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Sec. Research Graduate School Committee

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Amendments

2.3.5 (Page 29)

There have been many studies into the influence of book reading on the development of complex language and representational skills (For an overview, see Sorsby & Martlew, 1991, Crowe, 2000). They demonstrate the benefit to the development of vocabulary, syntax, pragmatics, the use of decontextualised language, emergent reading behaviours and increases in children's attention. Sorsby and Martlew (1991) carried out a study to compare the representational demands of shared book reading and another play activity, a playdough modeling game.

2.4 Adult input to language-delayed children (page 30)

Adults adjust their language to the young child as s/he is developing L1. Adults living and working with language-delayed children receive different cues and use language differently than they would if the child did not have a language delay. Parent-child conversations between parent and language-delayed child have been described as qualitatively different from those between parent and non-delayed child (Mosely, 1990, Schodorf & Edwards, 1983, Hubbell, 1977, Hoffer & Bliss, 1990, Cunningham et al, 1985). The delayed child's output is more limited than his/her normally developing peer, leading to conversations in which adults have more difficulty understanding the child's intention and sustaining an exchange of information. (Mosely, 1990).

A central question has been whether the differences are simply related to timing. Do parents of language-delayed children in the end provide similar input, but later in the child's life? Bloom and Lahey (1978) suggested that parent language in conversations with language-delayed children could be like parent language with non-delayed children, but occurring earlier in the latter children's development. Studies such as that of Hoffer and Bliss (1990) matching for age as well as stage have investigated this. Other studies (for example, Cunningham et al.) comparing adult-child conversations with children who are only expressively delayed and children who are both receptively and expressively delayed have addressed the question of what in the child's language abilities influences the adult's talk. Adult adjustment in reaction to language output might be inappropriate for the child's level of cognitive development and may lead to diminished opportunity for receptive language development. The integrated child who hasn't yet received the input of non-delayed school peers would be less well-prepared.

Cross (1981) reported a series of comparative studies of mother input to accelerated, normally developing and language-delayed children matched for mean length of utterance (MLU). She found two consistent differences in the mother input to language-delayed children. One was the semantic relatedness of the mother's responses; there were fewer expansions and hence less semantic contingency in the language of the mothers of language-delayed children. As well, the amount of disfluency and unintelligibility in the mother's speech addressed to the slowly developing child was greater. The child's primary data was potentially more confusing. Sherrod and Peterson (1982), studying three groups of language-matched (MLU) children, one group of children who had Down Syndrome, one with another disability, and one normally developing, also found mothers addressing delayed children produced more semantically unrelated utterances and utterances unrelated to the immediate context/activity. There is consistent evidence that semantically contingent speech, speech which is immediately related to the preceding utterance, facilitates language development (See Moseley 1990 for relevant studies). In a study of eight mother-child dyads, in which four of the children were language-delayed, Moseley (1990) focused on conversational structure. When looking at mother responses, she found that all the mothers used more responses that continued the topic discussion, but that the overall use of moves, sustaining the topic in the conversations differed. The mothers of the language-delayed children made 20% fewer sustaining moves, opting for yes/no answers or acknowledgments more often than the parent of the non-delayed child. The flow of information through the conversations was further disrupted by the need for the mother to seek clarification from the child.

There are repeated findings (Schodorf & Edwards, 1983; Cross, 1981) that state that parents talking to language-delayed children are more directive and that their language is less supportive of development in other respects. Cunningham et al (1990) found that mothers of children with

greater comprehensive delays gave more demands. Petersen and Sherrod (1982) found parents of language-delayed children engaged in less speech related to the child's activity. In studies by Cross (1981) and Schodorf and Edwards (1983), parents responded less to the speech of language-delayed children.

The features of adult talk to language-delayed children described above could be explained by the child's lack of linguistic competence, but there is conflicting evidence. Language-impaired children have been found to initiate less and to give more inappropriate answers to requests (Evans & Schmidt, 1991). This may indeed be the cause of the less supportive input, but Cross's 1981 study compared mothers talking to normally developing and language-delayed children who were matched for language competence (MLU), and significant differences were found as described above. Hoffer and Bliss (1990) studied 30 mother-child dyads, ten including a language-impaired child, ten including a stage-matched normally developing child, and ten including an age-matched normally developing child. The mothers of language impaired children spoke differently to their children. These mothers shifted topic, initiated a topic after the child had, ignoring child's topic significantly more frequently than the other mothers. The mothers of language-delayed children were not less talkative, but were less responsive. They responded to their children's language level, not their age. The language impaired children were not less talkative, so this is not causing mother difference.

Adult input to language-delayed children is different in timing. Language-delayed children are spoken to in ways typical for adults speaking to younger children. The adult input is also likely to be different in quantity. Language-delayed children often converse less frequently than their normally developing peers (Yoder et al., 1994). They have less opportunity, then, to develop both linguistic and pragmatic abilities. The relationship between the development of linguistic and pragmatic abilities has been studied by McTear & Conti-Ramsden (1992) who studied turn-taking with language-delayed children. In studying turn-taking, normally turn overlaps demonstrate that the listener is anticipating the end of a turn using linguistic information from the speaker. Language-delayed children's interruptions are less of this type, showing lack of linguistic ability to predict speaker's transition point. Also, some language-delayed children make pragmatic mistakes after demonstrating linguistic abilities adequate to the task (McTear & Conti-Ramsden, 1992). They need appropriate input to help them develop both linguistic and pragmatic abilities.

As we saw earlier, book reading is an activity important to language development. A series of studies (Evans & Schmidt, 1991; Marvin & Wright, 1997; Crain-Thorsen & Dale, 1999; Crowe, 2000) have examined adult input during shared book reading to determine if the input to language delayed children is different from that the normally developing children hear. Evans and Schmidt (1991) compared maternal input to a language-delayed child and a normally developing child matched for stage of development during repeated book reading. The purpose of the study was to describe the input and to determine if both mothers were sensitive to the child's language development. Data was collected over five months as the mothers re-read the same book to the child. Prior to reading the book for the first time, each child was tested for expressive and receptive vocabulary using the Expressive One-Word Picture Vocabulary Test (Gardner, 1981 in Evans & Schmidt, 1991) and the Peabody Picture Vocabulary Test-R. Evans and Schmidt found the mother of the language-delayed child initiated and controlled more of the conversation than the mother of the normally developing child. She used more attentional vocatives and more questions and directives to speak, particularly more closed questions. When asked to guess items on the vocabulary tests, the mother's expectations of her child's expressive and receptive language were more accurate than those of the mother of the normally-developing child. Lack of sensitivity to her child's language the child's developing language did not appear to be the reason for the differences between the input to the language-delayed child and the non-delayed child.

Crowe (2000), Crain-Thorsen and Dale (1999) and Marvin and Wright (1997) all found features of mothers' book reading to language impaired children which were less supportive of language development. Mothers read the text more rather than using it as a departure point for conversation. They dominated the conversation around the text, and asked less demanding questions, typically eliciting labels rather than asking the child to project action in the story. Dale and Crain-Thorsen (1996, 1999) trialled intervention programs to help mothers change their

reading strategies so that mothers of language delayed children read more like mothers of normally developing children.

3.3.2 (Page 71)

The child's capacity to respond to questions is related to progression in demands of adult questions. Ervin-Tripp and Miller (1977) found in Stage I (MLU=1.26-1.95, age = 1;9-2;3), children heard *what-is*, *what-object*, *where*, and *what-doing* questions most frequently. *What-is* questions were more than twice as frequent as *what-object*, the next most frequent. These are those questions that ask for a label. At stage IV (MLU=3.5, age=2;5), a greater range appeared more frequently in the data, including *who-is*, *who-subject*, *why*, *when*, and *which*.. Past tense questions were not common, Parnell et al (1986) describe a study confirming an order of acquisition for *wh*-questions by language-delayed children responding to adult questioners. The study added the role of context to the child's comprehension of *wh*-questions. Language-delayed children had significantly more difficulty with such questions, and depended significantly more on context.

4.4 The children studied (Page 84)

The children studied and their families all live in or near a country town. Some children were from families who had lived in the area for more than two generations. To avoid the influence of cultural differences, all children selected for the study came from Australian English speaking homes; English was the first language for all of the children. The local hospital speech pathologist approached parents of delayed children with whom she worked. The local childcare centre and kindergarten provided names of possible matches, children who would be attending kindergarten beginning in the following autumn at the same time that the language-delayed children and would possibly be in the same groups. Hence, two groups of four children each were studied, one group of children with a language delay, one group of normally developing children.

5.6 Book Reading at Home (Page 133)

The seven other book reading passages were chosen because they centred on a common book *Always Arthur* (Graham, 1990), or on a book mother and child chose for those who did not choose *Always Arthur*. One mother read a book from a series for teaching reading. It had little text as it was designed to elicit narratives from the language-delayed child. It was the only book that the dyad read, although another dyad did read that book as well. *Always Arthur* is a picture storybook with pictures closely matching the text and text limited to one or two sentences per page. It is a familiar kind of story about a new dog joining a family, an older dog feeling unwanted and running away, and the family successfully searching for the old dog.

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LANGUAGE FUNCTION
IN THE ADULT
LANGUAGE ADDRESSED
TO YOUNG LANGUAGE-
DELAYED CHILDREN

by

Patricia Henry, B.A.,M.A.

Department of Linguistics,
Faculty of Arts
Monash University

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Abstract

LANGUAGE FUNCTION IN THE ADULT
LANGUAGE ADDRESSED TO YOUNG
LANGUAGE-DELAYED CHILDREN

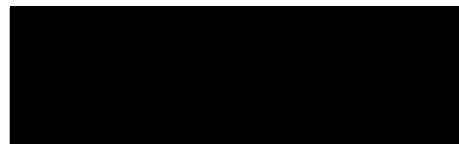
Patricia Henry

As a consequence of the Education Department policy of integrating children with special needs in the mainstream primary school, children with a language delay are in the same first year classrooms as normally developing children. These children may have experienced different linguistic input in their preschool years. This research studies the adult input to four language delayed children and four non-delayed peers in their homes prior to their kindergarten year and in the kindergarten. The kindergarten is the setting for the formal preschool program in the state of Victoria for children in the year prior to their beginning formal schooling. The function in the adult language is analysed using an elaborated speech act model based on Searle, Bach and Harnish, Dimitacopoulou, and others. Directive and commissive input teaching the role of context in meaning differed for the two groups. The language delayed children heard input that was more directive and less informative about context. They also heard fewer questions which might elicit conversation, and expressives that helped sustain conversation. Finally, the assertives in the input addressed to them were simpler, more context tied, and provided little content to help them develop a theory of mind. The activity engaged in had some effect. Book reading was a context in which more extending language was provided than that provided in a puzzle making activity. In summary, there were significant differences in the frequency of several functions described by speech acts, and these differences suggest quite a different readiness for the learning activities of school. The findings have implications for intervention and teacher education.

Candidate's Statement

This thesis Language Function in the Adult Language Addressed to Young Language-delayed Children contains no material which has been accepted for the award of any other degree or diploma in any university or other institution. To the best of my knowledge, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

Signed

A black rectangular box redacting the signature of the candidate.

Date December 10, 2001

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The author wishes to thank the great children and their families and teachers who allowed this record of their language interaction to be made. She wishes to acknowledge the consistent supportive interest shown by Susanne Dopke in guiding her through the research and writing process so patiently and with such understanding of the life complications that arose during the process. She also wishes to thank her wonderfully patient and encouraging husband and her son Will for the technical support he gave.

1.0 Language Function in the adult language addressed to young language-delayed children

1.1 Language and the schooling of the language-delayed

In Miss Long's Preparatory¹ grade of twenty-eight children there is an age range from five to more than six years, and an ability range much greater, including one child with an identified impairment enrolled at the school as a child on an integration program. The children's school day begins similarly each day, with a brief 'morning talk' session in which children report on personal activities to the teacher and the other children in the grade, and then proceed to do some individual or group work at their tables. Typically, the learning activities aimed at developing language and literacy come first in the day, frequently followed by mathematics activities after recess. Many learning activities throughout the day begin with whole group, teacher-led discussion, and then continue in small group or individual tasks.

Traditionally, education for children with disabilities has been provided in segregated settings. Frequently different segregated settings catered for children with different types of disabilities. Children from remote areas lived in accommodation located near the segregated educational setting. Prior to integration, children from the rural setting from which the

¹ Preparatory grade is the first year of formal schooling in Victoria.

present subjects came had to live away from home in order to attend a segregated setting.

With the implementation of educational policy calling for the integration of children with special needs, it is increasingly likely that language-delayed and non-delayed children will be in the same classroom when they begin their schooling, especially in non-metropolitan regions. This policy is a means of providing educational services for children with impairments or disabilities. It resulted from a policy review into the general provision of education for children with special needs. The aims of the integration policy are to provide equal educational access and contribute to equal educational outcomes from schooling for these children.

Educators reviewing the provision of educational services to children with special needs were influenced by a movement towards 'normalisation' in the provision of a wide variety of services to people with disabilities; applying the concept of normalisation to service provision meant that services which were segregated and created an environment different from that of the mainstream were seen to deny disabled people access to the social norms of the mainstream culture. Integration in the provision of educational services is the inevitable corollary of normalisation.

Normalisation as a goal for people with disabilities in Australian society and the policy of integration in schooling as a means are widely accepted. It needs to be asked if the integrated child is ready for the classroom and schoolyard activities that form the normal school day for children. Specifically, has the child had linguistic input similar to his peers in the preschool years to prepare her/him for the intellectual and social activities at school?

The pre-school language experience of the integrated child is likely to be different from that of his/her non-language-delayed peer. One area of potential difference is in the functional demands in the adult input. Eliciting language from language-delayed children is difficult (Yoder et al., 1994); they simply don't take as many opportunities to talk. This in turn influences the adult input. It is possible, then, that adult input to language-delayed children is less supportive of the range of functions the child will need in the integrated classroom. Recognizing speech acts depends on recognizing the social context and social rules affecting language use. "Children with problems in recognizing and satisfying the social rules of language are usually described as having pragmatic disabilities. These children often have difficulty in school, with making friends and coping with everyday social interaction" (McTear & Conti-Ramsden 1992:2).

1.1 Aim of the research

The aim of this study is to investigate if language-delayed children experience adult input that is similar to the adult input addressed to non-delayed children in terms of the speech acts used and the social functions they encode. In particular, are language-delayed children familiar with the variety of function in the adult input which prepares them linguistically, so that the educational and social goals of integration in schooling are achievable. Is the language-delayed child able to experience the activities of the school day in a similar way to his/her non-delayed peers? In summary, do children with a language delay and those without have similar adult input when this is described in terms of speech act?

The study is designed to determine if the adult input to language-delayed children during the preschool years prepares them for the demands of the school in similar ways to language normal children. The identification of disparities between language-delayed and normally developing children with respect to the cognitive functions encoded in the input directed to

them will provide an improved understanding of the special needs of integrated children in mainstream classrooms on which teachers, teacher aides and parents will be able to act.

1.2 The research approach

In order to provide the necessary background for the study, Chapter two presents a review of integration in the schooling of children with impairments and the context of the research question. The discussion will then focus on normal and delayed language development and the role and nature of adult input at home and in the kindergarten² setting. The area of development that is of particular concern is pragmatic development, the child's learning of meaning in social context and its linguistic encoding. For this reason, chapter three presents a review of the literature on speech acts and their development, and identifies the questions arising out of the literature review.

Chapter four defines the hypotheses framing the study. In order to discover the speech acts addressed to both language-delayed and normally developing children, the optimum method is to record and analyse the language of the children and adults with whom they interact in typical preschool settings. Chapter four profiles the children, including the process used to select them, and ways of recording their conversations with adults. As well, it describes the method used to analyse the transcripts using the elaborated speech act model developed to describe this corpus of data.

Prior to looking at specific speech acts in the data, it is helpful to have an overview of the input, and the interaction between activity and language input. Chapter five provides a general comparison of the input in the home and kindergarten settings, describes the activities engaged in in

² Kindergarten will be used throughout to refer to the formal preschool program offered to children in the year prior to their beginning formal schooling.

each setting, and compares input in two common activities, story book reading and puzzle making. This serves to provide a picture of the link between activity and language.

Chapters six, seven and eight constitute the core of the study; they focus on specific sets of speech acts as they contribute differently to the development of language for the cognitive and social demands of school. Chapter six reports the findings related to those speech acts that are overtly socially sensitive and relate closely to context. These are directives and commissives. Questions, responsiveness and expressives in the adult language are particularly important in eliciting language from the child and hence provide the opportunity to develop language for the school setting. These results are reported in chapter seven. Much school language is used to talk about the world, to increase the child's knowledge about the world. Assertives in the preschool data reported in chapter eight give a picture of the variation in assertives in the input to language-delayed children.

The results of the variation in speech acts experienced by the language-delayed and normally developing children are brought together in chapter nine which includes a discussion of the conclusions reached in the present study and their relationship to the demands of school.

Chapter 10 presents a discussion the implications of differences between input to language-delayed and non-delayed children for a planning process aimed at enabling children with special needs to participate in integrated school settings. This planning involves those who have responsibility for preschool language programs for language-delayed children, and the teachers who will teach these children alongside their normally developing peers.

2.0 Integration in Schooling and Adult Input to Young Children

2.1 Introduction

Much attention has been paid to how the social context of the family influences a child's preparation for schooling; but there is a lack of information about how a child's impairments might influence adults' language. This chapter considers integration in schools, the role of adult input in child language development and preschool influences on school success.

Research on the role of adult input in child language development in home and preschool settings, and differences in adult input to language-delayed and non-delayed children form the background to the present study. Before looking at this research, it is appropriate to consider the nature of integration in schooling and what it implies in terms of language demands.

Literature relating to integration in schools and its goals is reviewed first, followed by literature about the role of adult input, and child language development for both normally developing and language-delayed children. Finally, the research concerning the relationship between preschool language experience and schooling will be reported.

2.2 Language and the schooling of the language-delayed in integrated settings

Integration in schools aims to provide children with impairments with a more academically extending environment in which able peers provide enabling role models. It has both social and academic goals. To meet these goals, the child needs certain linguistic abilities, the acquisition of which are influenced by the child's preschool language experiences.

Integration as a means of providing educational services for children with impairments or disabilities was part of a policy review into the general provision of education for children with special needs. The aims of the integration policy were to provide equal educational access and contribute to equal educational outcomes for these children (Collins, 1984). Educators were influenced by a movement towards 'normalisation' in the provision of a wide variety of services to people with disabilities; applying the concept of normalisation to service provision meant that services which were segregated and created an environment different from that of the mainstream denied disabled people access to the social norms of the mainstream culture. Normalisation led to the abandonment of the practice of labelling different categories of disabilities and the shift of focus to the needs of each person with a disability. Children in integration programs are funded according to their need for support in the setting rather than according to their disability. Their enrolment is not influenced by the nature of their disability. Planning to meet the needs for individual children often includes input from education and community service departments working together to implement goals related to 'normalisation', the policy of making the lives of disabled people more like those of their able counterparts.

Following the Ministerial Review of Educational Services for the Disabled, the introduction of a clear policy and funding support for integrated children led to a tenfold increase in their numbers in regular classrooms between 1984 and 1992 (Jenkinson, 1997:208). There is recent evidence

that some children are moving back from the mainstream to a segregated setting. This is more likely to occur when the children reach secondary school age (Jenkinson, 1997:211). Geography is also a factor influencing the choice between an integrated and a segregated setting. For the children in this study, who live in a rural town, the closest segregated setting is another town forty-five kilometres distant with no public transport to that town. Thus, their schooling needs to occur in the local school. Their situation is not unlike that of many children living in non-metropolitan areas.

2.2.1 Educational goals of integration

A summary of the early research by Dunn (1968) demonstrated that children with mild intellectual disabilities learned no better in segregated educational settings, rather that they made more educational progress in mainstream classrooms. Integrated schooling was planned in order to enhance educational progress. Often the provision of a peer group to model appropriately developed language was a significant motive for choosing an integrated setting. Frequently the language models in the segregated setting were less helpful to the language-delayed child. Motivated by a desire to provide more equitably for children with disabilities, to improve educational outcomes for these children and prepare them for a more integrated adult life, the Ministerial Review of Educational Services for the Disabled described the desirability and implementation of integrated schooling (Collins, 1984). A guiding principle of the integration policy is that all children can learn. Equity of access to educational success, a principle of education in Victoria, meant that integrated schooling should be an option for children with impairments.

Clearly, if only learning goals are considered, a difference in language input to the children prior to beginning school has implications for likely educational success. Some demands at school are new for some of the

children, but familiar to others. Teachers may or may not be aware of a difference in familiarity which may account for additional difficulties that integrated children experience in the linguistically demanding setting of the classroom. This means that new content may be presented at the same time that the child encounters new language demands or demands with which they have had less experience than their non-delayed peers. The learning task is thus made even more difficult for them. Studies relating children's early language experience to classroom demands conclude that some children are disadvantaged "if the linguistic resources of these children or the uses to which they habitually put them do not match those of the classroom" (Wells and Chang-Wells 1992:74).

2.2.2 Social goals of integration

Educational goals are not the only goals of school programs for children with disabilities. The contribution which integration can make to a future life within the community is considered to be an important benefit of integration in schooling. This benefit of integration is reflected in government policy in the Department of Human Services' portfolio as well as the policy of the Education ministry. Integration at school is complemented by integration in recreation activities, and in Human Services' determination that school age children with special needs will participate in local community activities, for example, Scouts or Guides, as much as possible, and live in a family situation, perhaps fostered, rather than in an institution, if living away from the birth family is necessary. Successful social interaction is essential to these general life goals as well as to the educational goals of integration.

A significant implication of a difference in preschool language input relates to the social goal of the integration policy in the education system. Two of the five aims of the policy review relate to children with special needs being enabled to participate in the social life as well as the educational programs of regular schools (Collins, 1984:12-13). Since the integration policy has been implemented, focus on the social goals has increased.

Concern has grown about the success experienced in meeting the social goals; integrated children, even when included in the curriculum, often had little experience of social integration. Several studies into attitudes of non-disabled peers towards children with disabilities were carried out (for a review of the early research, see Jenkinson, 1987). The effect of social interaction between disabled and non-disabled peers on the educational outcomes for the child with a disability has been studied. To many parents and educators educational gains were put at risk by poor social integration and damage to self-esteem. Studies particularly focussing on the experience of communicatively-impaired students, most often hearing-impaired, showed that "communication difficulties played a large part in limiting social integration and acceptance" (Jenkinson, 1997:59). (For a summary of these arguments, see Jenkinson, 1997.)

If social integration into the community is seen as an important goal of integration into classrooms in mainstream schools, then it is important to consider the child's readiness for social integration in the school. There is a relationship between the development of pragmatic language skills and the development of social competence. This has been recognised in the clinical context of speech therapy assessments and programs for language-delayed children, and in research into how mastery of speech acts contributes to the child's increasing social competence (Dimitracopoulou, 1990). Children gradually acquire the ability to understand and use various realisations of speech acts, often moving from very explicit realisations to more subtle ones. For example, children's use of hint forms of directives typically follows their use of imperative forms. The movement towards recognition and use of less direct forms of acts accompanies a growing understanding of the hearer, of conversation and 'what is not said,' a growing social competence. A socially competent child is able to infer from conversation. The recognition of speech acts in their more subtle forms is part of inference. Competence in conversational skills helps a child achieve the social goals of integration. A study of input that examines speech acts and their realisations may help

teachers become aware of an area that contributes to the success or otherwise of a special child's social integration. This social integration may be the chief goal for some in the integration program in schools.

In recent years, with close examination of integration programs, models of integration in schooling have expanded to include some classroom segregation while providing for social integration in playground and extracurricular activities (Jenkinson, 1997). Whether the child is integrated for all schooling activities, usually by being enrolled in a regular grade's class, or for only some activities, being prepared linguistically is of central importance in enhancing the likelihood of a happy and successful school experience. The development of conversational understanding requires appropriate input.

2.3 Adult input and child language development

Studies into varying language experiences in preschool years have shown that a child's language experience in the pre-school years has an impact on later success in schooling if this success is measured by the acquisition of literacy skills. Heath's (1986), Wells' (1985a, 1985b) and Hart and Risley's (1995) work led to the conclusion that the nature of conversation between adult and child affected the child's use of the language in ways potentially helpful to schooling. These researchers conclude that the role of the adult input is important. Does the adult's input really have much influence on the child's language development? The study of this question goes back to earlier discussions between those who believed the child's innate ability to learn language accounted for his language acquisition and those who believed the child's language environment was primarily responsible. I will now focus on the role and nature of the adult input as this informs the response to this central question.

2.3.1 The Role of Adult input in child language development

The attitude towards input and its importance for language acquisition has changed over the decades. Prior to the work of Chomsky in the late 1950's and early 1960's, adult input was seen to be central in child language development. Behaviourists like Skinner (1957) described language acquisition as the learning of linguistic patterns taught by adults who were in the child's environment. It was believed that language was learnt as other skills were learnt, by repetition and variation of models provided by experts. Chomsky (1959) challenged this belief, drawing attention to the remarkable similarity in children's linguistic competence by the age of five years, despite developing language in very different settings with greatly varying and, in Chomsky's view, deficient input. The deficiency he referred to was the fragmented nature of the input, its hesitations and false starts. Chomsky also contrasted the variation in the input for different children with their fundamentally similar output. Simply, he felt the nature of the adult's language was inadequate to account for the linguistic competence of the child at age five. In contrast to the Behaviourists, Chomsky assumed an innate cognitive structure which he called the Language Acquisition Device (LAD) and which was to account for first language acquisition.

Following the proposal of the existence of a mental construct that enabled language acquisition, research in the 1960's focussed on describing the developing language, particularly on the acquisition of morphology and syntax. According to innatist theory, language acquisition occurred because the LAD had simply been triggered by speech in the environment. As a result, the study of language acquisition was preoccupied with describing the speech product at various stages according to Chomsky's theory of syntax.

Two theoretical developments influenced some researchers in language acquisition to change direction. From Donaldson (1966), Macnamara (1972) and Slobin (1973) came the proposition that similarities in characteristic types of interaction between the human infant and his environment in different cultural contexts were leading to the development of similar cognitive constructs. Contextual similarity contributed to similar output. Also in the early 1970's, there was a reaction to the Chomskyan notion of language which ignored the social context of language acquisition and use (Wells & Robinson, 1982:12). As well as studying the child's language, researchers turned their attention back to the environment in which the learning was taking place. Interest in the nature and influence of adult input led others to look more closely at adult input and at its interaction with the child's developing language.

The question then turned to what role adult and child had in shaping the input. Maternal talk, also referred to as baby talk or motherese or parentese or child directed speech (CDS), attracted the interest of researchers.

2.3.2 Adult Input, Baby Talk, Motherese or Child Directed Speech (CDS)

Studies in a variety of settings describe a group of features common in adult speech addressed to young children but different from that addressed to other adults. Fernald (1994) described universals in the speech adults directed to their offspring. Common to this communication is high pitch and smooth, exaggerated intonation contours. The common features were found in different languages, and amongst child caregivers as well as adults in a care-giving role vis a vis a young child. Ervin-Tripp (1977a) preferred to refer to this as Baby Talk (BT) as it was typical of either parent, or any older child taking a care-giving role. More recent literature describing adult-child talk refers to child-directed speech (CDS). The following features are some of the most commonly found in the caregivers' speech (Wells & Robinson, 1982).

Delivery. Adults speaking to young children speak more slowly and pronounce more clearly, generally using a higher pitch and more rising tones than usual. The higher pitch and rising tones give impression of more exaggerated pronunciation.

Formal simplicity. Utterances spoken to young children are typically shorter and syntactically simpler than those addressed to adults. They normally have fewer clauses per utterance and fewer modifiers per noun phrase.

Semantic simplicity. Utterances addressed to young children are lexically restricted and have much repetition of words, phrases and whole utterances. The semantic relations that children express themselves, and the events in which the participants are engaged, form the semantic content. The topic is frequently related to the activity in which adult and child are engaged. Thus the adult speech is often highly redundant semantically.

Function. Speech to young children has a high frequency of imperatives and interrogatives and a relatively lower proportion of declaratives.

Research into caregiver talk shows that the caregiver tailors his/her talk to the child's developing language. The features above were very commonly found, but varied according to the child's stage of development, (Ellis & Wells, 1980) and influenced by the activity in which the participants are engaged (Wells & Robinson, 1982). For example, the caregiver's language was most complex when speech occurred while reading a book with the child (Snow, 1977a).

The features of caregiver talk described above varied most significantly with the child's stage of development. Adults adjust their language to the young child as s/he is developing her first language (L1). Such adjustments have been extensively described in first language acquisition research (eg. Snow, 1977a; Snow, 1977b; Cross, 1977; Moerk, 1983). When

the mothers observed by Snow (1977b) perceived the beginning of conversation in their infants, their speech displayed the features listed above while prior to that they did not adapt their language to the child's language ability. In a study of mothers talking to present or imagined children, Snow (1972) found the mothers simplified their language even more as they observed children reacting to their speech. She (Snow, 1977b) also found that mothers talked very little during feeding sessions which occurred just before or after a play session in which talk was recorded. Snow concluded that "changes in mothers' speech reflect their children's growing ability to function as conversational partners" (1977b:1). Cross continued researching mothers' responses to their child's developing language, investigating particularly the relationship between the mother's and child's language. Cross (1977) interspersed a series of comprehension test items in the mother-child conversations of the subjects she studied to measure receptive language. Correlations between mothers' input and child language development were examined, and Cross found that mothers' language adjusted to their children's receptive language ability. Cross argued that CDS may reflect mothers' response to child comprehension rather than child production.

Later studies failed to show strong correlations between mother's language and child's language except for specific systems like auxiliary use (Nelson et al, 1984). A feature of mothers' talk that did influence the child's language development was the nature of the response to the child. Responses that extended the child's meaning were more motivating and led to more sustained conversation from the child. (Wells, 1985a)

The impact of adult input appears to vary according to linguistic aspect and the activity in which parent and child are engaged. The activity of book reading elicits more complex language than activities like free play (McTear & Conti-Ramsden, 1992).

In summary, children apparently provide cues to caregivers who are speaking to them. This, in turn, influences the language addressed to them. Adults using caregiver talk believe they are teaching (Brown, 1977) by providing a graded input to the child, and children are providing information to their adult teachers which guides the input.

2.3.3 Adult input and morpho-syntactic development

The conclusion that adult talk is tailored to the child's development has become clear in the research. How much adult talk influences the child's development is less clear. Snow's (1977b) summary of research on the relationship between adult speech and children's language acquisition reported conflicting findings relating to the adult's re-casting and/or reformulating of the child's utterances and any positive effect on language acquisition. Snow concludes only that "children learn to talk by conversing with adults" (1977b:39). At the same time that Snow presented her summary, Newport et al. report no necessary relationship between a mother's speech and a child's acquisition except for some morpho-syntactic surface structures (1977:146). Several years later, Wells and the team who carried out the Bristol Language Development Study asked specifically what contribution the input made to the language development they recorded (Wells, 1985a). To reconsider the question it was necessary to examine the order of acquisition of language features and the frequency of these features in the adult input. Taking an environmental or behaviourist position leads to the hypothesis that the order of learning of the features will be determined by the relative frequency with which items are heard by the learners. A Chomskyan or cognitive perspective leads to the hypothesis that the order of learning of the features will be determined by the relative cognitive and linguistic complexity of items. A third possible hypothesis is that the order of emergence will be determined by an interaction between the relative complexity of the items and their relative frequency in the adult speech.

Wells (1985a) examined the order of emergence and input frequency of four categories of language features: auxiliary verbs, pronouns, sentence meaning relations and inter-personal functions. Sentence meaning relations included broad areas of meaning: location, attribution, experience and function. These were further elaborated and complexity was assigned using Piaget and Inhelder's (1969) account of stages of cognitive development so that location and attribution were seen as less complex than experience which in turn, was assigned a lesser complexity than function.

The language features described as inter-personal functions come from Searle's (1976) speech acts and were further elaborated. The class of obstantives, i.e. utterances which have the purpose of getting the hearer to pay attention to something, was added and described as being least complex. A set of expressives and directives were assigned less complexity than representatives on the grounds that the latter functions required the speaker to match words to the world, and could only be achieved verbally. Differences in syntactic complexity were added to this basic definition of complexity in order to achieve a complexity index figure for each item in the set of inter-personal functions.

For all four categories of language features, Wells and his team found a significant correlation between order of emergence and complexity, suggesting support for the innatist view of language acquisition. They also found a significant correlation between the first three language systems, auxiliary verbs, pronouns and sentence meaning relations, and order of emergence. This finding supports the view that the language in the environment is important. The fact that both results came from the same corpus of data led to an examination of the relationship between complexity and input frequency. An index of complexity adjusted for frequency was calculated and then correlated to the order of emergence. Inter-personal functions were omitted as it was felt that the correlation between input frequency and emergence of function was quite different

from correlations between emergence of the other three systems and input frequency. For two of the three systems, complexity and input frequency interacted with each other and correlated with order of emergence. Previous research had supported the argument that order of emergence was related to complexity. Wells and his team found that input frequency affected order of emergence.

Wells also concluded that "sheer quantity of input is important. In the Bristol Study, we found a clear relationship between the children's rate of progress in language learning and the amount of conversation they experience with their parents and other members of the family circle" (Wells, 1986:44). Hoff-Ginsberg (1990) found differences in the amount of maternal input to working-class and middle-class children and was concerned that studies into frequency of input didn't always take total input into account. Huttenlocher et al (1991) looked at vocabulary growth and found it was affected by amount of input. The Bristol study further determined that a contributing qualitative aspect to development was semantic contingency.

This leads us back to the conclusion that caregiver talk influences the child's linguistic development when this is measured by studying morpho-syntactic features and vocabulary. At the same time, caregiver talk is influenced by the child. Writers like Snow found the child encouraged the caregiver by appearing to comprehend, that is by appearing to be a potential partner in conversation. Studies into the relationship between adult talk and child language development are unclear about the relationship between adult talk and particular morpho-syntactic forms, but indicate clearly that semantically contingent adult input using the child's meaning in conversation strongly predicts language gain (McTear & Conti-Ramsden, 1992; Barnes et al, 1983). Wells and Brice Heath later found a relationship between the collaborative nature of the conversation between adult and child and the language of success in

schooling. Collaborative talk occurs in conversations where adult and child work together towards shared meaning.

2.3.4 Adult input and language use in context

Learning to converse is more than acquiring the linguistic systems of a language. It is learning how language conveys meaning, how language uses its systematic features to communicate in any particular situation. The study of pragmatics is the study of language in use. When a young primary child hears a teacher say "I can hear your voices all the way down the hall," the child needs to not only understand what the words in the utterance mean, but also that the teacher is giving a direction to the children to be quiet, that the time reference is now, and that the teacher has the authority to give the direction.

There is no straightforward definition of pragmatics. The study of pragmatics from different perspectives involves the study of language in context and draws on insights from linguistics, psychology, anthropology, sociology and philosophy. The breadth of the definition of context has led to difficulties with the definition. Linguists realised that there were many factors beyond the language itself which influenced the meaning of a text. The ways these factors are defined by those contributing to the study of pragmatics has led to a variety of definitions and research outcomes. Much research on child language includes the study of speech acts, of conversational structure, and of background knowledge and presuppositions. Some studies have investigated the child's presentation of given and new information. All of these are elements of context.

