do Bananas one too.</td>
<td></td>
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<tr>
<td>16. M No not Bananas one. OTH-M SD</td>
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<tr>
<td>17. We have to do this one first. DEC CID</td>
<td></td>
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<tr>
<td>C OK.</td>
<td></td>
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<tr>
<td>18. M You can do the Bananas one next. DEC SD</td>
<td></td>
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<tr>
<td>C Do Bananas. I want Bananas.</td>
<td></td>
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<tr>
<td>19. M You like the Bananas don't you? INT-TAG QR</td>
<td></td>
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<tr>
<td>C There's Bananas on this.</td>
<td></td>
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<tr>
<td>20. M Well that's that's the next one. DEC SD</td>
<td></td>
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<tr>
<td>21. Do do this one first. IMP CI</td>
<td></td>
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<tr>
<td>22. Shall I tip it out? INT-Y/N RQ</td>
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<tr>
<td>C Yes. I want tip it out.</td>
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<tr>
<td>23. M OK you tip it out. IMP CI</td>
<td></td>
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<td>24. All right. OTH-M SD</td>
<td></td>
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<tr>
<td>C I go.</td>
<td></td>
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<tr>
<td>25. M Now turn all of them over so you can see what's on the pictures. IMP CI</td>
<td></td>
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<tr>
<td>C I turn this over.</td>
<td></td>
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<td>26. M OK now you do it. IMP CI</td>
<td></td>
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<tr>
<td>C</td>
<td>That's teddy. And g'raffe.</td>
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<tr>
<td>27. M [~2 secs]</td>
<td>Mm. + OTH-M A</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>O</td>
<td>Here?</td>
<td></td>
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</tr>
<tr>
<td>C</td>
<td>Yeah.</td>
<td></td>
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<tr>
<td>28. M</td>
<td>What's that called? INT-WH TQ</td>
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<tr>
<td>C</td>
<td>Um bat.</td>
<td></td>
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<tr>
<td>29. M</td>
<td>A bat. OTH-M A</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C</td>
<td>Yeah.</td>
<td></td>
<td></td>
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<tr>
<td>30. M</td>
<td>It's called a tennis racket. DEC SD</td>
<td></td>
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<tr>
<td>C</td>
<td>And a ball.</td>
<td></td>
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<tr>
<td>31. M</td>
<td>And a ball yeah. OTH-M A</td>
<td></td>
<td></td>
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<tr>
<td>C</td>
<td>Yeah. And doll.</td>
<td></td>
<td></td>
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<tr>
<td>32. M [~2 secs]</td>
<td>And a doll. OTH-M A</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>O</td>
<td>And a duck.</td>
<td></td>
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<tr>
<td>33. M [~3.5 secs]</td>
<td>And a duck. OTH-M A</td>
<td></td>
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<tr>
<td>34. [~5 secs]</td>
<td>Yep. OTH-M F</td>
<td></td>
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<tr>
<td>35.</td>
<td>What's that one? INT-WH TQ</td>
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<tr>
<td>C</td>
<td>Mm clown.</td>
<td></td>
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<tr>
<td>[~3 secs]</td>
<td>That fits.</td>
<td></td>
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<tr>
<td>36. M</td>
<td>Mm. + OTH-M A</td>
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<tr>
<td>37.</td>
<td>That was good. + DEC F</td>
<td></td>
<td></td>
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<tr>
<td>C</td>
<td>There yeah.</td>
<td></td>
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<tr>
<td>38. M</td>
<td>Yeah that one was an easy one. DEC SD</td>
<td></td>
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<tr>
<td>39.</td>
<td>What's that called? INT-WH TQ</td>
<td></td>
<td></td>
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<tr>
<td>C</td>
<td>Um lion.</td>
<td></td>
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<tr>
<td>40. M</td>
<td>Yeah that's a lion. DEC A</td>
<td></td>
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</tbody>
</table>
41. But what's this one that you've just put in before? INT-WH TQ
42. What's that called? INT-WH QP

C Um clown.

43. M A clown yeah. OTH-M A
44. You know on Playschool when they say jack in the box? INT-OTH QR PR REP **
45. [recites] Jack is hiding down in the box until someone opens the lid. DEC SD

C Boo!

46. M And then it goes boo jingle jingle jingle jingle like that. DEC SD

C Um a um a um what is it? Um.

[~1.5 secs] Um a train.

48. M Yeah. + OTH-M A
49. M Is that a motor-? INT-Y/N TQ
50. Yeah motorbike. OTH-M SD
51. Yeah tricycle. OTH-M SD

C Do Bananas one. PR REP 9

52. M That's finished. DEC SD
53. You want to do the Bananas one? INT-OTH QR

C Yes.

54. M OK. OTH-M A

C And teddies!

[~4 secs] And one there.

55. M Where are the Bananas do you think? INT-WH TQ PR TUT 10

[~1.5 secs] 56. Where's this picture? INT-WH TQ

C Um Bananas!

57. M Yeah. OTH-M A
58. But where are they? INT-WH TQ
59. Where does this look like? INT-WH QP
   C Um beach.

60. M Mm. + OTH-M A
   C And Bananas there. Bananas. And it's sunny day. And <inaudible>

61. M That says- what does that say? INT-WH TQ PR TUT 11
   [~3 secs] What's what's that word say C? INT-WH QP
   [~2 secs]
   62. That says that says Bananas in Pyjamas. DEC SD
   63. All along the top. OTH-M
   [~2 secs]

64. C That's B2. PR REP 12

65. M Mm. + OTH-M A
66. C That's right. + DEC SD

67. M Yes. + OTH-M A
   [~4 secs]

68. M That's a part of the umbrella. DEC SD
   [~4 secs]
69. C Sec it makes a whole umbrella. DEC SD
   70. It's good isn't it? INT-TAG QR

71. M Yeah. OTH-M F
   [~1.5 secs]
72. M What colours are in the umbrella? INT-WH TQ
   C Um blue and yellow.

73. M And? OTH-M-IN TQ
   C And it fit there. And it fits there. Yeah.
|    |      |      |  |      |      |      |      |      |      |      |      |      |      |      |      |      |
|----|------|------|  |------|------|------|------|------|------|------|------|------|------|------|------|------|
| 74 | M    | Is that Amy is it? | INT-TAG | RQ | PR | REP | 14    |      |      |      |      |      |      |      |      |      |
|    | C    | Yes. And Looloo. And Looloo. |      |    |    |    |      |      |      |      |      |      |      |      |      |      |
| 75 | M    | Looloo. | OTH-M | A  |      |      |      |      |      |      |      |      |      |      |      |      |
|    | C    | And Morgan. |      |    |    |    |      |      |      |      |      |      |      |      |      |      |
| 76 | M    | Who's Morgan? | INT-WH | TQ |      |      |      |      |      |      |      |      |      |      |      |      |
|    | C    | Um little teddy. |      |    |    |    |      |      |      |      |      |      |      |      |      |      |
| 77 | M    | Yep. + OTH-M | A  |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 78 |      | You need a tissue? | OTH-M-IN | RQ | PR | REP | 15    |      |      |      |      |      |      |      |      |      |
|    | C    | No. |      |    |    |    |      |      |      |      |      |      |      |      |      |      |
| 79 | M    | I think you do. | DEC | A  |      |      |      |      |      |      |      |      |      |      |      |      |
| 80 |      | I'll just I'll just get I'll just get a tissue. | DEC | SD |      |      |      |      |      |      |      |      |      |      |      |      |
|    | C    | No. |      |    |    |    |      |      |      |      |      |      |      |      |      |      |
| 81 | M    | Just a minute. | OTH-M | SD |      |      |      |      |      |      |      |      |      |      |      |      |
|    |      | A helicopter a helicopter. |      |    |    |    |      |      |      |      |      |      |      |      |      |      |
|    | C    |      |      |    |    |    |      |      |      |      |      |      |      |      |      |      |
| 82 | M    | A helicopter. | OTH-M | A  |      |      |      |      |      |      |      |      |      |      |      |      |
| 83 |      | Are you doing the next one now? | INT-Y/N | RQ |      |      |      |      |      |      |      |      |      |      |      |      |
|    | C    | Yeah. |      |    |    |    |      |      |      |      |      |      |      |      |      |      |
| 84 | M    | Now just blow your nose for me. | IMP | CI | PR | CONT | 17   |      |      |      |      |      |      |      |      |      |
| 85 |      | Blow. | IMP | CI |      |      |      |      |      |      |      |      |      |      |      |      |
| 86 |      | Good girl. + OTH-M | F  |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 87 |      | And another one. | OTH-M | CI |      |      |      |      |      |      |      |      |      |      |      |      |
| 88 |      | Big blow. | OTH-M | CI |      |      |      |      |      |      |      |      |      |      |      |      |
| 89 |      | That's a good girl. + DEC | F  |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 90 |      | Right. | OTH-M |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 91 |      | Helicopter. | OTH-M | SD | PR | REP | 18    |      |      |      |      |      |      |      |      |      |
| 92 |      | Hey I think we'd better muddle these all up 'cause otherwise it's too easy. | DEC | SD |      |      |      |      |      |      |      |      |      |      |      |      |
| 93 |      | There. | OTH-M | SD |      |      |      |      |      |      |      |      |      |      |      |      |
|    | C    | There. |      |    |    |    |      |      |      |      |      |      |      |      |      |      |

303
94. M That's a bit hard. DEC SD
   C Nothing on there.

95. M Let's have a look at that bit. IMP CI
   C Nothing on there.

96. M Oh that's just 'cause it's a clear- it's DEC SD
      a wood colour. I don't know about the <inaudible>

[-3 secs]
   C Gimme a new book. PR REP 19

97. M Pardon? OTH-M-IN RP
   C Yes. Read me a new book.

99. M A new what- you want one of the INT-OTH RQ
     new books?
   C Mm. [-1.5 secs] What's this go?

100. M Did you like the books we read INT-Y/N RQ
      today?
     [-2 secs]

101. M That's um. I think it's part of the. DEC R
     the cockpit of the helicopter. 102. M That goes in the front 'cause that's DEC SD
     where the the people sit where they're
     in when they're in a helicopter.
103. M I think it goes round like that. DEC SD
104. M That's a bit hard to do that. DEC SD
     [-4 secs]

[-4 secs]
   C There. What's this? PR CONT 21

105. M Um we might leave it 'til the very DEC R
     end 'cause we're not sure where it
     goes.
106. M Do the bigger bits first. IMP CI
   C Does this go there?
107. M Yeah. + OTH-M R
108. M That's right. + DEC F

[~2.5 secs]

C And what's that go there? PR REP 22

109. M Mm. + OTH-M R
C The square.
No.
The square and the square.

110. M Mm. OTH-M A
111. M That's called a rectangle. DEC SD
112. M Like sort of a square. OTH-M SD
113. M Oh I think it goes this way. DEC SD
114. M Upside down. OTH-M SD
115. M Here we are. OTH-M SD

[~2 secs]

C Do't again. PR CONT 23

116. M Have you finished? INT-WH RQ
C Mm. Do't again.

117. M See it fits in there. DEC SD
118. M That was good. + DEC F
C Do't again.

119. M Do you want to do it again? INT-Y/N RQ
C Yeah.

120. M Well are you going to tip it out? INT-Y/N RQ
C Yeah. Do this one first.

121. M Which what? OTH-M-IN RQ
122. M You want to do the one at the very beginning again? INT-OTH RQ

C Turn them over.

123. M So which which one's this called? INT-WH TQ PR REP 24
C Um teddy bear.

124. M This is puzzle two. DEC SD
[-2.5 secs]

C       This is going to work in a minute.

125. M  This is going to work in a minute.  DEC   A

C       Peek a boo.
        Peek a boo.

[-2 secs]

C       There.

[-6 secs]

126. M  Oh that's a bit of a hard one.  DEC   SD   PR   REP  25

C       This is not a hard one.

127. M  No.  OTH-M   A

128. M  Not a hard one.  OTH-M   SD

[-10 secs]

C       That's lying down.
FAMILY MEAL

<table>
<thead>
<tr>
<th></th>
<th>GRAMM</th>
<th>II</th>
<th>LOC</th>
<th>FUNCTS</th>
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<tbody>
<tr>
<td>C</td>
<td>[[I go push it again.]]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>[[There you go.]]</td>
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</tbody>
</table>
| M | [[Right.]]  
[[So this is our meal.]]  
[<inaudible>]] | | | |

1. **F** You going to have some meat C?  
   [[There you go.]]  
   [[Now you go push it again.]]  
   [[There you go.]]  
   [[Right.]]  
   [[So this is our meal.]]  
   [[<inaudible>]]

   **M**  
   [[H I'll just leave that meat just sitting there]]  
   [[and I'll do it later.]]  
   [[Yep.]]  
   [[Now C2 might like a pea.]]

   **F**  
   [[Yep.]]

2. **M**  
   Do you know what they're called C?  
   Now do you know what they're called C?  
   What's this?  
   What's these called?  
   They're a bit crunchy aren't they?

   **F**  
   What are they called C?

   **M**  
   What's this?  
   What's these called?

3. **M**  
   Baked beans.

4. **M**  
   No they're not baked beans.  
   They're not baked beans.  
   They're called snow peas.

   **C**  
   I can't.

5. **M**  
   Do you know what they're called C?  
   What's this?  
   What's these called?

   **F**  
   What are they called C?

6. **M**  
   Snow peas.

7. **M**  
   They're little peas.  
   They don't have them very often.

8. **M**  
   Do you like them?

9. **M**  
   Snow peas.  
   They're little peas.  
   Do you like them?

   **C**  
   I can't.

10. **M**  
    Snow peas.

11. **M**  
    They're little peas.

12. **M**  
    Do you like them?

   **C**  
   Snow peas.

   **M**  
   They're little peas.

   **C**  
   I can't.

   **M**  
   Snow peas.

   **C**  
   Snow peas.

   **M**  
   They're little peas.

   **C**  
   I can't.
3. F And what's this? C Um rice.


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<tr>
<td>13. M Mm.</td>
<td>OTH-M SD PR REP</td>
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<tr>
<td>14. C2 likes it.</td>
<td>DEC SD</td>
<td></td>
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C2 [vocalises]

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<tr>
<td>15. M That tastes very nice.</td>
<td>DEC SD</td>
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6. F You eat some rice C. IMP CI PR CONT

7. F You try that. IMP CI

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<tr>
<td>16. M [Mm.]</td>
<td>IMP CI/AD PR REP</td>
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<td>17. F [C2 might be struggling.]</td>
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<td>18. M [Am I?]</td>
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<tr>
<td>19. F [To bite through that.]</td>
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<tr>
<td>20. M [&lt;inaudible&gt;]</td>
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M [to C2] [[Ooh um what's in there?]]

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<tr>
<td>16. M Look.</td>
<td>IMP CI/AD PR REP</td>
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<tr>
<td>17. M I'll show you something C.</td>
<td>DEC SD</td>
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<tr>
<td>18. M Mum'll open up this one.</td>
<td>DEC SD</td>
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<tr>
<td>19. M Mm.</td>
<td>OTH-M A</td>
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<tr>
<td>20. M Look.</td>
<td>IMP CI/AD</td>
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<td>21. M You get it.</td>
<td>DEC SD</td>
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<tr>
<td>22. M And you can- if you bite the end off then you can open it up and there's the little peas in the pod.</td>
<td>DEC SD</td>
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<tr>
<td>23. M Like peas in a pod.</td>
<td>OTH-M SD</td>
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<td>24. M She's got one there.</td>
<td>DEC SD</td>
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<tr>
<td>25. M She's already had some meat and. um what else what else did you eat before C?</td>
<td>DEC SD PR REP</td>
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<tr>
<td>26. M INT-WH RQ</td>
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</table>
27. Oh a piece of ham and some beef and-

C I finished this one.

28. M What else did you have? INT-WH RQ

9. F No eat that too. IMP CI PR CONT 8

M Mm.

29. That's nice and crunchy. DEC SD

30. You just eat it all like this C. DEC SD

31. Mm does that taste nice? INT-Y/N RQ

32. Can you say risotto C? INT-Y/N CID PR TUT 9

C 'sotto.

33. M That's risotto. DEC SD

34. That's like yellow rice. DEC SD

35. M No that's that's snow pea. DEC A

36. But the yellow bit's risotto. DEC SD

37. F [[You made a mess C2.]]

M [[Oh dear.]]

38. F Have you had some rice? INT-Y/N CID PR CONT 10

11. C. OTH-M CI/AD

12. Have you tried some rice? INT-Y/N CID

C No.

13. F It's nice. DEC IID/SD

14. It's got onion in it. DEC IID/SD

M [[She's too busy fiddling with the peas to]]

[[say anything.]]
<table>
<thead>
<tr>
<th>C</th>
<th>Opening it up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. M</td>
<td>Would you like a drink of water?</td>
</tr>
<tr>
<td>C</td>
<td>I want drink cordial.</td>
</tr>
</tbody>
</table>
| 38. M | No Mum might- I might make myself a water  
and you can have water too. | DEC | A |
| [-15 secs] |  |
| C | You got water? |
| 15. F | Mm. | OTH-M | R |
| [-2 secs] |  |
| 16. | And you're going to have some. | DEC | SD |
| 17. | Do you want some of this?  
Want some of this meat? | INT-Y/N | OTH-M-IN | RQ | PR | CONT | 12 |
| C | No. |
| 19. F | Want to try some? | OTH-M-IN | RQ |
| C | No. |
| 20. F | Just a little bit? | OTH-M-IN | RQ |
| C | No. |
| 40. M | There you are. | DEC | SD | PR | REP | 13 |
| 41. | Do you want more snow peas? | INT-Y/N | RQ |
| C | Yes. |
| [-2 secs] |  |
| 42. M | You do?  
You can have these.  
There's two more.  
And I'll have that one. | INT-OTH | DEC | DEC | DEC | VR | SD | SD | SD |
| [-2 secs] | [Mm.]  
[They're quite nice.] |
| [-1.5 secs] | [They almost taste a bit minty.]  
[Do you think so?]  
[Well that one did.]  
[Probably left over from the last time]  
[the peas were cooked.]  
[No it's not.] |
[Tape turned over]
21. F What's that? INT-WH RQ PR REP 14
   C Clay.

22. F What's clay? INT-WH RQ
   C Cway.

23. F Clay? OTH-M-IN RQ
   [-3.5 secs] C I not cway.

24. F Mm. OTH-M A
   46. M You're not crying? INT-OTH VR
      C No.
      I not crying.
      I <inaudible>

25. F Did you go and see- INT-Y/N RQ
   52. M No we didn't see B. DEC A
      53. No. OTH-M A

26. F What's her girl called? INT-WH RQ
   [-2 secs] C2 {vocalises}

27. M Who did you play with? INT-WH TQ
      And she had her hair in bunches. DEC SD
[−4 secs]

27.  F   What was her name C?   INT-WH   RQ
       C   What's her name?

58.  M   G.                      OTH-M   R
       C   G.

28.  F   Oh.                     OTH-M   A

59.  M   G.                      OTH-M   SD

29.  F   How old's G?           INT-WH   RQ   PR   REP   16

60.  M   Um. three and a half.  OTH-M   R
61.  M   Um. she's ten months older than C.  DEC   SD
62.  M   And um. and L looks after a little girl called G2

C   G2

63.  M   G2
       and she's um.
       [oh. [to C]]
64.  M   and she's um two.
65.  M   She's just turned two.
       So they're -

C   I'm two three

M   a bit of a-

C   I'm two.

66.  M   Two.                    OTH-M   A
67.  M   Yeah two               OTH-M   A
68.  M   and you're nearly three. DEC   SD

C   I nearly three.

69.  M   You're three in three months. DEC   SD
70.  M   Or is it three months?  INT-Y/N   RQ
71.  M   It's actually June July August DEC   SD
72.  M   It's actually two months. DEC   SD

30.  F   In a couple of days.    OTH-M   SD
       [[C.]]
       [[C.]]
       M   [[And did I tell you- ]]}
F  [[C.]]  
[[Say say good bye to the tape.]]

C  [[Bye bye.]]
FAMILY 3

FATHER AND BOOKS

1. F OK. OTH-M PR REP 1
   So now we're going to have some books.
   DEC SD

2. C Yeah.
   Dad.
   Daddy.
   PR CONT 2

3. F Yes. OTH-M A
   C You squash my leg.

4. F We're going to have this one first.
   Oo look at that.
   DEC CID PR CONT 3

5. C Daddy I want this one.
   IMP Cl/AD

6. F No.
   We'll read this one first Mate.
   OTH-M A
   DEC CID

7. C Birdie.

8. F We've got time for two books.
   DEC SD
   C This one's got a bird.

9. F So. what can we see here?
   Who's on the cover?
   INT-WH TQ PR TUT 4
   C He. <he's in the bed>.

10. F And who's that in the doorway?
    INT-WH TQ
    C That's the mummies and daddies.

11. F That's right.
    This is called Moonlight.
    DEC A
    DEC SD

12. F OK.
    I think this might be a little girl.
    OTH-M PR REP 5
    [−1.5 secs]

13. F OK.
    There's no words.
    OTH-M PR REP 6
    It's all pictures this time.
19. F Now. Mummy and Daddy are sitting down to dinner.

20. OTH-M PR REP 7 DEC SD

21. F There's the little girl sitting in her chair.

22. OTH-M PR REP 8 DEC SD

23. F Is that bread? INT-Y/N RQ

24. C Mm.

25. F No that's a glass. DEC A

26. OTH-M PR REP 8 INT-WH TQ

27. C Daddy look. That's a glass and that's bread.

28. F Right. They're having bread for dinner are they? OTH-M INT-TAG QR

29. C Mm.

30. F What's happening now in this picture here? INT-WH TQ PR REP 9

[ 2 secs]

31. F See Daddy cleaning away all the food? OTH-M-IN RQ

32. F The bowl's empty isn't it? INT-TAG QR

33. C Mm.

34. F So Daddy's cleaning up all the plates. DEC SD

35. C It's not empty in there is it?

36. F No. OTH-M R

37. F So clearing away all the food. OTH-M SD
36. Now what's happening in this picture?

`INT-WH TQ PR REP 10`

[-1.5 secs]

C Hey there's a vase.

37. F A vase of flowers.

`OTH-M A`

C Look.
There's lines
And a line and a line and a line and a line.

38. F OK.

`OTH-M A`

39. F Now in this picture.

`OTH-M SD PR REP 11`

40. F Daddy's doing the washing up.

`DEC SD`

41. F But the little girl- what happens?

`INT-WH TQ`

42. F She's getting ready to do something.

`DEC SD`

43. F Look.

`IMP CI/AD`

44. F She's got a bit of paper.

`DEC SD`

45. F She's got a straw.

`DEC SD`

46. F What's she doing here?

`INT-WH TQ`

47. F She's got a bowl.

`DEC SD`

48. F Maybe it's a bit of melon.

`DEC SD`

49. F Anyway she's going to put things in there.

`DEC SD`

50. F What's that?

`INT-WH TQ`

C A flag.

51. F So there's a flag.

`DEC SD`

52. F Or it might be a sail.

`DEC SD`

53. F Let's see.

`IMP CI PR REP 12`

54. F Is Daddy still washing up?

`INT-Y/N TQ`

C Mm.
There lots of daddies in this picture.

55. F That's right.

`+ DEC A`

56. F Now look.

`IMP CI/AD PR REP 13`

57. F She's walking off to. where?

`INT-WH TQ`

58. F Where's this?

`INT-WH QP`

C In a bath tub.

59. F All the clothes are scattered on the floor aren't they?

`INT-TAG QR`

C Mm that's a bit naughty to put the clothes in the floor everywhere.

60. F They'll get wet mightn't they?

`INT-Y/N QR`
61. Now.
   Let's see what else happens. 
   So-
   OTH-M 
   IMP 
   CI/AD

   C There's a long paper-

62. Let's see what else happens.
   IMP
   CYAD
   So-
   INT-TAG
   QR

   C There's a long paper-

63. I think there's someone. someone
   sitting in the bath isn't there?
   INT-TAG
   QR

   C With a shower cap.

64. That's right.
   + DEC
   A

65. Now.
   Look what's happening here. 
   OTH-M 
   IMP 
   CI/AD

   C The thing is sailing.
   Look.

66. That's right.
   + DEC
   A

   C That's a little boat with a paper
   sticking out.

67. This one?
   OTH-M-IN
   RQ

   C Um that's that's a little boat.

68. That's right.
   + DEC
   A

69. What else is floating in the bath?
   INT-WH
   TQ
   PR
   REP

   C That's the same boat as that one.

70. What else is floating?
   INT-WH
   TQ

   You don't know?
   INT-OTH
   RQ

   C That broke didn't it?

71. What's this one?
   INT-WH
   TQ

   The?
   OTH-M-IN
   QP

   C That's a shower cap.

72. It's floating. isn't it?
   INT-TAG
   QR

   What what- this one broke did it?
   INT-TAG
   VR

   Yeah 'cause I can see the leaf
   there.
   DEC
   SD

   C No that's the <toy>.

73. Oh that was over here wasn't it?
   INT-TAG
   QR

   C Mm.
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<tbody>
<tr>
<td>61.</td>
<td>Now.</td>
<td>OTH-M PR REP 14</td>
<td>IMP CI/AD</td>
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<tr>
<td>62.</td>
<td>Let's see what else happens.</td>
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<td>So-</td>
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<tr>
<td>63.</td>
<td>C There's a long paper-</td>
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<tr>
<td>64.</td>
<td>F I think there's someone. someone sitting in the bath isn't there?</td>
<td>INT-TAG QR</td>
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<td>65.</td>
<td>C With a shower cap.</td>
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<td>66.</td>
<td>F That's right. + DEC A</td>
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<td>67.</td>
<td>Now. OTH-M IMP CI/AD</td>
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<td>68.</td>
<td>Look what's happening here.</td>
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<td>69.</td>
<td>C The thing is sailing. Look.</td>
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<td>70.</td>
<td>F That's right. + DEC A</td>
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<td>71.</td>
<td>C That's a little boat with a paper sticking out.</td>
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<td>72.</td>
<td>F This one? OTH-M-IN RQ</td>
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<td>73.</td>
<td>C Um that's that's a little boat.</td>
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<td>74.</td>
<td>F That's right. + DEC A</td>
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<td>75.</td>
<td>What else is floating in the bath? INT-WH TQ PR REP 16</td>
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<td>76.</td>
<td>C That's the same boat as that one.</td>
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<td>77.</td>
<td>F What else is floating? INT-WH TQ</td>
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<td>78.</td>
<td>You don't know? INT-OTH RQ</td>
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<td>79.</td>
<td>C That broke didn't it?</td>
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<td>80.</td>
<td>F What's this one? INT-WH TQ</td>
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<td>81.</td>
<td>The? OTH-M-IN QP</td>
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<td>82.</td>
<td>C That's a shower cap.</td>
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<td>83.</td>
<td>F It's floating, isn't it? INT-TAG QR</td>
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<td>84.</td>
<td>What what- this one broke did it? INT-TAG VR</td>
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<td>85.</td>
<td>Yeah 'cause I can see the leaf there. DEC SD</td>
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<td>86.</td>
<td>C No that's the &lt;toy&gt;.</td>
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<td>87.</td>
<td>F Oh that was over here wasn't it? INT-TAG QR</td>
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<td>88.</td>
<td>C Mm.</td>
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<td>Line</td>
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<td>79.</td>
<td>F</td>
<td>That was floating there.</td>
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<td></td>
<td>C</td>
<td>And look.</td>
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<td>It's a long &lt;string&gt;.</td>
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<td>80.</td>
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<td>That's right.</td>
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<td>81.</td>
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<td>What's happening now?</td>
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<td>C</td>
<td>She's getting dry.</td>
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<td>82.</td>
<td>F</td>
<td>That's right.</td>
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<td>Drier.</td>
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<td>84.</td>
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<td>And what's happening here?</td>
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<td>C</td>
<td>Combing drier.</td>
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<td>85.</td>
<td>F</td>
<td>Combing her hair.</td>
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<td>86.</td>
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<td>Oo and now it's time to?</td>
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<td></td>
<td>C</td>
<td>&lt;laughs&gt;</td>
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<td></td>
<td></td>
<td>Bath the dollies.</td>
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<td>&lt;Inaudible&gt;</td>
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<td>87.</td>
<td>F</td>
<td>That's a teddy.</td>
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<td>88.</td>
<td></td>
<td>Look I think Daddy's saying something here.</td>
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<td>89.</td>
<td></td>
<td>Daddy's saying that it's time to put all the toys away.</td>
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<td>90.</td>
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<td>Because look at the mess.</td>
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<td>91.</td>
<td></td>
<td>All these toys all over the floor.</td>
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<td></td>
<td>C</td>
<td>There was the um doll sleeping near teddy.</td>
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<td>92.</td>
<td>F</td>
<td>That's right.</td>
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<td>93.</td>
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<td>They're sleeping next to the drawers.</td>
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<td>94.</td>
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<td>Look.</td>
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<td>95.</td>
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<td>What's happening here?</td>
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<td></td>
<td>C</td>
<td>They're reading a book.</td>
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<td>96.</td>
<td>F</td>
<td>That's right.</td>
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<td>97.</td>
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<td>They're reading a book.</td>
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<td>98.</td>
<td></td>
<td>And she's in her bed.</td>
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<td>99.</td>
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<td>What's this picture of?</td>
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<td></td>
<td>C</td>
<td>That's her Daddy turning off the light.</td>
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<td>100.</td>
<td>F</td>
<td>Right.</td>
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<td>101.</td>
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<td>So Daddy's saying good night</td>
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<td>102.</td>
<td></td>
<td>and he's going out the door.</td>
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</table>
C And look.

103. F And the little girl has to go to sleep. DEC SD

C And look.

[~1.5 secs]

F Oo.

104. F And it's all dark. DEC SD **
105. C See it's all dark? OTH-M IN AD

C Mm. She's got off- she's got out of her cupboard didn't she? Now look she's peeping into them.

106. F So first of all she's sleeping. DEC SD
107. F Then she's got her eyes open. DEC SD
108. F Then she's, sitting up in the bed. DEC SD
109. F Where's she gone? INT-WH TQ

[~1.5 secs]

110. F She's gone walking out her? INT-WH QP

C Door.

111. F Door to find Mummy. OTH-M A
112. C does that sometimes doesn't he? INT-TAG QR

C Daddy I'm not getting up. But I walk out the door because I need to do wees.

113. F OK. OTH-M A
114. C Now. OTH-M PR REP 24
115. F What's happening here? INT-WH TQ
116. F She's having a drink. DEC SD
117. F I think Mummy's trying to say maybe you need to have a nice little drink and go back to bed.

118. F So she's having a drink. DEC SD
119. C and a hug OTH-M SD
120. C and getting back into bed. OTH-M SD

121. F The lights are out DEC SD PR REP 25
122. F and it's all dark again. DEC SD
123. F It's dark. DEC SD
124. F She's got one eye out. DEC SD
125. F She's looking around. DEC SD
126. F Two eyes out OTH-M SD
127. C and? OTH-M IN TQ

C Gone.
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<tr>
<td>128.</td>
<td>F</td>
<td>Gone again. + OTH-M A</td>
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<td></td>
<td>C</td>
<td>There.</td>
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<td>129.</td>
<td>F</td>
<td>She's run in to find Daddy this time. DEC SD</td>
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<td>130.</td>
<td>So Daddy gives her a hug. DEC SD PR REP 26</td>
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<td>131.</td>
<td>turns the light off. DEC SD</td>
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<td>132.</td>
<td>and puts her back to bed. DEC SD</td>
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<tr>
<td>133.</td>
<td>What's happened here? INT-WH TQ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Daddy's sleeping on- with the arm down.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>134.</td>
<td>F</td>
<td>Daddy's fallen asleep. DEC A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>135.</td>
<td>And the little girl's getting up again. DEC SD PR REP 27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>And putting her bedroom slippers on.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>136.</td>
<td>F</td>
<td>And now she's gone off to read? INT-WH TQ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>A book with Mummy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>137.</td>
<td>F</td>
<td>With Mummy. OTH-M A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>138.</td>
<td>That's right. DEC SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>139.</td>
<td>They're sitting on the couch. reading books. DEC SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Mm.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>140.</td>
<td>F</td>
<td>Now what's happened? INT-WH TQ PR REP 28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Oh. The one page is in the book.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>141.</td>
<td>F</td>
<td>That's right. DEC A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>142.</td>
<td>The book is nice and colourful. DEC SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>143.</td>
<td>But I think Mummy might have fallen asleep as well. DEC SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>144.</td>
<td>But the little girl is still reading. DEC SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>145.</td>
<td>F</td>
<td>Now. OTH-M PR REP 29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>146.</td>
<td>Daddy wakes up. DEC SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>147.</td>
<td>And Mummy wakes up. DEC SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>148.</td>
<td>And the little girl's gone to sleep. DEC SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>149.</td>
<td>[whispered] They carry the little girl back into bed. DEC SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>150.</td>
<td>Tucking round the covers. OTH-M SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151.</td>
<td>Turning off the light OTH-M SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>152.</td>
<td>and walking down the hallway. OTH-M SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>153.</td>
<td>She's fast asleep. DEC SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C And look there’s a picture.

154. F There. OTH-M SD
155. Now everyone’s happy. DEC SD

C Now now two.

156. F You want the next book? INT-OTH RQ

C Where the um let me-

157. F This one? OTH-M-IN RQ
158. You have to have this one. DEC
[[Zug the Bug.]]

C Zug the bug.

F [[I’m Zug the bug give me a hug.]]
159. Ug. OTH-M SD

C He’s got shoes on and a hat.
Horns sticking out of the hat.
Umbrella.

160. F Put your feet down. IMP CI

161. OK. OTH-M PR REP 31
[[Zug the bug.]]

C Zug the bug.

162. F [[Have you heard of Zug the]] INT-Y/N RQ
[[bug]]?

C No.

F [[I’m Zug the bug.]]
[[That’s Zug.]]
[[What a big bug.]]

C That’s two caterpillars.

163. F Two little caterpillars that’s + DEC
right.

164. And that says- what’s that? INT-WH TQ PR TUT 32

C Bug.

165. F Bug. OTH-M A
166. That’s right. + DEC SD
185. And the little caterpillars are saying [[What's down there?]] on the end of the string.

[~2 secs]

186. **F** [[Out of the water popped a big fat]] ?

    **C** Caterpillar.

187. **F** No he's a big fat slug.
188. **F** Look [[It's a slug! Look at that!]]
189. **F** [[Isn't it fat?]] say the caterpillars.

| 185. | And the little caterpillars are saying [[What's down there?]] on the end of the string. | DEC | SD | PR | REP | 37 |
| 186. | [[Out of the water popped a big fat]] ? | INT-WH | TQ |
| 187. | No he's a big fat slug. | DEC | A |
| 188. | Look [[It's a slug! Look at that!]] | IMP | CI/AD |
| 189. | [[Isn't it fat?]] say the caterpillars. | DEC | SD |
## FAMILY 3

### FATHER AND PUZZLES

<table>
<thead>
<tr>
<th>U</th>
<th>GRAMM</th>
<th>II</th>
<th>LOC</th>
<th>FUNCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>F</td>
<td>Let's see what puzzles we have to do.</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>I got this out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>F</td>
<td>It says to do Puzzle 2, then Puzzle 4.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Can you see which one's Puzzle 2?</td>
<td>INT-Y/N</td>
<td>CID</td>
</tr>
<tr>
<td>[~1.5 secs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>What number's this one say?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Ummm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>F</td>
<td>That's Puzzle 2.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Can I do-</td>
<td>PR</td>
<td>TUT</td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td>What are the puzzles?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>What's in the puzzle?</td>
<td>INT-WH</td>
<td>QP</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Um.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[~1.5 secs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>F</td>
<td>What is that animal?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Um.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[~1.5 secs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>F</td>
<td>It's a?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Bear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>F</td>
<td>OK.</td>
<td>OTH-M</td>
<td>PR</td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>Take 'em all out.</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>And we'll mix them up.</td>
<td>DEC</td>
<td>CID</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Hey that he got honey. He's got a present. He's got a, um, a drink bottle. Mm he's got a jar. He's got nothing.</td>
<td>PR</td>
<td>REP</td>
</tr>
<tr>
<td>13.</td>
<td>F</td>
<td>I think you'll find they're all the same.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>14.</td>
<td>F</td>
<td>I think you'll find that the bear is basically doing something.</td>
<td>DEC</td>
<td>SD</td>
</tr>
</tbody>
</table>

324
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Let's mix them up.</td>
<td>IMP</td>
<td>CI</td>
<td>PR</td>
<td>CONT 5</td>
</tr>
<tr>
<td>[-2 secs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16.</td>
<td>OK.</td>
<td>OTH-M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Now can you put them in?</td>
<td>INT-Y/N</td>
<td>CID</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Mm. Quite easy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>F</td>
<td>That's the first bear.</td>
<td>DEC</td>
<td>SD</td>
<td>PR</td>
</tr>
<tr>
<td>C</td>
<td>Mm.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>F</td>
<td>Which is the next one?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>[-1.5 secs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>That's the next one.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>What's he got in his hands?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Um jar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>F</td>
<td>It's the honeypot.</td>
<td>DEC</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>No. He's got the honeypot.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;Inaudible&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>F</td>
<td>Well next one then.</td>
<td>O'I'HM</td>
<td>CI</td>
<td>PR</td>
</tr>
<tr>
<td>24.</td>
<td>What's happening in the next one?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[-2 secs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Oo.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>F</td>
<td>Didn't fit did it?</td>
<td>INT-TAG</td>
<td>QR</td>
<td></td>
</tr>
<tr>
<td>[-1.5 secs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Ah.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>F</td>
<td>That's the third one.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Oh. I have to get off my chair and get the puzzle bit. Got it. Ah. This one's standing up isn't it?</td>
<td></td>
<td>PR</td>
<td>REP 8</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>F</td>
<td>No I think he's laying down.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>[-1.5 secs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>And that's the last one.</td>
<td>DEC</td>
<td>SD</td>
<td>PR</td>
<td>REP 9</td>
</tr>
<tr>
<td>[-2 secs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>29.</td>
<td>That's the second last one.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[-1.5 secs]</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>30.</td>
<td>And that's the last one.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
That's all there is.

31. F Now if you look across here though. DEC SD PR REP 10

C Mm.

32. F What happens? INT-WH TQ
33. First of all there's a bear. DEC SD
34. Then? OTN-M-IN TQ

[−1.5 secs]

C Another bear.

35. F But what's the bear doing? INT-WH TQ PR TUT 11

C He's.

36. F He's putting his? INT-WH TQ
[−1.5 secs]
37. What's he doing? INT-WH QP

C Putting the honey in.

38. F He's seen the honey. DEC SD
39. Next he's saying, "I'll eat that honey". DEC SD

40. And what's this? INT-WH TQ PR TUT 12

C Mm. bear.

41. F Still the bear. OTH-M SD
42. What's the bear doing? INT-WH TQ

C Mm he's. eating all the honey up.

43. F That's right. + DEC A
44. And then. because he's. got so full he must have? INT-WH TQ PR TUT 13

C A sleep.

45. F No. OTH-M A
46. He didn't fall asleep. DEC SD
47. He's rolled over. DEC SD
48. Honey's going everywhere. DEC SD
49. And then. he's smiling there. DEC SD
50. Why do you think he's smiling? INT-WH RQ

C Because he's happy.

51. F That's right. + DEC A
52. But do you think he might have INT-Y/N RQ
had enough honey?

C I don't know.

53. F Shall we do it again? INT-Y/N RQ PR REP 14
   C No.
   [-1.5 secs]

54. F You mean yes. DEC SD
55. Look at you. OTH-M SD
56. You're doing them all over again. DEC SD
   [-1.5 secs]

57. OK. OTH-M PR CONT 15
58. Mix- Daddy mix them up. DEC SD

C Now.

59. F Let's see how fast we can do them. IMP CI
   [-1.5 secs]
60. Last one. OTH-M SD
   [-1.5 secs]
61. That's there. DEC SD

C I found <inaudible>

62. F There's the bear standing up. DEC SD
   [-2 secs]
63. That's bear front on. DEC SD
   [-1.5 secs]
64. That's bear tipping the honeypot. DEC SD
   [-3 secs]
65. Can you try and put them all in? INT-Y/N CID
   [-2 secs]
66. I think he might be rolling around. DEC IID/SD
   [-3 secs]
67. That's right. DEC F
   [-3 secs]
68. That's that one. DEC SD
69. Oo and there's one more to go. DEC SD
   [-1.5 secs]
70. That's right. DEC F

C Dad I'm doing this one then.

71. F Do you want another one? INT-Y/N RQ
   C Mm.

72. F Number two puzzle. OTH-M SD
73. It says number two puzzle. DEC SD

C This one.
74. F Then number, four puzzle. OTH-M SD
75. Oo look at this. IMP CI/AD PR TUT 17

C Dad this one's quite a hard one to do.

76. F What's in there? INT-WH TQ
77. Look at some of the things in there. IMP CI/AD

C Ah that's a bicycle and that's a teddy and that's a boat and that's ah. a dog. There's a tennis racket that you gave me.

78. F That's right. + DEC A

C But not a train. The train and the lion.

[~2 secs] Duck. It's the winder duck isn't it?

79. F That's right. DEC R
80. You can see the wind-up. DEC SD

C That's a girl.

81. F This one? OTH-M-IN TQ

C The clown. You wind the thing round and round and then let it um um <inaudible> is he?

82. F I haven't seen one of them. DEC R
83. OK. OTH-M PR REP 18
84. Shall we take them out? INT-Y/N RQ

C That's the tortoise's wheel.

[~1.5 secs]

85. F A tortoise? OTH-M-IN VR
86. That's not a tortoise. DEC SD

C Yeah.

87. F It's a pram. DEC SD

C Pam.

88. F A pram. OTH-M SD
With a face.

C

[-2 secs]

Dad.

89. F Yes. OTH-M A

C This time I'll put them back in again I'll count.

90. F OK. OTH-M A

[-1.5 secs]

91. It looks pretty hard. DFC SD

92. Do you think you'll be able to do it? INT-Y/N RQ

C Yes.

93. F Let's mix them up a bit. IMP CI

94. There. OTH-M SD

C Um.

95. F What's that one? INT-WH TQ

C Giraffe one.

96. F He has a very long neck doesn't he? INT-TAG QR

C Two.

[-1.5 secs]

Three.

[-1.5 secs]

This is a four.

97. F That's the fourth one. DEC SD

98. But where does the fourth one go? INT-WH TQ

C Ah. This is quite a hard one. I don't know what to do.

99. F I think that's some balls. DEC SD

[-1.5 secs]

100. That's the windy duck. DEC SD

[-2.5 secs]

C That's 1-2-3-4-5.

101. F And. what was that one? INT-WH TQ

C 6. 6.
102. F What's that? INT-WH TQ
C 1-2-3-4-5-6.

103. F OK. OTH-M A
C 5.
Um 1-2-3-4-5-6-7 in.

104. F Seven bits in. + OTH-M SD
105. You're getting there. + DEC SD

C 8.
That eight?

106. F That's an eight. + DEC R
107. That's right. + DEC R

[-1.5 secs]

108. Where does that one go? INT-WH TQ PR CONT 23
109. Looks like it's balls. DEC IID/SD
110. It's nice and round. DEC IID/SD

C No you've got blue green green blue blue.
Yellow yellow one yellow two yellow three yellow two reds.

111. F That's right. + DEC A
112. You put those in. on the board. IMP CI

C It's hard.
I don't want to do that one.
Three.
Three.

113. F Where does the clown go? INT-WH TQ
C I don't want to do that one.

[-2 secs]

114. F You got two left. DEC SD
115. There. OTH-M SD
116. The balls are in. DEC SD

[-1.5 secs]

117. There. OTH-M SD
118. All done. OTH-M SD

119. So how many are there? INT-WH TQ PR REP 24

[-2 secs]
120. How many were there? INT-WH QP

C <It's not easy to tell>
121. F You're quite good at these puzzles aren't you?
    C I'm quite good at car puzzles aren't I?

122. F That's right.
    C Um 1-2-3-4-5-6-7-8-.9-10-11-8.

124. F Mm.
    C I just did a eight.

125. F I think we lost track of them didn't we?
    C Mm.

126. F Shall we do the puzzle one more time?
    C I just see it.

127. F They're those tricky balls.
128. F They didn't want to go in did they?
129. F Oh you want to do both together?
    C 1-2-3-4-5-6-7-8-.9-10-11-8.
130. F Puzzle one and puzzle two?

131. F OK.
    C Mm. [yes] Ah.

133. F Well these are- what were they?
    C But this isn't a animal or this <or this isn't animal>.

134. F They were all the bears
    C This is the animals.
135. F and these were all the animals.
136. F OK.

137. F Which one's the animals?
# FAMILY 3

## MOTHER AND BOOKS

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>M</td>
<td>OK.</td>
<td>OTH-M</td>
<td>PR</td>
</tr>
<tr>
<td>[C singing]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Well we have the <em>Sunshine</em> book first Cy.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Hey.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>It's got green caterpillars.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>M</td>
<td>It has.</td>
<td>DEC</td>
<td>A</td>
</tr>
<tr>
<td>4.</td>
<td>M</td>
<td>But's that the next book.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>5.</td>
<td>M</td>
<td>All right?</td>
<td>OTH-M-IN</td>
<td>QP</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>So let's look at this one first.</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Is that-</td>
<td>PR</td>
<td>TUT</td>
</tr>
<tr>
<td>**</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>M</td>
<td>It's called <em>Sunshine</em>.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>M</td>
<td>Can you see the words?</td>
<td>INT-Y/N</td>
<td>RQ</td>
</tr>
<tr>
<td>9.</td>
<td>M</td>
<td>Sun. shine.</td>
<td>OTH-M</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>M</td>
<td>Good boy.</td>
<td>+</td>
<td>OTH-M</td>
</tr>
<tr>
<td>11.</td>
<td>M</td>
<td>It is an S isn't it?</td>
<td>INT-TAG</td>
<td>QR</td>
</tr>
<tr>
<td>12.</td>
<td>M</td>
<td>Like Daddy's name.</td>
<td>OTH-M</td>
<td>SD</td>
</tr>
<tr>
<td>13.</td>
<td>M</td>
<td>Let's turn the page.</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td>[-1.5 secs]</td>
<td></td>
<td>What's this?</td>
<td></td>
<td>INT-WH</td>
</tr>
<tr>
<td>14.</td>
<td>M</td>
<td>A little girl</td>
<td>OTH-M</td>
<td>SD</td>
</tr>
<tr>
<td>15.</td>
<td>M</td>
<td>and it looks like her daddy.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>16.</td>
<td>M</td>
<td>He's got some books.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td>What's she holding on to?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Mm ca. scarf.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>M</td>
<td>That's right.</td>
<td>+</td>
<td>DEC</td>
</tr>
<tr>
<td>19.</td>
<td>M</td>
<td>Scarf.</td>
<td>OTH-M</td>
<td>A</td>
</tr>
<tr>
<td>20.</td>
<td>M</td>
<td>Or some people call them mufflers.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>21.</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>22.</td>
<td>M</td>
<td>OK.</td>
<td>OTH-M</td>
<td>PR</td>
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<tr>
<td>23.</td>
<td>M</td>
<td>Oo no words C.</td>
<td>OTH-M</td>
<td>SD</td>
</tr>
<tr>
<td>24.</td>
<td>M</td>
<td>You'll have to read it for me I think.</td>
<td>DEC</td>
<td>CID</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>No.</td>
<td></td>
<td></td>
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<tr>
<td>25.</td>
<td>M</td>
<td>Look.</td>
<td>IMP</td>
<td>CI</td>
</tr>
</tbody>
</table>

---

332
26. Let's do it together.