Context certainly includes the immediate physical environment in which communication occurs. This environment includes the interlocutors, physical and temporal setting, activity, other people present, and so on. Context also includes the co-text, the prior and subsequent discourse and the genre of speech activity it is. These aspects of the environment, that is, the location, interlocutor status and speech event, are part of the local

environment of the communication. Beyond this are the non-local elements of context, that is, the social and psychological world of the participants in the communication. Speaker knowledge and beliefs are not just part of the local utterance environment - assumptions and awareness of objects and events outside the interactional setting affect how language is used and understood.

There are few features of language unaffected by context. At a syntactic level, the choice of pronoun, locative expressions and article selection are all dependent on the context surrounding an utterance. Is it 'the car' or 'a car' that was damaged? Is this interlocutor one with whom a non-standard form is used, or a standard form? In what situation is a direct form of request acceptable? The acquisition of language depends on the acquisition of pragmatic knowledge. The child is learning and using language for meaning in context.

2.3.4.1 Context and child language

It could be argued that studying context in child language is of primary importance for several reasons. Context is clearly important to the language-acquiring child. Children tend to talk about the present, and to draw the caregiver's attention to the 'here and now'. Transcriptions show that items which are present in the immediate environment become the shared topics of child-adult conversation. Transcriptions of early talk show the significant role of context for both adult and child.

[M had suggested taking off C's coat]

up / up / [C points to her neck]

What?

neck / up /

Neck? What do you want? What?

neck /

What's on your neck?

zip / sip / up / [C pointing to zipper and lifting up her chin]
(Ochs & Schieffelin, 1979:252)

Mother and child assigned meaning to the language by referring to the context, to the coat, the zipper and the chin. Children learn language from context and use context as inspiration for talk.

Children often describe elements of context, usually their activities, often to themselves, as they occur.

Boy

Girl

I got my poor teddy bear.

(Stands up to look at the bear.) Is he sick?

No.

*Well, what's the matter with him t
then?*

He's not ... he's too tired to ...

(Climbs on car with bear)

*Put him in that big bed. (Points to
the sofa.)*

(Garvey, 1984:93)

Context is the basis for interpreting meaning in child utterances which may be syntactically simple. Unable to access the child's meaning, researchers must turn to context to assign meaning. This is reflected in child language research methodology which has used various ways to include notes on context alongside transcriptions of utterances.

Context is central to meaning. The child may understand "Open the door" to be a request for an action involving the door, but only later comes to understand that the statement "It's hot in here" can carry the

same meaning. These two linguistic options have been learnt from situation.

Finally, caregivers interacting with young children rely on context to clarify the child's expression. Observations of child-caregiver interactions like that of Ochs above show how the adult uses context to discern the meaning of the child's utterances. Caregivers look to what is present in the environment, what the child is or has been doing or to what the child is attending to, in order to interpret what the child says. Also, caregivers frequently use an item in the environment to attract the child's attention and then to talk about that item. Caregivers and children exploit context in language learning and teaching.

At some point during language acquisition, there is a transition from context to syntax. Early, before the emergence of spoken words, children use pointing or eye-gazing to refer to objects in their environment and to convey meaning related to those objects. Bates et al (1979) described a developmental structure of two speech acts, imperatives and declaratives, prior to speech itself. They defined declaratives as a kind of imperative; both involve the intentional use of the listener as an agent or tool in achieving an end. A declarative directs the adult's attention to an event or object. Bates et al studied gesture, eye gaze and prelinguistic vocalisations in terms of these two intentions and determined a sequence of use relating to increasing intention to communicate. The children exploited context to move from "vocalisation, to vocalisation as signal, to word as signal, to word as a proposition with a referential value" (Bates et al., 1979:125) Developmental pragmatics studies the relationship between language and context as the child's control of pragmatic meaning grows while the linguistic features of his language become more complex.

2.3.4.2 Pragmatic development

Context is central to meaning in language and to language acquisition. But how does pragmatic development progress? At what stage can adults

expect that a child will understand 'It's very noisy in here' as a request to be quiet. And what is the role of the adult input in the development of this knowledge?

Studies into pragmatic development (Bates, 1976; Ochs & Schieffelin, 1979; Garvey, 1984; McTear & Conti-Ramsden, 1992) describe the child's social development and his/her refining of communication strategies alongside this development. Studying the acquisition of knowledge of context involves studying the learning of immediate context and removed context, the background knowledge that enables, for example, a speaker to presuppose the listener's knowledge in communication. Children gradually learn elements of the context and incorporate this knowledge. They learn to become sensitive to the perspective of the listener in the immediate context, allowing children, for example, to speak on the telephone knowing the listener cannot see an object present to the child that s/he is referring to. They learn about speakers' social roles and status and how these influence choice of language form. Children learn that there are different ways of realising the same speech act, and that the appropriate realisation is linked to the participants in the immediate context.

Some research into the child's development of linguistic strategies to realise different speech acts has focused on directives (eg. Ervin-Tripp 1977b). In order to understand or use an utterance like the teacher's comment above as a directive to be quiet, the child needs some understandings about the context. S/he needs to understand that the speaker wants the addressee to do something; that there is a purpose for this activity; that the addressee has the ability to do it; that the speaker has the right to ask the addressee to do it; and that the activity refers to an immediate or future desired activity, usually an immediate one unless a time marker is used. Because of the socially sensitive nature of directives, studies have aimed at describing the child's developing understanding of addressee features, and other contextual features, and how these influence

the linguistic form of the utterance. The study of children's use and understanding of directives gives a picture, then, of the child's growing social awareness.

The child accounts for the listener by using different forms for different listeners. Studies summarised by Ervin-Tripp (1977b) found that children were attentive to the status of the listener. Children aged three or four tended to use imperative forms with younger children and indirect forms with adults and children older than themselves. They also allocated form to gender, addressing politeness markers and indirect forms to fathers, and need statements and imperatives to mothers (Garvey, 1984:122). The development of the child's use of directives shows, then, that the child is developing an understanding of how to use language to accomplish something in a social context, and how to match linguistic form to features of that context.

The child also learns about the co-text. The study of developmental pragmatics includes the study of how the child learns the structure of conversation, the nature of turn-taking and how one gets a turn, and the influence of one utterance in an adjacency pair on another. Usually in conversation, one participant speaks at a time, and the gap between participants' utterances is minimal. Sacks, Schegloff and Jefferson (1974) found that the participant who wants to take the next turn usually anticipates the turn and does not wait for completion of the previous turn. Children who are developing language are less able to anticipate the completion of the previous turn. Studies of children's turn taking show fewer overlaps and longer gaps between turns than in adult language. Young children who are unable to anticipate from the previous speaker's utterance rely on cues like terminal intonation patterns or silence following a turn. Competent speakers anticipate a transition-relevant place using syntactic structure, that is, they listen for a potentially complete syntactic structure such as subject-verb-object and hence, anticipate their turn. By about the age of four, children studied by

Gallagher and Craig (1982) showed an ability to project turn completions as their overlaps occurred at transition-relevant places.

Besides learning how turn taking in conversation works, children learn how to initiate a conversation. The challenge is to begin with an utterance which focuses the listener's attention where the speaker wants it. For the speaker, it is necessary to be aware of what the listener knows and does not know. If the child begins with a pronoun "He hit me," and the referent is not present, the listener, if s/he is to become engaged in the child's topic, has to seek clarification immediately. Children begin by using a range of attention-getting devices, both verbal and non-verbal. The child at first initiates a turn with an attention getter, typically a vocative or a vocative followed by 'Look.' Later the child may begin by using something like "Know what?" To initiate a conversation effectively the child must get the listener's attention and use her/his awareness of the listener's knowledge.

In pragmatic development, children gradually move from dependence on immediate context to non-situated knowledge. In the first and second year of life, children frequently use a vocalisation and later a word accompanied by a gesture to communicate. The immediate context is essential to both the child and the adult trying to understand the child's meaning. Gradually, when the child has adequate control of the tense system, definite articles and/or relative clauses, and the necessary cognitive development, s/he can refer to entities and events in the past or future or in an imaginary world. The child becomes able to talk about topics that are not in the immediate environment. The ability and inclination to communicate context-independent knowledge is an area of potential difference among children at school. Bernstein (1971) discusses this difference as it relates to children from different social classes. Phillips (1972) and Christie (1985) describe differences in context dependency from a Western and non-Western schooling perspective.

In summary, children gradually learn that the social features of the interlocutor, the listener's knowledge and perspective, and the remoteness of some content of the communication impact on the language forms s/he will use. The child acquires pragmatic competence as s/he understands the context in which language is used. This competence in language use is normally developed in the preschool years.

2.3.4.3 Adult input and pragmatic development

What role does the adult have in the child's growing understanding of the interaction between linguistic form and context? In the early stages, when the adult is dependent on context to understand the child's communication, s/he shares in making context central to the child's developing language. Towards the end of the first year of life, the child integrates attention to the caregiver and attention to an item in the environment, showing a development in intention to communicate. The caregiver responds to the item, often offering a label, and the child moves towards using a linguistic form to represent context to the listener. The integrating of attention to item and attention to caregiver leads to the beginning of conversation.

Adults simplify linguistic form in their conversations to young children, elaborating it only as the child demonstrates a growing capacity to converse. Do adults simplify the integration of contextual factors as they interact with linguistic form? Considering the areas of turn-taking and speech acts, they appear to.

In what have become regarded as proto-conversations (McTear & Conti-Ramsden, 1992:132), adults and children engage in structured play routines like "peekaboo." These routines teach children aspects of conversation such as how to take turns, how to perform certain actions and how to insert these in the appropriate slot in an activity. Of possibly greater influence than these routines, are early "conversations"

themselves (Garvey, 1984:51) in which adults try to create a conversation, sometimes by pausing for a response, or by treating any vocalisation as a response. The adult may supply a response for the infant.

Child

(Smiles)

Mother

Oh what a nice little smile

Yes, isn't that nice?

There There's a nice little smile.

(Burbs)

What a nice little wind as well

Yes, that's better, isn't it?

Yes

(McTear & Conti-Ramsden, 1992:73)

When children begin to talk, adults encourage children to produce their own turns, often by using questions. Children learn early that questions require a response. Before the age of three many children learn techniques like the use of "hmmm" for passing a turn.

Jack

(No response.)

Mother

What is that called?

What is his home called? (Points at picture of nest.)

Mmmmm.

Do you remember?

Mmmm.

Do we call a baby bird's home a nest?

Yeah!

That's right. It's a nest.

(Garvey, 1984:52)

Children also learn to hold a turn by using a marker like "uh" once or twice to start a turn, and then provide their turn's talk. The turn-passing "mmm" and the turn-holding signals show that the child has learned about turn-taking in conversation. This knowledge began with the adult sharing turns in activities and showing turns in conversations.

How do adults teach children to initiate a turn? Adults and older children speaking to young children give frequent attention-getting signals, and in this way model the use of an attention getter to initiate talk about a topic. Schieffelin (1979) found a group of mothers taught their children what to say very explicitly by adding to their own utterances a word meaning 'Say this.' Mothers added this word to teach a child to request something, and vocatives to teach children to direct their utterances to a listener. Adults also teach initiation by seeking clarification when a child begins a turn inappropriately, for example, "Are you speaking to me?"

Adults' teaching is most evident in the area of speech acts. I shall look at how this is done in the next chapter.

2.3.5 Activity, input and development

Part of the context of language development is the activity engaged in by both child and adult. It is important to consider whether activity influences the adult input in ways that enhance the child's language development.

Adults and children use language in carrying out the routines of living and in more specific play. Where activities are highly scripted routine activities like eating or hanging the washing out, mother and child are able to engage in more complex linguistic behaviour. The child does not need to focus on the physical activity (Sorsby & Martlew, 1991). The play activity that appears to enhance language development the most is shared book reading. Again, the child does not need to focus on other skills like fine motor development, and is free to concentrate on language. Shared book reading also makes more representational demands on language. It leads to more complex language (Sorsby & Martlew, 1991). In shared book reading, the child is exposed to more decontextualised language like the language used in the classroom. Children need representational skills to respond to the requirement to reason in abstract terms which school presents.

There have been many studies into the influence of book reading on the development of complex language and representational skills (For an overview, see Sorsby & Martlew, 1991). Sorsby and Martlew (1991) carried out a study to compare the representational demands of shared book reading and another play activity, a playdough modelling game. Twenty-four mother-child dyads, 12 female and 12 male were asked to read two selected picture books and to make a play-doh model to look like a picture presented to them. The children's mean age was 4;2 and the setting was adjacent to their pre-school program location. Half of the subjects did the playdough task first; half read the books first. Timed samples of the transcriptions were analysed for interactive and representational utterances. The representational utterances were sub-coded on four levels, two of which were utterances referring to what was perceptually available, and two to utterances not perceptually available. While the mothers used more representational utterances during the playdough task than during the book reading, the level of abstraction in the representative utterances was significantly lower than the level of abstraction in the language used during playdough modelling. More utterances referred to the perceptually available during the playdough task. Further, when the representational language of the books was considered, book reading provided a higher level of representational language. The text of the books also referred to what was not perceptually available.

A similar study into the effect of play activity on parental language was carried out earlier by O'Brien and Nagle (1987). While it was aimed at uncovering any differences caused by sex-role-stereotyped activities and/or parent gender, it also demonstrated an effect of toy type. The study involved comparing toddler and adult talk during play with a doll, with vehicles and with a shape sorter. O'Brien and Nagle found that there were no sex differences in the parents' language. Nor did the parents' language differ consistently as a function of their child's gender. However, the toy affected the parents' language. When playing with

dolls, parent language was more extensive and was characterised by the frequent use of questions and nouns. Vehicle play involved little language. Playing with their children with shape sorters, parents used more directives and attentionals, and less variety in their language. Activity, then, does have an influence on adult input.

In summary, as Wells' study (1985a) demonstrated, adult input does have an influence on the child's developing language. Further studies showed that the adult is apparently cued by the child, so that together, adult and child provide the extending language the child needs. This interaction leads to morpho-syntactic development, to pragmatic development and to cognitive development. The kinds of activities the adult and child engage in influence the adult's linguistic input to the child. Shared book reading provides a context that is supportive of language development.

Adult input to normally-developing children is adjusted to the child and contributes to morpho-syntactic, lexical and pragmatic development. The opportunity for development is not the same for all activities that adults and young children engage in. Adult input is more enhancing in the activity of book reading than in manipulative play. I now consider adult input to children whose language development is not normal.

2.4 Adult input to language-delayed children

Adults adjust their language to the young child as s/he is developing L1. Adults living and working with language-delayed children receive different cues and use language differently than they would if the child did not have a language delay. Parent-child conversations between parent and language-delayed child have been described as qualitatively different from those between parent and non-delayed child (Mosely, 1990, Schodorf & Edwards, 1983, Hubbell, 1977). The delayed child's output is more limited than his/her normally developing peer, leading to conversations in which adults have more difficulty understanding the

child's intention and sustaining an exchange of information. (Mosely, 1990)

A central question has been whether the differences are simply related to timing. Do parents of language-delayed children in the end provide similar input, but later in the child's life? Bloom and Lahey (1978) suggested that parent language in conversations with language-delayed children could be like parent language with non-delayed children, but occurring earlier in the latter children's development. Adult adjustment in reaction to language output might be inappropriate for the child's level of cognitive development and may lead to diminished opportunity for receptive language development. The integrated child who hasn't yet received the input of non-delayed school peers would be less well-prepared.

Cross (1981) reported a series of comparative studies of mother input to accelerated, normally developing and language-delayed children matched for mean length of utterance (MLU). She found two consistent differences in the mother input to language-delayed children. One was the semantic relatedness of the mother's responses; there were fewer expansions and hence less semantic contingency in the language of the mothers of language-delayed children. As well, the amount of disfluency and unintelligibility in the mother's speech addressed to the slowly developing child was greater. The child's primary data was potentially more confusing.

There are repeated findings (Schodorf & Edwards, 1983; Cross, 1981) that state that parents talking to language-delayed children are more directive and that their language is less supportive of development in other respects. Petersen and Sherrod (1982, in Evans & Schmidt, 1991) found parents of language-delayed children engaged in less speech related to the child's activity. In studies by Cross (1981) and Schodorf and Edwards (1983), parents responded less to the speech of language-delayed children.

There is consistent evidence that semantically contingent speech, speech which is immediately related to the preceding utterance, facilitates language development (See Moseley 1990 for relevant studies). In a study of eight mother-child dyads, in which four of the children were language-delayed, Moseley (1990) focused on conversational structure. When looking at mother responses, she found that all the mothers used more responses that continued the topic discussion, but that the overall use of moves sustaining the topic in the conversations differed. The mothers of the language-delayed children made 20% fewer sustaining moves, opting for yes/no answers or acknowledgments more often than the parent of the non-delayed child. The flow of information through the conversations was further disrupted by the need for the mother to seek clarification from the child.

The features of adult talk to language-delayed children described above could be explained by the child's lack of linguistic competence. Language-impaired children have been found to initiate less and to give more inappropriate answers to requests (Evans & Schmidt, 1991). This may indeed be the cause of the less supportive input, but Cross's 1981 study compared mothers talking to normally developing and language-delayed children matched for MLU, and significant differences were found as described above.

Adult input to language-delayed children is different in timing. Language-delayed children are spoken to in ways typical for adults speaking to younger children. The adult input is also likely to be different in quantity. Language-delayed children often converse less frequently than their normally developing peers (Yoder et al., 1994). They have less opportunity, then, to develop both linguistic and pragmatic abilities. The relationship between the development of linguistic and pragmatic abilities has been studied by McTear & Conti-Ramsden (1992) who studied turn-taking with language-delayed children. In studying turn-taking, normally turn overlaps demonstrate that the listener is anticipating the end of a

turn using linguistic information from the speaker. Language-delayed children's interruptions are less of this type, showing lack of linguistic ability to predict speaker's transition point. Also, some language-delayed children make pragmatic mistakes after demonstrating linguistic abilities adequate to the task (McTear & Conti-Ramsden, 1992). They need appropriate input to help them develop both linguistic and pragmatic abilities.

Evans and Schmidt (1991) compared maternal input to a language-delayed child and a normally developing child matched for stage of development during repeated book reading. The purpose of the study was to describe the input and to determine if both mothers were sensitive to the child's language development. Data was collected over five months as the mothers re-read the same book to the child. Prior to reading the book for the first time, each child was tested for expressive and receptive vocabulary using the Expressive One-Word Picture Vocabulary Test (Gardner, 1981 in Evans & Schmidt, 1991) and the Peabody Picture Vocabulary Test-R. Evans and Schmidt found the mother of the language-delayed child initiated and controlled more of the conversation than the mother of the normally developing child. She used more attentional vocatives and more questions and directives to speak, particularly more closed questions. When asked to guess items on the vocabulary tests, the mother's expectations of her child's expressive and receptive language were more accurate than those of the mother of the normally-developing child. Lack of sensitivity to her child's language the child's developing language did not appear to be the reason for the differences between the input to the language-delayed child and the non-delayed child.

Some language delayed children identified before school receive the benefit of early intervention programs. Some of the parent training programs focus on a conversational approach, teaching parents to be aware of turn-taking, contingent responses and topic control. (For a

selection of programs based on a conversational approach, see Girolametto, 1988.) Girolametto (1988), working with nine experimental dyads and 11 control dyads, found that teaching parents to observe and follow the child's lead produced parent-child conversations in which the turn taking was more evenly balanced, the child's responses were continued and the mother controlled the topic less frequently. The linguistic competency measured by the Sequenced Inventory of Communication Development of the two groups of children was not significantly different; the treatment of the adult input did not appear to influence the child's linguistic development. However, the children of the mothers who received training in a conversational form of intervention took more conversational turns, demonstrated more responsiveness and exercised more topic control.

In summary, then, adult input to language-delayed children is typically less supportive of the development of conversational skills. It is more controlling and less representational. There may be less input overall to these less conversational children. Adult input to language-delayed children does vary from the input addressed to non-delayed children. Let's turn to the relationship between adult input and the child's schooling.

2.5 Preschool language experience and schooling

Language is central to interaction with people and knowledge in the school setting. How are children with language delay prepared for the educational and social goals of integration? Research of the variation of input has focussed for the most part on variation as a consequence of sociocultural factors and has found that children do have varied input in their pre-school years. Variation in adult input related to family background appears to influence the child's developing language. It may be that some of the different effects can be seen in the data from language-delayed and non-delayed children. For this reason, I look at the

literature about the differences in the ways families contribute to their children's readiness for school.

2.5.1 Home language and its effect on schooling

Children in any first year class vary, often because their families vary. Does the child's language experience at home influence his/her success in school? This question has been the object of much research over the last thirty years, particularly of studies trying to determine if there is a link between language experience at home during the pre-school years and subsequent success in literacy. The attainment of strong literacy skills is seen as a major goal of schooling. A measurement of children's acquisition of literacy skills is a central measure of accountability for schools.

It has been felt for some time that children from different home environments had different experiences of success in schooling. Researchers have considered various aspects of the environment that may be determinants of this variation. In particular, researchers have asked how adult talk might vary according to social features of the adults. There has not been research into adult talk to children with language impairments as it relates to schooling in mainstream schools. Studies into pre-school language experience in the late '50's and '60's were motivated by a concern on the part of educators to determine if early language experience accounted for differing success in school, usually by members of different social classes. At that time, working class children were not achieving to the same extent that middle class children were on educational measures, and differences in language and socialisation were thought to be the causes. Relationships between language and social factors were studied from various perspectives. In the United States, Labov (1970) and others tried to discover if a difference in language form, that is, the use of a different dialect, accounted for some children's

difficulties at school. Interest in and descriptions of a non-standard vernacular English different from the middle-class language used by teachers in classrooms led to the belief that some children's literacy acquisition was being hampered by the formal differences in their early language. Many children who spoke a non-standard vernacular at home were identified and offered a compensatory pre-school program focussed on teaching standard dialect forms. In a national report on such programs, readers were advised "if the objectives are to mean anything at all, they will be based especially upon those needs resulting from linguistic impoverishment which lies central to the children's educational handicap and to their later failure in school" (Corbin & Crosby 1965:41). Later studies summarised by Labov (1970) refute the belief that difference in dialect forms led to literacy problems in school, although they may produce other kinds of classroom difficulties.

In Britain, Bernstein (1970) described language form and differences in use as related to different patterns of socialisation practiced typically by members of different social classes. Bernstein theorised that families from different social class backgrounds used language which reflected the social organization of the family. He felt that parents who were person-oriented managed children's development and behaviour linguistically by providing explicit explanations, for example, when controlling the child's behaviour. This led to the use of syntactically more complex language by the parent and the development of an elaborated code by child. On the other hand, parents who were more role-oriented controlled behaviour by appealing to social role, for example, parental age/authority, rather than by offering verbal explanations. This resulted in such parents providing less syntactically elaborate input, and the child developing a language which Bernstein described as 'restricted'. Bernstein felt that the elaborated code was closer to the language used at school, and the child with this more complex input was better prepared to succeed in school. The child also would have experienced more context-independent uses of language like those valued in school. Thus, the child from person-

oriented families would be better prepared for school linguistically both in terms of language use and syntax than the child from role-oriented families.

While both Labov and Bernstein's approaches provoked great interest in the question of what features of language experience impacted on educational success, neither provided the answer. Both did lead to further studies on the influence of language form and use in schooling with the focus shifting from social class features to the language practices of adults in the years preceding school. Heath (1983) carried out a longitudinal ethnographic study of Black and White families in Trackton and Roadville, two fictional but representative settlements in the eastern U.S. She followed male and female children raised in two quite different social environments, neither of which was mainstream American. A wide variety of linguistic inputs was recorded from adults and older children in the different settings of home, neighbourhood, church, and others in order to compile a description of the children's language input prior to school. Heath concluded that neither group had experienced language demands which were the same as those likely to be encountered in the school setting.

The question of whether different early language experiences provide different opportunities in talk has also been investigated longitudinally by Wells and his team in the Bristol Study 'Language at home and at school' (Wells, 1985a). Wells and his team studied 125 children for 2 1/4 years. Half of the children were studied from the age of fifteen months and half from the age of 49 months. Wells allocated subjects into four classes defined by mothers' and fathers' education and occupation. The children's language data was analysed for several different sets of features: sentence meaning relations; syntactic features like time, tense and aspect, noun phrase, clause coordination and subordination; mood; and interpersonal purpose. The study concluded that family social background did not correlate strongly with rate of language development, except on the

extreme ends of the scales of both background and rate of development. However, even this finding was doubtful as social classes one and four were over-represented in the sample when compared to the original random sample. Instead, the study found differences in adult-child talk that influenced language development not related to class of family background or sex but to the 'quality of their conversational experience' (Wells, 1985b:5). Amount of speech addressed to the child, parent reading to the child and parental literacy correlated with the child's rate of development. There was substantial correlation between amount of speech addressed to the child and the amount addressed by him/her to others. Some children were addressed as conversationalists more frequently, and spoke more. Wells summarised the differences in interaction in his discussion on collaborative talk and learning, his data showing that some children had less experience in the collaborative construction of meaning through conversation (Wells, 1985a). These children then would be less well-prepared for the language demands of the classroom which Heath later found led to literacy skills, an important measure of educational success.

Researchers like Wells and Heath looked for relationships between oracy and literacy, and between early oracy and later literacy. It was commonly believed that children whose parents read to them were more likely to have success in acquiring literacy skills. Later research showed that parents were reading less to children in their early years (Heath, 1986) and that merely reading to children could not account for literacy differences (Wells & Chang-Wells 1992:78). Thus, attention turned to what uses of oracy contributed to learning in school. Certain oracy practices were found to contribute to literacy and to be valued in the school context. Heath (1986 in Wells & Chang-Wells, 1992) described six 'genres of language use' which she determined to be necessary for success at school. These are:

- Label quests - Adult provides labels or seeks labels from the child

- Meaning quests - Adult either provides inference or asks for explanations
- Recounts - Adult asks questions eliciting information already known to the adult
- Accounts - Child provides information new to the listener
- Eventcasts - Child provides a running narrative or forecasts events
- Stories - Fictional account in which some animate being runs through a series of events

Earlier studies of children's preschool language experience by Heath (1983) had found that children had varying amounts of practice with these genres before school. The patterns of language socialization she observed in Roadville and Trackton were quite different, and neither of the observed groups prepared children for the genres which would facilitate educational success (Heath, 1983).

Research into the nature of language use that enhances the development of literacy concludes that collaborative talk in which child and adult work together towards shared meaning is most productive in classroom learning. Wells and Chang-Wells (1992) describe the role of collaborative talk in learning in contrast to talk used to transmit content, the kind of talk characteristic of a transmission model of teaching and learning. Through dialogue, understandings are constructed and the child's mastery of the linguistic system develops.

An extensive longitudinal study of what constituted quality oracy input leading to literacy skills was carried out in the U.S. by Hart and Risley (1995) who investigated differences in the ways families from upper socio-economic groups to families living on welfare talked with their young children. Drawing on earlier research (Hart & Risley, 1981) that found

vocabulary growth to be a good measure of linguistic and cognitive development, Hart and Risley developed a description of quality language features and quality interaction features. The language features related first to vocabulary, all the kinds of words that parents use, and secondly to sentences, the connections parents make between objects and events. Discourse function was analysed as was contingency in parent-child talk. Finally, the emotional tone given to interactions in which parents 'try to be nice or not.' (Hart & Risley 1995:97) was analysed. Discourse function was described syntactically, so that statements were those utterances that assert without eliciting a response, demands prompt action and have an imperative form, and questions ask for answers. Hart and Risley studied 42 families, 13 in which the parent(s) were professionals, 23 in which the parents were from the working class, and six in which the parents received income from welfare. Class was based on occupation, and correlated strongly with the mother's years of education, with the both parents' total years of education and with reported family income. The children averaged nine months of age when observations began. The study reports data gathered over more than two years in an average of 28 observations.

Hart and Risley found differences were related to the socioeconomic status of the family rather than to race/ethnicity, gender, or whether a child was first-born or not. The most striking difference was in the quantity of talk the parents provided. For example, "the average number of words children heard per hour was 2,150 in the professional families, 1,250 in the working-class families, and 620 in the welfare families." (Hart & Risley 1995:132) The talk of the professional parents was not only greater in amount, but richer in certain quality features. They used more nouns and modifiers, more yes/no questions, declarative sentences and affirmative feedback. They responded more but did not initiate more. Despite talking more, they used no more imperatives and displayed less negative feedback. The amounts of prohibitions and of positive feedback were areas of great difference. The children in welfare families were twice

as likely to hear a prohibition as affirmative feedback. The children of professionals heard more than 30 utterances giving affirmative feedback per hour, five times as often as children in welfare families.

To relate adult input to child language development, Hart and Risley measured the children's development by measuring their vocabulary growth, vocabulary use and IQ. A vocabulary growth curve was determined for each child from the monthly increments in the recorded vocabulary. To measure vocabulary use, the number of different words a child used per hour was averaged. IQ was measured using the Stanford-Binet IQ test. There was a strong correlation between the measured quality of parent input and the child's development at the age of three. For example, the number of words a parent said per hour correlated strongly with the child's rate of vocabulary growth, vocabulary use and IQ score.

Twenty-nine of these children were tested again when they were nine years old. For all of them, the rate of vocabulary growth at age three correlated with scores on the Peabody Picture Vocabulary Test - Revised and the Test of Language Development-2: Intermediate and its subtests (listening, speaking, semantics, syntax).

In a refinement of the features of the adult input studied originally, Hart and Risley also looked at parent language in terms of the diversity of meaning representation, the affective tone of parent feedback, the extent of the relationship expressed between things and events, the amount of prompting and the indirectness of the directive the parent used, and the parent's responsiveness to child talk. These features again correlated with the child's development at age three and with the tests administered when the child was nine.

Hart and Risley's work gives a picture of the kinds of family interactions and the parent talk embedded in these interactions that lead to stronger or weaker language skills when the child is in the middle primary years.

It does not relate directly to literacy. However, it does give a picture of the variation amongst different families.

Shared book reading is an important context for language development generally, and for preparation for the acquisition of literacy skills. Book reading practices are a further area in which families differ. An early study carried out by Ninio (1980) looked at the questions mothers in two different social classes in Israel asked and their use of labels. The children sharing in the book reading were between 17 and 22 months old. Analysis of the mothers' talk showed three recurring formats: 'what's that?' 'where is x?', and a label statement. The 'what' questions elicited labels; the 'where' questions elicited pointing. Mothers in the high socio-economic group showed a greater preference for 'what' questions than the mothers from the low socio-economic group. This group of mothers showed a greater preference for 'where' questions. The use of labelling was similar, but the nature of the label elicited differed. Mothers in the high socio-economic group labelled more attributes and actions rather than just naming objects. Ninio concluded that mothers in the low socio-economic group used the book reading context less effectively for laying the groundwork for future learning and more complex language use.

In Australia, a large study of the picture book reading practices of parents from lower and higher autonomy professions (LAP and HAP) and of primary school teachers was designed to determine if literacy skills were being promoted similarly amongst different families, and how family practices related to teachers' practices (Williams, 1998). Williams developed a social class model described by Hasan (Hasan, 1989). The model identifies some professions as providing more autonomy in the workplace than others, and describes one group as higher autonomy professions (HAP) and the other as lower autonomy professions (LAP). Williams drew ten families each from the higher and lower autonomy groups. These families were studied for the way they read picture books to their four-year-olds. Williams found that the mean number of

interactive messages during the book reading was twice that with the parents of the HAP group. HAP parents were talking around the text, not just reading it, slightly more than twice as much as LAP parents. Both groups of parents asked questions of the child while reading. Williams analysed these using Systemic Functional Grammar and found the HAP mothers asked for explanations, for finer detail about the illustrations or for expansion on a comment. Extending the study to teachers with groups of children in their first year of school, the practices of HAP parents more closely resembled the teachers' practices than the LAP parents' practices. Hence, some children were receiving input in the particular context of shared book reading that was more like what they would encounter in the classroom the following year.

In the context of the present research, that is, how preschool input in different settings compares, the findings at home lead to questions about the input in the kindergarten. Is formal pre-school a variation influencing a child's experience with the language demands of school?

2.5.2 Pre-school education and schooling

The nature of a child's talk at home may influence his/her success in acquiring literacy. Does formal pre-school experience affect the development of language for schooling? How does the language experience of the formal pre-school setting prepare children for the language demands of school? The role of pre-school education has been seen in various ways. For some, the pre-school setting is merely a transferral of early learning activities that take place in the home to a setting providing association with other children and skilled adults where good conditions and equipment can be provided. Tizard and her team in London (Tizard et al., 1988) surveyed teachers in preschool programs and found that less than fifty percent expected children to acquire specific pre-numeracy or pre-literacy skills. In a study conducted by Clift, Cleave and Griffin (1980), it was found that assisting children's language development

was the fourth goal in order of priority for teachers, after social development, generally described intellectual skill goals, and preparation of the child for school.

For others, the goals are more specifically academic; preschool programs have been offered to compensate for what is seen as a poorer educational provision at home. Pre-school programs like the Headstart program in the 1960's and '70's in the U.S. were targeted at groups that were considered to be at risk of not achieving in school.

2.5.2.1 Pre-school program experience and language development

Whether or not the attainment of specific academic skills is the goal of a preschool program, studies into the language of pre-school settings do not paint a picture of pre-schools as settings that promote language development for schools' purposes. Many studies have been conducted into the benefits of pre-school programs in an effort to evaluate these as a means of compensating for varying school performances; differing language skills had been seen as the cause of differences in school success. Studies conducted in the U.S., Britain, Canada and Australia in the 1970's and '80's show that children who gain most from the pre-school setting are from middle-class or upper middle-class homes. Much of this research was motivated by concerns that language differences between pre-school teachers and some children led to different experiences for the children and different gains from pre-school education. When language gains were determined in a Melbourne study by Colman et al (1984), the evidence came from interactions between child and mother during the pre-school year, not between child and pre-school teacher. Colman and her colleagues found that nearly 70% of the talk in the pre-school came from the teacher, less than 30% from the children. Further studies of children's language development during the pre-school year by Cross and Horsborough in Australia and Hollis Scarborough and her colleagues (both conference papers reported in Cross, 1988) in New York show that there is little or no progress in language development. (For a survey of

research into language development and pre-school education, see Cross, 1988.) It would seem then that we can not expect the pre-school to have much influence on the development of language for learning, and, from studies of adult input, that the input from preschool teachers will be less demanding than the input of the parent at home.

One area of the pre-school program that has been related to positive outcomes in language development is the activity which teachers call 'imaginative play.' In a study by reported by Hutt et. al (1989) into play and learning in the pre-school setting, teachers valued imaginative play, though their definitions of it were not precise. Most considered imaginative play to involve a replay of personal, observed or fictional experiences involving a re-enactment of roles. For Hutt et al's study, teachers selected subjects they regarded as high and low imaginativeness. These children's activities were observed and recorded according to type, that is, construction, manipulation, walking/running, looking/watching. Then each child was assessed on the Reynell Developmental Language Scales (Reynell, 1969). The results showed that the amount of fantasy play was a good reflection of the child's verbal competence. For the present study, then, the amount of the adult input which occurred during fantasy play is interesting, as are any differences in the experience of language-delayed and other children in this respect.

Studies into the effectiveness of pre-school programs for the most part have focussed on determining if such programs have an effect on later school performance. Such studies attempt to evaluate different types of pre-school educational programs. (Sylva, 1993) A general finding is that carefully planned and targeted programs can lead to improved school performances where children would otherwise have been seen to be at risk. (Sylva, 1993) A study into problem solving conducted by Jowett & Sylva (1986) found that children who had taken part in a pre-school program were more likely to initiate contact with teachers to address learning tasks rather than just to seek help. (Jowett & Sylva, 1986) Further

study conducted by Sylva of the Perry Pre-school Project (Lazar et al., 1982 in Sylva, 1993), a successful U.S. pre-school program, examined the program implementation process involved as well as the curriculum. Each day, children worked with adults to plan and later review the program plan for that particular day. There were, thus, two tutorials in using language each day to guide action and critically evaluate activity. These children experienced language not only to guide activities but also to monitor and evaluate outcomes, and did this twice-daily conversation with an adult. In this setting, collaborative talk was a central part of a pre-school program found to have impact on later school performance.

2.5.2.2 Adult input in the pre-school setting

Most studies into adult input in pre-school settings compares adult talk in that setting with mother talk to children. American, British and Australian studies generally have found that the adult language input in pre-schools is less complex and less demanding than parent input. (Tizard & Hughes, 1984) In schools, teachers talk more often and use more complex language than mothers do; the adult language of the classroom often does not offer the support of the context of on-going activity (Wells, 1982). Teachers ask less for explanations, predictions or information from the child than mothers do. (Tizard & Hughes, 1984) Several researchers have found that teachers ask more rhetorical questions, questions to which they know the answer like "What colour is it?" (eg. Blank, Rose & Berlin, 1978; Wood, McMahon & Cranston, 1980) while mothers ask more real, information-seeking questions (Cross, 1984). Studies into teacher questioning led to the proposal of curricula which focused on questions to develop language as an instrument of thought. In fact, adults then dominated the conversation. (Sylva, 1993:66) A study by Tizard and Hughes (1984) in Britain found that teachers introduced a narrower range of topics and controlled topic in conversation while studies of mothers and children show that mothers tend to follow and extend topics introduced by children. (Cross, 1977; Cross, 1988). Mothers studied in Melbourne

(Colman et. al, 1984) obtained more complex conversation from children than teachers did.

In describing teacher talk in pre-school settings, Hutt and his colleagues (Hutt et al, 1989) cite transcripts where the teacher's attention is so frequently demanded by a child interrupting a conversation between the teacher and another child that the teacher has no opportunity to have a meaningful conversation with any one child. Many teacher responses to children are minimal as one teacher frequently must reply to several children in rapid succession. In summarising, Hutt identified two characteristics of samples of teacher talk. The talk was limited to comment on present events, and there was very little elaboration or complexity in the dialogues. The research into adult input in pre-school settings does not describe adult talk which develops the collaborative talk helpful to academic success in school. As Hutt and his colleagues (Hutt et al, 1989) concluded from their study:

Adults are anxious not to deny children the opportunity to converse with them. However, the efforts of adults to give equal attention to the fragmentary verbal gambits provided by children (the significance of which is not often understood by the adults) may result in verbal exchanges which are anything but conversation. (Hutt et al 1989:216)

2.6 Adult input and preschool language preparation

Children depend on adult language input to prepare them for the language demands of schooling. We have seen the influence of adult language on morpho-syntactic development, on development of vocabulary, of pragmatics, of the skills of conversation. We have seen that differences in home environment affect children's success in school. Children with impairments are yet another group in contemporary classrooms which present additional needs to the teachers. They have had

less input to help in their language development. They may not have had the complexity of input as they are likely to have been addressed as children younger in age than their classroom peers.

Adult input extends all children's formal and pragmatic competence; in this respect, the role of adult language in early language development is important. The next chapter will deal more specifically with the development of a specific area of pragmatics, namely the development of speech acts and the child's recognition and use of language for different purposes.

3.0 Speech Acts in adult input and their development

3.1 Speech Act Theory

Two approaches to a model of function in the adult language were potentially appropriate for the analysis of the data. One approach from studies in pedagogy would provide a description of similarities and differences between integrated children with a language delay and their non-delayed peers which would be useful to pre-school and school teachers in devising teaching strategies. This would be an epistemological model relating language function to the tracking of movement from old knowledge to new knowledge. It would be more familiar and hence accessible to teachers and thus might inform their teaching practice more effectively. However, an epistemological model would present difficulties for the interpretation of data collected in the mother-child at home context as the model makes an assumption that mother takes a teaching role in which she is primarily concerned about the acquisition of knowledge. A model based on this assumption would be too narrow to be applied to the range of interlocutor roles the mother might take. In applying a model which focuses on knowledge, judgments must be made about prior knowledge. These would be very difficult when analyzing the data particularly from the language-delayed children.

As well, a teaching model might not be seen as appropriate if specific learning is not seen as the goal of the kindergarten programme. Another approach from studies in linguistics would provide the basis for considering the outcome of this study against the information gathered in a wider context and already related to traditional levels of linguistic description. Therefore this approach has been taken.

An elaborated speech act model rather than a teaching model or a functional model used specifically in the pre-school setting like those of Tough (1977) or Hutt et al. (1989) is also more appropriate to describe the language function in the kinder setting. A speech act model offered the potential to capture any broad differences there might be in the input to the two groups of children, and the elaborations on that model consistent with the underlying theory of speech acts would help describe the adult input more specifically as it related to child language development. Also, a speech act model would allow function in adult input in different settings to be compared.

The purpose of this chapter is to provide background to speech act theory so that the analysis is clear, and to discuss the adult role in the acquisition of speech acts. With this background, and the discussion of adult role in child language acquisition in chapter two, the study of adult input in terms of speech act will be related to the children's preparedness for the functional demands of the school.

This chapter will begin by discussing the development of speech act theory, and then consider what is known about each speech act in child language development.

3.2 Speech Acts

The definitions of speech acts have changed over time. Initially, individual utterances were assigned to a class of speech acts on the basis of an understood performative verb. The focus later moved to the role of

context on meaning, specifically how the listener infers the speaker's intention. The role of the context of an utterance has come to be more important in the definition of speech acts.

Austin (1962) proposed that utterances were in fact acts, and that these acts could be characterised by the marking of performative verbs indicating the act being effected by the language. The development of the notion of speech acts by Austin led to a clearer distinction between form and meaning of an utterance and the social effects of utterances. Austin (1962) distinguished between the locutionary act and the illocutionary act performed by an utterance. Interpreting the locutionary act was interpreting the meaning of the utterance by interpreting the meaning of the words as they had been organised in the utterance. Interpreting the illocutionary act was interpreting the force of the locution, what the speaker was trying to do, such as, assert, direct, request, etc. The earlier child language analyses reported in chapter two had focussed on the development of language measured in terms of utterance length and complexity. Speech act analysis developed from this distinction of Austin's focuses on the development of the understanding and use of language to accomplish different activities in the social context of its use.

Following Austin, Searle (1976), Bach and Harnish (1979), and others have developed slightly different descriptions of illocutionary acts. Common to all is the notion that speaker intention is central to meaning in conversation. Bach and Harnish (1979) and others (eg. Ervin-Tripp 1979, Vanderverken 1990) identify the illocutionary force, the speaker's intended act, as essential to the understanding of an utterance, taking precedence in assigning meaning over locutionary act, that is, the linguistic form, and perlocutionary act. Identifying adult input in terms of speech act then would give a picture of the child's opportunity to access a range of ways of meaning.

While Searle (1976), responding to Austin, initially described a set of illocutionary acts, others have elaborated on and altered this set. Searle identified three major ways in which speech acts can vary and used these to identify five classes of speech acts. This was a significant move away from the dependence on identifying the performative verb that Austin had been developing.

Searle argued that there were three basic aspects of variation amongst speech acts. The first is the way the words fit the world, the direction of fit. Representatives or assertives are utterances in which the words fit or represent the world. This is different from the fit for directives and commissives which are designed to get the world to fit the words, for example 'I will print it off tomorrow' (commissive).

A second aspect of variation Searle identified was the psychological state speech acts can express. Searle argued that speech acts represented one of three 'primitive' states - believing, wanting or intending. An assertive states a belief, a directive a want and a commissive an intention.

The third point of variation was the point or purpose of the act. Searle described five basic speech acts: directives, representatives, commissives, expressives and declaratives. The first three were easily described in terms of the three aspects of variation described above. Expressives did not have a clear direction of fit, and didn't express one of the three psychological primitives. Expressives convey the speaker's psychological state relating to a state of affairs specified in the propositional content, for example 'thank you.' Declaratives were a class that derived from Austin's approach; they were utterances like 'I name this ship' whose force depended upon social convention. These were argued by Leech (1983) to really be redundant to the activity context and basically not communicative in function.

The relationship between illocutionary and locutionary acts led to a more elaborate description by Searle of illocutionary acts. Illocutionary acts

could be closely related to the locutionary acts. They could take the form of a statement in the indicative mood and be representatives. However, conversation provides numerous examples of variation in the relationship between form and function. When one form was used to carry out a speech act different from what the form suggested or from the performative assigned to the utterance, Searle considered them indirect speech acts. These were speech acts whose form didn't appear to identify their force. For example, the form of interrogative is frequently used as a directive. A representative might be meant and perceived as an offer. Teachers may use an interrogative 'have you finished your work yet?' as a directive to stop talking.

Much of the discussion about indirect speech acts centred on the directive speech act. So many examples of the varying relationship between form and force were offered that the definition was reconsidered. The underlying assumptions being made by speaker and hearer that led to an utterance having directive force were examined by Searle (1976), Labov and Fanshel (1977), and Levinson (1983). These assumptions relate to the social context of the utterance and explain the interpretation of the meaning of the utterance. The focus on the context is an important shift.

Labov and Fanshel's description of the elements of the context the speaker and hearer use in interpreting an utterance as a directive demonstrate the complex knowledge the child learning to recognise and use directives must acquire. An utterance in imperative form is heard as a directive if A addresses to B an imperative specifying an action X at a time T_1 and B believes that A believes that:

- a) X should be done for a purpose Y (*need for the action*)
- b) B would not do X in the absence of the request (*need for the request*)
- c) B has the *ability* to do X
- d) B has the *obligation* to do X or is *willing* to do it
- e) A has the *right* to tell B to do X

(Labov & Fanshell 1977:78)

These conditions are accessible to the child, and imperative form directives are the first learned. The elements of context that lead to inferring a directive force from an indirect form directive are more complex. Labov and Fanshel (1977:82) offer the following rule: If A makes to B a *request for information* or an *assertion* about

- a) the existential status of an action X to be performed by B
- b) the consequences of performing an action X
- c) the time T₁ that an action X might be performed by B
- d) any of the pre-conditions for a valid request for X as given in the Rule for Requests, and all other pre-conditions are in effect, then A is heard as making a valid request of B for the action X.

The discussions on indirect speech acts and the specifying of elements of context that allowed for the speaker's and hearer's use and interpretation of illocutionary force led to further exploration of utterance meaning.

Drawing on Grice (1975), Bach and Harnish (1979) describe the role of convention in identifying the speaker's intended meaning, recognizing the role of context in determining intention. Rather than assign an illocutionary act label on the basis of an underlying performative verb, they describe the inferential process a hearer uses in determining speaker intention. This process considers the communicative presumption, shared understandings of context, and linguistic form. In considering data from mother and child, when mother says 'That's a car' as the child picks up an object from a bucket of toys, the child understands the mother is talking to him/her, that 'car' is an assertive, labelling the object in hand, and may attend to the linguistic form of the assertive, or perhaps just to the label 'car' as evidenced by the fact that some children only repeat that part of the utterance. Similarly, Ervin-Tripp (1981) found that children used context to identify indirect directives: when a mother says 'Is the door

open?' while holding an armful of groceries, a child would open the door. Accounting for the role of inference in assigning speech act categories to utterances led Bach and Harnish (1979) and Vanderveken (1990) to slightly different lists of speech acts from Searle, but the central role of intention in meaning is common. Successful communication depends upon using contextual as well as linguistic information to infer speaker meaning. Acquiring competence in using and interpreting speech acts involves learning about the context of utterances. Hence, speech acts can describe social as well as linguistic development.

3.2.1 Directives

Directives are all attempts on the part of the speaker to get the hearer to do something. They take a variety of forms including imperative, interrogative and declarative forms. Directives all prospect a non-verbal response, optionally accompanied by a verbal response. The hearer is not required to respond verbally. The speaker wants the hearer to create a situation where the world matches the speaker's words. Various writers agree that questions, although they require a response from the hearer, should be distinguished from directives that seek a non-verbal response as they have a different role in the discourse (see also Lakoff & Gordon, 1975; Labov & Fanshel 1977; Stubbs, 1983).

3.2.2 Questions

Questions have not been so simply defined in the speech act literature. Questions were considered by Searle (1976) to be directives as they are efforts on the speaker's part to get the hearer to do something. Questions are directives for verbal performance (Tsui, 1994). However, their inclusion as a form of directive was challenged. Leech (1983) set up a separate category of rogatives to separate out questioning acts from other directive ones. Questions did not share the aspect of direction of fit with directives. How is the hearer being asked to change the world to match

the words? Thus in a defining aspect of acts, questions and directives were seen as different.

Questions are asking the hearer to do something with language. Their separation from directives in this study is especially useful in that it allows us to see development in language. In some of the literature which focuses on the structure of conversation, questions are labelled elicitations (See for example Tsui, 1994:65). They elicit an obligatory verbal response or its non-verbal surrogate.

Questions interact with the other four speech acts identified by Searle and used by others.

- | | | |
|-----------------------------|--------------------|----------------|
| a) What color is it? | It's magenta. | Representative |
| b) How can I help out? | Carry this for me. | Directive |
| c) Can you bring something? | I'll bring a cake. | Commissive |
| d) What do you think? | Wow! Great! | Expressive |

Questions have been categorised differently by different writers, typically according to the type of response the question elicited. A response can be viewed from the perspective of the structure of the conversation or from the nature of its content.

Questions were divided into three classes by Quirk et al. (1985) as they anticipate three kinds of responses: 1. yes/no 2. open range of replies to wh-questions 3. choice of alternative, such as polar questions.

Tsui (1994) approaches questions primarily from the perspective of their role in conversation and then groups them according to the responses they elicit. She renames questions 'elicitations' and offers a different set of classes for them. The four main classes are questions that elicit information, confirmation, agreement or commitment. Yes/no questions

seek confirmation or information. These command a further two subclasses which are important in talk with children, namely questions that ask for repetition and questions which ask for clarification. Tsui argues that *wh*- questions are not as similar as they seem. Some do not seek information but clarification, pointing backward in the discourse. This category will be separated out in analysing the data in the present study. These classes overlap in the kinds of responses they elicit, and two of these, *wh*- and polar can be collapsed. (Tsui, 1994: 76) However, some *wh*- questions (for example, 'Why did the dog hide?') have the potential to elicit more language from a listener.

Tsui's classes do not address the possibility of the speaker knowing the answer to the question. In their description of questions, Bach and Harnish (1979) include the rhetorical question, the question to which the speaker knows the answer. They acknowledge that these are less common questions in adult conversation. As well, this situation would violate the felicity condition in the speech act literature that the speaker should not know the answer to his question. However, adults frequently know the answers to the questions they ask children. They do still ask these questions in order to elicit a verbal performance. This performance may be used to clarify what the child understands or knows.

Typically questions form part of 3-part exchanges: Q-Response-response, and serve as elicitation. Some (eg. Burton, 1980; Stubbs, 1981) have felt that the exchange is not necessarily three part, except in the classroom where that is the usual structure as Sinclair and Coulthard (1975) describe in secondary classrooms and Mishler in his study of first grade classroom conversation (Mishler, 1975). The pattern identified by Sacks et al (1974) defining the structure of adult casual conversation was a two-part contingency pattern. The classroom structure was not thought to carry over into adult casual, non-classroom conversation. However, Berry (1981) found that the third part is obligatory if the question is asked by the

primary knower. If the questioner is not the primary knower, s/he is not obliged to evaluate the answer (Tsui, 1994:30).

Similarly, Heritage (1984) in a study of questions in conversation found some acknowledgment, maybe just 'oh' was obligatory. Studies of various types of follow-up moves have shown it to be an expected move; its absence led to pauses followed by a request for an acknowledgment or a move to clarify. Tsui concludes (1994:34) that 'a three-part exchange is the basic unit of organization,' not just characteristic of questions adults ask of children. The follow-up may be realised non-verbally in face-to-face exchanges. The absence of third part is more likely to occur when interlocutors know each other well; when it is replaced by request for clarification; or when the speaker asking the question is not happy with the response and queries it instead of giving a follow-up acknowledgment. This is not unlike a teacher in a classroom who withholds a follow-up comment for strategic reasons. A teacher may withhold the third part of a question sequence, the follow-up move, for some strategic purpose, for example, in order to not give a negative response.

Whether or not the listener's response to a question serves an elicitation itself, what is important in considering language development is the role of questions themselves as a way to make the child participate in conversation.

The theoretical literature leads us to look at questions from two perspectives. They can be considered for their place in the conversational structure and the utterances they elicit as these are described by conversational role. Questions can also be considered from the perspective of the kind of information they seek to elicit. There is evidence that the content sought in the question influences the content of a child's later narratives (Peterson & McCabe, 1992). Both of these

perspectives are important when looking at a child's preparation for the classroom.

3.2.3 Commissives

Commissives, like directives, are attempts to alter the world to fit the words. In the case of commissives, the speaker commits himself to carry out an action.

3.2.4 Assertives

Assertives, also called representatives in the speech act literature, are utterances which commit the speaker to something being the case. The speaker fits his words to the world. S/he states a proposition that can be characterised as being true or false. Assertives describe the world, e.g. 'It's cold outside' 'He might have gone into town.' The intensity of the speaker's belief in the proposition may vary, for example, from 'swear' to 'hypothesize'. Assertives, also called informatives by Tsui (1994), report events or states of affairs, recount personal experience, and express beliefs, evaluative judgements, feelings and thoughts.

Keenan (1983) describes a class of speech acts called 'comments' which she defines as utterances in which the speaker expresses his/her belief about the present world at the time of speaking or in the immediate future. Keenan found that comments were almost always followed by utterances addressing themselves to the comment, and when no acknowledging utterance was offered, the comment was repeated again and again. According to Keenan, the listener felt an obligation to respond to the comment. Tsui classes informatives as initiating moves. They may also serve then to elicit language from a listener.

3.2.5 Expressives

Expressives were much less clearly defined by Searle and have been defined variously by others. There is no dynamic fit between words and

world and no primitive psychological verb like Austin's performatives to characterise those utterances which Searle said express the psychological state of the speaker regarding a state of affairs specified in the propositional content.

The propositional content is the element of utterances that has made their classification as expressives problematic. 'I'm glad that one is in the right place.' Clearly the psychological state of the speaker is the focus of the utterance. For one thing, the fronting of that is an indication. Phonological stress can reinforce this interpretation. However, propositional content is present and can allow the listener to interpret the assertive meaning. Though not always present, so common is propositional content that Tsui classes expressives with other informatives (1994:137).

Dimitracopoulou (1990) considered expressives to be non-propositional utterances which convey attitudes or acknowledge the utterances of others. Tsui (1994) described some expressives used to mark moves in conversation. "Thanks again" can be used as a pre-closing signal in a conversation where gratitude has been expressed and now the speaker is preparing to withdraw. The lack of propositional content and role in conversation are central to the definition underpinning the identification of expressives in the data. Vocatives can be considered expressives. Names claim and possibly specify a relationship; this is an emotional purpose, not an informational one. They are a tap on the shoulder.

Expressives, then, are a verbal response to an utterance or situation whose purpose is not to convey propositional content, but the speaker's attitude or attention to utterance or situation. They can have a structuring role in conversation.

3.2.6 Speech act theory and conversation

Speech act theory aims at identifying speaker intention and what is involved in inferring that. It does not try to account for utterances as structural moves in conversation. As control of intended meaning is central to language development, it is appropriate to describe input in terms of the act the adult exposes the child to. Looking at the input from a speech act perspective shows us what uses of language have been presented to children in the years prior to school. The range of speech acts and the conversational context in which they appear gives a picture of language meaning in context to which the children have been exposed.

3.3 Speech Acts in adult input to children

Adult input has been studied from the perspective of the function in the adult utterance. A speech act model has not always been used, but classes of act described functionally are common in the literature. Studies have led to the general conclusion that differences described functionally in child directed speech (CDS) are related to stylistic differences in children's early language. There is a positive relationship between mother's use of description, in a speech act model an assertive, and the child's use of language for reference. Representative language is the language of schooling, the language that describes, represents and discusses the world. There is a negative relationship between maternal directiveness and referentiality in the child's language (Pine, 1994). The relative distribution of types of speech acts in the input has an influence on the child's developing language.

Speech acts are taught in the highly context-dependent setting of early adult-child interaction. Consider early directives for example. Children verbalise a want, an adult responds, and the child learns that s/he has done something with language. Language has served as an instrument. Children gradually learn to use language for different purposes (Halliday, 1975).

In teaching children the varied functions of language, adults elaborate explicitly in their conversations with the children the conditions that define speech acts. For example, a felicity condition on the performance of a directive is that the speaker wants the action requested to be carried out. Adults frequently make this condition explicit.

*Mother: Gretchen, Mommy wants t'put the blocks back in the bo-
basket first.
They're in my way ...
Let's put 'em back in the basket.*

(Ochs, 1979:15)

Similarly, adults make explicit a condition of assertives, the condition that requires that the speaker believes that the hearer is able to identify the object from the speaker's utterance, that the hearer can recognise what is being talked about. Adults frequently precede the expression of an assertive with an utterance addressing this condition.

*Mother: Look what I have.
[Mother picks up cow and calf]
[Child points to cow]
I have a - baby cow.*

(Bloom, 1973:173)

A similar strategy used by adults is the use of a question form directive followed closely by an imperative which reinforces and clarifies if necessary.

Adults, then, teach the different speech acts and the conditions governing their use, articulating these clearly to younger children and omitting them as children grow more competent.

Study of early child language development focussing on negation, questions and directives shows that the child begins with a limited set of form-function mappings which broaden with age. Parents, in contrast, offer a wide range of form-function mappings in their speech to children. Children's recognition of the act then precedes the use of a wide variety of formulations for the act. Children respond well to indirect expressions of illocutionary force apparently relying on response strategies as well as context. Literal interpretations are not common. It is likely that increasing variation of the forms in the input helps consolidate an understanding of the varying formulations of speech acts.

Children learn a range of acts to do with language and learn that the formulations vary. They also have to develop Searlian notions of social norms in order to use the varying forms of the same act. Research on variation in children's directives shows use of direct and indirect forms of directives, and of other kinds of stylistic variants from age three onwards. Ainsworth-Vaughn (1990) studied even younger children aged between 1;11 and 3;5. These children asked their mothers for biscuits, but were directed by the mother to ask the unfamiliar adult who had brought the biscuits. Then a further style switch was triggered back to the mother. The children adjusted their requests for a biscuit from parent to unknown adult visitors. Ainsworth-Vaughn concluded that the children produced variation before having an awareness of variants used in the wider community and that Searlian knowledge of rights (social norms) occurs before the knowledge of community-wide rules for language use, that is, sociolinguistic norms are acquired. (Ainsworth-Vaughn, 1990).

Children, then, learn a variety of speech acts, the conditions necessary for each, a variety of forms to realise each, and social norms relating to the various formulations at an early age. Adults make this information explicit to young children who are learning language in an environment where the real world context is very supportive. The language relates closely to the immediate world.

Parent input, then, as it supports the development of speech acts, is graded. It is also related to the child's development. There is evidence that parents adjust their choice of speech acts to the age of the child. In Dimitracopoulou's study (1990) of twenty children in four groups ages 3;7, 4;8, 5;7 and 6;9, mother's speech act was analysed in data recorded during a play session. Assertives fell in number in the input between the first two age groups, and then increased. Questions increased and then fell. Commissives fell and responsiveness increased. This gives the impression of the child's developing skills in managing conversations. As the mother's questions decreased, her responsiveness increased, indicating the child's growing use of questions. The adult's use of speech acts related to the child's developing use of language. Now, let's turn to the development of individual speech acts.

3.3.1 Directives

The child's first directives use gestures and vocalisations, progressing in the second year of life to combinations of gestures with the names of desired objects in directives requesting something from the adult (Ervin-Tripp, 1977b). In the third year, more elaborate forms appear such as embedded imperatives. This increasing complexity continues until hints which do not explicitly identify the action requested appear by the age of five or six. Further elaboration occurs in the early school years when children add persuasion, such as reasons for the requests or the speaker's rights (Ervin-Tripp, 1977b). Similarly, in studying children's comprehension of directives (Ervin-Tripp, 1977b), there is a move from understanding the explicit identification of the desired response to understanding directives that require the child to infer the response sought. Directives expressed as imperatives, imbedded imperatives, need statements and permission directives are understood earlier than more implicit directives.

There has been some disagreement about the role of adult directives in child language development. Because of the negative relationship between maternal directiveness and referentiality, directives were not seen to support development. However, a study by Barnes and his colleagues (Barnes et al., 1983) did show that directives produced semantic and syntactic complexity in the language of the 2-year-olds studied. The authors described the conversational structure; the child's turn was typically realised non-verbally. Reciprocity in talk is the key to the child's language development, but directives have a positive contribution to make because of the close links to context. Barnes et al defined directives functionally and included indirect forms. Directives in the input provide meaning by linking context and linguistic form.

Directives addressed to very young children are explicit and closely bound to and supported by context. This supports the learning of meaning. However, as the child becomes a user of language him/herself, referentiality becomes increasingly important. Adult directives also change from the simple imperative form which Barnes et al (1983) found facilitating to more complex and less direct forms.

The form of parent directives changed from imperative to interrogative as the children increased in age. Bellinger (1979) found imperative forms were 67.4% of imperatives addressed to children 1.0 to 1.8 years but decreased to 62% to children aged between 1.8 and 2.3 years while the question form increased from 19.6% in the first age range to 45.1% in the second.

Children's responses to directives show that children first look for the action (Dimitracopoulou, 1990). The young child doesn't go through the search for an alternative meaning when an indirect directive form is used. In fact, the description of directives as direct and indirect forms is not as useful when looking at the young child's comprehension of directives. What accounts better for the development of comprehension is

explicitness in the directive (Dimitracopoulou, 1990). The young child is likely to just look to the action or object stated in the adult's request to interpret the meaning of the directive. The importance of the action statement in directives is supported by the finding (Shatz, 1978) that children may respond to information questions (e.g. 'Do you brush your teeth?') with action, or when asked 'Where is the duck?', the child goes to get the duck.

Comprehension of the directive force precedes the child's use of varying forms of directives (Dimitracopoulou, 1990). Children studied by Shatz (1978) showed comprehension of implicit and explicit forms at two years, understanding commands formed as interrogatives or imperatives. Holzman (1972) reported similar results. Garvey (1975) found that children by the age of four use a variety of forms similar to those of adults, e.g. questions about the hearer's ability, ('Can you hold this?'), his/her desires ('Do you want to catch me?'), future actions ('Will you get me one?') and reasons ('Why don't you hold it?') (Garvey, 1975).

Adults support the development of directives by providing explicitness, naming the action desired in early directives. The context provides redundancy. Certain activities lead to an expectation of directives, e.g. pictures are to be named, puzzles to be constructed, balls are to be thrown. Certain household activities are governed by regulations, e.g. 'Put Teddy in the toy box.' As the child grows towards the understanding and use of less explicit directive forms, s/he is also becoming more aware of the implications of directives for others, and for social relationships (Ervin-Tripp, 1977b). Adults may assist this awareness by stating a felicity condition of a directive, or adding a politeness marker like 'please' to the child's directive. Linguistic and social development coincide in the child's development of the speech act.

3.3.2 Questions

Most of the study of questions includes interrogative forms used not only as questions but also as directives, called requests in the literature (DeVilliers, 1984:221). Holzman (1972) and Shatz (1979) offer sets of functions of interrogatives in the study of mother input. Their work, like other early work, identified directives in descriptions of adult input which included requests for information, for clarification and for a display or test of knowledge. Holzman (1972) studied the emergence of interrogatives and found that children with an MLU of 3.0 use many but not all of the functions of interrogatives. The directive function rather than the question function emerged first; then, questions that seek information or clarification were in evidence. Two of three children used test questions, but not the third. The mother of the third child did not ask many test questions.

The development of children's competence in questioning is related to their mothers' use of questions. Shatz (1979) studied mothers' questions to children divided into two groups, those who spoke in two-word sentences, and those whose mean sentence length was three or four words. Questions to both groups served a range of functions, but questions seeking information were more frequently addressed to the children in the longer sentence group. Shatz (1979) found that those mothers who used more test questions when talking to their children with two-word sentences had children who understood them more readily. The children's response to characteristic questioning styles of their mothers was limited to a correlation with test questions.

Studies that focussed specifically on questions as utterances that sought a verbal response demonstrated how frequent questions are in the adult's language addressed to the children. Questions occur with much more frequency in adult-child conversations than they do in adult-adult conversations (Olsen-Fulero and Conforti, 1983). Questions are the best devices for giving the speaking turn to the child. Children apparently

recognise the turn allocation role of questions. Bloom, Rocissano and Hood (1976) found that by the age of three, children were much more likely to take a conversational turn following a question than following a declarative, even though Tsui, studying adult language, described assertives as elicitations (see 3.2.4 above).

Ervin-Tripp and Miller (1977) argue that answering questions is the first discourse-bound obligation to which children are sensitive. Adults can use questions then to maintain discourse. The tendency to use questions to elicit conversation diminishes as the children's language develops (Ervin-Tripp & Miller, 1977, Dimitracopoulou 1990). This trend would be consistent with adult management of turn-taking; turn-completion acts are more commonly used to allocate turns. Mothers face conversational partners who are less adept at taking up a turn and so use questions to encourage turn-taking. This follows a pattern in accommodating the conversational structure to the conversational partner in adult-adult conversations and child-child conversations (For summary of the research, see Olsen-Fulero and Conforti, 1983). With the heavy use of questions, the mother is eliciting language and laying the groundwork for development in conversational structure.

But all questions are not the same. There are several different ways in which questions in adult input have been studied. Mothers use a variety of questions to elicit turns. They also use questions to develop and check conceptual knowledge. An area of particular interest in the child's preschool experience as preparation for schooling is the potential for different types of questions to elicit more or less extended responses. What might influence the extensiveness of the response? One influence is the constraint on the response that is embedded in the question. Another is how effective the question might be in motivating the child to respond.

Adults frequently ask children questions to which they, the adults, know the answers. Such questions are used more for their role in the

development of logical thought than for their effectiveness in enhancing language development. They are test questions (Olsen-Fulero and Conforti, 1983; Dimitracopoulou 1990). These questions constrain the response; they seek the response that the adult has in mind. They are used more with younger children than with older children. In Dimitracopoulou's (1990) study, test questions were used significantly more in speech addressed to younger children.

Another type of question that imposes a high level of constraint is the request for clarification. These are repair devices for the conversation, used when the child's previous utterance has not been understood. They don't request new information, but instead a full or partial repetition of the child's previous utterance. Hence, the child's response to these questions is constrained.

Less constraining are those questions, called real questions, where the speaker does not know the answer. The child hearer faces far fewer constraints on his/her response.

Questions that are particularly effective in supporting continuing conversation are those questions that query the child's preceding utterance. These questions have been called turnabouts, unsolicited contingent queries and verbal reflective questions. Verbal reflective questions are those questions formed from the child's preceding utterance and used to return the speaking turn to the child (Olsen-Fulero and Conforti, 1983; Dimitracopoulou, 1990; Pine, 1994). The topic of the child's utterance is turned into a question. Such questions simultaneously reinforce the child's topic and stimulate conversation. They often have a rhetorical quality and thus do not constrain the child in his/her response.

Child: The doggie's drivin'

Mother: He is?

Child: He's getting' in the driver's seat.

(Olsen-Fulero & Conforti, 1983:501)

These questions that extend the child's topic have been shown to have an influence on the child's conversational turn. Topic extending questions rather than diverting or detail questions lead children to produce longer narratives (Snow, 1995).

Adult questions may be considered as they do or do not constrain the child's response. Olsen-Fulero and Conforti (1983), in considering the effectiveness of different kinds of questions in eliciting language from the child also looked at questions from the perspective of how motivated the listener might be to respond. Test questions are part of topics determined by the mother; she has an interest specifically in the answer, which she already knows. Real questions and verbal reflective questions turn control over to the child.

Olsen-Fulero and Conforti (1983) studied responses to different kinds of questions from mothers and described response patterns in the first instance according to who responded to the question. They found mothers talking to children 2;5 to 3;0 in age reiterated their questions more frequently with test questions and usurped the child's responding turn when asking verbal reflection questions. Questions clearly vary in their potential to elicit responses, and mother's repetition of questions indicates their investment in the topic and in eliciting a response.

The next aspect of questions to consider is what adults ask children when they ask questions. Children are able to respond to questions that ask for varying information as their language develops (Ervin-Tripp & Miller, 1977). Questions that ask for yes/no responses are the earliest to be used by adults. *Wh-* questions asking *what* or *why* or for a subject using *who* (e.g. 'Who is jumping up high?') are the next to be understood. Ervin-Tripp and Miller (1977) found children added questions asking *when*, *where*, *how*, *where from* and *who-object* (such as, 'Who is he cuddling?') sometime between 38 and 40 months. In summary, questions that ask

who, what, where emerge earlier and are less demanding; they are *wh*-pronominals that ask for a major sentence constituent they replace. *Why, how* and *when* ask for more information, information contained in the sentence as a whole. They are *wh*-sententials (de Villiers 1984:218-9).

The child's capacity to respond to questions is related to progression in demands of adult questions. Ervin-Tripp and Miller (1977) found in Stage I (MLU=1.26-1.95, age = 1;9-2;3), children heard *what-is, what-object, where,* and *what-doing* questions most frequently. *What-is* questions were more than twice as frequent as *what-object*, the next most frequent. These are those questions that ask for a label. At stage IV (MLU=3.5, age=2;5), a greater range appeared more frequently in the data, including *who-is, who-subject, why, when,* and *which..* Past tense questions were not common, at the most reaching 13% of questions at stage V (MLU=4.0, age=3;1).

Some questions may not elicit spoken language at all. In reading a picture book to a child, the mother who asks a 'where' question may well get a physical point in response. Yes/no questions can elicit a non-verbal response. It is important to consider these questions as they are used with language-delayed children. Clinical experience has suggested that children having difficulty speaking will communicate nonverbally to meet the social obligation a question imposes (Yoder et al 1994). Questions are particularly important to language-delayed children as conversation elicitors. Language delayed children do not volunteer as frequently in conversation as their normal peers do (Craig, 1995) and rely on the speaking turn being elicited.

3.3.3 Assertives

Assertives are utterances representing the world. Children begin by naming parts of the world, so the study of assertives is, in the initial stages, the study of the acquisition of the lexicon. Studies in the acquisition of the lexicon show that children learn meanings to map on to a word from their experience of the world and from the adult input they

hear (Clark, 1993). Research into the role of the adult input shows significant correlation between frequency in the input and frequency in the child's utterances (Clark, 1993). Children build up conceptual categories typically by the age of one, distinguishing different kinds of objects, activities and relationships. The major kinds of ontological categories are objects, actions, events, relations, states, and properties. These categories underlie major word classes, for example, nouns denote objects, verbs denote actions, and adjectives denote properties. "...adult word-use is consistent with the correlation of conceptual category type and word class. Because of this, the input children hear offers a semantic route into syntax" (Clark, 1993:48). Assertives, mapping meaning on to words for the child, are central to his/her growing understanding of the world.