27. What's this little girl doing?  IMP  CI

C  She's sleeping.

28. M  She's sleeping.

29. M  She's starting to wake up I think.

30. IMP  CI

31. M  She's turned over.

32. M  And she's turned over again.

33. M  Then she sat up.

34. M  And what's she doing here?  INT-WH  TQ

C  Yawning.

35. M  [Makes yawning sounds] Yes.  +  OTH-M  A

C  And now she's reading a book.

36. M  She is reading a book.  +  DEC  A

C  Now she's pulled- she's got out with her dolly and walking <inaudible>.  PR  REP  6

C  Look she's-

37. M  Look she's peeking isn't she?  INT-TAG  QR

C  Look-

38. M  Whose room do you think she's peeking in?

C  I don't know.


40. M  When you peek in at Mummy and Daddy's room.

C  Yeah I just check on you and see if you're awake and then I go into C2's room.

41. M  Yes.  +  OTH-M  A

42. M  Yes.  OTH-M  A

[to C2 who has just entered]

C  Hey Mum.  PR  REP  7

M  [[Have a watch for a minute]]

[[and tell Mummy what's happening.]]
Mummy, look. There's a clock.

43. M It is. + DEC A
44. Can you see what the time says? INT-Y/N RQ

C No.

45. M The little hand is on. I'd say the seven. DEC SD
46. And the big hand is close to the half past. DEC SD
47. It is twenty past seven. DEC SD
48. So really the Mummy and Daddy should be awake don't you think? INT-Y/N QR

C Mm.

49. M Mm. OTH-M A
50. OK. OTH-M

51. This little girl she reminds me of C2 C. DEC SD PR REP 8
52. She's climbed up onto the bed and Daddy's still asleep. DEC SD
53. She's put her dolly there. DEC SD
54. And she's climbed up and given Daddy a kiss. DEC SD
55. What a lovely way to wake up. OTH-M SD
56. Do you think that would be a nice way to wake up, to have someone kiss you? INT-Y/N RQ

C Mm.

58. M Mm? OTH-M-IN QP
59. [~1.5 secs] Right. OTH-M
60. Shall we turn the page? INT-Y/N RQ

61. What's she doing here C? INT-WH TQ PR REP 9

C She's in her dressing gown

62. M She's helping Daddy put his dressing gown on. DEC A
63. And now Daddy's giving her a hug. DEC SD
64. Oh he's putting her dressing gown on. DEC SD
65. She's got a red one just like yours. DEC SD

C But she's got a blue wrap-around.

66. M That's right. + DEC A
67. That's right. + DEC A
68. Yes.
Yours is all red isn't it?
OTH-M
A
INT-TAG
QR

C Mm.
And look there's blue and blue
that one.

70. M Now C just look carefully in this picture.
IMP
CI
PR
REP
10

71. Can you see behind Daddy's arm
who's that sleeping still in the bed?
INT-WH
TQ

C [laughs]

72. M Looks like the Mummy's still asleep.
DEC
SD

C Yeah.

73. M Right so. now Daddy's gone out.
Look.
DEC
SD
PR
REP
11

74. The little girl's got the newspaper
like you got for me this morning.
IMP
CI/AD
**

75. And Daddy's got the cornflakes.
in a bowl.
DEC
SD

76. And now the dolly's got a
postcard.
DEC
SD

77. It must have been in the letterbox.
DEC
SD

78. C With the newspaper.

79. M That's right.
DEC
A

80. Would you like to turn the page
darling?
INT-Y/N
CID
PR
REP
12

C I'm going to turn the page.
Turn the page.

81. M This one.
[~1.5 secs]
OTH-M
CI

82. Now.
ORTH-M

83. It looks like Daddy's putting some
toast in the toaster.
DEC
SD

84. And. this little girl- what's she
doing?
INT-WH
TQ

85. She's got her tongue sticking out.
DEC
SD

86. Do you think maybe she's really
hungry?
INT-Y/N
RQ

87. What's she doing there?
INT-WH
TQ

88. She's pouring?
INT-WH
QP

C The milk.
89. M Into-You know what? OTH-M-IN AD
She's actually eating rice bubbles DEC SD
they look more like.

90. M Do you think? INT-Y/N RO

91. M Look Mum. PR CONT 13
Next time when we go to the shops can
we buy some rice bubbles?

92. M OK we can do that. DEC R
Maybe we can make chocolate DEC SD
crackles if you're good.

93. M Does that sound good? INT-Y/N RQ

94. M But Mummy if I don't have a sleep
I'll only have to make chocolate DEC SD
crackles.

95. M OK. [laughs] OTH-M A

96. M Now look what's happening here C. IMP
Can you see? INT-Y/N RQ
It's nice and clear here. DEC SD

97. M Mm.

98. M And then something's starting. DEC SD
There's some smoke coming. DEC SD
And Daddy's reading the papers. DEC SD
And the little girl's eating her rice DEC SD
bubbles.

99. M And it's getting more smokey. DEC SD
And look. IMP CI
She's still eating DEC SD
and Daddy's still reading DEC SD
and it's getting more smokey. DEC SD
And it's getting really smokey DEC SD
and look this little girl. what has INT-WH TQ
she said?

100. M "Look Daddy. The-" what's INT-WH TQ
happened?

101. M The toast.

102. M Oh goodness look at the toast. IMP CI/AD
It's burnt! DEC SD
Black! OTH-M SD
Yuck! OTH-M SD
You can't eat that. DEC SD

103. M Mm.

104. M Oh dear. OTH-M SD
89. M Into-You know what? OTH-M-IN AD

90. She's actually eating rice bubbles DEC SD
they look more like.

91. Do you think? INT-Y/N RO

C Look Mum.
Next time when we go to the shops can
we buy some rice bubbles?

92. M OK we can do that. DEC R

93. Maybe we can make chocolate DEC SD
crackles if you're good.

94. Does that sound good? INT-Y/N RQ

C But Mummy if I don't have a sleep
I'll only have to make chocolate
crackles.

95. M OK. [laughs] OTH-M A

96. Now look what's happening here C. IMP CI/AD PR REP 14

97. Can you see? INT-Y/N RQ

98. It's nice and clear here. DEC SD

C Mm.

99. M And then something's starting. DEC SD

100. There's some smoke coming. DEC SD

101. And Daddy's reading the papers. DEC SD

102. And the little girl's eating her. rice DEC SD
    bubbles.

103. And it's getting more smokey. DEC SD

104. And look. IMP CI

105. She's still eating DEC SD

106. and Daddy's still reading DEC SD

107. and it's getting more smokey. DEC SD

108. And it's getting really smokey DEC SD

109. and look this little girl. what has INT-WH TQ
    she said?

110. "Look Daddy. The-" what's INT-WH TQ
    happened?

C The toast.

111. M Oh goodness look at the toast. IMP CI/AD

112. It's burnt! DEC SD

113. Black! OTH-M SD

114. Yuck! OTH-M SD

115. You can't eat that. DEC SD

C Mm.

116. M Oh dear. OTH-M SD

[~1.5 secs]
117. Oh isn't that nice C?
118. They've actually made breakfast for their Mummy.

C Mm.

119. Hey?
120. The little girl's Mummy.
121. And she's carrying the cereal
122. and Daddy's carrying the cups of tea.

C I think I think um because it's Mother's Day you have to um give the present.

123. Oh do you think it's Mother's Day? INT-Y/N VR

C Mm 'cause that's-

124. Maybe that's why Mummy's sleeping in?
125. Hey? OTH-M-IN QP
126. That might be a reason. DEC SD
127. Yeah that's good. + DEC SD
128. She's climbing up on the bed to wake her Mummy up. isn't she?

C Mm.

129. Let's turn the page and see what happens.

130. Oh Mummy wakes up. DEC SD PR REP
131. And there's the breakfast. DEC SD
132. And she pours the cup of tea. DEC SD
133. And look. IMP CI/AD
134. Daddy's got back into bed DEC SD
135. and he's reading the paper. DEC SD
136. And now Mummy's reading the postcard that came in the letterbox.
137. And the little girl is sitting in between the Mummy.
138. The Mummy must be reading it out aloud do you think?

C No look.

139. She is. DEC A
140. They're both still in the all in the bed.
141. All three of them in the same bed. OTH-M SD
142. And what's happening here? INT-WH TQ PR REP
143. Daddy's still reading the paper. DEC SD
Mummy's gone back to sleep.
The little girl's reading her book.
And I think she's had enough.
Maybe she's finished her book.
Oh I see what's happened.
She needs to go to the toilet.
Can you see?
The little girl's reading her book.
And I think she's had enough.
Maybe she's finished her book.
Oh I see what's happened.
She needs to go to the toilet.
Can you see?

And look. She's sitting on the toilet.

Yes.
<Inaudible>

That's right.

And now she's washing her hands and brushing her teeth.

I think it's-

C, look.

She's got a yellow toothbrush just like yours.

It's all yellow.

Yes it is.

It's covered with yellow.

Look at this clever girl.

You tell me what she's doing.

She's getting dressed isn't she?

What's she doing?

Mm.

Well let's start here.

She's put-

Well we start here.

She's put her dressing gown on.

Well she's taking it off isn't she? See?
C

170. M Now she's got it off her hand. DEC

171. M What's happening here? INT-WH SD TQ PR REP 21

C

172. M Yes her nightie. OTH-M A

173. M She's taken everything off here. DEC SD

174. M And then she's put some panties on DEC SD

175. M and she's holding- DEC SD

C

176. M Mm. + OTH-M A

177. M Maybe that's the washing pile do you think? INT-Y/N QR

C

178. M Then she's putting her singlet on. DEC SD

179. M Mm. PR REP 22

178. C Mm.

180. M She's got an arm in. DEC SD

180. M And now she's putting her shirt on. DEC SD

C

181. M [yes]

182. M Can you see? INT-Y/N RQ

C

182. C Mm.

182. M What's she doing here? INT-WH TQ PR REP 23

C

183. M Putting her pants on. TQ PR REP 23

183. M What you know I don't think that they're actually pants. DEC A

184. M They're like what C2 wears. DEC SD

185. M See? DEC SD

185. M 'Cause they've got feet in them as well. OTH-M-IN AD

186. M I think they're stockings, tights DEC SD

186. M To keep her nice and warm. OTH-M SD

187. M Lock and now she's tucked herself in. DEC SD

188. M Let's turn the page. IMP CI

188. M Oo she's still dressing herself. DEC SD

339
Now she's putting on a?  
A bluey shirt.

Yes. Or it might be a jumper even.
Yes it is.

Yes it's a jumper is it?

Mm.

And then?
She's got her-?
Shoes to put on.
That's right.

<Inaudible>

They've got straps and buckles don't they like C2's?

And then she's putting on a dress. on top.

And now she's packing her bag. Maybe that's her kindy bag do you think?

I don't know.

And she's all ready isn't she?
Ah and she's got the clock.
She's looking at it.
Ah.

And she's a clever girl 'cause she can read the time.
And she says "Oh my goodness. Look at the time. It's nearly eight thirty."

And what time do you normally have to go to kindy C?

I don't know.

It's about that time isn't it?
Mm.

A little bit- it's quarter to nine that we go to kindy.
<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
<th>DEC</th>
<th>PR</th>
<th>REP</th>
</tr>
</thead>
<tbody>
<tr>
<td>212.</td>
<td>so they'll be late if the Mummy and Daddy don't hurry up.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>213.</td>
<td>See what happens.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>214.</td>
<td>Yes.</td>
<td>OTH-M</td>
<td>SD</td>
<td>PR</td>
</tr>
<tr>
<td>215.</td>
<td>She's shown them the clock and they said &quot;Oh look at the time.&quot;</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>216.</td>
<td>Daddy looks at his watch.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>217.</td>
<td>And they both jump out of bed.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>218.</td>
<td>The newspaper falls on the floor.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>219.</td>
<td>Daddy's dressing gown's on the floor.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>220.</td>
<td>Daddy's running around.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>221.</td>
<td>Mummy's running around.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>222.</td>
<td>Mummy's must have had a quick shower 'cause now she's got a towel wrapped round her and she must have washed her hair.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>223.</td>
<td>And what's that in her hand?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
</tr>
<tr>
<td>224.</td>
<td>Um. a hairdryer.</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>225.</td>
<td>There's Daddy's trying to put his shirt on.</td>
<td>DEC</td>
<td>SD</td>
<td>PR</td>
</tr>
<tr>
<td>226.</td>
<td>Good boy.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>227.</td>
<td>Look he's got one sock on.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>228.</td>
<td>That's right.</td>
<td>DEC</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>229.</td>
<td>What colour's that sock?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td>230.</td>
<td>Red.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>231.</td>
<td>Gosh.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>232.</td>
<td>They're in a real hurry aren't they C?</td>
<td>INT-TAG</td>
<td>QR</td>
<td></td>
</tr>
<tr>
<td>233.</td>
<td>And look at this.</td>
<td>IMP</td>
<td>C/AD</td>
<td>PR</td>
</tr>
<tr>
<td>234.</td>
<td>Mummy's trying to dry her hair quickly.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
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<td>235.</td>
<td>Now she's putting on her clothes.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>236.</td>
<td>Daddy's putting on his clothes.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
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<tr>
<td><strong>FAMILY 3</strong></td>
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<tr>
<td><strong>MOTHER AND PUZZLES</strong></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>U</td>
<td>GRAMM</td>
<td>I</td>
<td>LOC</td>
</tr>
<tr>
<td>1.</td>
<td>M</td>
<td>Just look at this.</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Ah.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>It's a choo-choo train.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>M</td>
<td>It is a choo-choo train.</td>
<td>DEC</td>
<td>A</td>
</tr>
<tr>
<td>3.</td>
<td>M</td>
<td>Shall we take it out?</td>
<td>INT-Y/N</td>
<td>RQ</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>I jus-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>M</td>
<td>Let's tip it outside.</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td>5.</td>
<td>M</td>
<td>And then.</td>
<td>OTH-M</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Mm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>M</td>
<td>I'd like to see you do your puzzle.</td>
<td>DEC</td>
<td>CID</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Ah.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>M</td>
<td>And you can tell me all about it.</td>
<td>DEC</td>
<td>CID</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>It's got two wheels two wheels two wheels two wheels.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Mum that's a green and that's a yellow.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>That's a red.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>That's a blue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>And that's a red.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>M</td>
<td>That's right.</td>
<td>DEC</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>And have you noticed=</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>M</td>
<td>=that the carriages have got numbers on them?</td>
<td>INT-Y/N</td>
<td>RQ</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Mm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>M</td>
<td>Do you know what the numbers are?</td>
<td>INT-Y/N</td>
<td>RQ</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>1-2-3-4-5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>M</td>
<td>Clever boy.</td>
<td>DEC</td>
<td>CID</td>
</tr>
<tr>
<td>12.</td>
<td>M</td>
<td>OK let's tip 'em out</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td>13.</td>
<td>M</td>
<td>and then I'll see if you can do it.</td>
<td>DEC</td>
<td>CID</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>I'll-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. M OK you tip them out. And we'll muddle them all up 'cause we don't want to make it too easy do we?

15. IMP\ CI

16. Mix 'em all up. IMP\ CI

17. OK let me see what a clever boy you are C.

[~1.5 secs]

C This bit here.

18. M That's right. + DEC F

[~6 secs]

19. What's in that carriage C? INT-WH TQ PR TUT 5

C Camel.

20. M No that's a cow not a camel. DEC A

21. You always confuse cow with camel don't you?

C [to self] Yes no. yes no. yes no.

22. M It's from that zoo book I think. DEC SD

[~1.5 secs]

23. Good boy. + OTH-M F PR REP 6

24. Well done. + OTH-M F

C Didn't tricky me did it?

25. M No this wasn't a tricky one. DEC R

26. It was a nice little puzzle though isn't it?

27. OTH-M-\ html>INT-\ html>TA\ html>G QR

28. And this carriage has got coal in it. DEC SD PR TUT 7

29. Do you see this black stuff C? INT-Y/N AD

C Mm.

30. M This is to feed into the um engine I think. DEC SD

C But that one hasn't got anything.

31. M It's a steam engine. DEC SD

32. I think that might be a carriage where people sit in it

33. DEC SD

34. but there's no passengers. DEC SD

35. Can't see any anyway. DEC SD

36. But look there's somebody sitting in that one isn't it?

[~1.5 secs]
36. Oh well done darling. + OTH-M F
37. Shall we try this puzzle then? INT-Y/N RQ PR CONT 8

C Yes.
That's quite a hard one.

38. M Look at this.
39. It's nice and colourful isn't it? IMP CI/AD
40. Mm? OTH-M-IN QR
41. Want to take everything out OTH-M-IN QP
42. and then as you put them in-
43. I think just tip it out like this. DEC SD
44. OK? DEC CID
45. And then you turn them over so IMP CI
46. you can see the pictures.
47. Then you put them in IMP CI
48. and tell me what they are. IMP CI
49. OK? OTH-M-IN DP

C Mm.

49. M Rightio. OTH-M PR CONT 9
50. Off you go. OTH-M CI

C That's a bear.

51. M Well pop them in as you say IMP CI
52. them. Put them in the right place. IMP CI
[~1.5 secs]
53. They're all toys aren't they? INT-TAG QR PR REP 10

C Yes.

54. M Different sorts of toys. OTH-M SD
[~2 secs]
55. Do one which you think you can IMP CI PR CONT 11
56. see first. Good boy. + OTH-M F
57. Well done. + OTH-M F
58. And what was that you say? INT-WH TQ

C Car.

59. M Yeah. OTH-M A
60. It's sort of a made out of sort of INT-TAG QR
blocks isn't it?

C This is a teddy bear isn't it? PR REP 12

61. M It looks a bit like the Playschool INT-TAG QR
62. teddy bear doesn't it?
63. Mm? OTH-M-IN QP
C This is a doll.
    This is a drum.

[~2 secs]

63. M I think you were right were you there? INT-TAG RQ

   C There's three drums.

64. M Three drums. + OTH-M A
65. M That's it. OTH-M F
66. M You're right. + DEC SD

C Three.

67. M Yep. + OTH-M F
68. M These are bongo drums darling. DEC SD

C Bongo.

69. M Mhm. + OTH-M A
70. M They make a nice sound too. DEC SD
71. M Grandma would like to dance to those. DEC SD
72. M Mm? OTH-M-IN QP

[~2 secs]

73. M Mm I think that spot's a bit better. DEC SD
63. M Oops this one fell out didn't it? INT-TAG QR

[-3 secs]

75. M Good boy. + OTH-M F
76. M Good boy. + OTH-M F
77. M It's trickier than you think isn't it? INT-TAG OR

C Doll.
    Doll.
    Painting.
    Painting isn't it?

78. M Yes. + OTH-M R
79. M Nice paints. OTH-M SD

C <Inaudible>

80. M It's got a paint brush. DEC SD
81. M Some water. OTH-M SD

C <Inaudible>

82. M And what colours? OTH-M-IN TQ

C Ah.

[~1.5 secs]
Brown, red, yellow, blue, green.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 83. | **M** | That's right. | + | **DEC** | A |
| 84. | **M** | And what is that? | **INT-WH** | TQ |
| C |   | The green. |       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 85. | **M** | That's right. | + | **DEC** | A |
| 86. | **INT-WH** | And where do you think that goes? | TQ | PR | CONT |
| C |   | Mm. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 87. | **M** | Have a look. | **IMP** | CI |
| 88. | **DEC** | It's sort of that colour | SD |
| 89. | **INT-TAG** | but it's not green is it? | QR |
| [~3 secs] |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 90. |   | Yeah it's sort of like a snake isn't it? | **INT-TAG** | QR |
| C |   | Yes. |       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 91. | **M** | There you go. | **OTH-M** | SD |
| 92. |   | Perhaps try and push it around a bit. | **IMP** | CI |
| 93. |   | That's it. | **OTH-M** | F |
| 94. |   | Good boy. | + | **OTH-M** | F |
| 95. |   | Well done. | + | **OTH-M** | F |
| C |   | Teddy bear! | PR | REP |
|   |   | Mummy he's got a teddy. |       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 96. | **M** | Yes. | **OTH-M** | A |
| 97. | **DEC** | I like that teddy. | SD |
| 98. | **INT-TAG** | He's a cutey isn't he? | QR |
| C | <Inaudible> |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 99. | **M** | Now this- you said it's a doll but it's a special sort of doll. | **DEC** | SD | PR | TUT |
| 100. | **DEC** | It's called a golliwog. | SD |
| 101. |   | Say golliwog? | **OTH-M-IN** | CID |
| C |   | Golliwog. | Mm. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 103. | **M** | He's sweet. | **DEC** | SD |
| 104. | **OTH-M** | There. | SD |
| C |   | Paintbrush see. | PR | REP |
| 105. | **M** | There. | **OTH-M** | SD |
| 106. | **DEC** | You found him this time. | SD |
| 107. |   | Good boy. | + | **OTH-M** | F |
108. Nice paintbrush.  OTH-M  SD
109. Look C.  IMP  CI/AD
110. What colour is the paint on that paint brush?  INT-WH  TQ

C  Um red.

111. M  Yeah.  +  OTH-M  A
112. It looks like they're going to paint something with the red doesn't it?  INT-TAG  QR

C  Um=

113. M  OK now what about this one?  OTH-M-IN  CID  PR  REP  20

C  =red.  Mum I'm putting the colours in.

114. M  You going to tell me the colours?  OTH-M-IN  QR
115. OK.  OTH-M  SD

C  That hasn't got any colour.

116. M  Well that would be white.  DEC  SD

C  White.

117. M  Mm.  OTH-M  A

C  Red.

118. M  Mm.  OTH-M  A

C  Yellow, brown, pink, blue.

119. M  Good boy.  +  OTH-M  A

C  I think that's a sort of bluey pink.

120. M  No not a bluey pink.  OTH-M  A
121. That's sort of what you'd call a flesh colour I think.  DEC  SD

C  Mm.