Studies in vocabulary acquisition by English speaking children describe the acquisition of nouns as preceding that of verbs. Input to young children provides meaning in immediate contexts, so that assertives that label objects and describe actions represent the world at hand. As children develop, assertives referring to something not immediate become meaningful. Nelson, Hampson and Kessler Shaw (1993) found that mothers typically used nouns referring to other than basic object terms in predictable action contexts that supported the child's correct interpretation.

Beyond labelling their world, by the age of 3, normally developing children proceed to words and utterances that attribute properties to objects or describe an action (for example, 'fall down') (Dimitracopoulou 1990). Further, maternal use at 2;0 predicted child use at 3;0. Ervin-Tripp (1979) found that children could use language to refer to spatially and temporarily remote phenomena after the third year. Dimitracopoulou only found this ability in the 4;6-5;0 age group.

Action categories may be more complex. They are relational in ways that object categories are not; they link participants to activities. Both the boundaries to action and reference are more variable. When has someone "opened" the door? There is not the same specificity, same ease with locating the boundary, as there is with an object category (Clark, 1993). Verbs like 'open' or 'eat' denote a range of actions, some with and some without utensils. English speaking children rely on general purpose verbs 'do,' 'go,' 'get,' 'put,' in their first year of talking. The language that maps activity as it occurs ties action to context making action accessible.

The adult input plays an important role in the acquisition of the lexicon. Interaction between activity and language is important in the early stages of the child's acquisition of the lexicon. Mothers tend to monitor the child's attention and time their utterances to coincide with the child's focus of attention to the object named in the utterance. Tomasello and Todd (1983) found joint attention in activity related positively to the child's later vocabulary size. Further Tomasello and Farrar (1986) found that mother's use of object names to refer to objects that were already in the child's focus of attention correlated positively with the child's later vocabulary size. Regularly recurring activities like dressing or feeding are structured, and particular linguistic forms tend to mark their structure at predictable points.

The presence of different kinds of assertives in the input has been linked both with the development of referential or expressive styles of language development in young children learning language and with the vocabulary learned. A child who develops a referential style is one who has a preference for nouns and nominals in vocabulary acquisition. An expressive child has been described differently in the literature. In earlier studies, expressiveness was described as a preference for words that mark actions, social interaction and individual. More recently, the expressive and referential distinction has been expressed as the distinction between children who prefer frozen phrases versus common nouns (Lieven et

al.,1992). Goldfield (1993) found a correlation between nouns in the mother's input and in the percentage of nouns in the child's first 50 words. Maternal naming and object description related to the child's referentiality. Mothers who tended to follow the child's attention when offering names and descriptions were more effective in supporting referentiality than mothers who directed the child's attention (Tomasello & Todd, 1983).

Whether or not difference in the assertives in the input leads to different styles of learning is an unanswered question. There is evidence that children who use a large percentage of nominals are those whose mothers respond to their social initiatives by naming the objects the child is attending to. (Goldfield, 1990). What is clear, whether nouns or other word classes are used, or the discussion is about referential or expressive styles, is that adult input affects the acquisition of lexicon (Clark, 1993). There is some evidence (Hoff-Ginsberg & Naigles, 1999) that it is not only the frequency of an item in the adult utterances, but the variation in the use of the item that influences its acquisition. Frequency in the adult input influences acquisition and "distributed rather than the massed occurrence of a word in the input leads to a greater uptake of that word by children" (Barrett, 1995:390).

Children move on to assertives that describe ideas and feelings. Furrow, Moore, Davidge and Chiasson (1992) found that mothers more than doubled their use of cognitive verbs (for example, 'think,' 'know,' 'remember') when the normally developing child was between the ages of 2;0 and 3;0. The mothers' use was associated with the children's subsequent use. Assertives that describe feelings and cognition contribute to the child developing a theory of mind.

The development of a theory of mind entails forming the concept of one's own ability to think, and the notion that another person thinks separate thoughts. It involves knowing that people have mental states including

thoughts, beliefs and desires. This knowledge is essential to social function. All social behavior, whether competitive or cooperative, requires elements of mental state psychology - belief, desire, and intention. To cooperate or compete requires a judgment about one's or another's desire; it also involves a judgment about intention and is based on a belief, for example, that others will think well of us if we behave a certain way. Understanding ours or another's intention helps us discern intentional harm from mistaken hurt. Understanding intention is also central to understanding the illocutionary force of an utterance.

The development of a theory of mind is essential to the development of social skills and language. In developing a theory of mind, children come to understand the concepts of thinking and believing. Typically, they develop the concepts of intention and desire before that of belief. The expression of desire comes about a year earlier than that of other cognitive states (Tager-Flusberg, 1992). Their own wants and the understanding that different people want different things leads to the observable, verifiable prediction that people will do different things. However, because beliefs are generally shared (Astington, 1991), actions can be predicted without considering belief. Children begin by abstracting actions in pretend play. Between two and three years of age, they can use mental terms such as *think, know, remember, pretend, want*, etc. and can distinguish these from reality. Three year olds can distinguish between mental entities from memory or imagination and real objects, and can make simple predictions of what someone else will do based on his/her desires (Astington, 1991). Research into false beliefs show that between age three and five, children learn that someone else's belief is separate from their own and that there can be a difference between belief and reality (Mitchell, 1997). While children at home in the preschool years may not have developed a theory of mind adequate to the understanding of false belief, in the year prior to attending school this would be expected to develop. "... there is some evidence to suggest that most children below approximately four years of age are unable to acknowledge false belief,

with the result that some theorists claim that a conception of mind is something we acquire during childhood..." (ibid :4) Children learn that "... we are not capable of ESP, but we do have an ability to form a conception of mind that tells us more about what is inside other people's heads than we could gather just from a surface impression of the data supplied via our senses' (Mitchell, 1997:3).

Theory of mind is important to the capacity to interpret meaning, to judge the illocutionary force of a speech act (ibid :7). Children need a theory of mind to learn conventions or to use Grice's cooperative principles in accessing meaning. Interpretation depends on correct assessment of the speaker's motives, "and in the process making use of clues available in the context" (Mitchell, 1997:7).

It is not clear how children develop the theory of mind that most children have before school. The referent in the language is not observable in the way that cup or ball or daddy is. Children "...learn concrete terms more quickly than they learn abstract terms; children actually learn terms of abstract reference as if they refer to concrete phenomena" (Beckwith, 1991:84). When mothers talk to children about feelings, they suggest emotion-relevant interventions ('I'll kiss it better') or clarify causes or consequences of feelings. This focuses on the external dimension. Considering frequency and varied but repeated presentation in the input, the child can build up a repertoire of these vocabulary items most commonly used as assertives. While it is possible to use some of these lexical items in other speech acts (e.g. 'Think about it!' 'How does the little boy feel?'), they are likely to be presented in assertives just as other lexical items occur in the labelling of adults.

It is the labelling of the world that is the adult's early strategy. The labels are then consolidated by questions that elicit labels from the child.

3.3.4 Expressives

Adults use a variety of utterances to respond to an utterance or situation. Those utterances whose purpose is not to convey propositional content, but the speaker's attitude or attention to the previous utterance or situation are expressives. Adults teach a few expressives conveying attitude explicitly, "Say thank you" "Say sorry." Others are used to support children in their activity or conversation. Expressives are sometimes discussed in the first language acquisition literature from a discourse structure perspective. They are included in the discussions about acknowledgements and comments.

Adults use topic-continuing comments to elicit language from children. These may not introduce any new propositional content. Instead, such comments use the content of the child's utterance, acknowledging it and returning the speaking turn. They are efforts to keep the conversation flowing. Research into adult comments has focused on whether the comments continued the child's topic or not and whether the child's topic was initiated by the child or by the adult. Comments that continued the child's topic, that did not introduce new propositional content, have been found to be more successful in eliciting conversation from normally developing children and from children with hearing impairments and developmental delays (Yoder et al., 1994) than comments that initiated new topics.

Dimitracopoulou (1990) studied expressives and acknowledgments in mother input and found that they increased with the child's age in normally developing children. This was seen as a consequence of the children's growing abilities as conversationalists. Expressives in adult input then reflect the child's growing linguistic competence.

3.4 Speech act development in language-delayed children

The study of pragmatic development in language-delayed children is relatively new in the study of atypical language development. It is an important area when we consider the negative social impact of pragmatic

impairment. A communication disorder interferes with communication, and isolates the child. Studies (for a summary, see Craig, 1995) have found that language delayed children do acquire the major speech acts, but that they formulate them differently and often less effectively. This means that the conversational partners are left to do a disproportionate share of the conversational work. Data from conversations with language-delayed children show the partner's attempts to establish meaning relevance between child utterance and adult response. In an integrated school setting, more of the child's partners would be other children, rather than adults who might be more skilled at the conversational work. The formulation of some speech acts also may not be socially appropriate. It is not clear how the differences in formulations relate to the child's input.

There is little research into the speech acts in the input to language-delayed children. Directives have been investigated. Assertives as they form part of the literature on labelling and as they relate to the development of the theory of mind have been studied. Questions and acknowledgments have attracted interest.

Directiveness in adult language to language-delayed children is a common theme. It has been noted in research on the form and use of directives, and on initiations in dialogue (Conti-Ramsden, 1994). Directiveness as a style results from parents using language to control the child's attention and behaviour rather than as a reciprocal, communicative and informational exchange. It has been associated with a slower rate of language acquisition (Conti-Ramsden, 1994). Greater directiveness is thought to be caused by the reluctance of the child as conversational partner and the need to establish attention more frequently. Directives as a speech act are more frequently realised in the imperative form.

There is some disagreement about the effects of questions on development in language-delayed children. Some therapists feel the use of questions gives control to the adult, in effect inhibiting the child's

attempts at conversation. Yoder et al (1994) studied the effects of topic continuing *wh*- questions with language-delayed children averaging 4;10 and attending pre-school or school. This study compared the effect of topic continuing *wh*- questions with topic continuing comments on the child's continuation of a topic. Adults interacting with the subjects used one of two defined styles, the difference between these styles being the use of *wh*- topic continuing questions in one and only topic continuing comments in the other. The style incorporating questions elicited more than twice the child topic continuations. It also was very successful in eliciting multiword continuations from children with longer MLUs. This was a finding that contradicted the trend in normally developing children for whom questions elicit continuations more successfully earlier in development, but are less effective as the child's MLU increases.

Acknowledgments, a form of expressive, in adult input has been found to be important to language development in language-delayed children. Lasky and Klopp (1982) studying 7 SLI children found a correlation between maternal use of acknowledgments and MLU. They also found a correlation between the use of exact imitations and the child's combined language age, a measure arrived at by averaging receptive and expressive ages obtained through using the *Receptive-Expressive-Emergent Language Scale* (REEL) (Bzoch and League 1970, in Conti-Ramsden, 1994).

These two areas of directiveness and semantic contingency, typically in acknowledgments taking the form of recasts, are important in facilitating language development.

A further area of concern to a particular group of language-delayed children is an area of assertive input. There are special problems for children with autism who have a unique difficulty in developing a theory of mind, an understanding of people thinking, specifically in that part of the theory that relates to people's mental states. Children with autism can interpret narrative of cause with mechanical and behavioural interaction

between people (for example, autistic child can make up a story where a child takes someone else's ice cream) but not a mentalistic narrative, which requires the autistic child to understand another's emotions. What is lacking is a theory of their own mind and emotional responses, a metarepresentational ability in representing mental states. The study by Tager-Flusberg (1992) demonstrated a specific problem in referring to mental states, but subjects were able to understand talk about desire and emotion. There is an impairment in the ability to attribute mental states to others (Frith, 1998). It is not known if the adult input can be altered to reduce the impairment. However, the difficulty in referring to mental states has implications for the inferring required to understand the speaker's intended act. This can develop, but normally it does so only years later. In the age group concerned here, children with autism experience trouble discovering the other's mind. Yet their school peers will expect some understanding. The children with autism will have "difficulties with the subtleties of conversation, with jokes & puns, with euphemisms " and "difficulty giving explanations of story characters' nonliteral remarks in more complex, naturalistic stories" (Astington, 1993:157). The development of various formulations of speech acts relies on exposure to these and on the acquisition of the necessary social knowledge.

3.5 Speech act development and schooling

The development of speech acts is the development of language in use in social contexts. It is the development of meaning through language. We have seen that adult input is important to the child's developing language. It is an important aspect of preparing children for the new environment of school. Adult input is less, and pragmatic development proceeds differently for at least some language-delayed children. To plan more effective early intervention programs and inform school teachers of potential pragmatic differences in the competencies of the children in their classroom, it is necessary to look at the speech acts in the adult input to

language-delayed children in the years prior to them beginning school.
The next chapter will describe the processes used to study this.

4.0 Researching Pre-school Input

4.1 Introduction

The research reviewed in chapter two demonstrated the influence that adult input can have on a child's developing language. Chapter three explained how speech act theory has been used to describe function in language use, particularly in adult-child interaction. The question the present study seeks to address relates to the similarity or difference in function in adult language addressed to young language delayed and normally developing children. The purpose of this chapter is to describe the design of the study.

The hypotheses are stated first. Then a description of the selection of the children studied and the collection of data at home and in the kindergarten follows. The chapter will finish with an explanation of the elaborated speech act model used to analyse the data.

4.2 Hypotheses

This study seeks to investigate the following two hypotheses:

- In interaction with normally developing children adults use different speech acts than in interaction with language delayed children.
- The different ways adults interact with language-normal and language-delayed children are related to language functions typically used in the intellectual and social demands of school.

4.3 Longitudinal study of children in pre-school setting

Since the issue raised is developmental, the research method to explore the questions described had to be longitudinal and to involve recording children and adults in different preschool settings over two to three years. The appropriate settings were home and kindergarten as these settings provided the most intense and usual contexts of interaction between children and adults. More importantly, these contexts provided the preparation for school. Recorded data collected as naturally as possible is more useful to addressing the questions than data gathered through interview or questionnaire. For those children with a language delay, the taping was done over three years as these children typically spend two years in the kindergarten setting.

Studies comparing conversational development in language-delayed and non-delayed children as reviewed in chapters two and three tended to take one of three methodological designs. Some (for example, MacLachlan and Chapman 1988, in McTear & Conti-Ramsden, 1992) compare a group of language-delayed children with a group of age-matched peers and a group of language-matched peers. The language-matched peers are typically selected on the basis of MLU. Other studies, for example that of McTear (1985), have taken the form of case studies. Yet other studies compare large groups of language-delayed children with children with different language disabilities and non-delayed children using a pragmatic protocol to study a large range of pragmatic behaviours (see Prutting and Kirchner, 1987). The present study compares the adult input to children at the same stages who will proceed to the same stage, the first year of school, regardless of their abilities or language competence. It matches four children with an identified language delay with four children in the same age group attending similar or the same pre-schools and schools.

To answer the research question, the study reported here is a description of the language of adults talking to language-delayed and non-delayed

children in the pre-school years. The aim in the data collection was to collect data from typical interaction between the adults and children as they occurred in the settings in which they normally interacted. Mothers talking to their children at home and all of the adults typically found in a pre-school program, usually, pre-school teachers, their assistants, special needs aides, other parents participating in the kinder on a rostered or casual basis were recorded when speaking to selected delayed and non-delayed children. In order to capture typical input, no special activities were organised; the main activity was play chosen by the children.

4.4 The children studied

The children studied and their families all live in or near a country town. Some children were from families who had lived in the area for more than two generations. The local hospital speech pathologist approached parents of delayed children with whom she worked. The local childcare centre and kindergarten provided names of possible matches, children who would be attending kindergarten beginning in the following autumn at the same time that the language-delayed children and would possibly be in the same groups. Hence, two groups of four children each were studied, one group of children with a language delay, one group of normally developing children.

4.4.1 The language-delayed children

The four delayed children were all patients of the speech pathologist at the local hospital. Etiology and extent of delay were not used to sort subjects for this study. All of the language-delayed children in this study had been seen and referred by a speech pathologist because their language development lagged behind their peers by at least 12 months. Of the four, two have Down Syndrome, one has an intellectual disability, and one a rare syndrome causing both physical and intellectual disabilities. All four children articulated very poorly. They all used words, but generally these were not well enough articulated for people outside the family to

understand. In some cases, even the mother engaged in the conversation could not understand what word was being said. The children used both single or two-word utterances as well as non-verbal communication to convey their meaning. They did not always get their meaning across. All understood the communication context, listened to their adult partners and attempted to respond. At times, several of the children showed great frustration when they could not make themselves understood, usually by shouting their 'word' more loudly.

Three of the four children were girls; the fourth was a boy. The boy and one of the girls had Down Syndrome which typically causes articulation problems. The boy, Sam (Delayed child 2, D2, in the data), was the third and last child of a couple. His father was a tradesman; his mother was not in paid employment. The family had sought support from therapists working in early intervention programs as well as outside expertise in a special program offered in a capital city two hundred kilometres away. The girl with Down Syndrome, Toni (D3), was the daughter of a widow who had one other daughter older than Toni. Toni's mother also accessed the early intervention therapists and took her early intervention role seriously.

Rosie (D4), who had cocktail party syndrome, was unable to walk and had a visual impairment. She had two parents and three older siblings. Her father was a tradesman; her mother was not in paid employment. Her mother accessed the early intervention program the other two delayed children attended. The mothers of all three of these children had been carrying out the program at home as well as attending the centre-based program. This involved them in specifically designed, purposeful play. The occupational therapist, speech pathologist, physiotherapist and early intervention teacher had all demonstrated play tasks to the mother in order to increase the children's fine and gross motor skills and help them map language onto objects and activities. Rosie had intensive physiotherapy input to address her positioning difficulties and gross

motor development, and guidance from an early intervention worker for the visually impaired to help make play tasks more possible.

The fourth child, Rebecca (D1), had contact with the early intervention teacher regularly but had fewer gross and fine motor difficulties than the other children, and articulated reasonably clearly. Rebecca had speech therapy input from the early intervention teacher to help her use language more effectively and to develop receptive language skills.

At the time of the first recording, three of the children were over four years of age, ranging between 4;1 and 4;6. The fourth child was 3;10. All four were beginning their kindergarten year in the following autumn. They were selected for this stage rather than for age, as this was the stage preceding school for them.

The town has three preschools. Two of the four children attended the same preschool; the other two children attended one of the other two. Three of the children went on to local normal primary schools after two years of preschool. Rebecca was to attend a local school, but it was decided that she should not spend another year in preschool. She went from the pre-school to a special school fifty miles away from the town. Rosie began school in a small local rural school near her home after her second year of preschool. Her complex needs led to her withdrawal after six months and she finished her first year being educated at home.

4.4.2 The children's matches

Four children similar to the language-delayed subjects in age and background but without a language delay were identified and recorded. The purpose of this was to compare adult input directed to them with language addressed to the language-delayed children. Personal features of the child and family background were sought from the language-delayed children for the purpose of selecting matches.

4.4.2.1 Features of the matched children

Matches were selected in the first instance on the basis of sex and life stage; all children were preparing to start pre-school in the following autumn. Three of the four were within two months of the age of the child with whom they were matched. Besides gender and stage, they were matched to the language-delayed subjects for number of siblings and sibling position; single children were matched with single children. As well, children of single parents were matched with other children of single parents. While marital status could change, single-parenting was an important feature to match for when gathering the first stage of the data when the children were at home. Considering the number of parents living with the child in determining matches is problematic. I thought that, while I expect that dual/single parenting status might change in the course of the three to four years over which the data would be gathered, the single parent's experience might be a factor, and that would only affect the data in the first year of recording. I decided to control for that factor in the event that single parenting could affect adult language. For all children, English is the language used at home. None of the single parents was in employment.

4.4.2.2 Family background

Family background information sought included mother's and father's level of education and occupation. While some studies have relied on socio-economic class measured by father's occupation as the significant variable to be considered (Donaldson & Reid, 1985; Downing et al, 1977), additional information has been sought which may have a bearing both on the child's language development and the nature of the mother's talk. Social class is a problematic concept in sociology and is determined in different ways by different schools of sociology. Early sociolinguistic dialect studies used occupation and education to measure class. Other studies added information about subjects' dwellings, for example, whether they were owned or rented or how many rooms a dwelling had

(Wolfram & Fasold, 1974). Wells' study (Wells, 1985a) suggests that a broader description of background of family, accounting for both mother's and father's level of education and occupation, is more useful.

Education alone is not seen as a sufficient indicator of social group. Likewise, occupation can be an inconsistent variable since frequently a tradesperson, for example, is also the owner and manager of his/her own small business. Thus, in selecting subjects as matches, the parents of the children were asked a further question about their work experience.

In the first instance it was necessary to match parent education and occupation. A questionnaire was used to elicit the number of years of formal schooling of both father and mother, completion or non-completion of six years of secondary schooling, and any further education, such as an apprenticeship or industry-based training. Of the eight pairs of parents or single parents, no father or mother completed secondary school. Six of the eight left school in the third or fourth year of secondary school. The two pairs of subjects who came from two-parent families had fathers who had completed some trade training. Two completed formal apprenticeships as electricians. Two of the tradesmen managed their own businesses. Two of the mothers had some formal training after leaving school.

While education can apparently be fairly readily 'equated' in the matching process, occupation is a more difficult issue in considering Australian social structure. Many sociological studies prefer to consider occupation as a question of what control one exercises in the workplace rather than what one's occupation is called. Work role has been seen as a more useful way of determining occupational 'equivalence' than adopting a listing which evaluates a variety of occupations, and putting these on a scale (Baxter et al. 1991). Work experience was matched by asking mothers and fathers about any supervisory roles they might have had at work. Discriminating on the basis of work role seemed particularly appropriate in a small

country town where many people in semi-skilled traditional occupations are at the same time managing a business as a person in that trade. I also hoped that asking about work role would elicit differences that might not appear when looking at educational differences.

The social variables controlled for in the matches then were mother's and father's level of education, mother's and father's work experience, and their experience of supervision in the workplace. By controlling these factors in the family background, the presence or absence of a language delay was isolated as an independent variable between the two groups of children.

4.5 Data Collection

The primary data collected was the language used by child and adult in the home setting, in the preschool and, for the non-delayed children, in the school classroom. Additionally, further ethnographic data was gathered to obtain finer information on parent-child interaction. This was done in order to explain more clearly any differences in the language data gathered.

Recording was carried out in two different contexts at two different stages of each child's pre-school life, once at home in the year prior to kindergarten and once at kindergarten during normal sessions. Teachers' talk to the non-delayed children was also recorded at school during their first year described using the same descriptive model used to describe the pre-school input. In each case, recordings were made in August-September of the year because, by this stage, children and teachers in both educational settings are well settled and known to each other. The teachers of the language-delayed children had become accustomed to their communication strategies and felt more sure about what the child was communicating. Establishment of rapport is seen to be essential to the gathering of accurate data (Erickson, 1981); thus, leaving the recording sessions until later in the year enhanced the naturalness of

the data. The teachers, assistants and children in the kindergarten all knew each other and the routine in the setting. Follow-up recording of the non-delayed children in the school setting was also carried out in August-September during the third or early in the fourth school term of the year.

4.5.1 Collecting data in the Home Setting

Hughes et al. (1979) found significant difference in observer effect between recording session one and two, but not thereafter. Therefore, recording sessions were planned so that each subject was recorded twice in the home setting to reduce any observer effect. The two recording sessions were scheduled to be as close to each other as possible, typically in the same week, occasionally on sequential days, in order to reduce the observer effect. In planning recording contexts at home, I tried to consider activities likely to elicit naturalistic data, the need for a longish recording period to reduce the effect from the observer, and the times of day.

4.5.1.1 Timing the recording

Wells (1985a) found that early morning and 1-3pm were the times of day that three-year-olds and their mothers engaged in the greatest mother-child talking. Hughes et al. (1979) found that recording sessions involving preschoolers beginning at 12:00 as opposed to those beginning at 2:30 and 4:30, provided the most data. Further, mother talk in the sessions later in the day seemed to have more control function. As function in the adult language is significant to this study, recording earlier in the day was more appropriate. All mothers chose a recording time of late morning, usually just before the lunch time of the child. Each child was recorded twice for approximately sixty minutes each time in the home setting. No parent reported that sixty minutes was too long. The normally developing children seemed pleased to have their mother's attention for that time period.

4.5.1.2 Activities recorded

The situations chosen for recording need to have the potential to naturally elicit a variety of functions in the adults' language. Tizard et al. (1980) found that story books led adult-child dyads to the longest conversations, and that play and meals, as compared to other joint activities, such as joint narratives or role-play, or joint TV watching stimulated much conversation. The kinds of situations recorded in this study were mother and child playing with some toys and mother and child sharing a story book. Although recordings were scheduled to include lunch time, in the process of the recording, no dyad wanted to stop to have lunch, so no mealtime was recorded.

There are two dilemmas in the 'construction' of useful situations and obtaining naturalistic data. Both relate to the naturalness of the activities recorded. Many parents are too occupied with everyday tasks to spend time explicitly playing with their toddlers. As Wells (1986:6) found, only a minority of parents took time to play with their children. Much talk was produced when a child was helping a parent do something which that parent felt needed doing.

In approaching mothers of delayed children to propose the recording of their play, I have found they had no hesitation about playing with their child. 'Play' seemed to be understood to mean those activities with toys, puzzles, lotto games or books which early intervention professionals had recommended or demonstrated. Occupational therapists had recommended types of play that would help develop fine motor skills. Speech therapist and occupational therapists encouraged naming toys and their colours or other attributes as they were used in play to develop language and cognitive abilities. Play was the basis of a curriculum set out by the early intervention workers. Thus these mothers played frequently with their children and understood this recording context readily. The parents of the non-delayed group, while not usually spending as much time in explicit play activities, engaged in similar activities when the

opportunity was presented. Most began by using the toys provided. Typically, they later suggested that the child would get a toy, puzzle or book that the mother believed to be a favourite.

Another dilemma which needs to be considered is the manipulation of any play. While it may be more naturalistic to leave choice of toy to the mother and child, some kinds of toys do not appear to elicit the same depth of language response as others. Some toys may enhance the gathering of data in that some types of toys appear to promote more opportunities for learning and practising language (O'Brien & Nagle, 1987). O'Brien and Nagle found that toys which required manipulative skills tended to elicit a narrow range of utterances from the adult. Adults typically talked about how to handle the toy so that a goal was achieved. For example, adults frequently gave instruction on the holding or positioning of a shape when a child played with a posting box. There were significantly more directives, attentionals and praise in their speech to the children. Play with vehicles led to the lowest number of utterances and MLU, and a high number of imaginative sounds. When playing with dolls, parents spoke most and used the longest utterances. The use of questions was significantly greater during doll play, which in turn encouraged more verbalisations from the children.

Besides toys, books have the capacity to promote conversation between adult and child. Importantly, shared book reading has been found to promote more complex language from the mother than free play with toys (Sorsby & Martlew 1991). Shared book reading also provides preparation for the decontextualised use of language at school. The decontextualised language of the classroom may present more serious difficulties for beginning readers than the literacy process itself. Preschool practice with more abstract representational language is important preparation for the language of the classroom and early literacy. Sorsby and Martlew (1991) found in comparing language use during a playdough

modeling task and shared book reading, the latter led to language requiring greater abstraction.

I wanted to influence the choice of toys and books so that mothers and children played with a range of toys and read some stories during the recording session. Therefore, I included toys known to promote more conversation. I brought an open-sided basket with a selection of toys to each recording session. I selected a range of toys, including picture puzzles requiring varying skill levels, color or number matching lotto or board games, stuffed toys, finger puppets of familiar Sesame Street characters, small cars, simpler stacking and manipulative toys and a few books.

The books included in the box were varied. There was a Sesame Street storybook such as the children may have seen at the supermarket. There were two books from an early reading series not uncommon in the local schools. One of these was designed to promote discussion; there was no narrative line. The other was a simple narrative with repetitive vocabulary. An award-winning picture book with more text and a more complex story line was also included.

For the box, I chose toys that were either manipulative, or could be used in imaginative play or were typical of the early educational toys (for example, a color bingo) which children often have. While Erickson found that the use of the child's own toys was preferable (Erickson, 1981), I felt that the children and their mothers seemed to be more talkative in exploring my toy box than when they played with very familiar toys. They discussed their choice of toy or book more, and enjoyed discovering my books. Two of the families wanted to buy toys or books like mine.

4.5.2 Collecting data in the Kindergarten

The recording contexts at home, typically, playing with toys and shared book reading, happen naturally at kindergarten. At home, the child often selected the next toy or activity. At each kindergarten session, during both

the morning and afternoon programs, children also have a choice in their play. There are indoor or outdoor periods, whole-group periods and times of individual choice. Within a given period such as during the indoors time, there are typically different activities from which children choose. Common kindergarten activities available to the children include play in the 'house' corner, construction activities, puzzles, play with vehicles or blocks. At times there were several adults in the kindergarten setting. It was typical for there to be at least one or two mothers of children in addition to the teacher and assistant. Parents were frequently rostered on to help out in the kindergarten, either with activities or with the preparation and serving of fruit and drink.

4.5.2.1 Timing the recording at the kindergarten

Recording at kindergarten was done during the first hour of the session when all the children were indoors and a wide range of activities was available for them to choose from. This was the time when the clearest recordings could be made and the time when the staff felt most at ease with an observer. Each kindergarten was attended by more than one of the observed children. Therefore, the recording process was necessarily repeated in each kindergarten. This helped reduce the observer effect. The researcher became well known to the adults in the kindergarten, and was already known to the children. The recording time chosen by every teacher was the first hour of the kindergarten session. This was a free activity hour during which time children gradually arrived at the kindergarten, put jackets and other belongings away, greeted their friends and then moved from table to table or floor area, where they participated in the different activities available at each space. Adults stayed at tables or wandered around talking with individual children or small groups of children. Towards the end of the hour, some children sat with an adult who provided some fruit and drink. For most recording sessions, children helped put toys or paint or construction materials away towards the end and then they all assembled on the carpeted area of the floor for singing or a book reading session before going outside.

4.5.2.2. Kindergarten activities

The kindergarten programs typically focussed on a theme. Themes observed included the local agricultural show and safety in traffic. The themes led to construction or drawing activities. One kindergarten was constructing cardboard tube traffic lights for use in both inside and outside areas of the kindergarten. There was also a play table set up with a large pictured street map with traffic signs and small cars for the children to "drive." While children could choose an activity related to the theme, they could also choose freely amongst other activities. Typically tables were set up for drawing or stamp painting; there was a table for collage making, a puzzle table, a floor area where wooden blocks and vehicles were available, easels for doing larger paintings, a carpeted area with a nearby bookshelf and a 'dress-up' corner set up to look like a home. Children usually chose their own activity. When the teacher or assistant saw a child wandering apparently aimlessly, she would suggest an activity to the child. For the child who was non-ambulant, the aide would suggest activities and carry the child to the appropriate area or table for the activity the child chose. The only exception to the children choosing an activity was the aide's suggestion to the non-ambulant child that they move to an area twice each session where the aide could do some of the physiotherapy exercises with the child.

The adults assumed an overseeing role in that they monitored the children in the activities they had chosen. Adults would come to sit with a child who had been working by herself for a while. This provided opportunity for conversation, usually about the play activity, but sometimes unrelated to the activity.

4.5.3 Recording audio and video data

Many language-delayed children use augmentative communication systems, usually Makaton signing or the Compic symbol system, to either support their speech or be used in place of speech. The augmentative system is a part of the normal manner of dialogue between adult and

child, and affects the adult's language. It is therefore part of the analysis. If a language-delayed child uses an augmentative system in making choices, such as in assisting responses to books, it is necessary to record that augmentative system or other non-speech 'system' simultaneously with the audio recording. This necessitates video recording as well as audio recording. For this reason, and because it is difficult to separate children's voices from each other in audio recordings in the kindergarten setting (Hughes et al. 1979), video-recording was necessary. In the kindergarten setting, video recordings were used to identify each different adult speaking to the child.

4.5.3.1 Video recording

The Makaton hand signs or compic each adult used were recorded; at home, the video camera was focussed on adult and child so that the adult's hands were recorded. In the kindergarten, the camera remained focussed on the child from the front and recorded adults as they came into the frame. Mothers used Makaton signs much more frequently than adults in the kindergarten setting. Only one kindergarten assistant was fluent enough with Makaton to use the signs.

4.5.3.2 Audio recording

Audio recordings were made using a radio-microphone attached to the mother at home. As it is joint conversation that is being studied, it is not significant whether mother or child wears the microphone. The children's young age and the disability of some made it preferable that the adult wore the microphone. In the kindergarten the child wore the microphone. The speech of various adults who approached the child to speak during the recording period could easily be picked up this way.

4.5.3.3 Activity descriptions

During each recording session, a log was kept of the activity the child engaged in as well as of any particular features of the adult talk. This was of particular use when transcribing the data collected in the kindergarten. In that setting, there could be periods of time when the child played alone

or with or alongside other children. The log recorded when an adult engaged the child in a conversation after a period when no adult was present. It also served to give a broader picture of the kinds of activities in which the children engaged in each setting, and the general nature of the adult talk during that activity. As the conversation was not always audible to the recorder in the kinder setting, the description of the adult talk is not fine.

4.5.4 Additional Ethnographic Data

As already mentioned, social class data such as mother's and father's education, occupation and work role, coupled with information on age and position in family and presence or absence of a language delay were used in selecting subjects for this study. However, following Wells (1985a), it was likely that more subtle differences in family background could influence the adult's talk to the child. Further information about the home environment was therefore sought as it might bear on the child's language development. This information was gathered through the use of a brief questionnaire (See Appendix 1). Interview questions were designed to elicit the kind of information sought by Wells (1985a) indicating parents' beliefs and attitudes to children's development.

Ethnographic information was been sought regarding the buying and choosing of toys and books; the extent and organization of social contacts the child enjoys; and the kinds of activities the child enjoys and how this is expressed. This information has the potential to show both the extent to which the child takes initiatives and the extent of professional influence in the parent-child activity. Of particular interest is the possibility that the more directive role of parents of language-delayed children might be reflected in their language. Also, choices made by parents rather than children may relate to the explicit and self-conscious teaching role assumed by parents of language-delayed children as a consequence of the professional contacts those parents have developed in order to assist their

children. Parents are seen as the 'chief educator' by those planning early intervention programs for children with a developmental delay. That teaching role may influence the parents, language input, and other behaviours directed towards the child. Further, the child's inability to carry out decisions about choices which non-disabled children can carry out themselves may lead their parents to an even more interventionist role.

I have not sought information on sanctioned behaviours as varying responses may be too closely linked to differences in ability in the children rather than to factors relating to parent-child relationships. When asked about behaviours which parent of non-delayed children might sanction, many parents of delayed children simply respond 'I wish she/he could do that.'

A number of questions were asked to determine both the initiative taken or not taken by the child, and the possible influence of others in choices that are normally negotiated between parent and child. These questions sought information about the last and favourite toy or book, how the parent knows that, and the reasons for buying or choosing that particular toy/book, who chose the toy/book and who, if anyone, recommended it. It is possible that professionals through the parents are making choices that are often otherwise made by children. To determine attitudes towards toys and books and the role of parent and child in making choices, questions based on those by Wells (1985a:299) but including the possibility of suggestion by professionals have been used.

Another area of interest is the frequency of social contacts the child and family have as this may bear on breadth of language experience. Are social contacts arranged by the mother, perhaps because of demands of the child's early intervention program, or are they sought independently by the child, such as play with a child living nearby? Do children with

language delays have as much contact with people other than family members?

Knowing which activities parents felt the children enjoyed most and how that enjoyment was recognized may uncover a relationship between what are seen as teaching activities and what are not. Some activities are more clearly social events ('playing with other children or mother') than others ('getting dressed') and present more opportunities for a greater variation in language function. Also, parents may note different ways of indicating levels of enjoyment.

Following the recording of each child at home, I discussed the play session with the mother, often focussing on toys that seemed to be interesting to the child. In the course of this chat, I considered questions designed to elicit the information described above and recorded responses on the questionnaires.

4.6 Analyzing the data

The adult input was transcribed from both the audio and videotapes. The activity descriptions supported the transcription process.

4.6.1 Data transcription

The entire hour recorded for each child in each setting was transcribed in preference to transcribing a sample. The play activities and book reading were unstructured and unpredictable in that these were choices the dyads made as they interacted. Sampling for activity was not possible as activity choice was unconstrained. Videorecorded data was added to the audio transcript in order to integrate verbal and non-verbal interactions and to note any use of Makaton signing.

The transcription conventions described by Du Bois et al. (1988) were used in transcribing the recorded utterances. (See Appendix 2) Each line in the transcripts represents an intonation unit and is separately numbered. The

symbol @ represents laughter. { } marks overlapping turns. Three dots ... represent a pause of less than 1 second. Pauses longer than 1 second were timed and are indicated, as in N133 below ...(1.9) indicating a pause of 1.9 seconds. Lengthened sounds were followed by =. Where any part of an utterance or a whole utterance was said more loudly or with more stress than the rest of the utterance or surrounding utterances, it is written in capital letters (N133 below). Some utterances were spoken either very quietly, or slowly, or loudly. These were transcribed between angle brackets < > with an indication of the variation adjacent to the bracket. If the utterance was spoken quietly, perhaps whispered, it was written <p p> as in N135 below. If it was very loud, the transcription was marked with an f, <f f>; if it was uttered very slowly, it was marked with an l, <l l>. As the articulation of the non-delayed children was difficult to understand at times, some of their utterances were transcribed phonemically. These were placed inside curved brackets (). Rising intonation was marked with a question mark, falling intonation with a full stop, and non-final intonation with a comma.

A sample of a transcript of data recorded in the home is presented below. Transcripts of all the data are in Appendix 3.

((Jennifer and her mother are playing colour bingo. N1 represents Jennifer, a normally developing child, in the transcription. This sample begins with line 30. The line is from the home transcript since K, kindergarten or S, school does not appear in the line code.))

N130 M; ...(2.5) Green , ((M rolls colour dice))

N131 I 've already got green .

N132 J; @@

N133 M; ...(1.9) YOU 've already { got it too= . }

N134 J; {@@}

N135 <p @@ p>

N136 M; ... Whi{te . }

N137 J; { White . }

N138 @@

N139 ... (4.4) Green= . ((J rolls dice))

N140 M; Blue . ((M rolls dice))

Contextual information taken from the videorecordings and Makaton signs were marked at the end of the utterance and placed inside double curved brackets (()). When a Makaton sign was used, its meaning was redundant to a noun or verb appearing in the utterance.

((Toni and her mother are doing a puzzle. D3 represents Toni, a language-delayed child in the transcription line code.))

D31296 M; Hmm .

D31296 ... (1.3) A little a little GIRL . ((makaton))

D31297 <^ See the little GIRL ? ^>

D31298 T; ... (3.1) (/ dae ! /)

D31299 M; Hmm ,

D31300 what 's that ?

D31301 That looks like her TEDDY . ((makaton))

D31302 Is that her TEDdy ?

D31303 T; ... (1.6) (/ dae | dae dae . /)

D31304 M; Ted dy .

D31305 Hmm .

D31306 ... The little girl 's teddy . ((Makaton))

4.6.2 Coding the data

In total, there were 16,398 lines of transcription. The majority, 12,306, were recorded in the home setting. There were 4,092 lines of transcript

from the kindergarten setting. Of these, 1.8% were not clearly distinguishable on either audio or video recordings, and could not reliably be transcribed or coded. The percentage was slightly higher in the kindergarten setting, 2.8%. It was a much noisier setting and the video did not always pick up speech directed to the children. Hence, it could not be used to clarify untranscribable utterances from the audiotape. The remaining 98.2 percent of the transcriptions were coded using the elaborated speech act model described below.

4.7 Speech Act analysis

Each utterance addressed to a subject by any of the adults in the setting was coded for its speech act function. In the home, the adult was usually the mother, though a close friend of the family addressed Rosie several times during the play time. His utterances were coded. At the kindergarten, the utterances of any of the adults who addressed the child were included in the analysis. There were usually at least three adults including the teacher and assistant. The talk of all adults which was addressed to the subjects was included in the coding.

4.7.1 Determining the Speech Act

The coding of most utterances was very straightforward. The speech act for utterances such as 'Come and pick up the CARS. ...(2.5) Put them in here.' (HRK198, 199) were clearly directives. Others were identified by their location in the discourse or non-verbal context. Using Tsui's (1994) descriptions of prospective classification, C27 following the child's question is a responsive.

N225 M; You do n't need to get them all OU=T .

N226 Z; Why= ?

N227 M; You only need the ONES that we 're going to U=SE

Ervin-Tripp (1981) described the listener's process of ignoring an apparent direct illocutionary force when interpreting the indirect speech act. Following Ervin-Tripp, Dimitracopoulou checked her coding of indirect speech acts and determined that a literal interpretation of an indirect speech act is not likely as the context itself makes it redundant. Having a second coder analyse part of the data, she found consensus on her interpretation of indirect speech acts. Frequently it is the context of the discourse that allows the appropriate inference on the listener's part. The two explicit directives above, D2K198 and D2K 199 were followed by 'All the cars= .' (D2K200). This utterance served to repeat two directives that came before it; it was followed by seven utterances managing the child's activity, including a vocative calling the child back to task. 'All the cars= .' served as a directive to the child, and was eventually acted upon.

Just as the speech act of an utterance can be made clear by the verbal context, the non-verbal context may support the listener's interpretation of the speaker's act. Rebecca and her mother were sitting together while Rebecca was working on a picture puzzle. Rebecca's mother said '...(2.5) <p I think it 's upside down= . p> ' (D4540). The apparent comment served as a directive, and the puzzle piece was turned around as Rebecca attempted to put it in the puzzle.

Thus coding relied first on analysing the direct speech act wherever one occurred. For indirect acts, the place in the discourse was considered, the listener's interpretation of the speech act of the utterance and the non-verbal context, often any action taken on the listener's part, all contributed to the interpretation of the speech act.

4.7.2 The Elaborated Speech Act Model

The model used to analyze the data is based on six basic speech acts. Four of these have been further developed in order to draw out distinctions which were apparent in the data. These distinctions were important to the

question of adult input that prepares children to meet the expectations of schooling.

The six central speech acts forming the basis for the analytical tool are: directives, questions, assertives, responsives, commissives, and expressives. Directives are those utterances which are an attempt on the speaker's part to get the hearer to do something; the desired response is physical. 'Tch; Cut it off there.' (D3K14) Questions are attempts by the speaker to get the hearer to do something as well, but the desired response in the case of questions is verbal. Questions solicit information. 'Tch; Have you finished?' (D3K87) Assertives, called Representatives in some speech act models, label or describe objects, events, feelings or imagined or possible events or feelings. 'Tch; That's Karen's koala.' (D3K111) Responsives supply solicited information. Commissives commit the speaker to do something. Expressives are utterances which express mental states of the speakers, a propositional attitude of the speaker about the state of affairs represented by the propositional content. It is not to represent that state of affairs as actual or to try to get it to be actual in the world, but to state the speakers psychological response. 'Tch; Good girl.' (D3K210) In order to draw out finer distinction in the data, four of the six speech acts were further defined giving the model shown below in Table 4.1 for analysis.

Table 4.1 Elaborated Speech Act Model

Directives	Request action
D1 Directive	Imperative form, requested action explicit
D2 Directive	Question form, requested action explicit
D3 Directive	Assertion form, requested action implicit
D4 Directive	Elicit language response ("Tell him..")
Questions	Solicit information
Q1O Real Question	Elicit open-ended answers
Q1C Real Question	Elicit yes/no, closed answers
Q2 Test Question	Adult knows answer, and the answers are explicitly available to the child
Q3 Test Question	Adult knows answer, and the answers are only implicitly available to the child
Q4 Verbal Reflective Question	Repeat, reduce or paraphrase hearer's previous utterance without adding info. May be tags. Acknowledge utterance, pass turn to hearer
Q5 Clarification Question	
Assertives	Report facts, label or describe objects, events, feelings, state imagined or suggest possible events or feelings
A1 Assertive	Labels an object
A2 Assertive	Describe/gives attribute of object
A3 Assertive	Describe event
A4 Assertive	Describe feeling, mental action
A5 Assertive	Suggest <u>possible</u> object, events or feelings
A6 Assertive	Reports activity presently engaged in
Responsives	Supply solicited information
Commissives	Commit the speaker to do something
Expressives	
E1 Expressive	Vocative
E2 Expressive	Exclamations, ritual language, response to activity
E3 Expressive	Acknowledgment, response to utterance

4.7.2.1 Directives

Early speech act models, most influentially that of Searle (1976), do not draw a distinction between speech acts which elicit a verbal response and those that elicit some other kind of response. A Directive is an attempt on

the part of the speaker to get the hearer to do something. That something may be either verbal, for example, 'tell' what color a block is, or non-verbal, such as, 'put' the shape in the posting box. For the purposes of studying child language development, it was more important to clearly distinguish language which did not relate to action from that which did. The school context would demand language use not tied to present context, especially as this prepares a child for literacy. In the data, adult utterances frequently elicited an action response and no verbal response, though one was optional. As well, adult language often accompanied or was redundant to some action. Early in the analysis it became obvious that these utterances needed to be clearly discriminated from adult input that elicited verbal response. Therefore, questions were separated from directives seeking non-verbal responses and directives to repeat or name.

Directives request action. They may use different syntactic forms to do this. Some forms make the action requested more transparent, while others require the child to use contextual cues as well as linguistic ones. Three distinctions in directives seeking non-verbal action were identified in the data. One group of directives, category D1, included an explicit verb form describing the desired action. 'Try putting it on the other side.' A second group embedded the request for action in a question 'What about you do a little bit of cutting?' (D3K44) 'Can you put your name on it so we know whose it is?' (N1K206) This category, which I have called D2, included only those question form directives that contained a verb explicitly stating the action response sought. The third group was more opaque, typically taking the form of an assertion and not defining the required action explicitly. 'The clothes need hanging up.' (N2K154) 'I can leave it to you' (N2K86). In the school context, a directive to be quieter might be 'I can hear you all the way down the hall' or as indirect as 'I'm waiting.' A fourth group of directives was identified by the type of action asked for. Most directives asked for physical action, but adults occasionally asked children for verbal action, 'Ask G.!' 'Say it again.' These

are not Questions, which solicit information, but Directives to talk; the content or meaning of the talk is not of specific concern as it is with Questions.

4.7.2.2 Questions

Questions solicit information. In normal conversations, the speaker is not assumed to have the information already. In the contexts of school, questions may solicit information already known to the speaker. Teachers frequently use such questions to track children's knowledge, or to determine if prior content has been understood. These questions are labeled test questions. Other questions are real questions, questions to which the adult does not know the answer. Some of these have a supportive role in the conversation; they are clarification questions or they are questions that are used to return the speaking turn to the child.

Test questions can be used to check a child's understanding of something that has just been said or of something that is physically present and apparently obvious. 'What's that sign?' (N2K112) as mother points to a plastic road sign, or 'Where's the BLUE car?' (D2K276). These test questions, coded Q2, ask for information that is explicitly available in the context. Some test questions ask the child to deduce an answer from something said or something s/he's seen. In the following utterances, a teacher is attempting to lead a child to draw on prior knowledge.

N1S33 Look at the letters in the beginning of it.

N1S36 What do you think the word is?

or 'What could he be going to do?' about a farmer carrying milk cans. These test questions are questions to which the adults know the answers but these answers are only available implicitly to the child. Test questions have been separated into implicit and explicit to describe what is required of the child. Those whose answers are only implicitly available are more cognitively demanding, and are common in the classroom where

knowledge that is independent of the context is the focus. These questions were coded Q3.

Real questions need to be further defined as some lead to the more extended answers frequently expected in the classroom. Some real questions, those questions to which the adult did not know the answer, asked for very minimal information, sometimes only a yes or no, or a choice of juice or milk. 'Would you like to finish them now today or tomorrow?' (N2K127) 'Do you need Matthew X to help you?' (N2K90) Other real questions elicit open-ended answers giving the child the opportunity to say as much or as little as s/he wants. 'Why don't you want it on?' (N1K17) 'What did you do to your knee?' (N1K334) These are similar to questions in the classroom that seek a longer narrative or explanation from the child. Questions asking the child to clarify were another type of real question analyzed in the data. 'More?' (D2K378) following a child's unclearly articulate (/mou uh . /) .

A further kind of question is one in which the adult uses the child's utterance, often an assertive, and repeats or paraphrases the proposition in a question form. The propositional content comes from the child; the question may take the form of a tag. The adult utterance acknowledges the child's utterance, and returns the turn to the child. These have the potential to elicit more language from the child and leave the determination of topic to the child. These are an important question category when considering the opportunities to practice language in the preschool years.

N1K224 Child That came with it.

N1K225 Teacher Did it?

Questions then were analysed as test questions or real questions. These were further analysed into the categories described above.

4.7.2.3 Assertives

Assertives report facts, label or describe objects, events, feelings, or state imagined or suggest possible events or feelings. Assertives are utterances in which the words describe the world, with more or less complexity and with more or less intensity of belief on the part of the speaker.

Adults frequently provide labels for the world to the child. These assertives are typically simple in syntactic terms and often refer to something in the immediate environment. Assertives that simply label have been separated from those that add the notion of attributives. 'D for Dad' (N1K77) labels a letter shown on a computer screen; 'Because she's the one that knows how to do this' (N1K294) describes the child who has been selected to be the teacher for an activity. These two assertives have been separated in the analysis. The assertive that simply labels is coded A1. The assertive that describes or gives an attribute is A2. Other assertives describe events, are often syntactically more complex, and may not refer to present context. 'She'll collect you.' (N2K35) 'I'm getting the hang of it though' (N1K85) as a teacher explains her use of the computer. These are typical of assertives used in the classroom when a child has his/her turn in presenting during the typical class presentation event or when books are read individually or to the group. These are coded A3. Assertives that describe feeling have also been separated. These relate to the child's developing social skills. S/he needs to develop an understanding of feelings as well as the capacity to engage in conversation if integration in school is to achieve its social goal. Exposure to the labeling of feelings in play or book reading context in the preschool years may help this development. Assertives that describe feelings are coded A4.

Some assertives do not describe the world as the child has seen or sees it, but suggest possibilities. These assertives expressed with a weak intensity of belief give the child more scope in her/his response. Intensity of belief was described by Searle as an aspect of utterances that had the same

illocutionary force but differed in the speaker's commitment to the proposition. Teachers can use an assertive with a weak intensity of belief to elicit argumentation from children. A teacher in a class discussion about measuring an emu egg suggested 'I suppose I could do it this way (holding up a ruler).' The weakness in the suggestion elicited many alternative proposals from the children. Assertives expressed tentatively can serve to elicit comment from the child or leave the child with the choice to reconstruct the topic of conversation. In either case, the child has more opportunity in the conversation. Assertives that suggested possible object, events or feelings were coded A5.

Finally, some assertives in the data were part of a continuing commentary on the activity. They constituted a mapping of language on to the context and redundant to the context. Those assertives that were tied to the context were analysed separately and coded A6. School language requires the child to use language that represents a non-present world so it is important to determine if the assertives the child hears gives him/her experience doing that.

4.7.2.4 Expressives

Expressive utterances can be simple, not having much propositional content. Adult utterances that are exclamations in response to the child's activity or talk, or that make contact perhaps by using the child's name, or that simply acknowledge the child's utterance are expressives. Expressives frequently have an affective role more than a teaching role; they express the interaction between adult and child. Vocatives are frequent expressives, the adult at times including the child's name in the utterances addressed to the child to show s/he is attending to that particular child. Vocatives are coded E1 in the data. Social rituals like thanking and apologising are expressives, as are congratulations or birthday wishes. Acknowledgments of the child's utterance are expressives. These may be simple 'um' or may be more elaborate. Others are complex because they can express both a mental state and the

state of affairs represented by a proposition. M; Okay ... fair enough. (N277) is an expressive responding to a child's statement.

In the analysis, expressives that are a response to a child's activity have been separated in the analysis from expressives that respond to a child's utterance. Throughout the playing and recording session, the adult at home or in the kindergarten makes minimal, often encouraging comments regarding the child's play. These might congratulate the child on putting a puzzle piece in the right place, or completing a cut and paste construction or painting. The adult might mark the completion of the child's task, e.g. putting all of the parts of a toy away, with an expressive, 'okay.' These expressives are in response to the child's activity and are coded E2. They are different from assertives that map activity in that there is no stress on the propositional content, if there is any in the utterance.

Other expressives that were responses to the child's utterance were analysed separately and coded E3. These include 'yeah' 'right .. five six' as a mother comments on the child's counting or 'okay' when a child explains that the toy rolled over. When a child named a figure in a story book 'a dog,' the mother responded 'yeah ... a dog.' These expressives that respond to the child's linguistic activity rather than his physical activity were separated in the analysis to describe how much response there was to the child's language as distinct to encouragement in physical activities.

In summary, then, the model used to analyse the data is based on six speech acts. Four of these, directives, questions, assertives and expressives have been further divided into subcategories. These subcategories draw out distinctions that are important in considering speech acts in language development prior to the child's beginning school.

4.8 Speech acts in the data

The data collection yielded approximately fifteen thousand adult utterances addressed to the children studied. The quantitative results were analysed using the chi square test. As the data is nominal, rather than ordinal or true frequency data, the chi square test was seen to be the most appropriate. This allows for the fact that in considering each utterance, the analysis recognises that the adult had a choice of using or not using a given speech act at that speaking turn. Results for significance at the .05, .005 and .001 level are reported.

It is clear in the next chapter that the recording demonstrated different amounts of adult talk addressed to children at home and at kindergarten. In the home, talk flowed from their activities. In the preschool and school settings, the activities of the group setting stimulated the talk.

The study seeks to determine if language-delayed and non-delayed children experienced differences in the function of language in the adult input in preschool settings. Did variation of setting lead to qualitatively different input? Alternatively, did language delayed children experience different input in both settings? Analysing the utterances according to a speech act model showed differences in the adult input to language-delayed and non-delayed children in these preschool settings. The following four chapters will report the results, first those results related to settings and then the results when different speech acts are considered.

5.0 Input in the settings

5.1 Introduction

Input in the home and in the kindergarten setting varied both between the groups and within the groups, between settings. This chapter will look first at the variation on the macro level. The two groups are compared in terms of the input in each setting and then in terms of their total preschool input. The speech act variation is described in terms of the six basic speech acts, not the finer variations in the realisations of the speech act. This provides a picture of, for example, directiveness as compared to representation in adult language. There are important differences between the home and kindergarten settings and these point to implications of differences generally in preparation for schooling which these two settings provide.

As well as considering the similarities and differences in the way adults talked to the two groups of children it is useful to consider the activities they did with them. In some respects, the activities observed were very similar, especially in the kindergarten settings. In other respects, there were differences that may help account for differences in the linguistic input. Two types of activity are discussed in detail, puzzle play and book reading, as these were activities common to all the children.

5.2 Input in the pre-school years: an overview

Chapter two examined the role of adult input in the child's language development in the preschool years. In chapter three, the variation in

function with the possibility that the adult's language to language-delayed children is more directive was discussed. In the present data, the amount of adult talk varied. In the same amount of recording time, adult utterances addressed to language-delayed children outnumbered those addressed to non-delayed children in both home and kindergarten settings as shown in Table 5.1.

Table 5.1 Adult utterances addressed to the two groups

	Non-delayed	Delayed
Home	3009	3701
Kindergarten	1022	1650
Total	4031	5351

The difference in amount of input is significant ($p < .001$) in both the kindergarten and home settings.

5.2.1 Input at home

While there were differences in the amount of input in the home setting, language-delayed and non-delayed children had similar input in terms of the speech acts in the adult language, except for the category of responsiveness. Table 5.2 shows the speech acts as a proportion of adult utterances.

Table 5.2 Speech Acts at home

	Non-delayed		Delayed	
	No.	%	No.	%
Directive	503	16.7	592	15.9
Question	649	21.6	774	20.9
Assertive	1009	33.5	1209	32.6
Commissive	23	.8	17	.5
Responsive	48	1.6	9	.2
Expressive	777	25.8	1107	29.9
Total	3009		3708	

The differences in the amount of responsive input is significant at the $p < .001$ level, and in the amount of expressives at the $p < .05$ level. None of the other differences reach significance.

5.2.1.1 Input to the language-delayed children at home

Nearly one third of the adult input to the language-delayed children were assertives, utterances representing the world. Assertives contribute particularly to the development of vocabulary as adults provide young children with labels for their world. Simple labels, as we shall see in chapter eight, made up a very large percentage of the assertives for language-delayed children. Questions and expressives have important roles in developing conversational skills and together make up fifty percent of the input to language-delayed children. In chapter seven, we will see that nearly half of the expressives respond to the child's action rather than to his/her language. Commissives were not common, and there were few responsives in the data.

5.2.1.2 Input to the normally developing children

In the input to the normally developing children there were fewer assertives which were mere labels. Questions were similar in their representation in the data for both groups, though again they were different qualitatively. Importantly, as we shall see in chapter seven, more open real questions were addressed to non-delayed children providing more opportunity to elicit conversation. Expressives were significantly different in quantity but those responding to action rather than language were fewer. Commissives were similar in number to those heard by the language-delayed children, and responsives, while not equally numerous to the four children, were present in the input to all the children.

5.2.2 Input in the kindergarten setting

Input to the two groups of children varied more in the kindergarten setting. The context is no longer one-to-one, but individual conversations

taking place in a group of approximately twenty children and three to four adults. The group context influenced the adult language to both groups of children as can be seen in Table 5.3.

Table 5.3 Speech Acts in Kindergarten

	Non-delayed		Delayed	
	No.	%	No.	%
Directive	119	11.6	519	31.44
Question	218	21.3	377	22.83
Assertive	434	42.5	247	14.95
Commissive	11	1.1	5	.3
Responsive	14	1.4	1	.06
Expressive	226	22.1	502	30.42
Total	1022		1651	

Language-delayed children heard significantly more directive and expressive utterances, both at the $p < .001$ level. The normally developing children heard significantly more assertives and responsives, again both significant at the $p < .001$ level. Commissives were more different than questions, but did not reach statistical significance.

5.2.2.1 Input to language-delayed children at kinder

Language-delayed children heard much more directive language in the kindergarten setting than they had at home with their mothers. They heard fewer assertives as the focus seemed to shift from teaching about the world to managing the child in the setting. There were more questions than assertives. The adult controlled the conversation as well as directing the behaviour. Neither group had heard more questions than assertives at home, and the non-delayed children had more assertive than question input in the kindergarten. Kindergarten teachers may have been unsure of the language-delayed child's comprehension and had less opportunity to determine the range of assertives the child might understand. Expressives and questions formed approximately fifty percent of the input, and the expressives were much more frequently

responses to the child's activity than to his/her language. There were only a few commissives and no responsives in the data.

5.2.2.2 Input to the normally developing children at kinder

The language addressed to the normally developing children in the kindergarten setting was less directive than the mother's language at home (11.6% of utterances at kindergarten, 16.7% at home). There were also more assertives proportionately in the language of the adults at the kindergarten. Questions were similar and expressives were in slightly smaller proportions than in the data gathered at home. The constraints on conversation in the group setting are reflected, though, in the greatly reduced number of open questions and the increase in expressives responding to activity as is shown in chapter seven. Responsives were few in the data, and mostly addressed to one child as she and the teaching assistant engaged in an alphabet game on the computer.

5.2.3 Input in the pre-school years: similarities and differences

In looking at home and kindergarten input in the six speech acts - directives, questions, assertives, commissives, responsives and expressives, we find a similar pattern in the two settings. Both mothers and kindergarten teachers used more directive language to the language-delayed children and more representational language to the non-delayed children. The very significant difference in assertives addressed to the language-delayed children in the kindergarten is masked when the total pre-school input is considered. Table 5.4 shows the results in both raw figures and percentages in the total pre-school input.

Table 5.4 Speech Acts - Total Preschool

	Non-delayed		Delayed	
	No.	%	No.	%
Directive	622	15.4	1111	20.7
Question	867	21.5	1151	21.5
Assertive	1443	35.9	1458	27.2
Commissive	34	.8	22	.4
Responsive	62	1.5	10	.1
Expressive	1003	24.9	1609	30.1
Total	4031		5351	

The greater portion of assertives and smaller number of directives in the input addressed to the non-delayed children reaches statistical significance at the .001 level as does the difference in responsives. There are very few adult utterances that are responses to child questions in any of the data of the language-delayed children in either setting. The difference in expressives and commissives in the input are significant at the $p < .05$ level.

With the exception of the responsives, the input to the two groups of children was more similar at home than in the kindergarten setting. Table 5.2 above showed the distribution of speech acts in the data in the home setting.

In contrast, there is a significant difference between the two groups with respect to directives and assertives in the kindergarten ($p < .001$). The results for the kindergarten setting were shown in Table 5.3.

The distribution of speech acts in the input to normally developing children at school showed an increase in questions in conversation and a decrease in assertives. The difference in the question input at home and school reached significance at the $p < .05$ level; the difference in the assertive input was significant at the $p < .001$ level. Table 5.5 shows the percentage of each speech act in the input to the non-delayed children at school.

Table 5.5 Speech acts in school input

	No.	%
Directive	58	17.0
Question	106	27.3
Assertive	63	19.5
Responsive	1	2.9
Commissive	3	.4
Expressive	120	32.9

In summary, the data show that language-delayed children heard more adult language in both settings, and that the adult language addressed to them was less representational. Differences in directiveness and representation in input to them and to the non-delayed children were greater in the group setting of the kindergarten. One language-delayed child in the kindergarten had a full time adult aide in the setting. This certainly affected total input. However, the increased input was not less directive and more representational language.

5.3 Input and activity

The two groups of children experienced different language demands in the different preschool settings. Some of the input related to the sorts of activities the adults and children were engaged in. Some related to the child's language development. Differences in the input are seen more clearly when the elaborated description of the speech acts is considered.

As we saw in chapter two, activity can influence the nature of the adult talk to children. We will look first at the activities at home and kindergarten, and then the language used in two specific activities, puzzle making and book reading.

5.4 Playing at home and kindergarten

Play at home and play in the kindergarten were similar to a certain extent because similar toys were provided in both settings. At home, many children chose to play with the toys and books provided. Most popular

were the puzzles, lottoes, puppets and color bingo. Children chose to play with puzzles and vehicles in both settings. Books were available in both settings, but children were only read to in group settings at kindergarten. There were more construction and painting activities at kindergarten, with the exception of some use of playdough at home. There were role play activities available in both settings, with dress-ups at kindergarten and puppets at home. Adult interaction was different in the two settings. Mother was more consistently available to participate in play at home than teachers or other adults were at kindergarten. The amount of interaction varied at home, but generally was much higher than at kindergarten where the teacher tended to move around, taking a monitoring role.

5.4.1 Play at home

There was less movement in the home settings, and more continual interaction in the play context. Mother and child sat on the floor or at a kitchen table and played with a game or toy until the child tired and chose another game or toy from the box or from his/her own collection. Some mothers and children had selected some of the child's favourite toys; most spent at least part of the time playing with the books and toys brought for the purpose. Several of the children wanted to attempt the new puzzles, try the Sesame Street puppets or read the new books. Occasionally a mother and child would play physically with each other, sometimes with a toy or puppet, pretending to be fighting or simply pushing vehicles back and forth to each other. Table 5.6 compares the time spent at home in different activities by the two groups of children.

Table 5.6 Minutes spent in different activities at home

	Non-delayed	Delayed
Puzzle making	50	22
Story reading	64	52
Puppet role play	10	24
Vehicle	5	33
Other Manipulative	4	40
Color bingo, number lotto	82	27
Drawing	3	2
Musical instruments	0	12

(Note: periods of inactivity, hugging, teasing, looking for things, snacking are not counted here)

A feature not shown by the amount of time spent is the repetitiveness of the play of the language-delayed children. One child spent forty-five minutes looking at the same book several times. Another spent twelve minutes stacking the same set of cups repeatedly.

Some of the play enhanced the children's fine motor skills. Play that involved manipulation, for example of puzzle pieces, vehicles, construction or simple stacking helped develop perception and fine motor skills. Some of the play involved the use of imagination and talk; role play, frequently with puppets, was such play. Other play taught concepts of color and number that would be part of school later. Book reading is a play activity that has the potential to contribute especially to language development. Each of these four types of play is reported below.

5.4.1.1 Manipulative play

Some of the toys required manipulative skills. Usually these were puzzles, plastic stacking or construction rings, or transformers, those toys designed to have some parts moved in order to change a robot into a vehicle of some kind. The stacking or construction toys were favoured by the language-delayed children. The non-delayed children preferred the puzzles. While children played with these manipulative toys, mothers tended to watch and offer directions or suggestions, for example telling the child to try a puzzle piece elsewhere. Mothers frequently named or asked the name of the puzzle piece a child was holding. There was a selection of puzzles of varying difficulties in the toy box and these were very popular. Often a mother would comment on a puzzle piece or discuss the picture in the puzzle if there was one. Play with other manipulative toys like the plastic stacking rings or shapes was also accompanied by directions to turn it around/over or labels or request for labels of shape or colour. Most of the play with vehicles was done by one language-delayed child who spent some time arranging and rearranging a large number of matchbox-size vehicles in his own collection. The difference in time spent on puzzles was not significant, but

rearranging a large number of matchbox-size vehicles in his own collection. The difference in time spent on puzzles was not significant, but that spent playing with other manipulative toys and playing with vehicles was significantly greater for the language-delayed children ($p < .001$).

5.4.1.2 Role play

Both finger puppets and full hand puppets of Sesame Street characters were popular, leading one child to go get her own collection of puppets. The children liked to play with the puppets, turning them around and putting them on their fingers, using the puppets to 'rough house' with mother or pick up other toys. However, the role play with puppets was usually not sustained. The mothers offered role play but it was only sustained for more than three minutes with one child. The most extensive role play by a mother was her modelling of role play for a language-delayed child.

5.4.1.3 Number and word games

Several children played with lotto games. One delayed child played twice during the recording session with a lotto she knew well; several other children played with a number lotto that was fairly demanding, requiring the child to throw a dice, match a number on a lotto card or even add to a number, find a lotto card either by matching again or by counting objects on the card and then matching it to the lotto board. The known lotto game had six boards with simple object pictures on it; the number lotto game had six boards with pictures of themes that could provide the stimulus for talk beyond labelling. The number lotto was popular amongst the non-delayed children. The focus for them seemed to be on adding and counting and they enjoyed the challenge. The normally developing children played significantly more with the lotto type of game ($p < .001$).

5.4.1.4 Book reading

Reading either known books or the new books in the box was an activity chosen by every child. The books available included non-narrative and narrative books from an early reading series used in schools, some supermarket books based on popular characters like those from Sesame Street or Disney animations, and some award-winning picture story books. There were two in the early reading series with one to five words on a page designed to stimulate reading behaviour from the children. Reading was more popular with the normally developing children. While the recorded time spent reading is not very different, the results were skewed by the one language-delayed child who spent forty-five minutes reading and rereading the same picture book. One delayed child did not read at all, and the other two spent only five minutes between them.

5.4.2 Play at kindergarten

The kindergarten setting is organized around a selection of activities amongst which the children choose each session. In the kindergartens observed, the activities were similar. Physically, each kindergarten had a home corner for playing "dress-ups", a floor area with shelves of building blocks next to them and some plastic boxes of vehicles, a book corner, an area where there were easels for painting, and several tables, each set up with a different activity. The table activities usually involved some manipulative skill like putting puzzles together or cutting and pasting or stamping paint designs. Often the construction activities related to a theme, such as road safety or the agricultural show. The kindergarten was using these themes with the children for a week or more. For example, during two recordings, children used paper tubes, paper and glue to construct traffic lights as part of a road safety unit. One of the language-delayed children was helped with her physiotherapy program in the kindergarten setting.

Children typically moved from table to table or a floor area during the first half of a morning kindergarten session. Adults usually sat at a table

with a group of children for a while and then moved to monitor what was happening in the painting area or on a floor area or moved to another table. Table 5.7 shows the time spent on different kindergarten activities. Book reading and singing were group activities, typically requiring all the children's participation. Again, time spent wandering around from activity to activity, washing hands, putting paintings or constructions away in one's locker is not included.

Table 5.7 Minutes spent in different activities at kindergarten

	Non-delayed	Delayed
Paper Construction	45	7
Painting/drawing/collag	34	60
Puzzle making	54	0
House corner	2	39
Vehicle play	14	19
Blocks	18	16
Story books, singing	16	21
Computer	9	7
Picture lotto	0	17
Physiotherapy	0	10

The non-delayed children spent significantly more time in paper construction activities and puzzle play, and significantly less in the house corner ($p < .001$). The paper construction activities were usually related to the theme being carried out in other kindergarten activities like books, songs or games. For example, children pasted together their own show bag for the agricultural show, and then made items to go in it. One kindergarten class worked on the theme of road safety. The children constructed traffic lights which they then used in outside play in toy vehicles, and played inside with toy vehicles and street signs on a cloth table top street map. The participation in the construction activity contributed to the child's engagement in the kindergarten program's current theme. The delayed children rarely worked on the paper construction activities. In the kindergarten, puzzles were simply made available to children. The puzzles were sometimes challenging. Without the help and encouragement of an adult, they were not likely to be chosen

by the delayed child. A non-delayed child who worked on puzzles for an extended period of time was supported occasionally by the assistant.

The non-delayed children completed more activities than the language-delayed children. Two of the language-delayed children changed activities five times in 17 minutes. Two also wandered about for some of the time. One child was not ambulant and was carried around. She was asked what she wanted to do, but ultimately the change in activity was determined by the aide carrying her.

5.4.2.1 Manipulative play

Manipulative play took various forms in the kindergarten setting. For many non-delayed children, it involved paper construction tasks requiring the children to cut and paste usually following a model done by the teacher. Puzzle making and play with vehicles and blocks were other forms of manipulative play. Painting, sometimes at an easel, sometimes at a table using stamping figures and pots of paint was more popular with the language-delayed children. There was a little collage making with papers, bits of pasta or ribbon or empty food boxes stuck on paper. The difference in manipulative play at kindergarten reflected the children's varying fine motor skills. The language-delayed children all had poorer fine motor skills, and this may account for their preference for less-structured manipulative play like painting or play with vehicles rather than the more demanding construction work.

5.4.2.2 Role play

The opportunity for role play in the kindergarten typically occurs in the house corner. Role play normally presents the greatest scope in play activities for a range of functions in language use. While the house corner was popular with the language-delayed children, adult presence and hence linguistic input was very limited. One teacher did come to the house corner for three minutes when a language-delayed child was playing, but the input provided was nearly all directive, for example, 'Give

baby kiss' or 'Put the baby in the big bed.' Except for this example, there is no interaction between an adult and a child in the house corner at the kindergarten.