122. M  You know?  INT-OTH  RQ

C  These are:

123. M  Sort of a skin colour.  OTH-M  SD
These are three balls again.
These are three balls again.

Mm I wonder where they would go.

That's right.

Clever boy.

Hey!

I saw a bike in another um.
It wasn't a hard one than this one.
It was a easy one.
There two bikes in this puzzle.

Two bikes?

Mm.

One bike in one puzzle and one bike in this puzzle.

That's right.

And darling.

Mm.

This isn't actually a bicycle is it?

No.

Because it's got how many wheels?

1-2-3.

Three wheels.

So it is actually a tricycle isn't it?

Mm.

Because bicycle means its got two wheels. hasn't it?

Like your bike.

You've got a bicycle.

With-

With two little trainer wheels isn't it?
138. Now this is like what you're doing. DEC SD PR REP 24
139. What's that? INT-WH TQ **

C Um.
Oo.
Shapes.

140. M That's it. OTH-M A
141. Good OTH-M A
142. Yeah shapes. + OTH-M A
143. And that's actually a puzzle as well I think. DEC SD
144. Different shapes. OTH-M SD
145. That's right. + DEC F
146. Good boy. + OTH-M F

147. No that was right. + DEC F PR CONT 25
148. Just try it a little bit harder. IMP CI
149. That's it. + OTH-M F
150. You just have to try- DEC CI
151. That's it. + OTH-M F
152. Good boy. + OTH-M F
153. Well don- + OTH-M F

154. Oops. OTH-M SD PR REP 26
155. Got caught on your jumper. DEC SD
156. That little golliwog wants to play with you C.
157. Hey? OTH-M-IN QP
158. Isn't he sweet? INT-Y/N QR
159. I like him. DEC SD
160. Hm? OTH-M-IN QP

C So do I. Mum I think this can come out. PR REP 27

161. M No it's not meant to come out. DEC A
162. It's just that's the way they had to re. go through to cut the other puzzles out. DEC SD
163. Mm? OTH-M-IN QP
164. That was very good darling. + DEC F

C Mummy look-
Now another hard one. PR REP 28

165. M You want to do another hard one? INT-OTH RQ
166. Would you like to try-? INT-Y/N RQ

C Do Pyjama one.

167. M Well. do you want to do the Pyjama one or would you like to try this car one?
C I think the car one.

168. M Now that's a very hard one. DEC SD

C Yes.
I think-

169. M OK have a good look at it. before we tip it out. IMP CI

170. Beautiful colours. OTH-M SD PR REP 29

C <Inaudible>

171. M See the windows? OTH-M-IN AD

C That's yellow.

172. M They're the wheels. DEC SD

C That's yellow.

173. M That's right. + DEC A

C That's yellow.
That's white that's blue.

174. M Huhmm. OTH-M A

C Blue blue red red red red red.

175. M And what colour's this? INT-WH TQ

C White.

176. M That's right. Good boy. DEC A

177. That's right. + OTH-M SD

178. Let's tip them out. IMP CI PR CONT 30

C No I'll do it.

179. M OK. OTH-M A

180 It's a difficult one. DEC SD

C Mm.
[Puzzle crashes on to table]

181. M Oo gently sweetheart. OTH-M CI!

C It it comes out really quickly.

182. M I know DEC A

183. but you can be gentle and- DEC SD

184. Let's turn them over. IMP CI
185. So you can have a good look.  
186. OK.  
187. All right.  
188. What bits do you think would be a good thing to start off with?  
189. How about something you definitely know where it would be?  
   C This one's quite easy.  
190. M Mm I don't think it actually goes there you know sweetheart.  
191. I think that's one of the windows isn't it?  
192. Can you remember?  
193. The car had blue windows.  
194. Why don't you try something that you know definitely goes?  
195. How about- what goes there?  
   C Ah.  
196. M What are they?  
   C Wheels.  
197. M That's right.  
198. OK.  
199. And is there another wheel?  
200. Ooo clever boy.  
   [~2 secs]  
201. OK.  
   [~1.5 secs]  
202. Mm.  
   [~1.5 secs]  
   C This is quite hard.  
203. M Ooo I wonder what this bit is.  
204. Look at this C.  
   [~1.5 secs]  
   C I know.
So you can have a good look.  

M: OK.  

M: All right.  

INT-WH RQ: What bits do you think would be a good thing to start off with?  

INT-WH CID: How about something you definitely know where it would be?  

C: This one's quite easy.  

M: Mm I don't think it actually goes there you know sweetheart.  

INT-TAG QR: I think that's one of the windows isn't it?  

INT-Y/N RQ: Can you remember?  

DEC SD: The car had blue windows.  

INT-WH CID: Why don't you try something that you know definitely goes?  

INT-WH TQ: How about what goes there?  

C: Ah.  

M: What are they?  

INT-WH TQ: Wheels.  

M: That's right.  

INT-Y/N TQ: And is there another wheel?  

INT-WH F: Oo clever boy.  

INT-WH F: OK.  

INT-WH F: Mm.  

INT-WH F: Right.  

C: This is quite hard.  

M: Oo I wonder what this bit is.  

IMP CI/AD: Look at this C.  

C: I know.
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>M</td>
<td>OK darling.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>What do you want?</td>
<td>INT-WH</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Some cordial?</td>
<td>OTH-M-IN</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Cordial please.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>In your jungle cup?</td>
<td>OTH-M-IN</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>No.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>This one?</td>
<td>OTH-M-IN</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Yes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>That's a nice- beautiful cup isn't it?</td>
<td>INT-TAG</td>
<td>QR</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Mm.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Hang on.</td>
<td>OTH-M</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>We'll have to put a little bit of this and then some water.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>So do you like that food better darling?</td>
<td>INT-Y/N</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Mm.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>There's no peas in that one is there?</td>
<td>INT-TAG</td>
<td>QR</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Mmm.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>There you go.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
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<tr>
<td>[~5 secs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[~2 secs]</td>
<td>How you going there C2?</td>
<td></td>
<td>PR</td>
<td>CONT 3</td>
</tr>
<tr>
<td>13.</td>
<td>Hey don't drink too much.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>All right?</td>
<td>OTH-M-IN</td>
<td>DP</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>We don't want you all filled up.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>You eat up your dinner nicely.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Yum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>[There you go C2.]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[~2 secs]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>[humming]</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17. M</strong></td>
<td>Are you singing C?</td>
<td>INT-Y/N</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>No.</td>
<td>INT-Y/N</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td><strong>18. M</strong></td>
<td>Oo I love that song.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td><strong>19. M</strong></td>
<td>Want to sing that for Mummy?</td>
<td>OTH-M-IN</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>But I don't know.</td>
<td>INT-M-IN</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>If you don't sing it with me I won't sing it.</td>
<td>DEC</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td><strong>20. M</strong></td>
<td>Well you know Mummy's got a bit of a sore throat today.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td><strong>21. M</strong></td>
<td>Maybe you could sing it to me and I'll suggest an animal.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td><strong>22. M</strong></td>
<td>Maybe C2 will sing it too.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>No I'll um tell which animal.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td><strong>23. M</strong></td>
<td>Which animal.</td>
<td>OTH-M-IN</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td><strong>24. M</strong></td>
<td>OK.</td>
<td>OTH-M-IN</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td><strong>25. M</strong></td>
<td>Well you sing it.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td><strong>26. M</strong></td>
<td>And then you tell me which animal.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Old Macdonald had a farm E I E I O With a oink- A pig.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td><strong>27. M</strong></td>
<td>A pig.</td>
<td>OTH-M-IN</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td><strong>28. M</strong></td>
<td>What's that?.</td>
<td>INT-WH</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td><strong>29. M</strong></td>
<td>[sings] With a pig here and a pig there</td>
<td>OTH-M-IN</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Everywhere oink oink Old Macdonald had a farm E I E I O.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td><strong>30. M</strong></td>
<td>That was lovely. +</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td><strong>31. M</strong></td>
<td>You know I got muddled up with the words too.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td><strong>32. M</strong></td>
<td>'Cause isn't it [sings] Old Macdonald had a farm E I E I O And on that farm he had a pig E I E I O?</td>
<td>INT-Y/N</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td><strong>33. M</strong></td>
<td>And then you go With an oink oink here and an oink oink there</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
</tbody>
</table>
here an oink there an oink everywhere an oink oink.

35. Isn't that- let's try it with a sheep this time. IMP CI
C No.

36. Then we can get it right this time. DEC SD
C No a camel.

37. M A camel? OTH-M RQ
38. I don't know what sound a camel makes. DEC SD
C Cow.

39. M A cow then. OTH-M A
40. All right. OTH-M A

1. F Hey C you're not eating your dinner. DEC IID/SD PR CONT 5
C Yes I am. I take mouthful.

41. M Good boy. + OTH-M F
42. OK swallow that IMP CI
43. and then you do a cow for me. IMP CI
44. 'Cause I'd like to hear what a cow what sort of noise a cow makes. DEC SD
C Moo.

45. M A moo is it? INT-Y/N VR
46. OK. OTH-M A
47. Well you sing Old Macdonald for me. IMP CI

C [sings] Old Mac. Old Macdonald had a farm
E I E I O.
And on that farm he had a-

2. F A what? OTH-M-IN RQ
48. M Cow. OTH-M R

C Cow.
E I-
Mum

49. M Mm? OTH-M-IN RQ
50. M What happened to the moos? INT-WH RQ

3. F He's too busy eating. DEC R

51. M C you know who's coming on Thursday? OTH-M-IN RQ FUT REP 7

52. M Take a guess. IMP CI

53. M Who's your favourite cousins? INT-WH TQ

4. F Who sleeps downstairs in Daddy's room [study]? INT-WH TQ

54. M That's right. DEC OTH-M A

55. S and E. +

56. M And what's their little sister's name? INT-WH TQ FUT REP 8

57. Do you remember? INT-Y/N RQ

C Mm.

58. M What is it? INT-WH TQ

C Um G.

59. M G yes. OTH-M A

6. F And C2 likes to play with G. DEC SD

60. M That's right. DEC SD

61. M She's even smaller than C2 isn't she? INT-TAG QR

C2 [[G.]]

M [[G.]]

[[Good girl C2.]]

[[That's the way.]]

[[Mm.]]

62. M And they're going to be here on Thursday, Friday and Saturday. DEC SD

63. M Three days. OTH-M SD
<p>| | | | | | | | | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>64.</td>
<td>Mm?</td>
<td>OTH-M-IN</td>
<td>QP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65.</td>
<td>M</td>
<td>And. where's Daddy going tomorrow?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>FUT</td>
<td>REP</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66.</td>
<td>Do you know?</td>
<td>INT-Y/N</td>
<td>RQ</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>C</td>
<td>No.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>67.</td>
<td>M</td>
<td>Daddy's going in a big aeroplane.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
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<tr>
<td>68.</td>
<td>He has to go to the airport.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
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<tr>
<td>69.</td>
<td>And he's going far far away.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>70.</td>
<td>Not as far as America this time.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
<td></td>
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<tr>
<td>71.</td>
<td>but still far away from us.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
<td></td>
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<tr>
<td>72.</td>
<td>It's called India.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>73.</td>
<td>Can you say India?</td>
<td>INT-Y/N</td>
<td>CID</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C</td>
<td>Mm mm. [no]</td>
<td></td>
<td></td>
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<tr>
<td>74.</td>
<td>M</td>
<td>You try and say India.</td>
<td>IMP</td>
<td>Cl</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>F</td>
<td>I think you can.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
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</tr>
<tr>
<td>75.</td>
<td>M</td>
<td>That's an easy one.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
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<tr>
<td>76.</td>
<td>You say India.</td>
<td>IMP</td>
<td>Cl</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>C</td>
<td>Ind.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>No.</td>
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<td></td>
</tr>
<tr>
<td>77.</td>
<td>M</td>
<td>Keep going.</td>
<td>IMP</td>
<td>Cl</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>78.</td>
<td>You say India.</td>
<td>IMP</td>
<td>Cl</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>79.</td>
<td>'Cause Grandpa's Indian isn't he?</td>
<td>INT-TAG</td>
<td>QR</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>80.</td>
<td>Or what you'd call Sri Lankan.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
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<tr>
<td>81.</td>
<td>Sri Lankan.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
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<tr>
<td>82.</td>
<td>Sri Lankan.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Indian.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8.</td>
<td>F</td>
<td>Indian.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>83.</td>
<td>M</td>
<td>Indian.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>F</td>
<td>That's right.</td>
<td>DEC</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>84.</td>
<td>M</td>
<td>And Daddy's going to India.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>85.</td>
<td>The people are called Indian</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>86.</td>
<td>and the country is India.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
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</tbody>
</table>

[-2 secs]

| 10. | F | Daddy's going to Japan. | DEC | SD |
| 11. | Can you say Japan? | INT-Y/N | CID |

[-2 secs]
12. Is that too hard for you? INT-Y/N RQ

87. M He's got a mouthful Dad. DEC IID/SD

[~2.5 sees]

13. F Can't speak with a mouthful can he? INT-TAG QR

88. M You say Japan. IMP CI
89. Do you know what they say in Japan? INT-Y/N RQ
90. When they say- what does 'Konnichi-wa' mean again? INT-WH RQ
91. Hello. welcome. OTH-M SD
92. Hello. OTH-M SD
93. How are you? INT-WH SD
94. Or they usually say 'Konnichi-wa! Konnichi-wa!' DEC SD
94. Something like that anyway. OTH-M SD

14. F And a 'hai' is yes. DEC SD

C No.

15. F No yes. OTH-M A
16. 'Hai' means yes. DEC SD

C No.

17. F And you bow. DEC SD
18. Bow. OTH-M SD

96. M C is good at bowing. DEC SD

C [starts singing] PR CONT 11

97. M Sweetie. OTH-M AD
98. Can you eat up quickly because the food's getting a bit cold. INT-Y/N CID

19. F <Inaudible> that toy. Where did you find it? INT-WH RQ

C Mm in the um baby's box.

99. M In the baby's box? OTH-M-IN RQ
100. What was it doing there? INT-WH RQ

20. F I don't think it was in the baby's box. DEC SD

C Mm.
101. M Your Tasmanian Devil? OTH-M-IN RQ

21. F I thought you'd found it in the car. DEC SD

C No. no.
I didn't see it in the car.
I saw it in the-

22. F That's where I saw you with it. DEC SD

102. M Well it's been travelling around with us hasn't it C? INT-TAG QR

C Mm.

103. M That's right. DEC A

104. Do you remember when you got that? INT-Y/N RQ P REP 13

105. Remember who gave it to you? OTH-M-IN RQ

C No.

106. M That was G and R wasn't it? INT-TAG QR

C Mm.

107. M With K. in America. OTH-M SD

108. It was when you went to America in an aeroplane. DEC SD

109. And we went skiing. DEC SD

110. Do you remember the snow? INT-Y/N RQ

C Mm.

111. M Mm" OTH-M-IN QP

C When I was a baby.

112. M Well yeah. OTH-M A

113. [to C] I think you were about C2's age. DEC SD

114. [to F] wasn't he? INT-Y/N RQ

23. F You were about one year and- DEC SD

115. M It was about fourteen months. DEC SD

24. F Three months. OTH-M SD

116. M Wow. OTH-M SD

117. So that's quite a long time for you to remember that. DEC SD
25. F It was in the summertime here and it's the wintertime there.

26. DEC SD

118. M Now eat up 'cause you said this was your favourite meal because it's got no peas in it.
IMP CI PR CONT 14

119. So eat it up or I'll think you don't like it.
IMP CI

F <Inaudible>

C Don't know. PR REP 15

27. F Did you have Daddy's special drink?
INT-Y/N RQ

C Which one?

120. M He didn't want-
DEC R
121. The lemon drink darling.
OTH-M R

28. F Special lemon drink.
OTH-M R

C No because you- I didn't like -

122. M It's from those lemons you picked off the tree for us.
DEC SD

29. F They were Grandpa's.
DEC SD

C Dad I didn't like those lemons.
I couldn't eat them.

123. M Yeah OK.
OTH-M A
124. Well just eat up quickly then.
IMP CI PR CONT 16
125. All right?
OTH-M-IN DP

C Yeh toast.

F [[I didn't put any salt in this time.]]

M [[Mm.]]
[[It's nice but it does need some salt.]]

126. M Eat up poppet.
IMP CI

[~1.5 secs] C2 [vocalising] PR CONT 17

[~2 secs] F [[Don't be silly C2.]]

C [makes imaginative sounds]
127. M  No don't be silly C.        IMP  CI
       C  Um Dad.
       Please give me a tissue please.

128. M  You need a tissue?        INT-OTH  RQ
129.   That's only a tiny spot.   DEC  SD
130.   OK Daddy'll get you one.    DEC  SD

C2  [[Daddy.]]

F  [[Oh you want a tissue too?]]
   [[OK.]]

M  [[She's got some on-]]

F  [[Look at your finger it's so dirty.]]
   [[One spot.]]
   [[I thought-]]

M  [[You hold on to the tissue C2 in case]]
   [[you need it again.]]

F  [[I thought you were a grub C2.]]

C  Dad.  PR  REP  18
This naughty groucher.

131. M  What's a naughty grouch?  INT-WH  RQ
       C  This.
       He's got his mouth wide open
       and he's hissing so loud.

132. M  Your Tasmanian Devil?    OTH-M-IN  RQ
       C  Yes. [imitates Tasmanian Devil hissing]

133. M  Do you know why he's got his
       mouth open like that?  INT-Y/N  RQ  PR  CONT  19
       C  Mm.

134. M  So that he can eat his food.  DEC  SD
       C  Mm. [yes]

30.  F  I think C should eat his food.  DEC  CID
       [C spits]

31.  F  What do you think?      INT-WH  RQ
I think he should.

-no.
-C that's not nice.

[C spits]

And Mummy doesn't like spitting.

Is there a carrot in there?

[[Don't C2.]]

Yes.

Where's the carrot?

There's the carrot.

There we are.

Mm.

Um careful.

And Cy, what are you going to have for dessert tonight?

Nothing.
# FAMILY 4

## FATHER AND BOOKS

<table>
<thead>
<tr>
<th></th>
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<th>GRAMM</th>
<th>II</th>
<th>LOC</th>
<th>FUNCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. F</td>
<td>Do you want to read a book?</td>
<td>INT-Y/N</td>
<td>RQ</td>
<td>PR</td>
<td>REP</td>
</tr>
<tr>
<td>2. F</td>
<td>Sunshine.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
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<td>[-2 secs]</td>
<td></td>
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<tr>
<td>3. F</td>
<td>It's about a little girl.</td>
<td>DEC</td>
<td>SD</td>
<td>PR</td>
<td>REP</td>
</tr>
<tr>
<td>C</td>
<td>&lt;Little girl's in bed&gt;</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. F</td>
<td>Mm the little girl's in bed.</td>
<td>DEC</td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>5. F</td>
<td>Look she's waking up.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. F</td>
<td>Who's this?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>TUT</td>
</tr>
<tr>
<td>C</td>
<td>Doll.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. F</td>
<td>Doll.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
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<tr>
<td>8. F</td>
<td>Yes.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. F</td>
<td>That's right.</td>
<td>DEC</td>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>10. F</td>
<td>What's the little girl up to?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>REP</td>
</tr>
<tr>
<td>C</td>
<td>Daddy.</td>
<td></td>
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<tr>
<td>11. F</td>
<td>Yes.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Daddy.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12. F</td>
<td>Mm.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. F</td>
<td>What's she doing here?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>REP</td>
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<td>[-1.5 secs]</td>
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<tr>
<td>14. F</td>
<td>Is she giving her Daddy a kiss?</td>
<td>INT-Y/N</td>
<td>TQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Yes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. F</td>
<td>Yes?</td>
<td>OTH-M-IN</td>
<td>VR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Yes she is. Daddy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. F</td>
<td>That's right.</td>
<td>DEC</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. F</td>
<td>And what's that?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>REP</td>
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<tr>
<td>C</td>
<td>C.</td>
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<tr>
<td>C</td>
<td>C.</td>
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<tr>
<td>18. F</td>
<td>C.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
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<tr>
<td>19. F</td>
<td>Oh I see.</td>
<td>DEC</td>
<td>A</td>
<td></td>
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</tbody>
</table>
20. And what's in C's hand? INT-WH TQ PR TUT
   C That's a paper.

   Mm. OTH-M A

22. What are they doing? INT-WH TQ PR REP
   C Daddy doing cereal.
   What's this?
   Dolly with paper.
   Daddy with Cornpops.

23. F Cornpops? OTH-M-IN VR
   C Yes.

24. F Cocopops. OTH-M A
   [-1.5 secs]
   C Pop.
   Daddy doing=

25. F Mm. OTH-M A
   C =toast.

26. F Yes. + OTH-M A
   C <Inaudible>
   This has got chewies.

27. F Who's that? INT-WH TQ PR TUT
   C Mummy's.

28. F Aha. OTH-M A
   C It's Mummy.

29. F What do you think they're doing? INT-WH RQ PR REP
   C They taking Mummy breakfast.

30. F Who's that? INT-WH TQ PR TUT
    C Mummy.

31. F Yes. OTH-M A

363
C Waking up Mummy.
   Daddy read paper.

33. F Mm. + OTH-M A
   Daddy read paper yes.

34. C Then he finished <inaudible>
   Then he gotta read paper.

[-1.5 secs]
   <Inaudible>

35. F Mm. OTH-M A
   What are they doing here?

36. C I saw mirror.

37. F The mirror yes. + OTH-M A
   <Get it through> here.

38. F What's he doing there? INT-WH TQ
   C Get dressed.

39. F Can C do this? INT-Y/N RQ
   [-1.5 secs] **
   C <Inaudible> mm.

40. F Getting dressed. OTH-M SD
   [-2 secs]
   C Get dressed.

41. F Mm get dressed.
   42. That's right. + DEC A
   [-3 secs]

43. Oh dear I think they're a bit late.
   Running around to get dressed.
   DEC SD PR REP 15

44. [-1.5 secs]
   C Daddy gets dressed.

45. F Mm. OTH-M A
   C Daddy is dressed.

46. F Daddy get dressed yes.
   I think they're going off to school.
   DEC A

47. C Off school.
48. F Mm. OTH-M A
49. There they go. DEC SD
"Bye-bye." OTH-M SD
Dolly.
<Finished>
<Inaudible>

51. F This is *Tog the Dog.* DEC SD PR REP 16
C Tog the dog.
F [[Hi gang.]]
C Hi gang.
F [[Have you ever heard of Tog the dog?]]
[[Got lost in a fog.]]
[[Tipped over a cog.]]
[[Fell into a bog.]]

52. That looks smelly. DEC SD
53. [[And frightened a]] ? INT-WH TQ
C Frog.

54. F Frog. + OTH-M A
55. Yes. + OTH-M A
56. He came in-[[Along came a big]] INT-WH TQ
[[fat]] ?
C Pig.

57. F It's a pig yes. DEC A
58. It's called a hog. DEC SD
C Hog.

F [[Who picked up a log.]] PR REP 17
C Oo I.
<Inaudible>

F Mm.
[[And pulled out a the hog, the]]
[[dog called Tog.]]

C That's the end. FR REP 18

59. F Mm. + OTH-M A
60. That's Tog the dog. DEC SD
C Gone.
<table>
<thead>
<tr>
<th>No.</th>
<th>Actor</th>
<th>Speech</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>61.</td>
<td>F</td>
<td>Pussy cat meow.</td>
<td>OTH-M A</td>
</tr>
<tr>
<td>62.</td>
<td>C</td>
<td>Mouse.</td>
<td>INT-WH TQ</td>
</tr>
<tr>
<td>63.</td>
<td>F</td>
<td>Mouse yes.</td>
<td>OTH-M A</td>
</tr>
<tr>
<td>64.</td>
<td>C</td>
<td>Clock yes. + OTH-M A</td>
<td>&lt;Inaudible&gt;</td>
</tr>
<tr>
<td>65.</td>
<td>F</td>
<td>This is Nicky's Noisy Night.</td>
<td>DEC SD</td>
</tr>
<tr>
<td>66.</td>
<td>C</td>
<td>Meow.</td>
<td>INT-WH TQ</td>
</tr>
<tr>
<td>67.</td>
<td>F</td>
<td>There's the curtains.</td>
<td>DEC SD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[[Something is blowing.]] [What is it?] [Tap tap tap tap swish swish.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>[[Someone is nibbling.]] [Who is it?] [Squeak.]</td>
<td></td>
</tr>
<tr>
<td>68.</td>
<td>F</td>
<td>Oh. bye-bye.</td>
<td>OTH-M SD</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Bye puss.</td>
<td></td>
</tr>
<tr>
<td>69.</td>
<td>F</td>
<td>Mm.</td>
<td>INT-WH TQ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[[Something is banging.]] [What is it?] [Crash! Bang!]</td>
<td></td>
</tr>
<tr>
<td>70.</td>
<td>F</td>
<td>Mm doggie. + OTH-M A</td>
<td>Bye bye pussy.</td>
</tr>
</tbody>
</table>
[Something is dripping.]
[What is it?]
[Drip drip drip.]

Bye.

[Someone is calling.]
[Who is it?]

[Whooooo.]

Bye.

That's an owl.

Mm.
Pussy cat's having an interesting time.

[Someone is singing.]
[Who is it?]
[Tick tock tick tock tick tock.]

What here?

[Cuckoo.]

Cuckoo.

Who's this?

[Someone is running.]
[Who is it?]

Pull the curtains.

Ah woof.

Who's that who's going meow?

Can you see who's going meow?

Meow.

There's the dog going [Arf? Arf?]

Meow.

Yes he's chasing the pussy cat.

Mm.
81. Turn the page.  
   [['Mama, tell every one to be quiet.']]  
   C Story.

82. F Yes.  
83. Night night Nicky.  
   C Night night.
**FATHER AND PUZZLES**

<table>
<thead>
<tr>
<th></th>
<th>GRAMM</th>
<th>II</th>
<th>LOC</th>
<th>FUNCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>F</td>
<td>DEC</td>
<td>SD</td>
<td>PR</td>
</tr>
<tr>
<td></td>
<td>There you are.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td>INT-Y/N</td>
<td>CID</td>
<td></td>
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<tr>
<td></td>
<td>Can you do the puzzle?</td>
<td></td>
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<td></td>
<td>C</td>
<td>Oh.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>F</td>
<td>INT-Y/N</td>
<td>RQ</td>
<td></td>
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<tr>
<td></td>
<td>Do you know what the puzzle is?</td>
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<td>4.</td>
<td></td>
<td>DEC</td>
<td>CID</td>
<td>PR</td>
</tr>
<tr>
<td></td>
<td>I don't think they go that way.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td>DEC</td>
<td>SD</td>
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<td></td>
<td>This is a bit difficult this one.</td>
<td></td>
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<td>6.</td>
<td></td>
<td>DEC</td>
<td>SD</td>
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<tr>
<td></td>
<td>It's got numbers.</td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
<td>IMP</td>
<td>Ci</td>
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<td></td>
<td>You count.</td>
<td></td>
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<td>8.</td>
<td></td>
<td>OTH-M</td>
<td>SD</td>
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<td></td>
<td>1-2-3-4-5.</td>
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<td>9.</td>
<td></td>
<td>DEC</td>
<td>SD</td>
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<td></td>
<td>It's got. two.</td>
<td></td>
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<td>10.</td>
<td></td>
<td>DEC</td>
<td>SD</td>
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<tr>
<td></td>
<td>This one's two.</td>
<td></td>
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<td>11.</td>
<td></td>
<td>DEC</td>
<td>F</td>
<td></td>
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<tr>
<td></td>
<td>That's right.</td>
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<td>12.</td>
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<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
</tr>
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<td></td>
<td>What's that?</td>
<td></td>
<td></td>
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<tr>
<td>13.</td>
<td></td>
<td>INT-Y/N</td>
<td>RQ</td>
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<tr>
<td></td>
<td>Can you see the picture?</td>
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<tr>
<td>14.</td>
<td></td>
<td>OTH-M</td>
<td>A</td>
<td></td>
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<tr>
<td></td>
<td>Very good.</td>
<td></td>
<td></td>
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<td>15.</td>
<td></td>
<td>DEC</td>
<td>A</td>
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<tr>
<td></td>
<td>That's three.</td>
<td></td>
<td></td>
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<tr>
<td>16.</td>
<td></td>
<td>OTH-M</td>
<td>A</td>
<td></td>
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<tr>
<td></td>
<td>Yes.</td>
<td></td>
<td></td>
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<tr>
<td>17.</td>
<td></td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
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<tr>
<td></td>
<td>Where's three go?</td>
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<tr>
<td>18.</td>
<td></td>
<td>OTH-M</td>
<td>IID/SD</td>
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<td></td>
<td>1-2-3-4-5.</td>
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<tr>
<td>19.</td>
<td></td>
<td>IMP</td>
<td>Ci</td>
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<tr>
<td></td>
<td>Turn it around.</td>
<td></td>
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<td>20.</td>
<td></td>
<td>IMP</td>
<td>Ci</td>
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<td></td>
<td>Turn it around.</td>
<td></td>
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<td>21.</td>
<td></td>
<td>DEC</td>
<td>F</td>
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<tr>
<td></td>
<td>That's right.</td>
<td></td>
<td></td>
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<tr>
<td>22.</td>
<td></td>
<td>DEC</td>
<td>SD</td>
<td></td>
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<tr>
<td></td>
<td>That's number three.</td>
<td></td>
<td></td>
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<tr>
<td>23.</td>
<td></td>
<td>IMP</td>
<td>Ci</td>
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<td></td>
<td>Put it where number three is.</td>
<td></td>
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<td>24.</td>
<td></td>
<td>DEC</td>
<td>CID</td>
<td></td>
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<tr>
<td></td>
<td>Number three goes there.</td>
<td></td>
<td></td>
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<td>25.</td>
<td></td>
<td>DEC</td>
<td>SD</td>
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<tr>
<td></td>
<td>That's a carriage.</td>
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<td>26.</td>
<td></td>
<td>OTH-M</td>
<td>A</td>
<td></td>
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<tr>
<td></td>
<td>Four.</td>
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<tr>
<td>27.</td>
<td></td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
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<tr>
<td></td>
<td>What's in number four?</td>
<td></td>
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<td>28.</td>
<td></td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What's that picture?</td>
<td></td>
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</tbody>
</table>

369
C Giraffe.

29. F Can you see what it is? INT-Y/N RQ

C Me see a <inaudible>.

30. F It's a train. DEC SD

31. It's a train. What sound does a train make? INT-WH TQ

C Toot toot.

32. F Toot toot? OTH-M-IN VR

[~1.5 secs] <Inaudible> PR TUT 5

33. F Will you take the pictures out please? INT-Y/N CID

C Paint.

34. F That's paint. + DEC A

35. Shapes.

36. That's a boat.

37. They're drums.

C Drums.

Car.

This. [~1.5 secs]

This.

This.

38. F That's painting. DEC SD

C Painting. [~2 secs]

What's this? Bears.

39. F That's a little bear yes DEC A

40. What are they? INT-WH TQ

C Bars.

41. F OK. OTH-M A

42. Can you put the shapes in the puzzle? INT-Y/N CID PR CONT 7

[~1.5 secs] 43. That's right. + DEC F

C Has.
44. F That was good C. + DEC F
   What's that one? INT-WH TQ

45. C Bicycle.

46. F Bicycle. OTH-M A
   C Bicycle.
   Where's car going?

47. F Where's the car going? INT-WH VR
   C Car.

48. F Nearly. OTH-M SD
   C Car.

49. F The car might go in there I think. DEC CID
50. Turn it just a little more OK? IMP CI
51. There you are. DEC SD
52. They're drums. DEC SD
   C Oo drums.
   <Inaudible>
   Where's boat?

53. F Boat? OTH-M-IN RP
   C Yes.

54. F it goes in the blue. DEC CID
55. Blue for the water. OTH-M SD
   [−1.5 secs]

56. That's called green. DEC SD PR TUT 8
57. They're shapes. DEC SD
   [−2 secs]

58. C Here are. PR CONT 9
   Look.

59. F Mm. + OTH-M A
60. I don't think bear goes there. DEC CID
   C There.

61. F That's right. + DEC F
   C Here are.
62. F Very good. + OTH-M F
C There are.
[~1.5 secs]

63. F Mm. + OTH-M F PR CONT 10
[~1.5 secs]
64. They're blocks. DEC SD
65. Where do you think those blocks go? INT-WH TQ
66. Is it there? INT-Y/N TQ

67. F Mm. + OTH-M A
C Car.
[~2 secs]

68. F What are these? INT-WH TQ PR TUT 11
[~1.5 secs]
69. Does C have some of these? INT-Y/N TQ

70. F Yes you do. DEC A
C Do in sand pit.

71. F Sand pit. OTH-M A
72. That's right. DEC A
C Sand pit.
Yeah.
[~2 secs]

73. F Would you like to play with? INT-Y/N RQ
C Maggie!

74. F Mm you would? INT-OTH QR
75. OK. OTH-M SD
76. They're up in a tree house. DEC SD

C Oh.
Mimi.

77. F That's right. DEC A
78. Amy. OTH-M A
<table>
<thead>
<tr>
<th>No.</th>
<th>Line</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>79.</td>
<td>Who's this one?</td>
<td>INT-WH TQ PR TUT 14</td>
</tr>
<tr>
<td></td>
<td>C Who this? That's.</td>
<td></td>
</tr>
<tr>
<td>80.</td>
<td>F That's bird.</td>
<td>DEC R</td>
</tr>
<tr>
<td>81.</td>
<td>F No that's Morgan.</td>
<td>DEC A</td>
</tr>
<tr>
<td></td>
<td>C It &lt;inaudible&gt;</td>
<td></td>
</tr>
<tr>
<td>82.</td>
<td>F Who's that?</td>
<td>INT-WH TQ PR TUT 15</td>
</tr>
<tr>
<td></td>
<td>C B2.</td>
<td></td>
</tr>
<tr>
<td>83.</td>
<td>F B2?</td>
<td>OTH-M-IN VR</td>
</tr>
<tr>
<td></td>
<td>C 'nana. This is 'nana.</td>
<td></td>
</tr>
<tr>
<td>84.</td>
<td>F Hhm.</td>
<td>OTH-M A</td>
</tr>
<tr>
<td>85.</td>
<td>B1.</td>
<td>OTH-M SD PR REP 16 [~1.5 secs]</td>
</tr>
<tr>
<td></td>
<td>C B2. Amy little &lt;inaudible&gt; She's Amy.</td>
<td></td>
</tr>
<tr>
<td>86.</td>
<td>F She's Amy. What's Amy got in her hand?</td>
<td>DEC A</td>
</tr>
<tr>
<td>87.</td>
<td>INT-WH TQ</td>
<td></td>
</tr>
<tr>
<td>88.</td>
<td>F That's-?</td>
<td>INT-WH TQ</td>
</tr>
<tr>
<td></td>
<td>C B2.</td>
<td></td>
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<tr>
<td>89.</td>
<td>F Who's this?</td>
<td>INT-WH TQ PR TUT 17</td>
</tr>
<tr>
<td></td>
<td>C Mimi. Mimi.</td>
<td></td>
</tr>
<tr>
<td>90.</td>
<td>F No Morgan.</td>
<td>OTH-M A</td>
</tr>
</tbody>
</table>
C  Car's next.  

91.  F  Car yes.  

C  <Oo>  Those those.  

92.  F  This one looks as though- looks difficult one doesn't it all those pieces?  

Mm.  

[~1.5 secs]  

93.  Does that go up there?  

C  No.  

94.  F  I think so.  

C  Think so.  

95.  F  Yes.  

C  <Inaudible>  

In there.  

Here.  

96.  F  Don't know where those ones go.  

C  Here you are.  

F  Mm.  

97.  Shall we try that. that piece?  

C  That piece.  

That piece.  

<Go in there>  

98.  F  There you are.  

That's right.  

99.  There you are.  

That's right.  

+  OTH-M  SD  

F  

100.  What about these?  

These are wheels.  

101.  

C  Wheels.  

102.  F  Two wheels yep.  

C  Two wheels.  

103.  F  Two wheels yes.  

C  Two wheels.  

Two wheels.  

[~1.5 secs]
There you are.
There you are.

104. F | There you are. OTH-M A
C  | This.
  | Might. PR CONT 21

105. F | It might. mm. DEC A
C  | <Might>

106. F | Might. DEC A
C  | Oo.

107. F | That's right. DEC F
108. F | That's the middle of the doors. DEC SD

C  | Car's doors.

109. F | What do you think this piece is? INT-WH TQ PR TUT 22
C  | This there.

110. F | A bumper. OTH-M SD
C  | Bumper.

111. F | Mm. OTH-M A
C  | That goes here.

112. F | Where do you think that piece goes? INT-WH RQ PR CONT 23
C  | Piece.
  | Here you are.

113. F | I don't think it goes there. DEC SD
114. F | How about you put the windows in? INT-WH CID

[~1.5 secs]
115. F | Do you know how to do that? INT-Y/N CID
C  | <Inaudible>
  | Here you are.
  | Where does that go?

116. F | That's the windscreen. DEC IID/R
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>117.</td>
<td>IMP CI</td>
<td>Turn it around.</td>
</tr>
<tr>
<td>118.</td>
<td>IMP CI</td>
<td>Turn it over so you've got the blue and white.</td>
</tr>
<tr>
<td>119.</td>
<td>IMP CI</td>
<td>Turn it over like that.</td>
</tr>
<tr>
<td>120.</td>
<td>INT-Y/N RQ</td>
<td>Would you like Daddy to do it?</td>
</tr>
<tr>
<td>121.</td>
<td>OTH-M A</td>
<td>All right.</td>
</tr>
<tr>
<td>122.</td>
<td>OTH-M A</td>
<td>That goes there.</td>
</tr>
<tr>
<td>123.</td>
<td>DEC A</td>
<td>Mm.</td>
</tr>
<tr>
<td>124.</td>
<td>OTH-M SD</td>
<td>That goes in there.</td>
</tr>
<tr>
<td>125.</td>
<td>INT-WH CID</td>
<td>How about we put this piece in first?</td>
</tr>
<tr>
<td>126.</td>
<td>INT-WH TQ</td>
<td>Where do you think that goes?</td>
</tr>
<tr>
<td>127.</td>
<td>INT-WH CID</td>
<td>I think it goes there.</td>
</tr>
<tr>
<td>128.</td>
<td>DEC SD</td>
<td>Do &lt;inaudible&gt;</td>
</tr>
<tr>
<td>129.</td>
<td>INT-WH CID</td>
<td>Oo we're missing a piece.</td>
</tr>
<tr>
<td>130.</td>
<td>DEC CID</td>
<td>That would go in there.</td>
</tr>
<tr>
<td>131.</td>
<td>DEC CID</td>
<td>It might be better to put that down first.</td>
</tr>
<tr>
<td>132.</td>
<td>IMP CI</td>
<td>Turn it around.</td>
</tr>
<tr>
<td>133.</td>
<td>OTH-M CI</td>
<td>Like that.</td>
</tr>
<tr>
<td>134.</td>
<td>DEC F</td>
<td>That's right.</td>
</tr>
<tr>
<td>135.</td>
<td>DEC SD</td>
<td>Mm.</td>
</tr>
<tr>
<td>136.</td>
<td>DEC SD</td>
<td>Here it goes.</td>
</tr>
<tr>
<td>137.</td>
<td>OTH-M SD</td>
<td>Beep-beep. beep-beep.</td>
</tr>
</tbody>
</table>
# FAMILY 4

## MOTHER AND BOOKS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>GRAMM</th>
<th>II</th>
<th>LOC</th>
<th>FUNCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>M</td>
<td>This one's called <em>Moonlight</em>.</td>
<td>DEC</td>
<td>SD</td>
<td>PR</td>
</tr>
<tr>
<td>2.</td>
<td>M</td>
<td>What can you see in the *Moonli-</td>
<td>INT-WH</td>
<td>RQ</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e*</td>
<td></td>
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<tr>
<td>(~3 secs)</td>
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<tr>
<td>3.</td>
<td></td>
<td>Who's this?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Daddy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Mummy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>M</td>
<td>I wonder who that is.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>C.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Yes that's me &lt;with&gt; Mummy and Daddy.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>M</td>
<td>What are they doing?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>They're eating. Daddy in chair.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>M</td>
<td>Daddy's in the chair.</td>
<td>DEC</td>
<td>A</td>
<td></td>
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<tr>
<td>(~1.5 secs)</td>
<td></td>
<td>&lt;They doing the washing up.&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(~1.5 secs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>M</td>
<td>Look.</td>
<td>IMP</td>
<td>CI/AD</td>
<td>PR</td>
</tr>
<tr>
<td>11.</td>
<td>M</td>
<td>What are these?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Flowers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>M</td>
<td>What's the girl got?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Toys.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(~2 secs)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>13.</td>
<td>M</td>
<td>Can I find the train?</td>
<td>INT-Y/N</td>
<td>CID</td>
<td></td>
</tr>
<tr>
<td>(~1.5 secs)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14.</td>
<td>M</td>
<td>Point to the train.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
</tr>
</tbody>
</table>
15. M What's the Daddy holding up? INT-WH TQ PR TUT 7
   C He holding books.

16. M Is there a teddy bear? INT-Y/N TQ PR TUT 8
   C No teddy bear.

17. M You can't find a teddy bear? INT-OTH VR
   C Can't find teddy bear.

18. M Where's the little boy now? INT-WH TQ PR REP 9
   C Where boy?

19. M Is he in bed? INT-Y/N TQ
   C In bed <inaudible>

20. M Want Mummy to read you Zug the OTH-M-IN RQ PR REP 10
    Bug?
   C Oh.

21. M He's a very strange bug. DEC SD
    [[Have you heard of Zug the Bug?]]

22. M See the worms? OTH-M-IN AD
    C Worms.

23. M [[Tha:'s Zug.]] PR REP 11
    C Zug.

24. M [[What a big bug.]]
    [[He went fishing with a dog]]
    [[called Pug.]]

25. M [[Hi Zug.]]
    [[Hi Pug.]]
    [[What will they get?]]
    C Pug.

26. M If they've gone fishing do you INT-Y/N TQ
    know what they will get?

27. C A fish <inaudible>

28. M [[When their rod gave a tug ...]] PR REP 13
["Help me, Zug!"]
["Hang on, Pug!"]
["out of the water popped a big"]
["fat slug."]

C Slug.

24. M Can you find the slug? INT-Y/N CID

C <Slug>

M ["Isn't it fat?"]
["It's a slug."]
["'We've caught a slug!' said Zug."]
["So Pug and Zug did hop and hug."]

C Ah.

25. M Do you want to read Moonlight? INT-Y/N RQ PR REP

C I want that book.

26. M Shall we finish this one? INT-Y/N RQ

C Mug.

M ["Glug. glug."]
["Mmm... milk in a mug."]
["I'm next, Zug!"]
["Milk for a mug after a slug - eegh!"]
["Then warm and snug, Zug, Pug and Slug"]
["went to sleep on a bright red rug."]
["They're as snug..."]
["as a bug in a rug."]
["Happy Zzzug."]
["He's a bug."]

C He a bug.
27. M This is the very last one.  DEC SD PR REP 17
   C Very last.
   M [[Who's making that noise?]]
   C Who making that noise?

28. M You look.  IMP CI PR REP 18
   [[Who's making that noise?]]
   [[Is it those noisy boys?]]
   [[It's not us.]]
   [[Who's inside?]]
   [[Just open wide.]]
   C <Mouse.>

29. M A bear going [[toot toot toot.]]  OTH-M SD
   C Toot toot toot.
   M [[Who's making that noise?]]
   You wait.  IMP CI PR REP 19
   You wait.  IMP CI
   [[Is it those noisy boys?]]
   [[It's not us.]]
   C Waa.
   M [[I wonder who dares look under]]
   [[the stairs?]]
   I'm not going to let you peek yet.  DEC SD
   [[Who's making that noise?]]
   [[Is it those noisy boys?]]
   C Noisy boys.
   M [[Who's hiding there to give us]]
   [[a scare?]]
   You open the door.  IMP CI
   Oh!
   C Doggie.
   M [[Rattle rattle rattle.]]
   C Rattle.

30. M Not allowed to peek.  OTH-M CID PR REP 20
   [[Who's making that noise?]]
   [[Is it those noisy boys?]]
   [[It's not us?]]
   [[Now who do you think is under]]
35. [the sink?] Who do you think? INT-WH RQ
   C <A cat.>
   M [[Crash crash crash.]]
   C Crash crash.
   M [[Who's making that noise?]] [Is it those noisy boys?]
   [[It's not us.]] [[It's time to explore, but which]]
   [[[cupboard door?]]
   C Sh.

36. M Oh what is it? INT-WH TQ
   C A cat sh.

37. M A cat with a bell. + OTH-M A
   [[Ring a ding ding.]]
   C Ding ding.
   M [[Who's making that noise?]]
   C Waa.
   M [[Is it those noisy boys?]]
   C No noise.
   M [[It's not us.]] [[Do hurry!]]
   [[Don't wait!]] [[Pull open that gate!]]
   [[Bang bang bang.]]
   C Look mouse.

38. M I think that's a rabbit. DEC A
   39. Do you want to sit up? INT-Y/N RQ
   C Rabbit.

40. M That's a rabbit. DEC A
   41. Mouse. OTH-M SD
   [-2 secs]
42. [whispered] There's the rabbit. DEC SD
   C Crash.
M  [[Now who could be making that]]
   [[hullabaloo?]]
   [[It's surely not me and it's surely]]
   [[not you.]]
   [[Open this first to find out the]]
   [[worst.]]
   [[Shout. Scream. Yell.]]
43. Who's that?        INT-WH   TQ
44. Who is it?         INT-WH   QP
45. Mm?               OTH-M-IN  QP

C  Boys.
    Noisy.
    Noisy boys.

46. M Noisy boys. + OTH-M  A
    [[Shhh.]]

C  <There you are.>

47. M That's it.        OTH-M   SD   PR   REP  25

C  That's it.

48. M Did you want to look at any of the books again? INT-Y/N   RQ   PR   REP  26
49. M You'd you like to look at that one? INT-OTH  RQ
50. M What can you see?  INT-WH   RQ

C  Train.
    Choo-choo.
    Oo.