5.4.2.3 Language-focussed activities

One of the kindergartens had a computer on which children ran an alphabet teaching program. One language-delayed and one normally developing child attended this kindergarten. A teacher commented about the program with the normally developing child who asked questions of the teacher. The language-delayed child spoke only with another child who directed her play on the computer. Two of the other language-delayed children played picture lotto games during which time teachers or aides asked questions about the names of the pictures.

5.4.2.4 Book reading

Towards the end of the recording time in each kindergarten, the teacher assembled the children on the carpeted floor in front of her and sang songs or read a story. The songs were familiar to the children and typically had a known set of actions accompanying them. The picture books varied, some chosen to fit in with a theme the children had been studying, such as, the seasons of the year. Books were frequently used as 'springboards' to group discussion. The teacher would ask a question that any child was free to attempt to answer. Such questions normally referred to the child's own experience of some concept mentioned in the book. The language-delayed child with an aide attempted an answer when the aide repeated a question quietly to her, but that was the only occasion when a language-delayed child responded to the questions asked during book reading in the kindergarten.

5.4.3 Summary: Activity at home and at kindergarten

The social context of activity differed between home and kindergarten. At home, the child played one to one with his/her mother in their own kitchen or family room. At times the mother just watched the play; at

other times the mother participated or advised. In the kindergarten, the child played with one or more of 22 other children and the adults monitored the activities and demonstrated any necessary skills. Occasionally, an adult in the kindergarten setting would engage in conversation with the non-delayed children, but this was not common. The home provided more individual attention for the child while the kindergarten provided a range of manipulative activities.

At home, the participation of the mother with the non-delayed children frequently took the form of a competition, for example, a challenge to see who could complete their number lotto card or colour bingo card first. This was reciprocal play. The language-delayed child was more likely to engage in activities that were not as reciprocal, such as, playing with stacking toys or vehicles or painting pictures. Some of the play was guided by recommendations the occupational therapist or early intervention teacher or physiotherapist had given.

Considering both settings and activities chosen, the non-delayed children engaged in activities that were more intellectually challenging. The number lotto that all of these children chose to play with had a range of levels of difficulty, requiring at the most basic just the ability to recognise and match numbers. At its most difficult, which all of the mothers and children attempted, it required simple addition as well as number recognition and matching. The colour bingo was also a favourite with the non-delayed children. The construction work at kindergarten was also more demanding cognitively as the children cut and formed different shapes from different colours of paper to paste together. The adult language provided during these different activities varied greatly, the mothers being more likely to use the material of the game as the starting point for discussion than the kindergarten teachers. These activities in both settings elicited much comment on the child's activity, labels of items in the games and recommendations on how to proceed. This input is similar to the labels and comment on activity provided by the mothers to

language-delayed children as they worked through their largely manipulative activities.

There is much greater opportunity for continuous adult input at home than there is in the kindergarten where the adult's attention is divided amongst many more children. It is interesting to look at the adult language to the two groups as the children work at two different activities. Book reading presents many opportunities for variation in adult input. Puzzles can lead either to a focus on the manipulative task, or a discussion launched by the picture in the puzzle. These two activities will be reported in terms of the language the adults used during them.

5.5 Puzzle play at home

Puzzle segments taken from play at home are described here. In most cases, the children were playing with the same puzzle, a picture of a farmyard with varied doors behind which there were pictures of animals and people. Children removed and replaced the doors over the animals. The detailed picture provided much potential content for discussion. All of the children were attracted to the puzzle. One of the language-delayed children could not play with it because of her visual and fine motor impairments. Information from video recordings made at the same time was used as well in transcribing and analysing the puzzle play. In particular, the use of Makaton signs by mothers of language-delayed children was transcribed. The segments all began with the suggestion to start the puzzle, or, more usually, the mother's question about what the child would like to do.

Mothers of delayed children provided much more linguistic input during the puzzle play. Twenty-two minutes of talk during puzzle play produced 284 mother utterances when the dyad was non-delayed child and mother; twenty-four minutes of talk included 389 mother utterances if the dyad included a language-delayed child. Although together the mothers of

language-delayed children spent only two minutes longer on the puzzles, they spoke much more during the time.

At the first level of speech act analysis, mothers of language-delayed children and of non-delayed children appear to use language similarly, with the exception of utterances that are responsives which mothers of non-delayed children use significantly ($p < .001$) more frequently. The language-delayed children did not ask questions of their mothers. Directives and questions are also different, the difference here though is not significant. Table 5.8 summarises the mothers' speech acts.

Table 5.8. Speech Acts in Puzzle Play at home

	Non-delayed		Delayed	
	No.	%	No.	%
Directives	37	14.7	86	22.1
Questions	59	23.4	76	19.5
Assertives	72	28.5	117	30.0
Responsives	11	4.4	0	0
Commissives	2	.8	1	.2
Expressives	71	28.2	110	28.2

(Percentages are of all speech acts used in puzzle making)

5.5.1 Directives in puzzle play

Looking more closely at each speech act, differences appear in the content (eg. type of assertive) or form (eg. of directive). Table 5.9 compares the use of directives.

Table 5.9 Directives in puzzle play at home

	Non-delayed		Delayed	
	No.	%	No.	%
Explicit	19	51.4	51	59.3
Explicit-question form	7	18.9	25	29.1
Implicit	9	24.3	7	8.1
To talk	2	5.4	3	3.5

The percentages shown in Table 5.9 demonstrate that explicit directives were much more common during puzzle play for both groups of children. There were differences in the form of the directives used by the two groups of mothers. Mothers of language-delayed children used the

question form, verb explicit form much more often than the mothers of non-delayed children. A typical example would be 'Can you turn it around?' These frequently appeared in the discourse after the imperative form. While both groups used verb explicit form directives similarly, mothers of non-delayed children used the more implicit assertive form of the directive much more frequently than the mothers of language delayed children, for example, 'You haven't finished yet,' asking the child to stay and complete the puzzle. The differences in the directive forms are not statistically significant.

5.5.2 Questions in puzzle play

Another speech act which differed when looked at more closely was questions. Table 5.10 below summarises the difference in the way the adults used questions during puzzle play.

Table 5.10 Questions during puzzle play (% of questions)

	Non-delayed		Delayed	
	No.	%	No.	%
Open real question	2	3.4	0	0
Closed real question	13	22.0	25	32.9
Test quest - explicit	30	50.8	44	57.9
Test quest - implicit	5	8.5	2	2.6
Verbal reflective	9	15.3	1	1.3
Clarification	0	0	4	5.3

Mothers of language delayed children ask more questions whose answers are explicit in the text, such as, 'What's behind the door?' or 'What are they?' when pointing to a part of the puzzle. Mothers of non-delayed children ask questions requiring the child to deduce the answer from the text, for example, 'Is that a milking cow?' whose answer is suggested only by the presence of milk cans in the picture. These latter mothers also asked more real questions of the child, 'Was there one missing off this one before, D?'

5.5.3 Assertives in puzzle play

A striking feature of Table 5.11 is the much larger use of Assertive to label objects by the mothers of language-delayed children, 'It's a tree' or simply, 'Chickens.'

Table 5.11 Assertives during puzzle play

	Non-delayed		Delayed	
	No.	%	No.	%
Label	22	30.6	67	57.3
Attribute	24	33.3	4	3.4
Action	4	5.6	0	0
Mental	6	8.3	0	0
Suggestive	4	5.6	0	0
Mapping	12	16.6	46	39.3

(Percentages are as part of assertives during puzzle play)

While mothers of non-delayed children use assertives for labelling as well, they use assertives to describe attributes of objects much more frequently than mothers of delayed children. 'It's a wobbly, wobbly old man.' The difference in attributes in the input reached significance at the $p < .001$ level. The assertives that labelled objects were frequently one-word utterances, while those that described attributes were longer, such as 'He's dressed very funny for being a pig farmer, isn't he.' Language-delayed children heard input that labelled parts of the puzzle picture and mapped their activity. The input was tied to the immediate context.

5.5.4 Expressives in puzzle play

Considering the summary of expressives during puzzle play shown in Table 5.12, the only difference is the utterance used to get the child's attention, usually a vocative. Mothers' other responses were more often responses to the child's language than to the child's activity.

Table 5.12 Expressives in puzzle play

	Non-delayed		Delayed	
	No.	%	No.	%
Attention	2	2.8	12	10.9
Activity	30	42.3	39	35.5
Language	39	54.9	59	53.6

The expressives responding to language of the language-delayed children may reflect the difficulty their mothers had in being certain of the child's meaning. Many more of these mothers' acknowledgments were neutral in meaning, 'mhm'; the children did not articulate clearly and their meaning was frequently unclear. The mothers' use of expressives showing higher numbers of both repetitions and neutral acknowledgments suggests a desire to give the speaking turn to the child but they were uncertain of the child's preceding utterance. One mother of a language-delayed child frequently repeated the child's utterance as though confirming it. Mothers of non-delayed children used clear positive and negative acknowledgments, such as 'All right' in response to the child 'Because it's hard' and 'no' rejecting a child's answer on truth value.

5.5.5 Input in puzzle play

The puzzle that was the centre of the play and talk reported was a complex picture providing much detail that could be discussed. Mothers of the two groups of children used the stimulus differently. The mothers of non-delayed children provided more variety of speech act in the course of playing with the puzzle. They did not simply label parts of the puzzle, ask test questions which were themselves typically requests for labels, and direct children in the task of completing the puzzle. The mothers of non-delayed children used language this way as well, but additionally engaged their children in conversation during the play. They used verbal reflective questions, eliciting talk from their children, and responded to their children's initiations. When they did use the picture to comment on the world, their assertives went beyond labelling and mapping. They described, referred to non-present activity and mental activity, and made comments with less intensity of belief, allowing the child more scope for response. Two of these mothers exploited the teaching situation by asking questions, the answers to which were only implicitly available, thereby encouraging the children to reason to a response.

Only two differences were significant, the use of responsiveness and assertives which describe attributes. The mothers of non-delayed children provided more varied input, but not significantly so. The question we are left with then is how much the construction task of the puzzle influenced the input, perhaps tying the conversation to the here-and-now activity. Now I will examine the mothers' input during a different activity, book reading, to see how it compared.

5.6 Book reading at home

The book reading samples are taken from data recorded at home. While book reading occurred in every kindergarten recording, it was a group activity and there was little conversation between a subject and the teacher or assistant. One dyad amongst the language-delayed children did not read any books at home, neither from the toy box provided nor their own. I have looked instead at a section of home transcript in which he and his mother play with instruments accompanying nursery rhymes. One of the songs, 'Old MacDonald Had a Farm,' led to the mother eliciting animal names and talking about the animals. This left the focus on language rather than physical, particularly fine motor, skills. The nursery rhymes provide a possible point of departure for conversation just as story reading does. The rest of this child's play was manipulative, particularly with vehicles, blocks and stacking rings and cups.

The seven other book reading passages were chosen because they centred on a common book *Always Arthur* (Graham, 1990), or on a book mother and child chose for those who did not choose *Always Arthur*. One mother read a book from a series for teaching reading. It had little text as it was designed to elicit narratives from the language-delayed child. It was the only book that the dyad read, although another dyad did read that book as well. If a book was read more than once, the first reading was analysed for comparison. A second reading of a picture book is likely to produce more non-text talk between some mothers and children. As a second

reading could not be compared amongst all subjects, the first reading was chosen for analysis.

5.6.1 Talk and text – what mothers did with books

The samples of the transcripts that were analysed varied in length. The purpose of the analysis was to learn how the two groups of mothers used the shared book reading context. Just as Williams (1999) found, there was variation in how much discussion followed a departure from the written text. The analysis began with the beginning of the book, and concluded at the end of it. Some dyads engaged in extensive conversation during the reading; others stayed much closer to the text. Only the parent input that was not text from the book was analysed. This gives a picture of how much the mother simply read the text, and how much she discussed it, as well as the nature of the discussion. The mothers of non-delayed children talked about the book much more than the mothers of language-delayed children as Table 5.13 shows. Sixty-two percent of their talk was not a reading of the text, while only 44 percent of the talk of the mothers of language-delayed children did not come from the text. The difference in amount of non-text input is significant ($p < .05$). This difference in use of the book reading context is similar to Williams' findings when he looked at HAP and LAP families' book reading practices.

Table 5.13 Amount of talk during book reading

	Non-delayed		Delayed	
Total utterances	509		402	
Total Mother utterances	376	73.9%	329	86.8%
Coded Mother utterances	233		145	
Child utterances	133	26.1%	73	18.2%
% coded utterances - Mother	62.0%		44.1%	

There was great variation in what the mothers did with books, and hence the amount of talk that was part of the book reading. The data from one non-delayed dyad was 180 utterances long; from another it was 78 utterances long. The shortest and longest samples relating to one book

were from language-delayed children. Still, the averages in Table 5.13 show how the context of book reading was exploited more extensively by the mothers of non-delayed children as a point of departure for talk.

The dyads including a normally developing child typically used books to elicit a narrative from the child; the mother of one normally developing child read the book to her daughter, but stopped to comment and ask questions relating to the child's own experience. The other three mothers elicited comments on pictures and the child's idea of what the narrative might be. These approaches were reflected in the higher percentage of utterances during book reading that were child utterances.

The mothers of the language-delayed children read the text to the child, stopping to discuss parts of the pictures. One mother just read the text with very little discussion.

5.6.2 Variation in the speech acts

Mothers of language-delayed children provided different input as well as less. Table 5.14 below shows the variation in speech acts in the input during book reading. While there was a difference in the use of directives, responsives and commissives, the difference in the use of expressives reached significance ($p < .05$).

Table 5.14 Speech Acts in Book reading at home

	Non-delayed		Delayed	
	No.	%	No.	%
Directives	36	14.9	26	18.0
Questions	63	26.1	49	33.8
Assertives	66	27.3	46	31.7
Responsives	5	2.0	0	0
Commissives	2	.8	0	0
Expressives	70	28.9	24	16.5

(Percentages are of all speech acts used in book reading)

The greater number of expressives in the non-delayed input is not a surprising difference in that the non-delayed children participated more in the story telling, and their mothers responded frequently to their contributions. Most of the expressives were of the type used when responding to the child's talk.

5.6.2.1 Directives in book reading

The directives tended to be of the explicit imperative or statement form, and usually asked the child to look at something in the book or turn a page. One language-delayed child with physical impairments was directed repeatedly to use a particular hand in turning the page. She heard the largest number of directives during the book reading episode. A non-delayed child was directed to return to the task of telling the story several times. Otherwise, for non-delayed children, there were fewer directives in the book reading activity than in the input generally and than in the input during the puzzle play. Directive use is compared in Table 5.15.

Table 5.15 Directives in book reading

	Non-delayed		Delayed	
	No.	%	No.	%
Explicit	15	41.7	14	53.9
Explicit-question form	14	38.9	7	26.9
Implicit	4	11.1	2	7.7
To talk	3	8.3	3	11.5
Total	36		26	

The language-delayed children heard a greater proportion of the verb explicit, imperative or statement form of the directive ('Turn the page') than the non-delayed children, who heard more of the question or hint forms of directives. The difference is not statistically significant.

5.6.2.2 Questions in book reading

Reading a book did not lead to as many test questions as playing with a puzzle had though it did lead to more questions overall. Most of these were real questions eliciting short answers. For the non-delayed children,

these were frequently attempts by the mother to elicit more of the story. Mothers of non-delayed children also asked open questions during the book reading, giving the child the opportunity to answer with extended talk. Further, they used verbal reflective questions to encourage the child to elaborate on his/her interpretation of the book. All mothers asked test questions, usually eliciting labels of pictures in the book. Table 5.16 shows the types of questions the two groups of mothers asked. The difference in the use of open real questions is significant ($p < .01$).

Table 5.16 Questions in book reading

	Non-delayed		Delayed	
	No.	%	No.	%
Open Real	14	22.2	0	0
Closed Real	26	41.3	29	59.2
Test - explicit	13	20.6	16	32.7
Test - implicit	3	4.8	1	2.0
Verbal reflective	6	9.5	0	0
Clarification	1	1.6	3	6.1
Total	63		49	

(Percentage is as portion of questions in book reading)

The clear difference these results show is that questions, which typically are used to elicit language, have a much more strategic purpose in non-delayed dyads. Open real questions and verbal reflective questions have the most potential to elicit language from the children.

Test questions elicited mostly labels. There was one occurrence of a test question eliciting a statement about action. Only one question, addressed to a language-delayed child, asked 'where.' Such questions are typically answered by pointing to a picture in the book. However, the increased cognitive demand of the *where* questions might be beneficial to the delayed child's development. Confining the questions asked to *what* questions may not get even a simple answer from children with severe articulation difficulties, and an opportunity for extension has been lost.

5.6.2.3 Assertives in book reading

The non-delayed children heard more of a wider range of assertives than the language-delayed children did, as Table 5.17 shows.

Table 5.17 Assertives in Book Reading

	Non-delayed		Delayed	
	No.	%	No.	%
Label	22	33.3	17	37.0
Attribute	8	12.1	3	6.5
Action	4	6.1	2	4.3
Mental	6	9.1	0	0
Suggestive	6	9.1	0	0
Mapping	20	30.3	24	52.2
Total	66		46	

Percentage is as portion of assertives in book reading

In the input to both groups, there were fewer assertive labels and more assertives recounting the action in the picture book than in the puzzle play. These tended to be longer and more complex utterances than labels. No mother of a language-delayed child made any assertive utterance relating to mental activity, although all the books chosen provided the possible stimulus. Three of the mothers of normally developing children did refer at least once to mental activity.

5.6.2.4 Expressives in book reading

The use of expressives in the input to language-delayed and non-delayed children was significantly different ($p < .05$). The difference was in the expressives that respond to the child's action as opposed to his/her talk, as Table 5.18 shows.

Table 5.18 Expressives in book reading

	Non-delayed		Delayed	
	No.	%	No.	%
Attention	6	8.6	4	16.7
Activity	7	10.0	7	29.2
Language	57	81.4	13	54.1
Total	70		24	

(Percentage is as portion of expressives in book reading)

Mothers of language-delayed children used expressives to accompany points to items in the pictures. For example, 'ooh ooh' accompanied a

point to a giraffe with a bandaged neck. The expressives that were responses to the child's utterances were simple, typically 'yeah,' 'okay,' 'yes,' 'right,' 'mhm.' The non-delayed children tended to tell the story using the pictures, and the mother's minimal responses served to tell the child she was listening and encourage the child to continue. The utterances that usually followed this kind of expressive were either those of the child who was continuing the story, or the mother asking a question to elicit more narrative.

5.6.3 Input in book reading

As in puzzle play, the variety of speech acts addressed to non-delayed children was greater than that addressed to language-delayed children. Again, it was within the assertives and questions and the use of responsiveness that the differences occurred. Also, there were significantly more expressives responding to language. The open questions and the expressives point to the different strategies that mothers use when reading the picture books. One group of mothers used books as the basis of conversation involving the child, perhaps led by the child. The other group of mothers used books for the text and pictures they provided. Even when discussing the text, these mothers restricted the range of ways in which language was used to represent the world. Their assertives were mostly labels or utterances recounting what the pictures or text in front of the child represented. This is less like the reading strategies that teachers use when they aim to develop reading ability by encouraging discussion beyond the text.

5.7 Summary overview of preschool input

The language data reflects the more continuous contact between child and adult at home than at kindergarten. In both settings, there were significantly more adult utterances addressed to language-delayed children than to normally developing children. The differences in the functional demands made on the children at home were not significant;

the speech acts in the adult language were similar. However, the input in the kindergarten was different in several ways. There was generally more directiveness in the adult language addressed to language-delayed children. The language addressed to non-delayed children was more representational. Only the use of questions was not significantly different in the language addressed to the two groups in this setting. Directive and representational language are possible with any of the play materials. However, adults used the materials differently. The number of manipulative activities was greater at kindergarten than at home, but even these could provide the basis for talk that was representational if the adult chose to do so. In interaction with normally developing children this was more likely a choice than in interaction with the language delayed children.

The type of activity seemed to influence mothers' talk. Book reading led to more input that elicited and responded to language from the non-delayed children than puzzle play did. Puzzle play led to more input that managed activity or responded to it for both groups.

In sum, the input to the two groups of children in the preschool years was different. The language addressed to the language-delayed children was more directive. The input to non-delayed children was more representational (see Table 5.4 above).

The child's linguistic production would have certainly been a factor influencing the results described above. However, there is a possibility that it was more than the child's linguistic production or the activity that led to a difference in the input. If the mothers of the language-delayed children perceived their children as unable to make choices, they would be likely to be more directive. The ethnographic questionnaire (Appendix 2) asked if mother or child chose book/toy/activity. Mothers of all the children reported that the child chose the book to be read. The mothers chose the toys and books to purchase, with seven out of eight saying that

they chose them for their educational benefit ('to find out about things' or 'to help her/him when s/he goes to kindergarten or school'). The majority sought suggestions from the television program 'Play School' or a professional when buying a toy or book. However, when it came to choosing what was to be read or played with, both delayed and non-delayed children chose the book or toy. The mothers of language-delayed children saw their children as making choices very similar to those made by the non-delayed children, and they offered many choices relating to the activity. In spite of that, their language was more directive.

The following three chapters will examine in more detail the speech acts in the input as they contribute to different aspects of language development in the preschool years. Chapter six looks at directives and commissives for their capacity particularly to teach about the social contexts of communication. Chapter seven reports the data as it relates to questions, responsiveness and expressives, those speech acts which are important in the development of conversational skills. Chapter eight discusses the data on assertives as the school setting will make many demands on language to represent the world.

6.0 Directives and Commissives: Learning the Context and Social Development

6.1 Introduction

Directives and commissives are speech acts which depend on context for interpretation. When children in schools understand the often indirect directives of teachers, their understanding results from experiences with getting meaning from context. The linguistic form may convey the directive or commissive explicitly, or rely on the child's use of context to give the utterance its meaning.

'Now I won't be able to pick YOU .. until you start listening to OTHers.' (N2S7) or 'It looks as though, Zeb Crocker, you might get caught. (N2S59, N2S60) ... One .. and ..' ((The teacher starts counting. All the children move to the mat, settle slowly.)) (N2SG61) The children in this preparatory grade knew that the two utterances of the teacher were directives. The teacher didn't actually tell them to be quiet or to sit down quickly, but the children understood what the teacher wanted them to do. Their information came from their experience of getting meaning from context. Interpreting context is an important area of skill development if the language-delayed child is to develop the social skills needed in the mainstream school.

This chapter aims to describe the adult directives and commissives, touching on the explicitness and implicitness of the language used and its

relationship to context. The differences in input to the language-delayed and normally developing children is described with respect to the differences in home and group settings.

The adult use of directives is discussed first, in home and kindergarten settings. Then the use of explicit forms and implicit forms is described. As there were many fewer commissives used in both settings, the implicit and explicit difference will be focused on in the discussion of commissives that follows.

6.2 Directives at home and in kindergarten

Adults speaking to the children in this study provided very different input for the two groups of children. The language-delayed children heard many more direct/explicit forms of the directive than the non-delayed children. As described in chapter four, the directives were analysed into the types set out in table 6.1.

Table 6.1 Types of directives

D1	Action, verb meaning explicit. Often an imperative
D2	Action, verb meaning explicit. Interrogative form
D3	Action, verb meaning implicit. May be statement or
D4	A directive asking the child to talk

The language-delayed children experienced less of the teaching of the use of context. As Table 6.2 shows, nearly sixty-four percent of the directives addressed to them were imperative form, verb explicit.

Table 6.2 Directives in all preschool data

	Non-delayed		Delayed	
	No.	%	No.	%
D1	348	55.9	706	63.5
D2	83	13.3	237	21.3
D3	167	26.9	83	7.5
D4	24	3.9	85	7.7

(Percentage is calculated as part of directives)

Explicit directives which made the intended action transparent in the verb were analysed into two groups, D1 and D2, those in imperative or statement form and those in question form. Both made the meaning clear through the verb, but the latter required the child to recognize that the utterance was a directive and not a question. Combining all explicit forms, nearly eighty-five percent of the directive input to language delayed children was semantically transparent reducing the need to learn directive meaning from context. As well, many of the question form, verb explicit directive forms occurred in positions following an imperative directive seeking the same action. The difference in the D2 input is significant at the $p < .01$ level. The difference between the two groups of children in the use of the implicit form D3 is significant at the $p < .001$ level.

The use of the directive varied between home and pre-school settings. The non-delayed children experienced a much higher proportion of imperative form directives in the kindergarten setting than they did at home with their mothers. Table 6.3 shows directives in the home input.

Table 6.3 Directives at home

	Non-delayed		Delayed	
	No.	%	No.	%
D1	252	50.1	367	62.0
D2	72	14.3	133	22.5
D3	156	31.0	58	9.8
D4	23	4.6	34	5.7

(Percentage is calculated as part of directives as home)

The difference in the use of the implicit form is significant at the .001 level.

Table 6.4. Directives in the kindergarten

	Non-delayed		Delayed	
	No.	%	No.	%
D1	96	80.8	339	65.3
D2	11	9.2	104	20.1
D3	11	9.2	25	4.8
D4	1	0.8	51	9.8

(Percentage is calculated as part of directives in kinder)

When the kindergarten data is analysed, the difference in the use of the implicit form is not significant, even when both explicit forms, those in statement or imperative form and those in question form, are added together. There is not a significant difference in kindergarten. The non-delayed children heard many more imperative or verb explicit statement forms, such as 'You put it over on the bookshelf' in the kindergarten setting than they had at home.

Table 6.5 shows the directive input to the normally developing children at school. The imperative or statement form is less common at school than at home or in the kindergarten, and the implicit form is similar in number to the input to the non-delayed children at home.

Table 6.5 Directives at school

	No.	%
D1	18	31.0
D2	12	20.8
D3	18	31.0
D4	10	17.2

(Percentage is calculated as part of directives at school)

In summary, the directive form that is either an imperative or statement was the most common for all the children in the preschool years, but the non-delayed children also heard significantly more directives which didn't explicitly name the action sought from the child. The meaning of the directive had to come from the context of the utterance rather than just the words themselves. The question form which did name the action sought but took the form of an interrogative was used more in talk directed to the language-delayed children in both settings. Its use does support the teaching of illocutionary force as the child must learn to recognize the linguistic form of the interrogative and interpret its directive meaning in the conversation. The mothers' frequent use of D1 directives and D2 directives together in conversation and the child's bias towards

action described earlier helps the recognition of the interrogative as directive. The use of the directive to talk varied in the kindergarten setting. This will be discussed below.

6.3 Directives at home: teaching the use of context

The non-delayed four-year-olds at home heard fewer direct/explicit forms of the directive and more directives that in fact gave them practice in interpreting contextual information. There was variation amongst the non-delayed children. Forty-seven percent of directives addressed to the boy were the D1 form and 60 percent of those addressed to the girl who was more timid and who frequently responded non-verbally were D1. This girl's input resembled the input to delayed children in this respect.

Other than that, the non-delayed children heard a larger percentage of question form directives. While these were explicit in meaning, with a verb carrying the meaning of the action sought by the mother, the question form is used to soften the force and demonstrates the kind of directive used in talk between social equals rather than the imperative form which is typical of an unequal relationship.

6.3.1 Explicit Directives D1 form addressed to the children

The explicit, usually imperative form of the directive coded D1 varied in occurrence between the two groups. There was also variation in the form and the location in the discourse. The direct expression was more varied in form for the non-delayed children, and was typically used to track action through an activity.

6.3.1.1 Variation in the form of the explicit directives

Frequently the D1 form was used to the non-delayed children in sequences where the mother was teaching a new game to the child. For example, 'you count the balls on here' (N2127) or 'Just count them ...

count them on each' (N2136) or 'You count how many dots is on them' (N198) or 'You put them together' (N3220). Some were uttered in efforts to help the child learn something from the game 'Count up how many fingers have I got' (N4324) uttered to help the child carry out the next step in a number lotto game. When D1 followed an Assertive, as it frequently did with delayed children, it was an application of the meaning in the Assertive, 'This is what number four looks like. See if you can find number four' (N4358,N4359).

The use of D1 by the mothers of the non-delayed children did not reinforce social role inequality, that is, that the force of the directive came from the mother's role being that of a superior to the child. Direct forms were modified in ways that reflected a collaboration. (N1183) 'You show me how' or (N2508) 'You pick a game.' spoken by the mother to encourage the child's initiative. It may have been more similar to an advisive (N1449) 'Better empty it out,' or to a first person plural suggestion (N341) 'Let's do a game .. play a game.' It may have been a permission directive (N4480) 'You can have two goes.' The variation, the inclusion of 'you,' modals and 'please' reflected more equality in the relationships. It was part of the more reciprocal nature of the talk to be discussed in the next chapter.

As can be seen from the above examples, the D1 category, the explicit/order forms, varied in their forms. Sometimes the 'you' subject was raised. This occurred with both groups of children, but more frequently in input to the non-delayed children. In the input to the delayed children, the 'you' was raised typically in a repeated sequence of directives addressed to the child.

D31131 ... Turn it round .

D31132 ...It does n't fit that way .

D31133 You turn it round .

One mother raised the subject frequently in the form of 'you have to ...' but this form also occurred when the mother had already used a simpler, imperative form seeking the same action response from the child. When the child hadn't carried out the task after usually repeated imperatives, the mother switched to 'you have...' in repeating request. 'You have to ...' was in effect a repetition of a simpler D1.

D31142 Turn it round ,

D31143 you have to turn it round .

The D1 utterance to the non-delayed child was typically much longer than the D1 to a delayed child, with a complement giving more information so that the directive was teaching the game at the same time. The following examples were typical of the D1s in the non-delayed data:

N2249 Count five out for me and then find the picture on the board

N4312 You 've got to find ... add them up .

N4332 You put that on the card where it belongs .

N170 and then you put the cards away .

In contrast, the D1 used to language-delayed children was much shorter.

→ D3432 ...(2.2) Look ,

D3433 Toni! ((M pushes on bird's head while T holds it))

→ D3434 <^ Let it go ! ^> ((so that bird toy will move along table))

→ D3435 ...(1.0) Look !

D3436 ...(3.5) Whoa= .

→ D3437 ...(2.4) You push his head down

There was more formal variation in the D1 form addressed to the non-delayed children and fewer brief imperative forms.

N4359 See if you can find number four.

N4600 Right now you 've got to count all these fingers .

N41240 Well ... I think we 'll have to pack some of this stuff up ,

The form of D1 varied slightly for the delayed child. There were some of the more elaborate forms with a raised subject or the inclusive 'let's'. These were most likely to occur when supported by a simple imperative form. When D1 form varied with delayed children, it was in a scaffolding context; it was a varied repetition of the original D1. 'Turn it round. ...(1.7) You 've got to turn it round' (D31203, D31204). The elaborated forms did not typically occur adjacent to an imperative form in the language addressed to the non-delayed children but occurred on their own.

A directive addressed to a non-delayed child that could have been a very direct imperative was often softened to an advisable 'Better empty it out.' Some were formed in the plural 'Let's.' Some resembled suggestions, 'See if you can find number four' (N4359). A few D1 utterances directed to non-delayed children included 'please', usually when the mother had had to repeat the request. For example, the mother of a non-delayed child used 'please,' 'Finish it please' . (N3152), after she had asked the child if she was able to complete the puzzle, and after she had asked her to return to the place on the floor where she had been working on the puzzle.

Many D1 forms of the directive occurred when mothers were reading books (N1872) 'Look where he's hiding' ((Pointing to a part of the picture)), or 'Look at the big ears'(N3205). These occurred whether or not the child was becoming distracted.

In the utterances addressed to language delayed children, the explicit/direct form D1 was frequently related to activity as it was in the input addressed to the non-delayed child, helping the child through an activity. 'Take the triangle off' (D2266) or 'Pull the triangle off there'

(D2276). As well, there were more directives regarding the child's behaviour, asking the child to stand or sit, or not throw something. Particularly frequent was the directive to 'look,' attempting to insure the child's attention. For two of the delayed children, 'look' was the action sought in 12 and 20 per cent of the directives. For one delayed child, the directive to 'Look,' usually in the simple unmodified imperative form, was 56 percent of the D1 category addressed to her. 'Look' was spoken as a directive to the non-delayed children mostly during the activity of reading a book. The mother would draw the child's attention to something in the picture book. The child who was most physically disabled heard many directives to do something physical, 'Use your left hand.' There was less variation in the meaning of the action being sought, and more effort directed to controlling behaviour. The language-delayed children had input that was more restricted in terms of the lexicon as well as in syntactic form than did the language-normal children.

6.3.1.2 Repetition in the input

The mothers' explicit/direct directives to delayed children were a greater part of their linguistic input to the child, a greater part of their directives than the directive input to non-delayed children. The directives were also more frequently repeated. Mothers speaking to the delayed subjects repeated 18 to 30 percent of their explicit directives, both those directives in imperative/statement or those in question form. The statement form D1s were repeated slightly more than the question form D2, between 20 and 32 percent. The effect of this repetition was stretches of mother talk that were mostly strings of directives such as the extract below.

- D3545 ... (14.0) You turn around and I'll send him to you .
- D3546 ... (1.5) Push HARD .
- D3547 ...HARD= .
- D3548 ... (3.8) <^p Come here . p^>
- D3549 Turn around .

- D3550 <^ You ready ? ^>
 D3551 T; (/ yae= , /)
 D3552 M; ...(5.5) X crash= .
 D3553 ... BANG .
 D3554 ... Right into T .
 D3555 T; ...(9.5) (/ihm . /)
 D3556 M; <^ Do you want some more ? ^>
 → D3557 ...(2.9) You have to push his head down ,
 or:
 → D31203 Turn it round .
 → D31204 ...(1.7) You 've got to turn it round ,
 D31205 T .
 → D31206 ...(5.2) <p Turn it round a little bit . p>
 → D31207 <p Wriggle it round . p >
 or:
 → D1272 ...(11.4) <f Turn it ! f> ((M suggests turning to help R get last
 shape of rod))
 → D1273 Turn it .
 → D1274 ...(1.1) Turn it .
 → D1275 Turn the block . ((M refers to blue shape stuck on rod))

6.3.1.3 Explicit directives in the conversation

The D1 input to the two groups of children differed in terms of the breadth of socially influenced formal variation, the semantic transparency and the repetition of the D1 directives. There was also a difference in the content of the utterances before and after the D1 utterances heard by the non-delayed children. Both groups of children heard assertives identifying something, such as a toy, colour or lotto card, or a picture in the book. These frequently occurred prior to a directive to do something

with the item labelled. These directives were usually managing the progress through a puzzle, lotto game or book. The nearby utterances were assertives labelling the item to be acted on or with or mapping the activity. They could also be expressives responding to the activity.

D2818 ...Yel=low one ,

D2819 Put it on PROPerly .

D2808 ...(10.2) You have to get it on properly .((S restacks cups))

D2809 Oh it 's not on right .

D21063 ...(11.3) That 's the way .

D21064 ...(5.5) Drive it in .

D21065 ...umm .. oh it ca n't fit .

D21066 ...There you go .

The non-delayed children also frequently heard questions before directives, such as questions that sought to determine if the listener was ready to carry out the task.

N272 ...(1.5) Okay= ... are you ready ?

N273 ... Put them together .

Non-delayed children heard directives following responses:

N2172 Z; Now where 's four ?

N2173 M; Well .. you count up ,

N2174 count up the ball .

The language-delayed children often heard directives surrounded by other directives.

D2458 ...(3.2) Not too hard . ((S hits very hard))

D2459 Can you hit gentle ?

D2460 Be gentle with it ?