51. M A train. + OTH-M  A
52. M Yes.  + OTH-M  A
53. M Where's where's the little boy? INT-WH   TQ   PR   REP  27

C  Naughty boy.
    Little boy.
    <Inaudible>
<table>
<thead>
<tr>
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<tr>
<td>1.</td>
<td>M</td>
<td>IMP</td>
<td>CI</td>
<td>PR</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>IMP</td>
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<td>C.</td>
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<td>C</td>
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<td>C</td>
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<td>M</td>
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<td></td>
<td>M</td>
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<td>3.</td>
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<td>INT-WH</td>
<td>CID</td>
<td>PR</td>
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<td>4.</td>
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<td>OTH-M-IN</td>
<td>CID</td>
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<td>5.</td>
<td></td>
<td>INT-Y/N</td>
<td>CID</td>
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<td>6.</td>
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<td>OTH-M</td>
<td>F</td>
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<td>7.</td>
<td>M</td>
<td>DEC</td>
<td>SD</td>
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<td>8.</td>
<td></td>
<td>IMP</td>
<td>CI</td>
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<tr>
<td>9.</td>
<td></td>
<td>IMP</td>
<td>CI</td>
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<td>10.</td>
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<td>DEC</td>
<td>F</td>
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<td>11.</td>
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<td>OTH-M</td>
<td>F</td>
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<td>12.</td>
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<td>OTH-M</td>
<td>F</td>
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<td>13.</td>
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<td>OTH-M</td>
<td>F</td>
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<td>14.</td>
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<td>INT-Y/N</td>
<td>CID</td>
<td>PR</td>
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<td>15.</td>
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<td>INT-WH</td>
<td>TQ</td>
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<td>C</td>
<td>Oo.</td>
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<tr>
<td></td>
<td></td>
<td>Clown.</td>
<td></td>
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<tr>
<td>16.</td>
<td>M</td>
<td>OTH-M</td>
<td>A</td>
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<tr>
<td>17.</td>
<td></td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
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<tr>
<td></td>
<td>C</td>
<td>Ball.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Duck.</td>
<td></td>
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</tr>
</tbody>
</table>
18. M A duck. OTH-M A
   C Bears.
19. M A bear. OTH-M A
   20. DEC That's a doll that one.
   C Dolls. That's.
21. M Good boy. + OTH-M A
   C That's <inaudible> [-1.5 secs]
   Ouch. PR CONT 5
22. M Now you have to put them back. DEC CID
   Where does the lion go? INT-WH TQ
23. C Put it there.
24. M Good boy. + OTH-M F
   C Oof.
25. M The boat. OTH-M A
   26. Good boy. + OTH-M F
   27. Turn it round. IMP CI
   C Turn.
28. M Turn it round. IMP CI
   29. To get it to fit. OTH-M SD
   30. That's right. + DEC F
   31. Very good. + OTH-M F
   C <It fits.> <Inaudible>
32. M What's that one? INT-WH TQ PR TUT 6
   33. What's that picture? INT-WH TQ
   C Train. Toot toot.
34. M The train goes toot toot yes. DEC A
   C Choo choo choo choo.
35. M What's that? INT-WH TQ PR TUT 7
   C Duck.
<p>| | | | | | |</p>
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>36.</td>
<td><strong>M</strong></td>
<td>What noise does a duck make?</td>
<td><strong>INT-WH</strong></td>
<td><strong>TQ</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C</strong></td>
<td>Quack.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td><strong>M</strong></td>
<td>Quack.</td>
<td><strong>OTH-M</strong></td>
<td><strong>A</strong></td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td><strong>M</strong></td>
<td>That's right.</td>
<td><strong>DEC</strong></td>
<td><strong>SD</strong></td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td><strong>M</strong></td>
<td>Good boy.</td>
<td><strong>+</strong></td>
<td><strong>OTH-M</strong></td>
<td><strong>SD</strong></td>
</tr>
<tr>
<td>40.</td>
<td><strong>M</strong></td>
<td>How many balls?</td>
<td><strong>OTH-M-IN</strong></td>
<td><strong>TQ</strong></td>
<td><strong>PR</strong></td>
</tr>
<tr>
<td>41.</td>
<td><strong>M</strong></td>
<td>Can you see how many balls?</td>
<td><strong>INT-Y/N</strong></td>
<td><strong>RQ</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C</strong></td>
<td>No.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td><strong>M</strong></td>
<td>No?</td>
<td><strong>OTH-M-IN</strong></td>
<td><strong>VR</strong></td>
<td></td>
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</tr>
<tr>
<td>43.</td>
<td><strong>M</strong></td>
<td>What goes inside the pram?</td>
<td><strong>INT-WH</strong></td>
<td><strong>TQ</strong></td>
<td><strong>PR</strong></td>
</tr>
<tr>
<td>44.</td>
<td><strong>M</strong></td>
<td>What do you put inside prams?</td>
<td><strong>INT-WH</strong></td>
<td><strong>TQ</strong></td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td><strong>M</strong></td>
<td>You put a baby.</td>
<td><strong>DEC</strong></td>
<td><strong>SD</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C</strong></td>
<td>For baby.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oh gollies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Bear.</strong></td>
<td><strong>PR</strong></td>
<td><strong>TUT</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>46.</td>
<td><strong>M</strong></td>
<td>A bear.</td>
<td><strong>OTH-M</strong></td>
<td><strong>A</strong></td>
<td></td>
</tr>
<tr>
<td>47.</td>
<td><strong>M</strong></td>
<td>What's the last one?</td>
<td><strong>INT-WH</strong></td>
<td><strong>TQ</strong></td>
<td></td>
</tr>
<tr>
<td>48.</td>
<td><strong>M</strong></td>
<td>Do you know what that is?</td>
<td><strong>INT-Y/N</strong></td>
<td><strong>RQ</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C</strong></td>
<td>Bicycle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49.</td>
<td><strong>M</strong></td>
<td>Bike.</td>
<td><strong>OTH-M</strong></td>
<td><strong>A</strong></td>
<td></td>
</tr>
<tr>
<td>50.</td>
<td><strong>M</strong></td>
<td>Very good.</td>
<td><strong>+</strong></td>
<td><strong>OTH-M</strong></td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>51.</td>
<td><strong>M</strong></td>
<td>Finished.</td>
<td><strong>OTH-M</strong></td>
<td><strong>SD</strong></td>
<td></td>
</tr>
<tr>
<td>52.</td>
<td><strong>M</strong></td>
<td>Do you want to do another one?</td>
<td><strong>INT-Y/N</strong></td>
<td><strong>RQ</strong></td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td><strong>M</strong></td>
<td>Look at this.</td>
<td><strong>IMP</strong></td>
<td><strong>CI</strong></td>
<td><strong>PR</strong></td>
</tr>
<tr>
<td>54.</td>
<td><strong>M</strong></td>
<td>What are these?</td>
<td><strong>INT-WH</strong></td>
<td><strong>TQ</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C</strong></td>
<td>Mimis.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55.</td>
<td><strong>M</strong></td>
<td>Mimi.</td>
<td><strong>OTH-M</strong></td>
<td><strong>A</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C</strong></td>
<td>Lulu.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56.</td>
<td><strong>M</strong></td>
<td>Lulu.</td>
<td><strong>OTH-M</strong></td>
<td><strong>A</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C</strong></td>
<td>Mimi.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57.</td>
<td><strong>M</strong></td>
<td>That's an umbrella.</td>
<td><strong>DEC</strong></td>
<td><strong>SD</strong></td>
<td></td>
</tr>
<tr>
<td>58.</td>
<td><strong>M</strong></td>
<td>That's an umbrella at the top there.</td>
<td><strong>DEC</strong></td>
<td><strong>SD</strong></td>
<td></td>
</tr>
<tr>
<td>59.</td>
<td><strong>M</strong></td>
<td>That keeps the sun off you at the beach.</td>
<td><strong>DEC</strong></td>
<td><strong>SD</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C</strong></td>
<td>And a. B2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B2.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

385
60. M B2. OTH-M A
61. C Got a B2. OTH-M SD

62. M Very good. OTH-M A
C Umbrella.

63. M Umbrella. OTH-M A

64. M They're at the beach. DEC SD
65. Can you find the bucket? INT-Y/N CID
66. Can you find the bucket at the beach? INT-Y/N CID

67. M That's B'. DEC A

68. M That's Morgan. DEC A
69. See? OTH-M-IN AD
70. He has an M for Morgan. DEC SD

71. M You do the last one? OTH-M-IN RQ PR REP 14
72. C What's that? INT-WH TQ

73. M A helicopter. OTH-M A
74. Mummmy will tip the pieces out. DEC SD
75. There we are. OTH-M SD
76. Good boy. OTH-M F
77. That's a blade. DEC SD
78. Very good. OTH-M F
79. Good boy. OTH-M F
80. What colour are they?  INT-WH   TQ   PR   TUT  15
   C Colours.
   [-1.5 secs]

81. M Are they yellow?  INT-Y/N   TQ
   C They are yellow.
   They red.
   Red.

82. M They're red yes.  DEC   A
83. Mm not quite.  OTH-M   F   PR   CONT  16
   [-1.5 secs]
84. I think it might need to go here.  DEC   CID
85. You try and put it there.  IMP   CI

86. M There we are.  DEC   SD
87. Good boy.  +   OTH-M   F
88. Turn it round.  IMP   CI
   [-1.5 secs]
89. Very good.  +   OTH-M   F
90. Try again.  IMP   CI
   [-1.5 secs]
91. See that part has to fit into there.  DEC   SD
   [-3 secs]
   C <Fit in> here.
   [-2 secs!]

92. M Mm.  OTH-M   A
93. Tricky.  OTH-M   SD
   C Oo.
   [-2 secs]

94. M How about you try and fit this little green piece?  INT-WH   CID   PR   CONT  17
   C This.

95. M Good boy.  +   OTH-M   F
96. And how about you try and fit this little round piece?  INT-WH   CID   PR   CONT  18
   [-2 secs]
97. No.  OTH-M   F
98. Try near the bottom.  IMP   CI
   [-2 secs]
99. Near the bottom.  OTH-M   CI
   C Eeh.
You do this.

100. M There we are. OTH-M SD
101. You want Mummy to do that INT-TAG VR
do you?

102. There we are. OTH-M SD
103. You fit the last two pieces. IMP CI PR CONT 19

[-3 secs]

C I know where is.

104. M You try again. IMP CI
105. Turn it round. IMP CI

[-3 secs]

106. That's right. + DEC F
107. Now try. IMP CI

[-3 secs]

108. Good boy. + OTH-M F
109. Which puzzle did you like the best? INT-WH RQ PR REP 20

C Like this.

110. M And who's in that puzzle? INT-WH TQ

C <Lisk.>
### FAMILY MEAL

<table>
<thead>
<tr>
<th><strong>U</strong></th>
<th><strong>GRAMM</strong></th>
<th><strong>II</strong></th>
<th><strong>LOC</strong></th>
<th><strong>FUNCTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>F</strong></td>
<td>It's nice.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td><strong>M</strong></td>
<td>Is it hot?</td>
<td>INT-Y/N</td>
<td>RQ</td>
</tr>
<tr>
<td>[~1.5 secs]</td>
<td>2.</td>
<td>Is the meat hot?</td>
<td>INT-Y/N</td>
<td>RQ</td>
</tr>
<tr>
<td>3.</td>
<td>Is that nice?</td>
<td>INT-Y/N</td>
<td>RQ</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Mm.</td>
<td>OTH-M</td>
<td>SD</td>
<td>5</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td><strong>F</strong></td>
<td>It's meatballs.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>(~5 secs)</td>
<td>[[Still a bit overcast.]]</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[[Mm.]]</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[[It says wet and rainy too.]]</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(~2 secs)</td>
<td>5.</td>
<td>Spoon off the table.</td>
<td>OTH-M</td>
<td>CID</td>
</tr>
<tr>
<td>3.</td>
<td><strong>F</strong></td>
<td>No no no no.</td>
<td>OTH-M</td>
<td>CID</td>
</tr>
<tr>
<td>6.</td>
<td><strong>M</strong></td>
<td>No.</td>
<td>OTH-M</td>
<td>CID</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td><strong>F</strong></td>
<td>Don't do that please.</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td>(~2 secs)</td>
<td>5.</td>
<td>Where did you go today?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td>~1.5 secs</td>
<td>6.</td>
<td>Who did you see at the airport?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td>(~1.5 secs)</td>
<td>C</td>
<td>See plane.</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td><strong>F</strong></td>
<td>We saw a plane.</td>
<td>DEC</td>
<td>A</td>
</tr>
<tr>
<td>8.</td>
<td>That's right.</td>
<td>DEC</td>
<td>SD</td>
<td>16</td>
</tr>
<tr>
<td>7.</td>
<td><strong>M</strong></td>
<td>Mm.</td>
<td>OTH-M</td>
<td>SD</td>
</tr>
<tr>
<td>8.</td>
<td>Who went on a plane?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>18</td>
</tr>
<tr>
<td>C</td>
<td>&lt;inaudible&gt; watch.</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td><strong>F</strong></td>
<td>Who's gone on holidays?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td>C</td>
<td>Mummy.</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td><strong>F</strong></td>
<td>No not Mummy.</td>
<td>OTH-M</td>
<td>A</td>
</tr>
<tr>
<td>9.</td>
<td><strong>M</strong></td>
<td>Who did you see?</td>
<td>INT-WH</td>
<td>TQ</td>
</tr>
<tr>
<td>10.</td>
<td>Did you see Ca?</td>
<td>INT-Y/N</td>
<td>TQ</td>
<td>24</td>
</tr>
</tbody>
</table>
11. Who was with Ca? INT-WH TQ

C <Inaudible> me. PR CONT 4

-3 secs

12. M Don't do that. IMP CI

C Don't do that.


-2.5 secs

14. Do you like the meat? INT-Y/N RQ PR REP 5

11. F It's nice. DEC SD

C Bean.

15. M That's a bean. + DEC A

12. F That's a bean. + DEC A

C Bean.

13. F Bean. OTH-M A

14. That's right. + DEC SD

-2 secs

15. What's Daddy got? INT-WH TQ PR TUT 6

16. What's this? INT-WH QP

C <Tomato fruit.>

17. F Carrot? OTH-M-IN RP

-3 secs

16. M C has some carrot too. DEC SD

17. Nice. OTH-M SD

C Beans.

18. M Carrot mhm. OTH-M SD

18. F Where's C's beans? INT-WH TO

C <I have> to sit. PR REP 7

19. F Sit yes. OTH-M A

19. M Sit. OTH-M A

20. You see, you see how much you can eat. IMP CI

-14 secs
20. F  [[<What were you doing while we were>]
   [[out?>]]

21. M  [[Mum was doing housework.]]
   [['Cause they went out so much during]]
   [[the week.]]

22. F  [[Oh right.]]

23. M  [[<The other day for education.>]]

24. C  [vocalises]

25. M  [[They went to Freo today.]]

26. F  [[Oh.]]

27. M  [[Mm.]]
   [[Had a fish.]]

<table>
<thead>
<tr>
<th></th>
<th>PR</th>
<th>CONT</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>[grizzles]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. F</td>
<td>Don't whinge please.</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td>21. F</td>
<td>What would you like?</td>
<td>INT-WH</td>
<td>RQ</td>
</tr>
<tr>
<td>22. F</td>
<td>You tell Mummy and Daddy what you would like.</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td>23. F</td>
<td>What would you like?</td>
<td>INT-WH</td>
<td>RQ</td>
</tr>
<tr>
<td>C</td>
<td>[grizzles]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. F</td>
<td>I can't understand mmmm.</td>
<td>DEC</td>
<td>CID</td>
</tr>
<tr>
<td>25. F</td>
<td>Would you like a drink of water?</td>
<td>INT-Y/N</td>
<td>RQ</td>
</tr>
<tr>
<td>C</td>
<td>Yes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. F</td>
<td>You say &quot;Can I have a drink of water please Daddy?&quot;</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td>C</td>
<td>Yep.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. F</td>
<td>You say it.</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td>C</td>
<td>&lt;C have water please?&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. F</td>
<td>You would like some water please?</td>
<td>INT-OTH</td>
<td>VR</td>
</tr>
<tr>
<td>M</td>
<td>[[Do you want me to get it.]]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>[[It's OK.]]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[[Any more meatballs for somebody?]]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C C want sauce.

29. F Sauce. OTH-M SD

[~1.5 secs]
30. What do you say? INT-WH CID
   C Meat.

31. F Meat. OTH-M A
22. M Meat. OTH-M A

32. F What do you say? INT-WH CID
23. M You're a lucky boy. DEC SD

33. F Thank you. OTH-M CID
   C Aah.

34. F Where's your thank you? INT-WH CID

   24. M You try some zucchini. IMP CI PR CONT 10
   25. That's the green. DEC SD
   26. You try the zucchini. IMP CI

   C No.

27. M Oh it's nice. DEC A
   C Mm.

28. M Mm. OTH-M A
29. C. OTH-M CID/AD
30. Use your spoon properly. IMP CI

[~3 secs]

35. F Thank you Daddy. OTH-M CID PR CONT 11
   C Thank you Daddy.

[~4 secs]

 F [[It was supposed to be a sunny day.]]
 M [[Fine <but not much sun.>]]
 F [[No.]]
 [Sunny day.]]
 M [[Mm tiny part of it sunshine.]]
[Did you have bread with this <meat?>]

F  [[Much nicer.]]

C  [vocalises]  PR  REP  12

[~2.5 secs]

36.  F  Nice.  OTH-M  SD

M  [[Mum ate one of the meatballs yesterday]]
   [[after I cooked it.]]

F  [[Oh right.]]

M  [[Mm.]]
   [[She liked the recipe]]
   [[so I decided to cook it <for them.>]]

F  [[Mm.]]

C  More meat.  PR  CONT  13

37.  F  Please.  OTH-M  CI

C  Please Daddy.

38.  F  There you go.  DEC  SD

31.  M  Daddy needs his meat too.  DEC  SD

C  Daddy meat too.

32.  M  Mm.  OTH-M  A

39.  F  How about you eat a bean as well?  INT-WH  CID  PR  CONT  14

33.  M  You try a bean.  IMP  CI
34.  M  It's very r 'ce.  DEC  SD

40.  F  Like these.  OTH-M  SD
41.  F  See Daddy's got some beans.  DEC  SD
42.  F  See?  OTH-M-IN  CID/AD

[~2 secs]

35.  M  Lovely food.  OTH-M  SD

C  Carrot stick.

43.  F  Here.  OTH-M  SD
44.  F  Have a try.  IMP  CI

36.  M  That one.  OTH-M  SD

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<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>37.</td>
<td>F</td>
<td>Half a bean.</td>
</tr>
<tr>
<td>38.</td>
<td>M</td>
<td>You put it in your mouth.</td>
</tr>
<tr>
<td>39.</td>
<td></td>
<td>Very nice.</td>
</tr>
<tr>
<td>40.</td>
<td>M</td>
<td>No.</td>
</tr>
<tr>
<td>41.</td>
<td>M</td>
<td>C!</td>
</tr>
<tr>
<td>42.</td>
<td>M</td>
<td>Pardon?</td>
</tr>
<tr>
<td>43.</td>
<td>M</td>
<td>Don't play with it.</td>
</tr>
<tr>
<td>44.</td>
<td>M</td>
<td>That's OK C.</td>
</tr>
<tr>
<td>45.</td>
<td>F</td>
<td>You have a taste.</td>
</tr>
<tr>
<td>46.</td>
<td>F</td>
<td>Nice.</td>
</tr>
<tr>
<td>47.</td>
<td>F</td>
<td>Not on the table please.</td>
</tr>
<tr>
<td>48.</td>
<td>F</td>
<td>Off. the table.</td>
</tr>
<tr>
<td>49.</td>
<td>F</td>
<td>C would like some water please.</td>
</tr>
<tr>
<td>50.</td>
<td>F</td>
<td>Thank you.</td>
</tr>
<tr>
<td>51.</td>
<td>F</td>
<td>Pardon you.</td>
</tr>
<tr>
<td>52.</td>
<td>F</td>
<td>Thank you C.</td>
</tr>
</tbody>
</table>

[~2 secs]

[~1.5 secs]

[~4 secs]

[~4 secs]
<table>
<thead>
<tr>
<th>Line</th>
<th>Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.</td>
<td>D will like your leftovers.</td>
</tr>
<tr>
<td>53.</td>
<td>Yeah.</td>
</tr>
<tr>
<td>46.</td>
<td>Nice icecream.</td>
</tr>
<tr>
<td>47.</td>
<td>Pardon?</td>
</tr>
<tr>
<td>48.</td>
<td>Much better.</td>
</tr>
<tr>
<td>49.</td>
<td>What can you see on your picture?</td>
</tr>
<tr>
<td>50.</td>
<td>Birds.</td>
</tr>
<tr>
<td>51.</td>
<td>Baby birds.</td>
</tr>
<tr>
<td>52.</td>
<td>Yes.</td>
</tr>
<tr>
<td>53.</td>
<td>Good boy.</td>
</tr>
<tr>
<td>54.</td>
<td>He's eating the apple.</td>
</tr>
<tr>
<td>55.</td>
<td>That's Lilly is it?</td>
</tr>
<tr>
<td>56.</td>
<td>Lilly has a purple dress on.</td>
</tr>
<tr>
<td>57.</td>
<td>Basket.</td>
</tr>
</tbody>
</table>

F [[Is this all for tonight or-?]]
M [[No.]]
C Mummy Mummy these.
M [[Oh you can use it all for tonight.]]
C This is Mummy.