D2461 ...(1.3) <p Hit softly . p>

This enhanced the impression that their input was repetitive and very directive.

6.3.2 Explicit Directives in question form: the D2 category

Many directives were explicit in meaning but expressed as an interrogative. The action sought of the child was clear, but the expression softened by the use of the question, '...(2.5) What about you help me pack up ?' (N1162). Quantitatively, the occurrence for both groups was similar, and the most common form included 'can' such as in 'Can you give me the other one ?' ((M refers to another puzzle nearby)) (N3129). The difference between the two groups was in the conversational sequences.

Adults using the question form of the explicit directive with the language-delayed children tended to use it in one of two contexts. It rarely occurred on its own as a directive to these children. Frequently D2 occurred either before or after a D1. It allowed the mother to make a request twice, using a form whose meaning was accessible but whose form varied. This again enhanced the impression that the overall use of directives was very repetitious for the language-delayed children. The children frequently heard the same verb in the directive, first in a D1 and then in a D2 utterance.

D3503 ...(1.8) You better wipe Big Bird too .

D3504 ...(1.1) <^ Wipe the BIRD ? ^> ((T has face cloth))

In sequences where D2 was not either preceded or followed immediately by D1, it was likely to be preceded by an assertive just as D1 was. The mother named an item, such as a lotto piece, and then asked the child to do something with it using a D2 form.

D31782 <^ Echidna . ^>

D31783 ...(1.0) <^ Where are you going to put it on the card ? ^>

or, similarly, at kindergarten,

D4K859 ...Here 's a flame .

D4K860 Can you put the flame of the fire on the other flame of the fire ?

6.3.3 Explicit Directives in the kindergarten setting

As in the case of the D2 sequences above, the general differences between the two groups recorded at home were in the adults' talk in the kindergarten setting as well. However, the non-delayed children heard many more explicit, imperative or statement D1 directives in kindergarten. Both groups of children heard directives that were more transparent in kindergarten; 92 percent and 94 percent of directives were D1 or D2. There was a difference in environment for the two groups similar to the difference at home. The language-delayed group of children frequently heard D1 and D2 together in very close sequence. The use of D2 to the non-delayed children was very rarely supported by D1 nearby in the sequence.

6.4 Implicit Directives: D3 in the home and kindergarten settings

At home, in the year before kindergarten, the non-delayed children heard the less direct, semantically opaque form of the directive, coded D3, three times as often as language-delayed children. The implicit directive results are shown in Table 6. As stated earlier, the difference is significant ($p < .001$) in the home input, but not in the kindergarten input.

Table 6.6 Implicit D3 Directives

	Non-delayed		Delayed	
	No.	%	No.	%
Home	156	31.0	58	9.8
Kindergarten	11	9.2	25	4.8
Total	167	26.8	83	7.4

(Percentage is calculated as part of directives)

The indirect directive can take either a question or statement form, referred to as Questions or Hints in the Speech Act literature. These are the forms that show the speaker's attention to social factors in the context. They were frequent in the input in the home setting of the non-delayed children. Nearly one third of the directives they heard were in this

category. In contrast, just less than ten percent of the directives addressed to the language-delayed children at home were of this type.

Many of the indirect directives at home were supported by context. Many took place in the course of a game. The mother who said 'My turn' (N2288) was asking her son to give her the dice. Most of the D3 utterances were very short and depended on known routines. Many asked for the child to do something related to the game, but didn't explicitly tell the child what to do. Many were of the form 'my turn,' 'come on,' 'here,' 'keep trying,' 'carefully,' 'steady.'

Obviously, the inexplicit/indirect directives varied greatly in form. Some were very simple, 'your turn' and depended on context to provide the explicitness not expressed linguistically. Others were much longer, more complex directives. The longer forms frequently were suggestions about an action related to a game, puzzle or lotto game being played. One mother asked her child to try a puzzle piece that would cover a part of the picture thus: 'What about the birds up <^in the tree?^> (D31222) These occurred with both delayed and non-delayed children.

The more complex D3 utterances to the language-delayed children were frequently hints to help them through the activity. Mother would identify a problem to ask the child to try doing something differently.

D1540 ...(2.5) <p I think it 's upside down= . p> ((M refers to puzzle piece))

D1590 <^ You have n't got it DOWN . ^> ((R has difficulties pushing the toy to propel it. M wants her to keep pushing, but harder))

D1648 ...(17.5) The door goes AROUND ,

Sometimes the mother would make a suggestion relating to the game or puzzle in order to get the child to try doing something.

D31242 I think it goes over the BIRDS . ((M refers to another puzzle piece))

D31244 I think that 's part of the tree .

D31573 I think the clock | goes down HERE . ((M points to board))

D133 ...(4.2) Where 's the doors for the cow= ? ((M points to part not done yet))

These directives which give advice regarding the lotto game or puzzle were much more common with the language-delayed children, and accounted for nearly all of the D3 utterances they heard.

This dependence on the context provided by the activity wasn't always the case in the input to the non-delayed children. One mother asked her son to wipe his nose: 'Hey .. look .. on the bench you 'll find a hankie.' (N2572) or asked him to look more closely at the lotto board: 'Shall I run out and get my glasses for you ?' (N2696). To get the child to play the guessing game, the mother of a non-delayed child asked the child to guess by saying 'Which hand are they in?' (N2725). She gave no other clue to what she wanted him to do; the contextual cues were minimal. She simply held her hands behind her back. The mother was relying on the child knowing from similar contexts in the past. Another mother of a non-delayed child called the child back to packing up a puzzle by saying 'You're not helping' (N1169).

Social conditions affecting directives were used in place of the explicit directive in the input to non-delayed children, 'You got to share=.' (N11310) used to ask the child to give the dice to the mother. Mothers frequently made explicit the underlying understanding about directives that there was a purpose to the act.

N2685 Maybe if you do 'em .. do it in a nice small little area you might get number eight or number six .

N21100 Now next page and then we might see .

N331 The lady can 't SEE . ((M wants R to move so the camera picks up what R is drawing))

N339 ...(1.0) Can't see the yellow too much . ((R gets new crayon))

One mother asked her child to get a book from the box by saying that she, the speaker, wanted it.

N41162 I want to read one of these books ,

While the language-delayed children heard D3 directives in the kindergarten setting, they were typically supported by more explicit directive forms.

D2K230 There 's MORE cars= .

D2K231 Put the TRUCK in . ((Asst leaves S to task; S works well putting cars in))

The D3 utterances spoken to the delayed children were all related to present activity, not directing the child's attention to anything else as the mothers had to non-delayed children, such as when asking the child to go get the handkerchief.

6.5 Directives to talk

Adult directives asking the child to say something were coded separately. Directives generally seek an action response, not a verbal response. Some directives from the adults sought to elicit language from the child. These were not the same as questions as they did not seek information so much as performance. These directives were not frequent utterances at home for either group. Their rate of occurrence in the two groups was similar, but there was a difference in the talk sought. The mothers of non-delayed children asked more often for more complex texts, such as for their children to read a story to them. As none of these children was able to read, the mother was not asking the child to read the text but to make up a story to fit the pictures in the picture book.

N2966 read me my story please .

N194 ...(1.2) YOU tell ME how to play it .

N11249 ...(2.5) You tell DAD what you 're doing . ((Dad's returned home, stays in kitchen))

One mother asked for a child to attempt to read a title as well or to repeat the name of a character printed in the text, but this was not typical of the mothers talking to non-delayed children. The exception to this tendency to ask for more complex texts was the mother of the shy child. She made many more directives to talk, and they were similar to the D4s addressed to delayed children. They usually sought single word items from the child, such as the name of a puzzle piece.

N3228 you gotta tell me what they ARE .

N3229 You tell me what they are .

N3232 ...(1.8) Just say what is THAT then .

N3233 ...(1.1) No= . ((R continues working on puzzle pairs))

N3234 ...(26.0) Gotta ta=lk . ((R works silently until she completes pairs))

The mother was quite concerned that the child talk as much as possible during the taping session.

N3241 Can you say the name ,

N3242 say antelope ?

N3243 ... say antelope ?

Similarly, in the data addressed to language-delayed children, the naming of an item, usually a puzzle piece, was sought.

D19 ... <^ Chooks ! ^>

D110 ... (1.4) <^ Say chooks ! ^>

D1275 Turn the block . ((M refers to blue shape stuck on rod))

D1276 You say tu=rn .

D1558 ...(4.0) a WHALE .

D1559 Can you say WHALE ?

D2532 You say it ?

D2533 ...(1.2) You say MOO ? ((Part of 'Old Macdonald'))

Usually, D4 took an explicit form as in D110, D1276, D1559, D2532 and D2533 above. Less often the adult simply modelled the word for the child and waited for the child to say it.

D2K374 AD; You say BRADley .

D2K375 ... BRADley . ((Assistant models for S))

Other directives to talk addressed to the children that elicited brief answers were directives to count out loud, directed mostly to non-delayed children, and directives reminding children of their linguistic good manners or correcting a syntactic form. There were only a couple of instances of reminders of polite forms at home, but very many for the delayed child who had an aide at kindergarten.

N2773 Beg your pardon ?

N4870 and one dog in the boat falled in the pool X .

N4871 The dog FELL ... in the POOL .

N4903 and then he falled in and then { he } goed oooh . ((D crosses arms over chest and pretends to shiver))

N4904 { FELL in . }

The majority of the occurrences of D4 was in the adult input at kindergarten, and was directed to the language-delayed children, particularly to the one who had an aide. Here there is a significant difference in the input. ($p < .05$) These were mostly requests to articulate an individual word, or to greet or say thank you.

D4K992 ...(1.8) <^ Who is THIS ? ^>

D4K993 <^ You say hel=lo . ^>

D4K994 ...Who is it ?

Only twice was more response asked for, an explanation of a painting and the following exchange:

D4K325 AD; Ask K how she made that blossom . ((K has paper and other blossoms pasted on her painting))

D4K326 R; All right .

D4K327 AD; You ask her ... <^ How did you make it ? ^>

D4K328 R; Uh ... oh ,

The two groups of children heard similar numbers of directives to talk in the home setting, but very different numbers in the kindergarten setting as Table 6.7 shows.

Table 6.7 Directives to Talk

	Non-delayed		Delayed	
	No.	%	No.	%
Home	23	4.6	34	5.7
Kindergarten	1	.8	51	9.8
Total	24		85	

(Percentage is calculated as part of directives)

The difference between the two groups in the kindergarten setting is significant at the .005 level.

Directives to talk have the potential to elicit extended responses from children. Certainly the request to tell someone else what you've been doing, or to make up a story to match the pictures in a picture book should elicit more complex responses than the responses typically elicited in this data. The school routine in the early years of schooling typically provides a limited number of children each day the opportunity to recount something to the group. The 'morning talk' practice of school or the group discussion common when a new project or book is introduced aim to elicit more extended responses than the D4 utterances of the adults speaking to the language-delayed children in the present study. The directives may be very brief, in one case in the data simply 'Start.' The

group talk context is so well known to the children that a longer directive is not needed.

N1S145 Now tell us more about your jigsaw puzzle .

N2S14 Z; ... (2.2) <f Good morning Class . f>

N2S15 Cls; Good morning Z . ((Chorus))

N2S16 Z; My mum and I went up to Melbourne we went to the Russian dinosaurs . ((No pause at all, addressed to whole group on mat))

6.6 Prohibitions

A final area of difference was in those directives that ask the hearer not to do something. Directives that are prohibitions were not as common in the directive utterances addressed to the non-delayed children. The delayed children heard more than twice the number of prohibitions. These related to their own behaviour, and were directed mostly at the boy. Similarly, the non-delayed boy heard more prohibitions than the non-delayed girls. Those addressed to the delayed boy were explicit, for example, 'Don't shout.' The non-delayed boy heard both, for example, an implicit directive, 'I beg your pardon' asking him to not use a slang item.

6.7 Commissives

Commissives, the expression of the adult's intention to do something, were not common in the data. There were used more at home than at the kindergarten. See Table 6.8 for a summary.

Table 6.8 Commissives in the data

	Non-delayed		Delayed	
	No.	%	No.	%
Home	23	.8	17	.5
Kindergarten	11	1.0	5	.3
Preschool	34	.8	22	.4

(Percentages are of total adult talk in the setting)

The difference in the number of commissives addressed to the two groups of children in the total preschool data is significant at the .05 level.

The commissives were few in number but interesting in the demands they may made. The majority were syntactically simple: an explicit subject and a contracted form of 'will' followed by a short complement. Most were in the first person, although some mothers used 'we,' and one mother referred to herself in the third person as 'mum' when speaking to a language-delayed child. Of the samples below, the first set comes from the input to normally developing children and the second from language-delayed children.

N2643 I'll tickle you .

N2970 I'll help you .

N41349 Well I'll go and do the puzzle ,

N41100 I'll just go see what you've got ,

N41276 I'll make you another one later .

D2142 I'll put it over here .

D2388 I'll carry that too .

D21449 All right I'll do this one .

D3140 And I'll find the fly . ((M looks through pieces on table))

D3500 I'll get you a CLOTH .

D31345 I'll get your lottino .

D1396 Oh I'll put this one in .

D11116 Mum'll read it then .

One mother of a non-delayed child used commissives that did not use first person. Playing with the child, she did not state what she was committing herself to. Instead, the child had to change perspective in order understand that

N21131 You'll pay for that .

was a commitment on the mother's part to do something. This same mother used puppets in role play with the child, and used the characters as part of the commissives.

N21164 I'll get Bullwinkle on to you ! ((M refers to another bigger puppet))

N21269 Grover is going to get a whipping soon .

N21329 M; { You look like a giant cookie little boy . }

N21330 Z; { @@ }

N21331 M; { I might just eat you all up . }

This child was being led to use context to understand what his mother was promising to do.

In the kindergarten setting, all the commissives except for two took the simple 'N will do x' form. The singular for 'I' was most common, as in the examples below.

N2K78 ...(2.9) So= I'll get a bucket for you if you like= ,

N2K105 well look I'll show you ,

D4K728 I'll write Christmas tree .

N4K163 I'll do this with you tomorrow .

D1K169 I'll get yours ready .

Occasionally, the adult used 'we' as in 'And we'll hang it up on the --' (D4K769) when talking to a delayed child who was not able to walk. The aide in the kindergarten also referred to herself in the third person as in 'M. will hold that one' (D4K866). One adult committed herself to give a language-delayed child a toy after he finished cleaning up by saying '... and then you'll get the grader' (D2K259). This form of commissive forces the child to change perspective. There were only two examples of this form in the kindergarten data. Both were addressed to a language-delayed child and followed directives.

6.8 Directives and commissives in the data: summary

Language-delayed children heard many more directives as a percentage of the total adult input in both the home and kindergarten settings and there was more repetition in the directives. They also heard many more of the explicit forms of the directive. These explicit directives were less varied in syntactic form than the directives in the input to non-delayed children and were frequently repeated. The narrower range in syntactic form provided fewer models for adjusting directives to social factors, for example, to use directives in a more collaborative way. The language of collaboration is important to developing social relations in the school setting. The directives addressed to language-delayed children were shorter in form and in all cases restricted lexically to a few verbs.

The language-delayed children heard less than half the number of implicit directive forms than the normally developing children heard. These directives help the child learn meaning from context. When implicit directives were addressed to language-delayed children, they were frequently supported by explicit forms, and were always tied very closely to the immediate context, mostly the game being played. The input, in this sense, is carefully scaffolded. Implicit directives were more common in the input recorded at home than that recorded at kindergarten for both groups of children.

The directive to talk is both less common and more likely to elicit complex talk in the input to non-delayed children. Language-delayed children were typically reminded of linguistic good manners or asked to articulate the names or items or people in the context. Non-delayed children were more likely to be asked to tell a story or recount.

One interesting feature of the language addressed to language-delayed children is that they were being asked to talk. This occurred in the context of much of their adult input being directives D1, D2, D3. These

lead to action rather than language. While the children were being directed to talk, how were they prepared for conversation? What kind of talk was being elicited from them? This will be explored through the data discussed in the next chapter.

7.0 Questions, Responsives and Expressives: Input that teaches conversation

7.1 Introduction

As we saw in chapter six, directives and commissives in the adult input have the potential to teach children about the relationship between language and social context. Questions, responsives and expressives provide information about the structuring of conversation and lead children to participate in conversation. Since the goals of integration are social as well as cognitive, the conversational skills which the children are helped to develop in the preschool years will be important for successful integration in schooling. Questions elicit participation in conversation and teach children about different kinds of information by seeking different content in responses. Expressives help give children conversational turns and model strategies for keeping talk going. The purpose of this chapter is to identify the distribution of these speech acts addressed to the language-delayed and non-delayed children. I report the children's experience with questions and with responsives, which gives a picture of the elicitations provided by adults. Responsives demonstrate the frequency of the opportunities for questioning that the child took. Expressives that respond to talk have the potential to pass the floor back to the child; the data relating to expressives will be described.

This chapter reports first the occurrence of usual conversational questions to which the answer was not known as well as those to which the adult

already knew the answer and questions used to facilitate the conversation. Then responsiveness in the data are described, and finally similarities and differences in expressives in the input to the two groups of children are reported.

7.2 Questions

As we saw in previous studies into questions and child language development, (for example, Yoder et al., 1992; Yoder et al. 1994, Ervin-Tripp & Miller, 1977) described in chapter three, questions in the input have an important role in the development of children's language. The use of questions rather than other speech acts is itself important as questions are more effective in drawing children into conversation. Adults elicit more language from children with questions than with other responses to children's utterances. As well, adults use questions to teach conversational structure to children. Besides teaching and providing practice in conversation, the content of the questions provides opportunity for cognitive development. Questions ask children about different kinds of knowledge.

As shown in Table 5.4 in chapter five, questions were 21.5 percent of the adult input to non-delayed children and 21.5 percent of the input to language-delayed children. There was no significant difference in the total numbers of questions in the total preschool data or in the data from each setting, but we will see in this chapter that there was difference in the kinds of question.

Adults talking to children ask many questions to which they know the answer. Teachers use such questions to track knowledge. Accordingly, questions in the data were subcoded as real questions and test questions, those questions to which the adult speaker knows the answer. As well, the small group of questions that specifically facilitated the conversation, the requests for clarification and verbal reflective questions, were separated and subcoded.

7.2.1 Real Questions

Real questions were frequent in the data, more frequent than test questions. Comparing the input to the two groups of children, both experienced more real questions and in similar proportions when all questions addressed to them are considered as shown in Table 7.1. There was no significant difference in the number of real questions addressed to the two groups.

Table 7.1 Test and real questions in the preschool data

	Non-delayed		Delayed	
	No.	%	No.	%
Test	289	33.3	406	35.3
Real	478	55.0	601	52.3

(Percentage calculated as part of questions in preschool data)

The vast majority of the real questions in the input required very short answers. Most sought simply a yes-no, or were polar, asking the child to make a simple choice, for example, 'Do you want to read a book or do a puzzle?' The less frequent open questions are like those used in the sharing time or morning talk episodes in early primary classrooms when children are asked to report freely on something they have done or some object or book they've brought to class. Real questions were more numerous than test questions for both groups of children, but did not seek extended responses preparing children for the morning talk episodes. Certainly, it is difficult to ask an open question of a child whose productive language is limited. When mothers did ask open questions of language-delayed children, they usually followed up with closed questions which would be easier for the child to respond to.

7.2.1.1 Open questions

Open questions are a subgroup of real questions. They invite an extended response from the child, not just a yes/no or simple choice or label item from the child. Open real questions were not numerous in the data. Looking at the data from both settings, they formed less than two percent of all of the adult utterances addressed to non-delayed children, less than

one percent to language-delayed children. Typical of the open questions are:

at home,

N2784 what do you think is happening ?

N2809 What do you think they 're saying ? ((Looking at pictures in book))

D2730 ...(4.8) What are you going to do with those ?

and at kindergarten,

N1K3 You don't want to do anything ? (closed question, followed by)

N1K4 How come ?

N1K17 ...(3.7) Why do n't you want it on ?

N3K2 how are you going with THIS one ?

Each of these adult utterances gave the child the opportunity to respond with as long a response as s/he wanted. 'How come..' and 'why ..' were most frequent, as were open questions asked while reading picture books.

Table 7.2 gives the results from the data of open questions in both settings together. They are a very small proportion of total adult input. Seventy-two open questions were addressed to non-delayed children and 13 to language delayed children in the data collected in both settings. There were more open questions asked by mothers at home than adults in the kindergarten setting. The language delayed children heard no open questions from the adults in the kindergarten.

Table 7.2. Open Questions in all preschool data

	Non-delayed		Delayed	
	No.	%	No.	%
Home	62	2.1	13	.4
Kindergarten	10	1.0	0	0
Total	72	1.8	13	.2

(Percentage calculated as part of total adult input)

Questions are important as elicitors. Open questions are those questions which have the potential to elicit more talk from children. They impose little constraint on the child's response. It is interesting then to consider them as a percentage of adult questions in order to gain a picture of how adults used questions as elicitors. Open questions were not a large percentage of the adult questions in either setting as Table 7.3 shows.

Table 7.3. Open Questions

	Non-delayed	Delayed
Home	9.6%	1.7%
Kindergarten	4.6%	0%
Total	8.2%	1.1%

(Percentage calculated as part of question input)

The difference in the number of open questions addressed to the two groups of children is significant at the .001 level ($p < .001$).

7.2.1.2 Closed questions

Closed questions are questions that seek a 'yes' or 'no' or a response to a choice, such as 'coffee' or 'tea.' The importance of closed real questions lies in the fact that they are real, like the questions of conversation outside the classroom. They are questions where the speaker truly seeks an unknown response. They are linguistically less demanding and so may be seen as providing less opportunity to develop language. Because the linguistic demand is less, they may also be seen as more flexible in providing conversation opportunities for children whose productive language and/or articulation is impaired.

Closed questions may not even elicit a verbal response. A 'yes'/'no' question may simply elicit a head shake or nod; a polar, or alternative (Quirk et al., 1985) question asking for a choice may simply elicit a pointing, like the response to N21: "Which game, D?" while the child reached into the toy box and chose a toy. Verbal replies to closed questions are typically very brief, usually one word only. Closed real

questions by adults potentially gives the conversational turn to the child, but also offers the possibility of avoiding a verbal response.

The use of 'yes'/'no' questions was extensive. Typical closed questions were:

(at home)

- N21 Which game, D?
- N27 Want to play the NUMBERS?
- N2887 And the baby was screaming was it?
- N490 What do you think that might be?
- N4112 Have you played this before?
- N4143 Oh ... we get a dice each?
- N4144 Is that what you want to do?
- N4145 Or do we play with two dice?

and at kindergarten

- N1K10 What would you like to read?
- N1K27 ...(11.1) Want to go over to the comPUter?
- N1K39 ...(6.4) Now= which player are you? ((T refers to player one or two on computer game))
- N1K40 ...(3.8) Are you one or are you two?
- N3K9 ...(3.1) Does it fit like that?
- N3K55 Now= what else do we need,
- N3K57 One of these things to go on the bottom?

As Table 7.4 shows, closed real questions were more numerous in the data than open questions. The non-delayed children heard a higher proportion of closed real questions at kindergarten (16.7% of input) than at home (9.2%).

Table 7.4. Closed real questions

	Non-delayed	Delayed
Home	271	403
Kindergarten	135	185
Total	406	588

Real questions like those in 7.2.1.1 and above seek real answers. Closed real questions seek short answers. As a portion of the questions asked of children, shown in Table 7.5, they were very high for both groups of children in both settings. The difference between the groups was not significant.

Table 7.5. Closed real questions

	Non-delayed	Delayed
Home	42.0	52.0
Kindergarten	68.0	49.4
Total	48.7	52.4

(Percentage calculated as part of question input)

Because 'yes'/'no' questions demand little in response, and have the potential of eliciting a non-verbal response, it is interesting to see how many of the closed real questions elicited simply 'yes' or 'no' responses. This shown in Table 7.6.

Table 7.6 Closed real questions eliciting 'yes'/'no'

	Non-delayed		Delayed	
	No.	%	No.	%
Home	218	79.8	338	83.9
Kindergarten	116	77.9	130	66.3
Total	334	82.3	468	79.6

(Percentage is calculated as part of closed real questions)

Thus, the data on real questions shows that closed questions were far more numerous than open questions. As Table 7.6 shows, for both groups closed questions eliciting 'yes' or 'no' as a response were approximately 80 percent of these real questions.

7.2.2 Test Questions

Test questions are those questions to which speakers know the answers. They were common in the data, especially in the utterances addressed to language-delayed children in the kindergarten setting as shown in Table 7.7. There is a significant difference in the number of test questions addressed to the two groups at home ($p < .001$) and in the kindergarten ($p < .005$).

Table 7.7 Test Questions in preschool data

	Non-delayed		Delayed	
	No.	%	No.	%
Home	255	39.3	255	32.9
Kindergarten	34	15.5	155	41.9
Total	289	33.3	410	35.8

Percentage calculated as part of total question input

Test questions were analysed according to whether or not the answer sought was explicitly available to the child. Some answers were obvious to the child, as when the child is asked the colour of the ring they are holding. Some answers could only be sought from related prior experience, not from the present context. An example of this occurs when teachers ask children what other word they've learnt that begins with a certain letter.

7.2.2.1 Test questions seeking answers explicitly available

Test questions that sought answers which were explicitly available and were used to establish the child's knowledge and attention to the discussion. They are typically used by teachers to check children's comprehension through a task. They accounted for less than ten percent of the adult utterances addressed to both groups of children in both of the settings as shown in Table 7.8.

Table 7.8. Explicit Test Questions

	Non-delayed		Delayed	
	No.	%	No.	%
Home	239	8.1	251	6.8
Kindergarten	29	3.6	144	8.1
Total	268		395	

(Percentage calculated as part of all adult utterances)

Explicit test questions typically required the children to identify an object or character in a picture in a book, on a lotto or puzzle piece, or to name a number if the child was doing a number game. Some questions asked the child to count or name the color of something. Typical questions from data recorded at home were:

- N2166 ... (1.8) Oh , what number is that
- N2394 umm Is this number two?
- N2467 And another four makes how many ?
- N2827 Uh= what do I see in the tree ?
- N2853 Is that a gate or a fence ?
- N21088 What 's .. uh ... (1.1) Bert doing ?
- D213 What color is that ?
- D2132 Is that the smallest ?
- D2522 ... (1.1) what 's a cow say ?
- D2724 ... (3.5) What sound do these make , ((M holds up instruments))
- D2949 ... What 's this one ?
- D4215 ... (1.1) Where 's the baby ?
- D21259 ... (18.3) <^ How many cars are there , S ? ^>
- N199 Which one has got two dots ?
- N1116 ... (1.1) Which one 's the same= ?
- N1195 Do you know what sort of animal that is ?

N1673 ... (8.0) What 's he doing? ((M opens book, looks at pictures))

N378 ... (2.7) What 's that ? ((M asks about piece R is putting in))

N3746 What 's it say here ? ((M turns book over to show R the front))

Questions asking for number name or color name were common to both groups of children. Delayed children were asked to count, but not to add as non-delayed children were. Children in both groups were asked about animal noises. These were less common, as were questions about attributes, for example N1116 above.

Explicit test questions were much less commonly addressed to the non-delayed children in the kindergarten setting. There were none addressed to two of the four children. Generally, the test questions in the kindergarten data asked for similar responses as those asked at home. Typical of the kindergarten questions were:

D4K318 what color is that pretty blossom ? ((T points to painting))

D4K382 ... (37.5) What are we going to put on , ((as adult helps child with painting smock))

There was another kind of test question that was not commonly used at home, but was addressed to the non-delayed children in the kindergarten setting. It related to the process of the activity the child was engaged in. If the child was working on a construction task set up at a table or on a puzzle, a frequent question was one asking about the next step in the task or the material needed or the shape of the puzzle piece.

N3K108 So what comes underneath the red one ? ((Boy returns, interrupts)

N3K112 ... (19.2) Where does the red one go ,

N3K122 ... (13.4) paste it on to the bottom of it ?

N3K150 ... (4.5) What color is the post ?

N4K104 Is that a straight edge ?

Examples of the construction task already completed and all materials were in front of the child; the puzzle pieces were spread out on the table. This kind of question is like the questions that teachers use to check if children have understood a task they've been asked to work on.

What test questions elicit and the contribution they make to the development of conversational skills is important for preschoolers. Many of the explicit test questions in the data asked for names of objects, colors, numbers in materials in front of the child. As Ervin-Tripp (1977b) points out, the question is not always necessary as young children frequently develop routines of naming objects. It is not uncommon for children to point to various parts of a picture in a story book and name each as s/he points. The adult question is somewhat redundant to the naming activity, but serves to teach the question-answer routine in conversation. It may prod the child to name if an elicitation is necessary.

As many explicit test questions addressed to both groups of children merely asked for a label or an attribute, the demand on the child's verbal ability was very limited.

N1166 M; ...(1.8) Oh , what number is that ?

N1167 Z; Four .

At times, children just pointed to the part of the game or book in response to the question. Also, many test questions were 'yes'/'no' questions, again only requiring a minimal and possibly a non-verbal response.

Table 7.9 Test Questions eliciting 'yes'/'no'

	Non-delayed		Delayed	
	No.	%	No.	%
Home	55	22.9	99	39.4
Kindergarten	10	35.7	25	16.1
Total	65	24.3	124	31.4

(Percentages calculated as part of test questions)

As Table 7.9 shows, at home, nearly 40 percent of the test questions asked of the language-delayed children sought simply 'yes' or 'no' answers. For their non-delayed peers, only 23 percent sought 'yes'/'no,' their mothers asking more frequently for the names of objects. In the kindergarten setting the results were quite different, with only 16 percent addressed to the delayed children eliciting 'yes' or 'no.' The kindergarten teachers and the teacher aide asked many more questions eliciting the names of colors or objects from them. Many test questions were repeated, more frequently than real questions, particularly to the language-delayed children.

When considered as a part of the utterances that were questions, test questions comprised a large percentage, particularly to the delayed children in the kindergarten setting as the figures in Table 7.10 show. The difference reached significance in both settings ($p < .001$).

Table 7.10 Explicit test questions

	Non-delayed		Delayed	
	No.	%	No.	%
Home	239	36.8	251	32.4
Kindergarten	29	13.2	148	40.0
Total	268	30.9	399	34.9

(Percentage calculated as part of all questions)

7.2.2.2 Test questions seeking answers only implicitly available

Some test questions sought answers not explicitly available to the child. Instead, they required the child to draw on previous knowledge or experience. These were not common for either group, but were used much more to non-delayed children at home than to delayed children. Sometimes the adult asked the child to draw on his or her past experience, as when a mother pointed to a picture of Santa Claus and asked 'Who 's he going to give the toys to?' (N2676). Other times the adult asked the child to deduce something from a picture in a storybook, as in:

- N1773 Do you know why she 's saying help ?
- N2858 Is it night time or daytime ?
- N2912 And who was very pleased ?
- N2991 What 's wrong with him ?

or asked the child to work out a process involved in a game mother and child were playing as in:

- N4532 ... (1.3) How are you { going to get number one with } two dices ?

While it is expected that children will encounter these kinds of questions in school, they were not numerous in the adult input preschool as Table 7.11 below shows.

Table 7.11 Implicit test questions in preschool input

	Non-delayed		Delayed	
	No.	%	No.	%
Home	17	.5	4	.1
Kindergarten	5	.6	7	.4
Total	22		11	

(Percentages calculated as part of total adult input)

These were clearly infrequent utterances in the preschool data. They were a small part of the questions asked of the children as Table 7.12 shows.

Table 7.12 Implicit test questions

	Non-delayed		Delayed	
	No.	%	No.	%
Home	16	2.5	4	.5
Kindergarten	5	2.3	7	1.9
Total	21	2.4	11	1.0

(Percentages calculated as part of total questions)

The difference between the two groups was not significant. Neither group heard many of these questions. However, this kind of test question was much more common in the data addressed to non-delayed children at school. Of the questions asked in the classroom, 17 percent

were test questions whose answers were not present in the book or lotto or game picture but had to be found in past experience.

N1S29 T; Could it be sister ? ((T asks about word in text))

N1S31 What would sister have to start with ?

N1SG125 How many chook eggs would I need to be about the same as that? ((T holds up a goose egg; she goes on to talk about weight))

N1SG129 What time would it be when it was midnight ?

N4SG63 T; What else starts with (/ e /) ?

N4SG64 ...(55.7)What do you put your letter in when you 've been writing letters?

The difference in frequency in the preschool and school data suggests that some children, particularly those with a language delay, may not be prepared for the extra cognitive demands of these questions. The child is asked to draw on stored knowledge and then represent it linguistically. The mothers of non-delayed children offered some experience with this kind of demand, but still very little compared to the school demand.

7.2.3 Verbal Reflective Questions

Verbal reflective questions are used by adults to return the speaking turn to the child. The adult typically uses the child's utterance and turns it into a question.

N2869 Z; The girl and granddad were very annoyed .

→ N2870 M; Very annoyed were they ?

N21299 Z; Littlefoot 's ANCIENT anyway .

→ N21300 M; Ancient ?

N1125 J; You can have your own . ((Game comes with 2 dice numbered 1-6))

→ N1126 M; Oh can I ?

D4279 R; Girl got fingers .

→ D4280 M; Yes she has has n't she?

N422 D; I saw it before anyway.

→ N423 M; Did ya ?

N424 D; 'Cause I took this one off when I X . ((D refers to puzzle on top of Mickey Mouse puzzle she'd noticed in the box))

One mother of a language-delayed child used his non-verbal communication to build conversational turn:

D248 M; Re=d . ((S applauds himself))

D249 ... (1.5) Oh= I yeah .. that 's very good ,

D250 is n't it ?

Occasionally, the adult asked a question which served to acknowledge the child's utterance, and, importantly, return the speaking turn, but then didn't give the child time to respond.

N1K154 J; I'm going away .

→ N1K155 AS; Are you ?

N1K156 Well I'll finish off with R then .

N1K157 J; Yes. ((J leaves computer table, walks to another table))

In the kindergarten setting, conversations were frequently interrupted by others. In the following excerpt, the assistant teacher had given the turn to R, but was then distracted by K. R's turn didn't eventuate.

D4K311 R; No .

→ D4K312 AD; You would n't ? ((Asst points to picture, has brief exchange with K))

Table 7.13 summarises the frequency of verbal reflective questions in the question data. In the home setting, the difference in the frequency in the input to the two groups is significant at the .005 level.

Table 7.13 Verbal reflective questions

	Non-delayed		Delayed	
	No.	%	No.	%
Home	44	6.8	14	1.8
Kindergarten	22	9.9	4	8.3
Total	66	7.6	18	3.9

(Percentage calculated as part of questions)

Verbal reflective questions were much less common in the questions addressed to language-delayed children than to non-delayed children. The language-delayed children were less likely to be able to exploit the turn offered to them. Nonetheless, one mother of a language delayed child used even the child's simple one word utterance 'no' to turn into a question and succeeded in returning the speaking turn.

- D3222 M; ...(1.1) <^ Do you want to do another one ? ^>
D3223 T; No=
D3224 M; <^ You DO N'T ? ^>
D3225 T; (/ Dae duh dih . /)

This mother was typically successful in eliciting a conversational turn from 'yes' or 'no' utterances even though the child's subsequent articulation did not include words. The conversational strategy worked even though the child had very little productive language. Another mother of a child with poor expressive skills also used minimal utterances to form a verbal reflexive question, but did not usually give the child sufficient time to take the turn. In both cases, the input has the potential to elicit participation and hence teach conversational skills. The child with very little productive skills demonstrated other conversational skills when 'talking' on a pretend telephone. She took turns and used a variety of intonation patterns, stress and pauses, but did not articulate any comprehensible words.