58. M That's the Mummy is it? INT-TAG VR
C Yes.
There's teddies.

59. M Mhm. OTH-M A
60. M Where's Pop? INT-WH TQ
61. M Can you find Pop? INT-Y/N CID
62. M That's Pop. DEC SD
FAMILY 5

FATHER AND BOOKS

<table>
<thead>
<tr>
<th>U</th>
<th>GRAMM</th>
<th>II</th>
<th>LOC</th>
<th>FUNCT'S</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Baby ones.</td>
<td>PR</td>
<td>CONT 1</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>F</td>
<td>What's that?</td>
<td>INT-WH</td>
<td>RP</td>
</tr>
<tr>
<td>C</td>
<td>I want that baby one.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>F</td>
<td>No we've got special books tonight.</td>
<td>DEC</td>
<td>A</td>
</tr>
<tr>
<td>3.</td>
<td>F</td>
<td>Hop in</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td>4.</td>
<td>F</td>
<td>and I'll show you some special books from the library.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>5.</td>
<td>F</td>
<td>OK?</td>
<td>OTH-M-IN</td>
<td>DP</td>
</tr>
<tr>
<td>[-1.5 secs]</td>
<td>C</td>
<td>OK.</td>
<td>Special book.</td>
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<td>[-2 secs]</td>
<td>F</td>
<td>Oh.</td>
<td>PR</td>
<td>REP 2</td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td>Look at this book.</td>
<td>IMP</td>
<td>CI/AD</td>
</tr>
<tr>
<td>7.</td>
<td>F</td>
<td>It's called Moonlight C.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>8.</td>
<td>F</td>
<td>And it's a little girl in bed</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>9.</td>
<td>F</td>
<td>C turn over.</td>
<td>IMP</td>
<td>CI</td>
</tr>
<tr>
<td>10.</td>
<td>F</td>
<td>Want your drink?</td>
<td>OTH-M-IN</td>
<td>RQ</td>
</tr>
<tr>
<td>C</td>
<td>Mm.</td>
<td></td>
<td></td>
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<tr>
<td>F</td>
<td>[[First it's supper, then a bath.]]</td>
<td>PR</td>
<td>REP 4</td>
<td></td>
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<tr>
<td></td>
<td>[[After some play there's time to read.]]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[[But for the small girl in this book.]]</td>
<td></td>
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<td></td>
<td>[[bedtime seems to take even longer than usual.]]</td>
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<td>11.</td>
<td>F</td>
<td>There she is.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>12.</td>
<td>F</td>
<td>What's she doing?</td>
<td>INT-WH</td>
<td>RQ</td>
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<td>She's got some tea.</td>
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<td>F</td>
<td>Apples.</td>
<td>OTH-M</td>
<td>SD</td>
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<td>14.</td>
<td>F</td>
<td>There's a barbie and some-</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>15.</td>
<td>F</td>
<td>That's right.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>16.</td>
<td>F</td>
<td>Moonlight.</td>
<td>OTH-M</td>
<td>SD</td>
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<td>17.</td>
<td>F</td>
<td>Here she is.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>18.</td>
<td>F</td>
<td>She's got a dolly.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>19.</td>
<td>F</td>
<td>Hang on.</td>
<td>OTH-M</td>
<td>CI</td>
</tr>
<tr>
<td>20.</td>
<td>F</td>
<td>One at a time.</td>
<td>OTH-M</td>
<td>CID</td>
</tr>
<tr>
<td>21.</td>
<td>F</td>
<td>Look.</td>
<td>IMP</td>
<td>CI/AD</td>
</tr>
<tr>
<td>22.</td>
<td>F</td>
<td>Daddy's eating.</td>
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FATHER AND BOOKS

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<tr>
<td>C</td>
<td>Baby ones.</td>
<td>PR</td>
<td>CONT 1</td>
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<tr>
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<td>F</td>
<td>INT-WH</td>
<td>RP</td>
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<tr>
<td>C</td>
<td>I want that baby one.</td>
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<td>F</td>
<td>DEC</td>
<td>A</td>
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C This is story.

24. F No it's got lots of pictures in this book.  DEC A
25. And there's lots of things to see in the pictures.  DEC SD
26. See?  OTH-M-IN CI/AD
27. They're having tea C.  DEC SD
28. What are they having?  INT-WH RQ

[-1.5 secs]

C Um.

29. F Look. IMP CI/AD PR REP 6
30. There's the Daddy. DEC SD

C Oo. What's that?

31. F That's a bowl. DEC R

C What's it got in it?

32. F Nothing. OTH-M R
33. It's finished. DEC SD
34. See? OTH-M-IN CI/AD
35. She's finished it. DEC SD
36. See? OTH-M-IN CI/AD

[-1.5 secs]

37. And she's playing with things here. DEC SD PR REP 7
38. See? OTH-M-IN CI/AD
39. There's the napkin DEC SD
40. and she's folded it up DEC SD
41. and it looks like a boat. DEC SD
42. See? OTH-M-IN CI/AD
43. Look. IMP CI/AD
44. It's a bit of lemon DEC SD
45. and Daddy is doing the dishes. DEC SD

[-1.5 secs]

46. Then she takes her boat into the bath. DEC SD PR REP 8
47. See? OTH-M-IN CI/AD
48. Look at the boat she made C for the bath. IMP CI/AD

[-2 secs]

49. Look what she's got on her head. IMP CI/AD

C Shower cap.

50. F Just like C's. OTH-M SD
51. C's got a shower cap. DEC SD
52. She's got a big boat. DEC SD
53. and she's got a little boat. DEC SD
54. She's got a red flannel. DEC SD
55. But C's got a green flannel. DEC SD

C And so the boat is going.

56. F That's right. + DEC A
57. Here we go. OTH-M SD PR REP 9
58. Here's Mummy. DEC SD
59. Look. IMP CI/AD
60. She's wrapped up in a towel. DEC SD

[-2 secs]

C In a orange towel.

61. F That's right. + DEC A
62. She's got an orange towel around her hair so her hair gets nice and dry. DEC SD
63. And then she puts on her pyjamas. DEC SD

[-1.5 secs]

64. And then her Mummy brushes her hair. DEC SD

65. Finished? OTH-M-IN RQ PR CONT 10
66. OK. OTH-M A
67. Put it that there. IMP CI

C I've been sucking it.

68. F Were you? INT-Y/N QR
69. C Yeah.

70. F Turn over. IMP CI

C OK.

1-2-3-4.
1-2-3-4-5-6-7-8-9-10-11-12-13-14.

71. F Oh that's very good C. + DEC A
72. OK. OTH-M PR REP 12
73. Right up in the look at all these pictures. IMP CI/AD

C 1-2-3-4-5-6-7-8.

74. F And then she's she's in her pyjamas and Mummy's brushed her hair. DEC SD
75. so she brushes her dolly's hair. DEC SD
76. And then she wipes her teddy. DEC SD
77. and she brushes teddy. DEC SD
78. Look she's giving teddy a little. DEC SD
And then look what she's done to teddy and dolly.
They've gone to sleep.
That's her room.
Look what's in her room.
Big colour ball just like you.
And some drawers.
There's a notebook.
And Daddy is coming in and he's what?
That's her room.
Look what's in her room.
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And Daddy is coming in and he's what?
C <Inaudible>
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Now she-

C She has a drink.
I got a little drink.

105. F Look she's restless C.
106. Look she can't sleep.
107. And look what happens.
108. She sits up.
109. Then she goes outside.
110. Sometimes C does that <and we don't know>.

C I do that our holiday.

111. F That's right.
112. You did when you were on holidays didn't you?

C I opened the little door.
Daddy and Mummy will open that big door.

113. F That's right.
114. The handle was too high for C wasn't it?

C Pick me up and C open that.

115. F That's right.

116. Look.
117. She wants a little drink.
118. She went out to see Mummy.
119. And her Mummy gave her a drink.
120. And Mummy gave her a little cuddle.
121. And what?
122. And then Mummy told her to go to bed and she's gone to bed.
123. Mummy come in and tucked her in and she's going back to sleep.

C But she doesn't.

127. F O-oh.
128. See what's happened?
129. She's awake again C.
130. She's frightened and she runs out.
132. And guess who comes this time.
133. It's her Daddy.
134. She wants a big cuddle from her Daddy.
135. I think she might have been frightened Cy.
136. She might have had a dream.
137. Do you think she might have had a dream?
138. Big cuddle from her Daddy.
139. And Daddy's cuddling her in the dark in bed.
140. Then she feels better.

[-1.5 secs]

141. Then.
142. Daddy goes to sleep on the little girl's bed.
143. She gets up.
144. There's the book.
145. And she goes to see her Mummy.
146. And she's reading her book on the couch with her Mummy.
147. Where's her Dad?

C There Dad.

148. F No that's her Mum.
149. Look.
C There Dad.

150. F And Mummy.

[-1.5 secs]

151. Look what's happened.
152. She's reading the little red book and her Mummy has gone to sleep.
153. And the little girl is still reading the red book and her Mummy is still asleep.
154. Daddy wakes up and he's in the little girl's bed but the little girl's not there. And they go out and she's with Mummy <in the lounge room>
155. She's asleep now though isn't she?

INT-TAG QUI QR

161. She's asleep now though isn't she?
162. She's gone to sleep
163. Turn the page.
164. Ah look that's nice.
165. And now Mummy and Daddy put her to bed.
Ah hang on we'll lose the page. We've done that page.

No haven't done this page. See?
Mummy and Daddy are very tired and they carry the little girl into bed.
There's no light on now. Very dark.

I go to sleep soon.

Yeah. We've got another book.

I going to read a bit.

We got some more special books.

OK? What have we got?

We'll have a look. We've got=

I can't read them.

Oh wow! Look at this bright book. Look at his eyes and his funny hat.

That's right. Red and yellow.

That's right. [Meet Zug - he's a very strange bug!]

[[Meet Zug - he's a very strange bug!]]
[[Zug's fishing trip with a dog called]]
[[Pug leads to some hilarious antics.]]
[[And it's done just by changing the]]
[[first letter of his name.]]
[[An original and very funny introduction]]
[[to rhyme and spelling.]]
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>PR</th>
<th>REP</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>B for bank.</td>
<td></td>
<td>INT-WH</td>
<td>RP</td>
<td></td>
</tr>
<tr>
<td>184.</td>
<td>F</td>
<td>What's that?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>A B for bank.</td>
<td></td>
<td>OTH-M</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>185.</td>
<td>F</td>
<td>B for bank.</td>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>186.</td>
<td></td>
<td>That's right.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
</tbody>
</table>

404
# FAMILY 5

## FATHER AND PUZZLES

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>U</td>
<td></td>
<td>GRAMM</td>
<td>II</td>
<td>LOC</td>
</tr>
<tr>
<td>1.</td>
<td>F</td>
<td>OK.</td>
<td>OTH-M</td>
<td>PR</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Here's some puzzles.</td>
<td>DEC</td>
<td>SD</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Look at the puzzles.</td>
<td>IMP</td>
<td>CI/AD</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Here y'are.</td>
<td>OTH-M</td>
<td>SD</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>We'll do the puzzles.</td>
<td>DEC</td>
<td>CID</td>
</tr>
</tbody>
</table>

[~1.5 secs]

<p>| | | | |</p>
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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>From a- they're from a library?</td>
<td>PR</td>
<td>REP 2</td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td>Yeah they're from Toy Library.</td>
<td>DEC</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Mummy went to the Toy Library.</td>
<td></td>
</tr>
</tbody>
</table>

7.  | F | Which- we'll do this one first. | DEC | CID | PR | CONT 3 |
   |   | OK? | OTH-M-IN | QP |

8.   | C | Yeah. |   |

9.  | F | Wanna tip it up? | OTH-M-IN | CID |
   | C | There's the little one. |   |

10. | F | Oo! | OTH-M | A |
    | C | A doll. Giraffe. |   |

11. | F | We'll do that later. | DEC | CID |
12.  |   | We'll do that later. | DEC | CID |

   | C | L. r. Then we do this one. |   |

[~3 secs]

13. | F | Very good C. | + | OTH-M | F |
    | C | And red there. Starting rain again. |   |

14. | F | It's raining a lot. | DEC | A |

[~4 secs]

15. |   | Keep going. | IMP | CI |
16.  |   | You're nearly finished. | DEC | SD |

[~3 secs]
17. Do it again?
18. Do this one again?
   C No.
19. You don't want to do that one again?
   C This one. This one. This one. This one.
20. Tip it out.
   C There's that.
21. What's that?
   C Er a car.
22. That's over here.
23. OK. Got to turn them over first.
24. [-2 secs] What's all these pieces? You tell me what you think they are.
25. [-2 secs]
26. No that's a bike.
   C Bike. Yeah. Um. a ball. And. wait a minute what that there? I can't say that one.
27. That's a tennis racket.
   C Tennis racket. A lion.
   F Oh!
   C A boat.
29. F Good girl. + OTH-M A
30. F What's that? INT-WH TQ
31. F Shall we put it in here? INT-Y/N RQ

C Oo yeah.

32. F Okey-doke. OTH-M PR CONT 8
33. F Do you want to do it? INT-Y/N RQ
34. F You can do it. DEC SD
35. F You're good at puzzles. DEC SD

C What's this?

36. F Turn it around. IMP CI
37. F Put it back straight. IMP CI

C Yes <inaudible>

38. F Oh that goes in there? INT-OTH VR
39. F Good. OTH-M F

C Yes.
It's done.
We've done that.
We've done it already.

[~3 secs] <Inaudible>
Yeh!

[~3 secs]

F <Inaudible> straight off.

C That goes in there.
That goes in there.

40. F No. OTH-M A

C That goes in there.

[~2 secs]
There's a book.

[~3 secs] [to self] Mm. that and that.

41. F It's a good puzzle C. DEC SD

C Wonder where this goes?

[~1.5 secs]
Maybe that goes in there?
No.
That goes in that there.

42. F Good girl. + OTH-M F
43. That's very good C.  +  DEC  F

44. What's that?  INT-WH  TQ  PR  TUT  9
   C  A lion.
   Oo. a cow.

45. F  A clown not a cow.  OTH-M  A
   Clown.

46. C  Clown.

47. F  Good girl.  +  OTH-M  A
   C  A apple.

48. F  Uh uh. [no]  OTH-M  A
   C  Yes.

49. F  Oh!  OTH-M  A
   C [to self] A boat with that one in there.
   A duck.

50. F  There's a duck.  DEC  A
   [−3 secs]
   C  No.
   Where this goes?

51. F  Try it again.  IMP  CI
   [−1.5 secs]

52. F  Good girl.  +  OTH-M  F
53. C  Last one.
   OTH-M  SD
   [−2 secs]

54. F  Very good C.  +  OTH-M  F
55. C  Finished.  OTH-M  SD

56. F  Want to do it again?  INT-OTH  RQ
   C  Yeah.

57. F  OK.  OTH-M  A
   Um.

58. F  This one first.  OTH-M  SD
   C  I need to do that.
   That puzzle.
   There's another puzzle over here.
59. F Wow!
   Let's do this one first.
   OTH-M IMP A

60. C This one first.

61. F C Mummy's got another puzzle.
   DEC SD PR REP 12
   C Coming.
   <This taken>

62. F Where?
   OTH-M-IN RQ
   C Bananas in Pyjamas.

63. F Here.
   OTH-M A
64. F Over here.
   OTH-M A
   C Bananas in pyjamas.
   There's a book-

65. F Here.
   OTH-M AD PR CONT 13
   C Look.

66. F Do this one.
   IMP CI
67. F Ready?
   OTH-M-IN RQ

68. F All right.
   OTH-M A
69. F They're both the same aren't they?
   INT-TAG QR
   C Yeah.
70. F Same size.
   OTH-M SD

71. F Where are the Bananas?
   INT-WH TQ PR TUT 14
   C Um they're down there.

72. F Where are they?
   INT-WH TQ
   C There them are.
   I found them.

73. F They're down the beach.
    DEC SD
    C That beach.
    Where's some water?
    Maybe that water there.

74. F Mm mm.
    OTH-M A
    C There you go.
    OTH-M SD
   [-2 secs]
That's the one. PR CONT 15
That's a nice puzzle. DEC SD
Now where does that go? INT-WH TQ
Um there.
You going to do that one too? OTH-M-IN RQ
No.
That goes there and that one.
Eh! OTH-M A
Dad I- Daddy do a cuddle. PR EXPR 16
Oh well that's very nice. DEC A
You giving Daddy a cuddle. OTH-M SD
I got some more teddy bears in my. PR REP 17
bedroom.
Yeah? OTH-M-IN VR
OK. OTH-M-IN SD
Where's- who's that? INT-WH TQ
B2. OTH-M SD
B2. [-3 secs]
Oh good girl. + OTH-M F
Look here's number 6. DEC SD
Raining a lot C. OTH-M SD
Right. OTH-M
Cuddles with Daddy. OTH-M R
C Cuddle? PR EXPR 18
<Inaudible> PR REP 19
That's an umbrella DEC SD
for the beach. OTH-M SD
The sun doesn't get on them then INT-TAG QR
does it?
Teddies are in the sun- in the shade DEC SD
of the umbrella.[-2 secs]
Finished! OTH-M SD
Ah!
97. F Want to do it again? OTH-M-IN RQ PR REP 20
   C Oh no.

98. F Shall we do this one again? INT-Y/N RQ
   C Yes.

99. F Which one? OTH-M-IN RQ
    This one? OTH-M-IN RQ
   C Yes.

100. F The teddies one? OTH-M-IN RQ
    C That's a good teddy. <Here it is.>

101. F There you go. OTH-M SD
    C Teddy teddy teddy.

102. F Over here. Put it there so we can see. OTH-M SD
    IMP Ci

103. F This one's the daddy bear. PR REP 21

105. F Oh this one's the daddy? INT-OTH VR
    C This one.

106. F This teddy's got a honey pot C. DEC SD PR REP 22
    He's very happy.
    C Oh no. See look. Look.

108. F He's eating it. DEC A
    C Yeah.

109. F Yeah. OTH-M A
    C Eating it. That bit funny.

110. F That's a bit funny. DEC A
C Oo look he wears socks.
Have to turn it around because that one goes there.

111. F OK this one too. OTH-M A
C This.

112. F Where's that one go? INT-WH TQ
[~1.5 secs]
C No.
Not goes in there.
In there.
No.
There.
This one put it in there and there.
Turn it 'round for you.
There and there.

113. F Oh it goes in here does it? INT-TAG AR
C Yes.
[~2 secs]

114. F Any more? OTH-M-IN RQ PR REP 24
C Yes.
There's that one.
[~2 secs]
Now, you did that one and I did that one.
I did. you did that one and I did that one.
I did that one.
I did that one.

115. F Very good. + OTH-M F
116. Shall we count them? INT-Y/N RQ PR CONT 25
117. How many pieces are there? INT-WH TQ
C I- I- no- you- I didn't count them.

118. F Do you want to count them now? INT-Y/N RQ
C No I count all by myself.

119. F OK. OTH-M A
120. Off you go. OTH-M CI
121. We'll do this one again. DEC CID
122. Over here. OTH-M SD
C Have to bring the other puzzle over here.
### FAMILY 5

#### MOTHER AND BOOKS

<table>
<thead>
<tr>
<th>U</th>
<th>GRAMM</th>
<th>H</th>
<th>LOC</th>
<th>FUNCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>This one mine. C2's.</td>
<td>PR</td>
<td>REP</td>
<td>1</td>
</tr>
<tr>
<td>1. M</td>
<td>What?</td>
<td>OTH-M-IN</td>
<td>RP</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>This.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. M</td>
<td>That's yours.</td>
<td>DEC</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Mine?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. M</td>
<td>But C2 uses it sometimes.</td>
<td>DEC</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>C2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. M</td>
<td>Here's some stories. Wanna read this story?</td>
<td>DEC</td>
<td>OTH-M-IN</td>
<td>PR</td>
</tr>
<tr>
<td>C</td>
<td>Yeah.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. M</td>
<td>This one's called <em>Sunshine.</em> [(One morning a small girl gets up)][(rather earlier than mother and father.)]</td>
<td>DEC</td>
<td>SD</td>
<td></td>
</tr>
</tbody>
</table>

### Story

**Sunshine**

[One morning a small girl gets up]

1. She's in bed.
2. And then she's waking up.
3. There's her book and her dolly.
4. Wait a minute. Is she going to bed or getting up?
5. Rubbing her eyes.
6. Reading her book.
7. Then she gets out of bed with the dolly.
8. There's her Mummy and Daddy.
9. There you are.
10. She's woken up and she's been reading her book with her dolly and she's gone into see Mummy and Daddy.
11. And Mummy and Daddy are asleep.
<table>
<thead>
<tr>
<th>Line</th>
<th>Speaker</th>
<th>Audio</th>
<th>Context</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>M</td>
<td></td>
<td>She climbs onto Daddy's side of the bed.</td>
<td>DEC SD</td>
</tr>
<tr>
<td>28.</td>
<td></td>
<td></td>
<td>There she is.</td>
<td>DEC SD</td>
</tr>
<tr>
<td>29.</td>
<td></td>
<td>INT-WH</td>
<td>And what is she doing?</td>
<td>TQ PR REP 4</td>
</tr>
<tr>
<td>30.</td>
<td>M</td>
<td>OTH-M</td>
<td>Giving Daddy a kiss.</td>
<td>A</td>
</tr>
<tr>
<td>31.</td>
<td></td>
<td>DEC</td>
<td>Daddy gets up</td>
<td>SD</td>
</tr>
<tr>
<td>32.</td>
<td></td>
<td>DEC</td>
<td>puts on his dressing gown</td>
<td>SD</td>
</tr>
<tr>
<td>33.</td>
<td></td>
<td>DEC</td>
<td>puts on her dressing gown and her slippers</td>
<td>SD</td>
</tr>
<tr>
<td>34.</td>
<td></td>
<td>DEC</td>
<td>and she goes and gets the paper.</td>
<td>SD</td>
</tr>
<tr>
<td>35.</td>
<td></td>
<td>DEC</td>
<td>Daddy puts some Weeties in the bowl.</td>
<td>SD</td>
</tr>
<tr>
<td>36.</td>
<td></td>
<td>IMP</td>
<td>Now look.</td>
<td>CI/AD PR REP 5</td>
</tr>
<tr>
<td>37.</td>
<td></td>
<td>DEC</td>
<td>Dolly's sitting there with the newspaper.</td>
<td>SD</td>
</tr>
<tr>
<td>38.</td>
<td></td>
<td>INT-WH</td>
<td>Oh what's Daddy doing here?</td>
<td>TQ PR TUT 6</td>
</tr>
<tr>
<td>40.</td>
<td>M</td>
<td>DEC</td>
<td>It looks like a toaster.</td>
<td>SD</td>
</tr>
<tr>
<td>41.</td>
<td>M</td>
<td>INT-Y/N</td>
<td>Is it a toaster?</td>
<td>TQ</td>
</tr>
<tr>
<td>42.</td>
<td>M</td>
<td>INT-WH</td>
<td>And what is she putting on here?</td>
<td>TQ PR REP 7</td>
</tr>
<tr>
<td>43.</td>
<td></td>
<td>INT-WH</td>
<td>What's this?</td>
<td>TQ</td>
</tr>
<tr>
<td>44.</td>
<td>M</td>
<td>DEC</td>
<td>That's right.</td>
<td>A</td>
</tr>
<tr>
<td>45.</td>
<td>M</td>
<td>INT-WH</td>
<td>And what's Daddy reading?</td>
<td>TQ PR REP 8</td>
</tr>
<tr>
<td>46.</td>
<td>M</td>
<td>INT-WH</td>
<td>That's right.</td>
<td>TQ PR TUT 6</td>
</tr>
</tbody>
</table>

---

C: Yeah.

47. And what's she doing? INT-WH TQ PR REP 9

C Eating breakfast.

48. M Eating breakfast. + OTH-M A
49. Oh and what's this? INT-WH TQ PR REP 10

C Toaster.

50. M A toaster. + OTH-M A
51. And the toast is burning. DEC SD
52. Look. IMP CI/AD
53. The toast is burning. DEC SD
54. Look at all the smoke. IMP CI/AD
55. Daddy wasn't looking because he was reading the paper.

56. She she told him. DEC SD
57. See? OTH-M-IN CID/AD
58. She pointed "Look Daddy. Toast is burning."

59. And what have they got here? INT-WH TQ PR REP 11
60. What's Daddy carrying? INT-WH TQ

C Morning tea.

61. M Morning tea yeah. + OTH-M A
62. There's a tea pot. DEC SD
63. cups of tea. OTH-M SD

64. And what's she carrying? INT-WH TQ PR REP 12

C Um.

65. M What do you think that is? INT-WH RQ
[~2 secs]

C Um.

66. M Here's another picture. DEC SD
67. What is she carrying? INT-WH TQ

C Weeties.

68. M They're carrying the Weeties. + DEC A
69. And where are they going? INT-WH TQ PR REP 13

C Mummy.

70. M To see Mummy who's still in bed. OTH-M A
71. See Mummy asleep? OTH-M-IN AD

C In bed.
<p>| | | | | | | |</p>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>M</td>
<td>Oo what's Mummy doing?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>REP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Getting up.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>M</td>
<td>She's got up.</td>
<td>DEC</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>74</td>
<td></td>
<td>What's she doing here?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Um cup of tea.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>M</td>
<td>Having a cup of tea.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>76</td>
<td></td>
<td>Is she drinking her cup of tea?</td>
<td>INT-Y/N</td>
<td>QR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>M</td>
<td>And what about Daddy?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>REP</td>
</tr>
<tr>
<td>78</td>
<td></td>
<td>What's he doing?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading the newspaper.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>M</td>
<td>He's gone back to bed</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td>and he's reading the newspaper.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>And what's this?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>REP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She's now sitting on a toilet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>M</td>
<td>That's right.</td>
<td>DEC</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>83</td>
<td></td>
<td>See she was in bed</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>84</td>
<td></td>
<td>and then she climbs down</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>85</td>
<td></td>
<td>and what has she done?</td>
<td>INT-WH</td>
<td>TQ</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Going do wees.</td>
<td></td>
<td></td>
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<tr>
<td>86</td>
<td>M</td>
<td>And what's she doing here?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>REP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Washing her hands.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>87</td>
<td>M</td>
<td>And in this one?</td>
<td>OTH-M-IN</td>
<td>TQ</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Cleaning her teeth.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>88</td>
<td>M</td>
<td>Cleaning her teeth.</td>
<td>OTH-M</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>89</td>
<td></td>
<td>That's right.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
<td>Now what's she doing?</td>
<td>INT-WH</td>
<td>TQ</td>
<td>PR</td>
<td>REP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Getting dressed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>M</td>
<td>That's right.</td>
<td>DEC</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>92</td>
<td></td>
<td>She took off her dressing gown</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and her nightie and her singlet</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>93</td>
<td></td>
<td>and she's put a clean one on</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>94</td>
<td></td>
<td>and a T-shirt.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>95</td>
<td></td>
<td>Look.</td>
<td>IMP</td>
<td>CI/AD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>96</td>
<td></td>
<td>A T-shirt.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97</td>
<td></td>
<td>And some pants.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>98</td>
<td></td>
<td>And then she's putting on her top.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

417
99. And what about these? INT-WH TQ
   C Yes.

100. M What are they? INT-WH TQ
   C Shoes.

101. M Shoes. OTH-M A
   102. Yes. + OTH-M A
   103. And a dress. OTH-M SD

   C I I- who's that? PR REP 19

104. M Oh who do you think? INT-WH RQ
   [-2 secs]
   C Daddy.

105. M Yes. OTH-M A
   106. No that's the little girl getting DEC SD
       dressed.
   107. She's putting her head through DEC SD
       the hole.

   108. And then what's she doing here? INT-WH TQ PR REP 20
       C Reading a book.

109. M She's putting her book into her DEC SD
     school bag.

   C Mm.

110. M Look. IMP CI/AD PR REP 21
    111. What's this? INT-WH TQ

   C Clock.

112. M A clock. OTH-M A
    113. It says half past eight or nearly DEC SD
         half past eight.
114. Oh she goes in DEC SD
115. and she talks to them. DEC SD
116. And what does she say to Daddy DEC SD
     and Mummy?
117. Do you know? INT-Y/N RQ
118. She says "Come on Mummy. DEC SD
     Come on Daddy."
119. Look Daddy's looking at his watch. DEC SD
120. He's so surprised 'cause she's all DEC SD
     ready.
121. And look. IMP
122. They jump out of bed. DEC
123. Daddy jumps out of bed DEC
124. and he hasn't got any clothes on. DEC
125. He's trying to get dressed. DEC
126. And there's Mummy. DEC

[~1.5 secs]

127. Has she got any clothes on? INT-Y/N

C Yes.
No.

128. M No. OTH-M
129. What's she done here? INT-WH

C Washed her hair over there.

130. M Washed her hair hasn't she? OTH-M-IN

C Yes.

131. M And what's Daddy doing? INT-WH

C Um.
Want his clothes.
<Inaudible>

132. M Yes he's putting them on isn't he? INT-TAG
133. OK. OTH-M
134. We better turn over OTH-M
135. and find out what happens next. OTH-M


C Doing her hair.

137. M OK. OTH-M
138. What's Daddy doing? INT-WH

C Um.

[~2 secs]

No that's Mummy.

139. M That one's Mummy yeah. DEC
140. And what is she doing? INT-WH

C Putting her dress on.

141. M Yeah. OTH-M
142. And what's Daddy doing? INT-WH

C Oh dear.

[~2 secs]

Um.
What's he doing?

143. M Putting his shirt on. OTH-M R
   C His shirt on so that he can go to work.

144. M Yeah I think he might be. DEC A
   145. And look. IMP CI/AD PR REP 27
   146. What's he got under his arm? INT-WH TQ **
   147. Daddy takes books to work INT-TAG QR
   PR

C My Daddy.

148. M Yeah. OTH-M A
   149. And look. IMP CI/AD
   150. What's the little girl doing? INT-WH TQ

C Um looking in a mirror.

151. M Looking in the mirror or looking out the window? OTH-M-IN TQ

C Look out of the window.

152. M OK. OTH-M A
   153. There's Mummy. DEC SD

[-2 secs]

C Where's Daddy?

154. M Daddy's gone to work already. DEC R
   [-2 secs]

155. And there she is. DEC SD PR REP 29
156. She's going out the door. DEC SD
157. See Mummy's got her coat. DEC SD
158. Mummy's put her coat on DEC SD
159. and the little girl has put her coat on DEC SD
160. and she's walking past the window. DEC SD

161. Oh look. IMP CI/AD
162. They're all ready. DEC SD
163. She's got her school bag. DEC SD
164. Pretty good story isn't it? OTH-M-IN QR
165. It's not a story. DEC SD
166. It's got a picture book. DEC SD

C Have to read the other one. PR REP 30
   What's the other one to read?

167. M What's the other one to read? INT-WH VR
C What's that?

168. M It's called Tog the Dog.
C I read that one with Daddy sometimes.

169. M Do you?
C Yes.

170. M Shall we see?
C This little one.

171. M [[Tog the dog.]]
   Do you know that?
   [[Have you heard of Tog the]]
   [[Dog?]]
   [[Funny dog... Yes, that's Tog.]]
   [[Hi gang.]]

172. M See this word says "dog".

173. M See his blue fluffy hat.

174. M Blue on top.
   [[One day Tog went out for a jog.]]
   [[Let's jog ...with Tog.]]
   [[I'm a dog who likes to jog.]]

175. M You know what jogging is?

176. M What is it?
C Um.

177. M It's running.
C Yeah.

178. M Shall we turn the page?
C Yeah.

179. M Good girl.
   + OTH-M

180. M We saw some fog didn't we the other day?

181. M Look at this.
   [[Where's Tog?]]
<p>| | | | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>C</td>
<td>Yeah.</td>
<td>What he doing?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>He's lost in the fog.</td>
<td>[[Tripped over a cog.]]</td>
<td>[[Look out Tog!]]</td>
<td>[[Oh no, over I go!]]</td>
<td>DEC   SD</td>
</tr>
<tr>
<td>183</td>
<td>This is a cog.</td>
<td></td>
<td></td>
<td></td>
<td>DEC   SD</td>
</tr>
<tr>
<td>184</td>
<td>Cog.</td>
<td></td>
<td></td>
<td></td>
<td>OTH-M SD</td>
</tr>
<tr>
<td>C</td>
<td>Where's that little pink snake?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>185</td>
<td>Pink snake?</td>
<td>OTH-M-IN</td>
<td>RP</td>
<td></td>
<td></td>
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<tr>
<td>186</td>
<td>It's a little worm here.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
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<tr>
<td>187</td>
<td>There's a green worm.</td>
<td>DEC</td>
<td>SD</td>
<td></td>
<td></td>
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<tr>
<td>188</td>
<td>Let's have a look.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
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<tr>
<td></td>
<td>[[Fell into a bog.]]</td>
<td></td>
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<tr>
<td></td>
<td>[[Poor Tog. He's in the bog.]]</td>
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<tr>
<td>1.</td>
<td>M</td>
<td>Come and have a look.</td>
<td>IMP</td>
<td>CI</td>
<td>PR</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Puzzles. New puzzles. Where's that other puzzle?</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>[~2 secs]</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>M</td>
<td>Pretty good isn't it?</td>
<td>OTH-M-IN</td>
<td>QR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Oh. What's those called?</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>M</td>
<td>Oh I think they're little carriages of a train.</td>
<td>DEC</td>
<td>R</td>
<td></td>
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<tr>
<td></td>
<td>C</td>
<td>Yeah.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>M</td>
<td>Can you put 'em in?</td>
<td>INT-Y/N</td>
<td>CID</td>
<td></td>
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<tr>
<td></td>
<td>C</td>
<td>Yeah. Where's this one go?</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>M</td>
<td>Mm?</td>
<td>OTH-M-IN</td>
<td>RP</td>
<td></td>
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<td>[~3 secs]</td>
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<tr>
<td>6.</td>
<td></td>
<td>Try the next one.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>Does it go in there?</td>
<td>INT-Y/N</td>
<td>RQ</td>
<td></td>
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<tr>
<td>8.</td>
<td></td>
<td>Yeah I think it does. +</td>
<td>DEC</td>
<td>SD</td>
<td></td>
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<tr>
<td>9.</td>
<td></td>
<td>OK.</td>
<td>OTH-M</td>
<td>SD</td>
<td></td>
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<td></td>
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<td>[~1.5 secs]</td>
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<tr>
<td>10.</td>
<td>M</td>
<td>Yeh! +</td>
<td>OTH-M</td>
<td>F</td>
<td></td>
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<td></td>
<td></td>
<td>[~3 secs]</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>C</td>
<td>That there. There?</td>
<td>PR</td>
<td>CONT</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>M</td>
<td>Yeah. +</td>
<td>OTH-M</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Where's that one go? Where's this one go?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td>M</td>
<td>Have a look.</td>
<td>IMP</td>
<td>CI</td>
<td></td>
</tr>
</tbody>
</table>
C No.
No.
No.

[~2 secs]

13. M Yes. And there's only one left isn't there?
14. M + OTH-M A
15. Yeh C! + OTH-M F
16. Here's another one. DEC SD PR REP 3

C What's that one called?

17. M Oh look at all those. IMP CI

C Leave it.
It come out?

18. M This bit doesn't come out. DEC R
19. M These bits come out. DEC SD
20. M All these bits come out. DEC SD
21. M This one's the background. DEC SD

C Is this bit of- maybe this bit of wood?

C Bit of wood.

23. M Yes maybe the bit of wood. OTH-M A

C These are bit of wood.

24. M Yeah. OTH-M A
25. M All the little bits of wood with plastic knobs. OTH-M SD
26. M See the little knobs? OTH-M-IN RQ

[~3 secs]

27. There you go. OTH-M SD PR CONT 5
28. Do you want to put 'em in? INT-Y/N CID

C No.
You can do it.
You can help me.

29. M Oh all right. OTH-M A
30. M You get the first one. IMP CI

C You can't do that.

31. M OK. OTH-M A

C Go there?
No.
There?

32. M  Does it go in there?  INT-Y/N  RQ
33. M  Look hard  IMP  CI
34. M  and find the right shape.  IMP  CI
35. M  Is there a teddy bear shape there?  INT-Y/N  TQ
36. M  Yes. +  OTH-M  SD

C  I'll get it in there.

Where does this one go?  P  REP  6

37. M  What's that?  INT-WH  TQ

C  Got a spade and a bucket and a sand pit.

38. M  Where did we use our spade and bucket?  INT-WH  TQ

C  Um on.

39. M  When we went on holidays.  DEC  SD

C  Farm.

40. M  Yes. +  OTH-M  A
41. M  We did.  DEC  A

C  You bought me red spade.

P  REP  7

42. M  Red spade.  OTH-M  A
43. M  That's right. +  DEC  A
44. M  And what else?  OTH-M-IN  TQ

C  And my red bucket.

45. M  And your red-
46. M  Yes. +  OTH-M  A

47. Where else did we take your red bucket?  INT-WH  TQ  P  REP  8

C  Mm.

[-2 secs]

48. M  To the beach.  OTH-M  SD

C  To the beach.

49. M  And what did we put in it?  INT-WH  TQ

C  Shells and water.
50. M And water.  OTH-M  A
   OK.         OTH-M  A
                  PR  CONT  9

      C Um and what is this?
      Where this go?

52. M Have to have a look.  DEC  CID
      C There.

53. M Yeh!
    That's a golliwog.  +  OTH-M  F
                     DEC  SD
54. M You did it right.
    That's right.  +  DEC  F
                      DEC  F
      C I can't like that dolly.
      I can't like it.

55. M You did it right.
    +  DEC  F
56. M That's right.
      +  DEC  F
      C I can't like it.
      This goes there.
      No.
      Where's this go?

57. M Have a look.  IMP  CI
      C In there.
      In here.

58. M Yeh!
    It's a little truck.  +  OTH-M  F
                          DEC  SD
59. M Yeah.

60. M What else is there?  INT-WH  TQ  PR  TUT  10
    [~2 secs]
    C What's that one?

61. M That's a?
    What's that?  INT-WH  TQ
62. M INT-WH  QP
    [~3 secs]
    C Um.
    What's it called?

63. M What's it called?  INT-WH  VR
64. M It's a little bike.  DEC  SD
65. M See?  OTH-M-IN  AD
66. M You see where it goes on this bit.  DEC  CID
      C There.
67. M That's it. + DEC F
   C I have to do that. PR REP 11

68. M What's the next one? INT-WH RQ
   C A boat. PR REP 11
   I need to do that.

69. M Oh you got it. + DEC F
   C Teddy bear came out. PR REP 12

70. M Pardon. OTH-M RP
   C Oh a teddy bear.

71. M Teddy bear came out? INT-OTH
   [+1.5 secs]

72. What else is there? INT-WH RQ PR REP 13
   C Oo this. PR REP 13
   Where this goes?

73. M What's that one? INT-WH TQ
   [+1.5 secs]

74. Oh that's a drum set C. DEC SD
   [makes drumming noises]

75. M What else is there? INT-WH RQ PR REP 14
   C Painting.

76. M Paintbrush. OTH-M A
   C Paintbrush.

77. M Water and paints. OTH-M SD
   Where's that one go?

78. Water and paints. INT-WH TQ
   C In there. PR REP 14
   Not in there.

79. M Oh good girl. + OTH-M F
   C A book. PR TUT 15
   <Inaudible> balls.

80. M What else is there? INT-WH RQ PR TUT 15
   C A book.

81. M There's how many balls? INT-OTH TQ

427
C 1-2-3-4-5-6.

82. M 1-2-3. OTH-M A
C 2-3.

83. M Yeh! + OTH-M A
C Where does that go? PR CONT 16

84. M What's that one? INT-WH TQ
C Um.

85. M You have to look hard. DEC CID
86. M Yes. + OTH-M F
[~2.5 secs]
C Two more to go.
That one go there

87. M Yep. OTH-M A
C That one goes in there.
It fall down.

88. M That's the last one isn't it? INT-TAG QR
C No.
[~2 secs]
We playing a game C2.
What's that? PR REP 17

89. M It's another one. DEC R
C It Pyjamas again.

90. M What is it? INT-WH TQ
C In pyjamas coming down the stairs.

91. M That's right. + DEC A
C She's had a swing.
She's had a slide PR REP 18

92. M Where's a slide? INT-WH RQ
C That's a slide.

93. M Yeah. OTH-M A
94. M You going to take the bits out and OTH-M-IN RQ
do it?
C  Yeah.

95. M  They're teddies aren't they?  INT-TAG  QR  PR  REP  19
   C  This bit comes out?
       Yes.
       What's it called?
       What's it called?
       What's this called?
96. M  That's a bird in the nest.  DEC  R
   C  Yeah.
97. M  You going to put all the bits in now?
   C  Yes.
       Where's the other one?
98. M  Let's do this one first.  IMP  CI
   C  That's another puzzle.
99. M  That's another puzzle.
   C  Where's this one go?
100. M  Let's do this one.  DEC  A  IMP  CI
   C  There.
       There.
       This one.
101. M  You have to have a look.  DEC  CID
   C  That's teddy.
       What's he doing?
       Banana isn't it?
   C  Yes.
       Having a swing.
102. M  Having a swing.
       Yeh!
   C  Goose.
103. M  Is he a goose?
C You a goose.

108. M I'm a goose? INT-OTH VR
109. OTH-M SD Oh OK.

C No there. PR TU 23
[~4 secs]
This bit goes in there.
That goes in there.
That goes in there.

110. M What's in- what has the teddy bear got? INT-WH TQ
C A apple.

111. M Yeah. OTH-M A
[~1.5 secs]
112. Yeh! + OTH-M F
113. You did all that one. + DEC F
114. Do you want to do the last one? INT-Y/N RQ PR REP 24
C Yeah.
What's that called?

115. M Look! IMP CI/AD
C It's a car.
[~1.5 secs]
That's a wheel.

116. M Do we turn all the bits over? INT-Y/N RQ PR CONT 25
C Yeah.
That's a bit
That's a leaf.

117. M It looks like a leaf doesn't it? INT-TAG VR
118. It's a leaf shape. DEC SD
119. Now. OTH-M SD
120. Where do the wheels go? INT-WH TQ
C Here.
Not there.
Where's those things?
Where's those things?
There.
Goes there.
<Inaudible>

121. M I think the yellow bits go round the wheels. DEC CID
122. There.
123. Is there another yellow bit?

124. Oh beauty.
125. What else?

C There on the top.
On the top.
On the top.
On the top.
On the top.

C2 get these?
C2 get these puzzles?

126. M She might get them.
127. What about the window?

C Yeah.

128. M Where does that one go?

C Um in there.

129. M Towards here.

C Where's this go?

130. M Where Let's put the other bits in first.

C C2 do.

C2 do.

131. M That one might go down here.

C No.

132. M Maybe it does go there?

C Yes.
### FAMILY MEAL

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<tbody>
<tr>
<td>M</td>
<td>[[It's a tape recorder.]]</td>
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<tr>
<td>C</td>
<td>[[What's that?]]</td>
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<tr>
<td>F</td>
<td>[[It's a tape recorder.]]</td>
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1. **F** You eat your tea up. **IMP** CI PR CONT 1

1. M Yummy C? **OTH-M-IN** RQ

2. M Here. **OTH-M** **AD**

3. M You bring it closer so you can reach. **Imp** **CI**

[~5 secs]

2. **F** Break it up with a spoon. **IMP** **CI**

[~3 secs]

M [to F] [[Want me to do it?]]

[~2 secs]

3. **F** Here C. **OTH-M** **AD**

4. M Well done. + **OTH-M** **F**

[~3 secs]

5. M OK. **OTH-M** **A**

4. **F** In your little cup? **OTH-M-IN** **RQ**

C Yep. My teddy bears on it.

6. M This one? **OTH-M-IN** **RQ**

C The teddy bear beaker OK.

[~4 secs]

7. M There you go. **OTH-M** **SD**

[~8 secs]

C A little bit left?
8. M Mm. OTH-M R
Do you want some more?
INT-Y/N RQ


10. M OK. OTH-M A
C I can leave it here.

5. F Can you? INT-Y/N VR

11. M I've got some more crunchy bits DEC SD
for you.

C I've got some more here.

12. M Are they? INT-Y/N QR

C Look.

[~4 secs]

13. M Here you go. OTH-M SD
[M gives C more milk]

6. F Fork please C. OTH-M CI

[~10 secs]

C I got a little bit left. PR REP 4

14. M A little bit? OTH-M-IN VR
C Yeah.

15. M Are you saving that bit? INT-Y/N RQ
C Yeah.

16. M You have some more crunchy-DEC SD
here's another crunchy bit.
C No another crunchy bit.

[~6 secs]

[~1.5 secs]

17. M Was it good? INT-Y/N RQ

[~2 secs]

C Where's the other good seat? PR REP 5


433
M Oh I put it over there.

M We don’t need it because T and L and A have gone on holidays. And when they come back we’ll put the seat back there. Because we don’t have enough seats if we don’t have that one.

F [[We could put it in their room.]]

M [[Yeah yeah could do.]]

[C2 vocalises]

M Pardon?

C We mustn’t put that Daddy’s scat at Daddy’s work. <Inaudible> have one.

M Oh yeah.

M We can do that.

M We can do it after tea.

M Do you like that tea?

M Yeah.

M Right.

M I like this tea.

F Do you like it?

F It’s good isn’t it?

C Mm.

M What do you like best?
30. M Sip it up with your spoon. IMP CI PR CONT 7
All the bits.
OTH-M CI

31. [-2 secs] C Look I can do it with.

32. M With your? OTH-M-IN TQ
C Fork.

33. M Fork. OTH-M SD
34. Mm. + OTH-M A

C2 [vocalises]

F ][[Mm how you going C2?]]

[-4 secs]

C Hey Dad that's going to <choke> out with my teeth. PR REP 8

35. M Pardon? OTH-M-IN RP
C They're going to <choke> out with the teeth.

36. M Oh you can do it. DEC SD
[-2 secs]
C What's this?

37. M It's broccoli. DEC R
[-6 secs] [[Has it gone?]]

[-2 secs] [[Oh. you going to get another bit?]]

PR REP 9

C2 [vocalises]

38. M Oo yummy. OTH-M A
9. F Mm. OTH-M A
C Mm.
[-5 secs]

C2 [vocalises]

10. F C2 wants to eat our tea C. DEC SD
[-2 secs]
C I want some more.

39. M What do you want some more of? INT-WH RQ
40. Use your spoon. IMP CI

C Milk.

C2 [cries]

11. F I'll get it C. DEC A
[-5 secs]
12. F Here. OTH-M SD
13. What do you say? INT-WH CID
14. C Thank you. [-14 secs]

C2 [crying and vocalising]

C [What's that?]

M [It's a tape recorder.]

41. C would you like some yoghurt INT-Y/N RQ PR REP 11 and apricots?

M [You sit round on your seat.]
[What have you got in your mouth?]

14. F Eat it up. IMP CI
15. Come on. OTH-M CI
[-1.5 secs]

C Ducky. [1-5 secs]

I play with ducky.

43. M No leave ducky there. IMP CI
44. You can have it after tea. DEC SD
45. I'll get yours soon. DEC SD

C2 [calling out "dad dad...."]

F [Mm.]

436
C A big one.

46. M A big one. + OTH-M A
47. That's right. DEC SD

C [calling out] dad dad... [-3 secs]

16. F Are you doing C2 noises C? INT-Y/N RQ
C Yes.

48. M There you go. OTH-M SD

C2 [calling out "dad dad...."]

50. This is a big jar isn't it? INT-TAG QR PR REP 14

[-3 secs]
51. Hold on. OTH-M CI
52. I'll get you some more. DEC SD

[-4 secs]
53. M That's too deep C. DEC SD

17. F Good. OTH-M SD

[[Do you want me to get it out?]]

[-2 secs]
[[Pour it out.]]

54. Want some of this C? OTH-M-IN RQ PR REP 15
C Yes.
Yucky.

55 M You like yoghurt. DEC SD

C It's yucky.
This is taste yucky.

56. M You don't eat that bit. DEC SD
57. That's the paper across the top.

58. M You don't eat that bit. DEC SD

437