7.2.4 Clarification Questions

Clarification questions were attempts on the adult's part to be sure of the child's meaning. They were requests to make the sense clearer and perhaps improve on the form of the child's previous utterance.

- D4847 R; GO WAY.
 D4848 M;@ oh @ Nez ,
 D4849 I BEG you PARdon .
 → D4850 Go away book or go away Mum ?

- D4156 R; Yeah .
 D4157 M;...(5.8) <^ Yes ? ^>
 → D4158 <^ Did you say yes ? ^>

- N1K60 J; ...(6.2) What is the start of the name ?
 → N1K61 AS; What 's the start of the name ?
 N1K62 J; Yeah .
 N1K63 Of the writing of the xx . ((Everyone keeps looking at the screen))
 N2K136 Z; ...(50.2) Where 's that x gone ?
 → N2K137 M; The what ?

It is not surprising that many more of the requests for clarification were addressed to language delayed children than to non-delayed children, especially as two had very poor articulation. The results are presented in Table 7.14; the difference in frequency in the input to the two groups is significant at the .001 level in the total input and in the home setting.

Table 7.14 Clarification questions

	Non-delayed		Delayed	
	No.	%	No.	%
Home	14	2.2	89	11.5
Kindergarten	4	1.8	15	4.1
Total	18	2.1	104	9.1

(Percentage is as part of questions)

The clarification questions addressed to the language-delayed children were typically attempts on the adult's part to confirm understanding before carrying on the conversation. The requests for clarification addressed to the non-delayed children asked for additional information so that the adult could provide as informative an answer as possible. Samples below are from dyads with a language-delayed child.

D4K1076 R; Go x .. M .
 → D4K1077 AD; Go to M ?
 D4K1078 All right .

D2K248S; (/ buh ! /)
 D2K249 AD; TRUCK ,

D2K250 is it ?
 D2K377 S; (/ mou uh . /)
 → D2K378 AD; MORE ?

D1K59 R; ((Shouts))
 D1K60 AS; You what x ?
 D1K61 R; (/ whah== ih . /)
 D1K62 AS; You what ?
 D1K63 R; (/ pah= . /)
 D1K64 AS; What does that mean ?

Although mothers were accustomed to their children's poor articulation, they had the same difficulties as the adults in the kindergarten.

D2474 S; ...(6.6) <f (/eMAE= nu/) ! f>
 D2475 M; No not that one ?
 D2476 S; No .

D2904 S; (/eih= NUH/)!

D2905 M;Umm ?

D2906 No ?

D2907 No more ?

D3382 T; (/ ae mu noh uh duh du waw . /)

D3383 M; Pardon ?

D31665 T; (/ moh . /)

D31666 M; More ?

D187 R;...(5.2) Bo= ? ((R is looking for toys to pick up using puppet))

D188 M; The ball ?

D1347 R; MUM.

D1348 M; Mum 's got to roll ?

One dyad of a mother and a language delayed child had an exceptionally high occurrence of requests for clarification, 52 in all. The child articulated poorly and had many single word utterance. Her mother continually queried how the single word was intended. Examples below show the need for clarification when articulation difficulties are combined with the child's frequent use of the single word 'mum' for a more elaborate meaning. This ambiguous and overuse of one word led to a need for clarification on the mother's part.

D1669 R;...(8.3) (/ uh MUH /),

D1670 M;Mum what ?

D1671 R;...(1.8) (/ how /) .

D1672 M;...(2.9) X <^ X MUM! ^>

D1673 R; MUM.

D1674 M;Mum 's in <^ THERE ? ^> ((M points to window in puzzle))

Requests for clarification addressed to the non-delayed children were far less numerous and typically sought a clarification and elaboration of the meaning of their utterance.

N1910 M;...(2.2) <^ What have YOU been doing ? ^>

N1911 J; ... <^ Anything . ^>

N1912 M;<^ Anything ? ^>

N4116 D;Find each and ,

N4117 you have to find each and you put it on .

N4118 M;Eh ?

N4815 D;And it was getting broken .

N4816 M;What WAS ?

N4817 D;The tree .

One mother of a non-delayed child did make many requests for clarification. Twelve of the fourteen clarification questions in the home data for the non-delayed group were from this mother. Her questions appeared to be used to elicit more explanation from her child as well as clarification of what the daughter had said.

7.2.5 Summary of question results

Questions are elicitation moves in conversation. Adults use questions to elicit participation in conversation from very young children. What propositional content then did the questions addressed to the children studied elicit?

The majority of questions were like those of adult conversations in that they were real questions. However, most were closed real questions; they sought only very brief responses. Ninety-eight percent of the real questions addressed to language delayed children were closed; 85 percent addressed to non-delayed children were closed. The non-delayed group heard four and one half times the number of open questions that delayed children heard. Further, approximately 80 percent of the closed questions

at home elicited simply 'yes' or 'no', and hence a potentially non-verbal response.

One-third of the questions addressed to both groups were test questions. Such questions are uncommon in adult conversation but frequent at school. For both groups, over 90 percent of the test questions sought answers that were explicitly available in the material being used in the situation, a puzzle, lotto or picture book. Test questions asked in the pre-school years were not inferential. In contrast, 17 percent of the test questions addressed to non-delayed children in school asked them to draw on information not immediately available.

Closed real questions and the test questions are the largest categories of questions analysed. Looking at them combined, approximately half elicited yes/no answers rather than any longer utterance from the child as Table 7.15 shows. The difference between the two groups was not significant.

Table 7.15 Test questions and closed real questions eliciting 'yes'/'no'

	Non-delayed		Delayed	
	No.	%	No.	%
Home	273	42.1	437	56.5
Kindergarten	126	57.5	155	41.9
Total	399	46.0	592	51.7

(Percentage calculated as part of all questions)

Fifty-one percent of the questions addressed to language-delayed children and forty-six percent of questions addressed to non-delayed children elicited a 'yes' or 'no' answer. These are the type of question than can be responded to non-verbally.

Non-delayed children had three to five times the numbers of verbal reflective questions addressed to them than the language-delayed children did. These questions encourage the recipient to extend the conversation. The language-delayed children had four to six times the number of requests for clarification.

Thus, questions did not have the same role in developing the language skills for school for the two groups of children. They were not effective elicitations in conversations with the language-delayed children. As well, they did not prepare the language-delayed children for the open real questions that are part of the classroom discussion.

7.3 Responsives

Child questions that elicited responsives from the adult typically asked for the name of something or about a process, such as making a paper construction in the kindergarten or the next step in a game. A sample of the range is given below.

N2250 Z; This one ?

N2251 M;No .

N2300 Z; Was that a good one ?

N2301 M;Yes.

N1101 M;Which one's got TWO ?

N1102 J; ...(3.0) THAT one ?

N1103 M;...No= ,

N1104 you count them .

N1433 J; Where 's the CAR . ((The puzzle's nearly finished except for a couple of shapes))

N1434 M;I do n't know= .

N3633 R; Where 's 'b' ?

N3634 M;There 's no 'b' .

N31144 R; Is that FIVE ? ((R holds up card for M to check))

N31145 M;No .

N44 D; This one goes= ... THERE .

N45 ... does it ?

N46 M; uhuh

N410 D; Where 's that ? ((D points to place in puzzle))

N411 M;Ah ... might be missing .

N4803 D; What 's this ? ((D points to cover))

N4804 M; It 's called HIDE . ((M reads book title))

N4896 D; What is that ? ((D points to part of picture))

N4897 M;Yeah ,

N4898 It 's the it 's the big fridges that um are at the supermarkets ,

N41026 D;What 's THAT one ? ((D points to character in picture))

N41027 M;I think that one 's Ernie .

In kindergarten:

N1K90 J; ...(35.0) What does that say ? ((J points to screen))

N1K91 AS; That 's a n= .

N1K124 J; What 's with "w" ?

N1K125 AS; Um ... Winton .

N1K126 Uh= Wangaratta .

N1K127 J; X x

N1K128 AS; Woolloomooloo !

N1K129 J; uh ... xx .

N1K130 AS; Witchetty grub .

Many child questions sought help with a game, puzzle or number lotto. They asked the adult for confirmation or direction in task. Some asked for the name of something. Many responsives were responses to yes/no questions. They were occasionally answered non-verbally.

N4414 D; Where's five ? ((M wriggles fifth finger))

N4415 M;Five , ((as D points to finger))

Mothers frequently responded to questions with a question.

N2345 Z; Where's number one?

N2346 M;Where 's number one on here ?

N31623 R;...(6.6) THIS IT ?

N31624 M;Does it look LIKE it ?

N4770 D; Where does this go ? ((D looks to M for help))

N4771 M;Well what 's a man doing in a tree ? ((D works on puzzle, sorts out a mistake she 'd made))

Two mothers of non-delayed children gave no explicit answer, encouraging the child to find an answer for herself.

N4498 D; Where goes this one ? ((D holds up card to put on board))

N4499 M; I wonder . ((D places card on board))

N2172 Z; Now where 's four ?

N2173 M; Well .. you count up ,

There were few responsives in the input addressed to language-delayed children. Table 7.16 shows the results in terms of responsives in the two preschool settings. The difference in input to the two groups is significant

in the total input ($p < .001$), at home ($p < .001$) and in the kindergarten ($p < .005$).

Table 7.16 Responsives

	Non-delayed	Delayed
Home	48	9
Kindergarten	14	1
Total	62	10

There were only three responsives in the school data, all addressed to one child who asked questions about procedures the teacher wanted. The rest of the school data does not include any questions from the children.

The lack of responsives in the input to language-delayed children reflects two things: language delayed children rarely asked any questions, and the few which they did ask were not always recognised as such by the adults listening to them. In the following examples from the home data, the adult appears to ignore the question and continue with the topic or question she had set.

- D41189 R; ...(2.4) Who 's THAT ?
D41190 M; Steady ! ((R turns too many pages at once, too quickly))
D41191 R; Who 's THAT ?
D41192 ...(3.7) X
D41193 M; Can you see the ball ... DOG.((M pretends to address dog in story))
- D31370 T; (/ ah ya . /)
D31371 ...(2.0) (/ bah ? /)
D31372 M;Um .
- D3100 M;<^ Where do THEY go ? ^>
D3101 T; (/ ee yee ? /)
D3102 M;<^ No you 've got to put the right pictures on . ^>

D3103 ... (1.7) <^ X X the boy and the teddy . ^>

Adults in the kindergarten also seemed to ignore the child's question.

D3K137 Tch; ... (4.7) Try these ones ?

D3K138 T; (/ wuhduh wuhduh fihnihs ? /)

D3K139 Tch; Why do n't you try the small ones ? ((Tch holds out small paint brushes))

D3K140 T; (/ NUH . /)

D3K149 Tch; ... (1:08.8) What 's on T 's painting ,

D3K150 T ? ((Tch addresses T from across drying racks))

D3K151 T; (/ wa .. eih ? /)

D3K152 Tch; What 's that x ?

Because of the poor articulation of a couple of the language-delayed children at home in the first year of recording, the response to their questions were requests for clarification.

D31965 T; (/ uh | uh deh ? /)

D31966 M; Pardon ?

D31967 T; (/ uh wu DUH ? /)

D31968 ... (1.4) (/ du duh deh , /) ((T points at littino boards))

D31969 M; <^ Do you want THESE , ^>

D187 R; ... (5.2) Bo= ? ((R is looking for toys to pick up using puppet))

D188 M; The ball ?

D1561 M; ... (17.0) I don 't think it goes in there .

D1562 R; ... (3.7) X bit ? ((R points to gap for which she wants piece))

D1563 M; x bi=t ?

D1564 I think you might be SITting on that bit ?

D1565 .. under your legs .

Six of the responsives addressed to the language-delayed children at home were in the input of one mother to her daughter. The daughter's questions asked for labels, just as the mother's had.

- D31440 T; ...(1.5) (/ wuh DIH ? /) (('What's this ? '))
 D31441 (/ dih . /)
 D31442 M;A DUCK.
 D31529 T; (/ uhwa | dih ? /)
 D31530 M;A BOY and a GIRL having a BATH ! ((Makaton for nouns & verb))
 D31635 ...(1.5) { (/ dih ? /) }
 D31636 M;...(1.5) { A <^ FLOWer ? ^> } ((Makaton))
 D31650 T; ...(2.9) (/ deh ? /)
 D31651 M;Grapes .

This mother who provided the most responsives is the mother who asked verbal reflective questions of her language-delayed child, even though the child's articulation was very unclear.

One language-delayed child answered her own questions. She seemed to be mimicking her mother's conversational style as she read a picture book.

- D4472 R; What 's that ? ((R turns large book around on table))
 D4473 That 's emu .
 D4686 R; Who 's THAT ? ((R goes back to book, turning pages))
 D4687 That 's emu .
 D4688 Who 's that ?
 D4689 That 's bernie .

As reported in Chapter five, responsives were much more commonly addressed to the non-delayed children at home than at kindergarten. However, they were not evenly spread across the non-delayed children.

One child had a very high number, four times that of the next highest child. This child also had the highest number of real questions addressed to her at home, and a very high proportion of these were open. The two non-delayed children who had the highest percentage of open questions addressed to them also had the highest number of responsives addressed to them. One of these children also received a very high number of verbal reflective questions addressed to her. There was a more equal, collaborative style in the conversation in these mother-child dyads.

In summary, responsives in the data indicate that the mother recognises that the child has asked a question. Questions are important as initiating moves in conversation. The delayed children studied heard very significantly fewer responsives than the non-delayed children who heard only a few. Thus, while for both groups their effort at initiating conversation was not encouraged very much, this was even less the case for the language delayed children.

7.4 Expressives

As discussed in chapter three, an expressive is a verbal response to an utterance or situation whose purpose is not to convey propositional content, but the speaker's attitude or attention to the utterance or the situation. Expressives can have a structuring role in conversation. In the study of child language, they are often called acknowledgments, and are similar to topic continuing comments used by adult in helping children sustain the task of conversation. In the data, they also had a role in sustaining the attention to the activity which adult and child were engaged in.

In analysing the data, expressives have been subdivided into three groups. One group consists of those expressives which respond to something the child has said. A second group are those that respond to activity in the situation. Expressives that convey the desire for attention, typically with a vocative, are the third group.

Expressives as a speech act were similarly used with both language delayed and non-delayed children. They were about one quarter of all adult utterances to both groups of children.

7.4.1 Vocatives

Results in terms of vocatives are interesting partly because they indicate a style of directiveness usually associated with the adult speech directed to language-delayed children. Adults use vocatives to gain, maintain or ensure the child is paying attention. In the data, some vocatives have a phatic function, but many occur adjacent to an utterance that is directive in force. Usually the form used is the child's name, or a diminutive form of it. Occasionally, another term of endearment is used; "darling" is a common alternative to the child's name. Table 7.17 gives a breakdown of the occurrence of vocatives.

Table 7.17 Expressives - Vocatives

	Non-delayed		Delayed	
	No.	%	No.	%
Home	67	2.3	114	3.1
Kindergarte	88	10.9	166	9.6
Total	155	3.3	280	6.2

(Percentage is as part of total adult talk)

In the data collected at home, for each matched pair, the non-delayed child heard fewer vocatives than the language-delayed child. In one case, the difference was very large, but in the others it was only of the order of two to three percent of total expressives. From Table 7.16, it is clear that vocatives were not numerous amongst adult utterances at home, but were much more so in the preschool setting. There was more need to identify the child amongst others at the kindergarten which might account for the much higher use of vocatives in that setting. Vocatives were more commonly addressed to language delayed children when all adult utterances are considered, but this difference was not statistically significant.

7.4.2 Expressives that respond to activity

Expressives that acknowledged the child's activity were short comments. Typically, they were reactions to what the child had done or utterances used to accept a turn in the activity. Some marked the completion of the adult's or child's turn. They followed action, not talk, on the child's part and helped to structure the play. They did not teach the activity. Some explicitly expressed the speaker's psychological state as in the following examples.

N2344 Du du . ((M makes congratulatory sound for herself))

D2213 ...(3.5) Whoops ,

D2214 ...(1.2) Who=a , ((tower of cups teeters, starts to fall))

D2420 ...(1.6) Very good ! ((S imitates M well))

Typically, they occurred in the adult's speech commenting on the activity near utterances that were assertives or directives.

N2295 Number three . (*assertive*)

N2296 Okay .

N2316 I think you 're playing tricks on me. (*assertive*)

N2317 Ah-ha.

N2364 Oh well .. we're back to number five . (*assertive*)

N2365 Well that 's interesting .

D21011 No more of that , (*assertive*)

D21012 all right then .

N2276 All right ,

N2277 you find number five ? (*directive*)

N2330 Good boy,

N2331 Your turn . (*directive*)

D215 Gree=n, (*assertive*)

D216 ...(1.1) That 's right . ((S puts the ring on))

D217 what 's this color ? ((M holds up ring)) (*question*)

Expressives often just marked progress through an activity, helping the flow of the commentary without focussing on propositional content. Frequently, the adult simply said 'okay' or 'all right' as the child accomplished part of the task. Sometimes, the expressive marked a change in the activity.

N2544 Okay ,

N2545 Now count with me . (*directive*)

D211 ... Okay ,

D212 put that one there . (*directive*)

Adults used similar percentages of expressives in both the home and kinder setting. In both settings, there were approximately five percent more expressives relating to activity addressed to the language delayed children than there were to the non-delayed children when all expressives are considered. In this case, it is interesting to consider how numerous these expressives are in terms of all adult utterances.

Table 7.18 Expressives-Activity

	Non-delayed		Delayed	
	No.	%	No.	%
Home	279	9.4	460	12.5
Kindergarten	83	10.3	210	11.9
Total	362	7.6	670	14.9

(Percentage is as part of total adult input)

As table 7.18 shows, nearly 15 percent of adult talk directed to language-delayed children related to the activity in which they were engaged.

There were significantly more expressives addressed to language-delayed children than to non-delayed children ($p < .01$).

7.4.3 Expressives that respond to talk

Expressives relating to the child's talk were more common than those relating to activity in the home data for both groups of children. In contrast, expressives responding to activity were more frequent in the input addressed to both groups in the kindergarten setting. Looking at the two groups as a whole, the non-delayed children heard more comment on their talk than did their delayed peers in the home setting, while the reverse is true for the preschool setting. Many are simple acknowledgments, some repeat the child's utterance and return the speaking turn.

N221 Z; AGAI=N .

N222 M;Again .

N241 Z; I 'll HELP' .. I 'll help ya .

N242 M; Oh ... okay .. fine.

N293 Z; Six balls --

N294 M;Yeah .. five ... six --

N2109 Z; I DID find it .

N2110 M;Oh .. okay,

N2139 Z; Well I 'm just cou=nting in my MI=ND .

N2140 M;Oh sorry .. all right .

N2170 Z; Same as you .

N2171 M;mhm

N2222 Z; Here .

N2223 M;Oh , thank you .

Table 7.19 summarises the expressives that respond to talk in the two settings. The difference between the two groups in the number of expressives responding to talk is significant at the .005 level in the kindergarten setting.

Table 7.19 Expressives - talk

	Non-delayed		Delayed	
	No.	%	No.	%
Home	431	55.5	533	48.1
Kindergarten	55	24.3	126	25.1
Total	486		659	

(Percentage calculated as part of Expressive utterances)

The pattern in the kindergarten was different from that at home. There was a more equal distribution of expressives responding to activity and to talk across both groups of children.

In the home data, I found no clear preference for expressives that responded to talk as opposed to those that responded to activity when the children are considered individually. There was a pattern for three of the four matched pairs; the non-delayed children heard many more expressives responding to talk than to action. For two of the matched pairs, the difference was big. One non-delayed child heard 22 percent more expressives responding to something she had said rather than something she had done. This pattern could be seen as a result of the reduced talkativeness of the delayed children, but the mother who used the most expressives responding to talk in the entire data was addressing a language-delayed child. This mother frequently acknowledged her child's attempts to label pictures and objects. The trend for the other delayed children was different, with three of the four subjects hearing fifteen percent more expressives responding to action than to talk.

Expressives that responded to talk and took the form of a repetition of what the child had said tended to be followed by a child utterance rather

than an adult utterance in the data for the non-delayed children. Most often these repetitions had a turn giving function for the non-delayed children, while they seemed to confirm the adult's interpretation of the child's meaning for the language-delayed children. The following examples are typical of the repeated expressives sequences for the non-delayed child:

N31254 R; { ONE= } TWO THREE FOUR FIVE SIX SEVEN EIGHT ,

N31255 M;EIGHT .

N31256 R; EIGHT .

N31645 R; ...(1.8) See that STUCK .

N31646 M;Stuck .

N31647 R; Stuck over .

N3667 M;That 's his helpers .

N3668 R; Yeah .

N3669 M;Yeah .

N3670 R; One day they have a christmas day time= .

N3671 ...(2.6) One day they have a christmas x x.

The repetitions of the delayed children's utterances seemed to be confirmations of what the child had said rather than turn-giving, and rarely resulted in turn change.

D41027 R; Boy .

D41028 M;Yeah that 's a boy .

D41029 ...(1.6) And ... uh ,

D41030 R; That 's ...that 's -- .

D41310 R; ..(3.6) Boy says { yes .}

D41311 M;{ YES! } ((M coughs))

D41312 ...(5.7) LOOK !

D41313 ...(3.1) LOOK !

D33 M; <^ ...(1.4) Which one ? ^> ((T asked to choose lotto card))

D34 T; Ba7 !

D35 M; THAT one ,

D36 all right .

There were many instances of the mother repeating for clarity, as though confirming meaning, as well as 'fixing' articulation, particularly in one delayed child's data. Her mother frequently repeated the child's utterance, apparently to confirm meaning, and then continued the conversation herself.

D1138 R; Haw= .

D1139 M; <^ A horse ! ^>

D1140 <^ You got a HORse too ! ^>

D1618 R; Oo .

D1619 M; Moo ,

D1620 that 's a girl . ((R tries another set of doors on the puzzle))

D1621 ...(5.2) Nobody <^ home ? ^>

D1910 R; ...(5.5) (/ mah . /)

D1911 M; More .

D1912 R; ...(3.7) (/ pi . /)

D1913 M; Please ,

D1914 right . ((M responds to request, hands R the rolling pin))

This mother's use of expressives repeating the child's utterance in fact affects the total results for expressives responding to talk. No other child's data has so many of these expressives. The child closest to her in

number was a non-delayed child who heard 55 percent of the expressives responding to talk that she did.

7.4.4 Expressives in summary

In summary, expressives constituted approximately 25 percent of the adult talk addressed to both groups of children. Both groups heard more expressives which related to activity than to talk in the kindergarten setting. The non-delayed group heard seven percent more expressives responding to talk than to activity in the home setting. The greater number of expressives responding to activity in the language-delayed children's input is significant at the .05 level. The language delayed group also heard more vocatives at home. Table 7.20 gives a summary of expressives in the data.

Table 7.20 Expressives

	Non-delayed		Delayed	
	No.	%	No.	%
Vocative	155	15.4	280	17.4
Activity	362	36.1	670	41.6
Talk	486	48.5	659	41.0
		100		100

(Percentages calculated as part of expressives)

These results are different from those for the non-delayed children in the classroom who, except for one girl, heard very many more expressives that responded to their talk than to their activity. Even this very shy girl heard more responses to talk than activity, but the difference was not as great.

Table 7.21 Expressives at school

	Number	%
Vocative	41	34.2
Activity	20	16.6
Talk	59	49.2
Total	120	100

(Percentage is as portion of Expressives)

7.5 Summary: Input providing support for the development of conversation

The children recorded in school heard more real questions than test questions. Of the questions not turn-giving or seeking clarification, they heard 62.7 percent real questions, and 37.3 percent test questions. Real questions are the questions of adult conversations. Both groups of children heard more of these in the preschool input (see Table 7.1 above), but not as many more as the normally developing children did at school. Real questions do tell us that the adults are seeing both groups as conversationalists, and are preparing both groups for school similarly in this respect.

However, language-delayed children and normally developing children are being led into conversation differently. Questions and comments on children's talk typically support children's developing conversational skills. Language-delayed children hear fewer of the kinds of questions that elicit conversation and more of the type that elicit short answers already known by the speaker. They heard significantly fewer open questions and questions that seek to give the speaking turn to the child. They hear few responsives, indicating that they are not taking the initiating, question-asking role in conversation. They also hear significantly more responding comments on their activity than on their talk.

Variation amongst the adults relating to language-delayed children suggests there is a choice that the adult makes, perhaps not consciously. Two of the four mothers of language-delayed children asked verbal reflective questions. The mother of one offered responsives as well. Neither speech act is frequent in the data, but the mothers did attempt to engage the children in conversation, despite their limited productive language. One of these children was one of two who had no consistently recognisable single word utterance. Her articulation was very poor. She did have conversational skills such as attention and turn-taking and did

attempt to ask questions. Her mother tried very consistently to respond to any utterance as though it was meaningful. This mother used many explicit question directives rather than simple imperatives, and, as we will see in chapter eight, provided more complex assertives. While the children's productive language did not encourage the adults in their preschool environment to lead them into conversation, at least two of the adults were willing to overlook the production and engage the children as conversationalists.

As seen earlier, children with a language delay hear more directives to talk, but less of the input that leads children normally into conversation. We will look now at the part of the input which it provides the content of conversation.

8.0 Assertives: Input preparing children for the tasks of the educational setting

8.1 Introduction

Directives and commissives in the input provide information about the relationship between language and context. Questions, responsiveness and expressives support children as developing conversationalists. Assertives in the input give an idea of the content experience children have in the preschool years and their exposure to the representation of the world in language. Assertives include utterances that help children build up their referential lexicon. As we saw in chapter three, there is a close relationship between adult input and the child's acquisition of the lexicon. Do the adults studied provide a range of contexts to assist children to map language form on to meaning? Are the adults merely giving labels, or are they preparing children for the narratives of morning talk and picture book sharing? Do the two groups of subjects have similar input in preparation for the ideas the school situation will ask them to share?

The aim of this chapter is to report the data with respect to these questions. As is clear from earlier studies, assertives for normally developing children become increasingly complex, moving from labelling elements of the child's world to describing and telling stories about them, and onwards to making statements about the unreal, the possible or

impossible. This chapter compares the data on assertives in the adult input to the normally developing and language-delayed children.

As we saw in chapter five, assertives comprise 27 percent of the input to language-delayed children and 36 percent of the input to non-delayed children. Assertives were subdivided into six categories for analysis. Categories one, two and four were assertives that labelled or described. Categories three and six related events, either tied to the activity or not. Category 5 were assertives that stated the possible. This chapter will report the data in this order.

8.2 Assertives that label and describe

Assertives that label or describe the world included those that labelled elements of the world, those that named attributes, and those that describe feelings. These are typically the first three assertives to appear in the child's speech. This is not surprising as labels are typical of mother's speech to very young children. As discussed in chapter four, assertives that describe feelings were treated separately in the analysis in order to determine if there was any difference in input that might affect the developing theory of mind and the achievement of the social goals of integration.

8.2.1 Assertives that label in the data

As a portion of the total number of utterances that are assertives, those that merely labelled objects or people in the child's world were significantly ($p < .001$) more frequent in the input to language-delayed children than that to non-delayed children. Table 8.1 shows the percentage of assertives that were labels.

Table 8.1 Labels in preschool data

	Non-delayed		Delayed	
	No.	%	No.	%
Assertive-labels	295	24.0	590	37.3

(Percentage calculated as part of assertives)

Looking at the data for three of the language delayed subjects, the occurrence of labels was more than twice that of their non-delayed matches.

8.2.1.1 Assertives that label at home and at kindergarten

Assertive labels are the building blocks of vocabulary. They are typically numerous in the input to normally developing younger children, and were very numerous in the input to the language-delayed four-year-olds. The assertive labels represented different elements of the world between home and kindergarten and in the input to the two groups. They represented various levels of abstraction. At home, the mothers were likely to name pieces of the puzzle, or characters that puppets represented, or parts of pictures in a picture book.

Mothers speaking to non-delayed children:

- N2508 A Christmas tree , ((M names picture on lotto card))
- N2957 Big Bird . ((M names toy Z has picked up))
- N21284 You 've got the stegosaurus .
- N2112 ... Okay .. number two . ((M labels the number/symbol on the dice.))
- N1201 It IS a goose , ((M looks at puzzle piece))
- N1300 ...(2.3) It 's a KETtle ,
- N3378 There 's a mummy . ((M points to picture in book))
- N3604 ...(3.2) Look at all the TOYS= . ((M points to cover of book))

Mothers speaking to language-delayed children:

- D21 Circles . ((S has picked up some rings from the toy box.))

D451 ...(3.9)That 's the man again . ((R picks toy from bucket))

D4518 ...(1.9) That 's an emu . ((As R points to another picture of an emu))

D3411 <^ BIG BIRD ! ^> ((M gets Big Bird wheeled toy from box))

One mother who used Makaton signs with her language-delayed child reinforced the spoken labels with the Makaton.

D3107 That 's a boy= .

D3108 BOY . ((Makaton))

D3112 A BOY= . ((Makaton))

D3113 And a TEDdy . ((Makaton))

D31301 That looks like her TEDDY . ((Makaton))

All mothers named words in print, usually parts of titles. One book was not a narrative, but a text that repeated a single word for pictures of different events.

D3674 Says HELP ! ((reads word))

N3608 That says <^ santa 's ^,>

N3620 M; ...(2.2) SANta 's , ((M points to each word in the title))

N3621 R; <p Santa 's , p>

N3622 M; TOY ,

N3623 R; <p Toy , p>

N3624 M; SHOP .

N3625 R; Shop .

Mothers of non-delayed children also labelled the symbols for numbers and letters for their children or offered labels in the course of the children telling a story.

N4420 That 's number six ,

N4571 Number three is this one . ((M points to card))

N3795 { CoYOte . } ((M reminds R of character in Roadrunner story))

N3441 ...(2.6) "A" , ((M answers self after asking 'What's that letter?'))

N3632 that 's a 'y' .

Two of the non-delayed children heard only two and three assertive labels respectively in the kindergarten setting. For one, they were from a mother labelling parts of picture on a board game. For the other, two named materials to use in a construction activity, and one labelled a picture in a picture book. The two who heard many more, heard them in specific activity contexts. At kindergarten, for one non-delayed child, virtually all occurrences were naming letters and representative words/pictures in a computer program teaching the alphabet. The other, who heard most labels in this group of children, heard them from a teaching assistant who commented on the puzzle picture she was working on, and later commented on a painting she was doing about her house and pets.

N4K373 Your cat 's house is a triangle .

This discussion of the picture led to the teacher assistant and child telling each other about their pets and the pet names and appearance.

Except for the match to the child playing the alphabet computer game, the language-delayed children heard many more labels in the kindergarten setting. Some of the uses were similar to those at home, for example, images on lotto cards, pictures in picture books. The labels one language delayed child heard were labels used to name the toys he played with: cars, trucks, bulldozer, grader, dinner plate, blanket, trousers, and the picture in a picture concentration card game. Others heard the labels for the materials they used such as 'scissors.' Two heard the words spelt by a series of letters, 'Christmas Tree' written on a child's painting for her, and their own names. Two heard labels naming parts of their painting or designs (spots, swirls, stripes) painted. Two of the children often heard the

name of another child articulated carefully. For one this was often followed by 'you say hello to N'. The other was then asked to say the name himself.

The difference between the two groups when the home data alone is compared is significantly ($p < .001$) greater than in the kindergarten setting as shown in Tables 8.2 and 8.3.

Table 8.2 Labels at home

	Non-delayed		Delayed	
	No.	%	No.	%
Assertive-labels	254	25.2	504	41.6

(Percentage as part of assertives)

At the kindergarten, labels became a smaller portion of the assertives in the input to both groups, but still more common in the language addressed to the language-delayed children. The difference, shown in Table 8.3, though, is not significant.

Table 8.3 Labels at kindergarten

	Non-delayed		Delayed	
	No.	%	No.	%
Assertive-labels	41 (41)	18.6	86	32.2

(Percentage as part of assertives)

8.2.1.2 *Elaborating on assertive labels*

Assertive labels are important as children begin their representation of the world by labelling it. We saw two factors in chapter three which influence the acquisition of vocabulary, particularly nouns, in normally developing young children (1;0-2;6). One is that frequency in the input influences lexical production. The other is that more context supports the child in his/her attempts to gain meaning from the labels. Thus, it is important to know how many assertive labels in the data were simply one-word offerings, and to know what environment labels occurred in. The additional context that supports the task of acquiring meaning is

elaboration that relates a label to a feature of the label, a related action statement, or to the activity presently engaged in.

Elaboration was analysed by identifying assertive labels that consisted of only a noun or an article and a noun; and by what followed an assertive label, specifically if it was followed by an assertive attributive or action statement, whether that was a mapping one or a decontextualised one. Labels followed by elaborating assertives show scaffolding. Various elaborations occurred in the data.

D2258 It 's a circle .

D2259 It 's ROUND .

D2350 ...(1.8) that 's purple too ,

D2351 ...(1.0) the same colour . ((M shows S that shape and stick are the same))

N1542 ... It 's an old man= . ((M names puzzle piece J holds))

N1543 He 's a wobbly wobbly old man .

Often, the use of the object was added to its name.

D31421 Oh they 're MITtens . ((M puts picture on board))

D31422 You put them on your ha=nds .

D31423 Keep your hands warm .

D31452 M;Well we eat with those ,

D31453 ... a fork ,

D31454 ... and a KNIFE ,

D31455 { and a SPOON . }

D31456 T; { X x . }

D31457 M;Yes ,

D31458 we eat our dinner with that .

D31502 Bread ,

D31503 we make sandwiches out { of bread . }

N1438 M;That 's a ROCKEt ship .
N1439 It goes shhoo straight up in the sky .

Frequently, the elaborating statement referred to something in a picture near the label offered.

D3745 That 's an ELEphant .
D3746 ...(1.9) He 's helping a little boy who 's fallen over .

D3820 Oh THAT 's the SMOKE .
D3821 That 's smoke from the FIRE .

D3864 HE 's got a BIG bunch of BALloons .
D3865 And he 's gone up in the SKY .
D3868 <^ look at ^> all those balloons .
D3869 ...(1.0) <^ That poor boy 's been lifted RIGHT up HIGH
. ^>

D3913 He 's got a BIG CARrot .
D3914 <^ The man 's trying to pull the CARrot out of the
GROUND . ^>

Sometimes, the supportive elaboration referred to the present, physical world such as what the child was wearing in D31410, D31411 or to the gameboard in front of the child.

D31410 { <^ OH } shorts ! ^>
D31411 YOU 're wearing some shorts today ,

N2286 ... Number FOUR .
N2287 Ah ... you 've already got number four .

N2504 eight ,
 N2505 and that's what we need .. number eight .

The adult has the opportunity to add to the teaching of meaning by following one assertive label with another assertive that describes what the label has named, or identifies an action carried out with it. For both groups of children at home, relatively few assertive labels were elaborated on by attribute or action mention. The most elaboration any child heard in either group was twenty percent; the least, in the input to a language-delayed child, was four percent. The language delayed children did hear less elaboration than the non-delayed children. In the kindergarten setting, assertive label utterances had no follow-up elaboration for three of the four non-delayed children. This lack of elaboration happened in the context of very few, only two or three, assertive labels in the data addressed to these children in the kindergarten. The two who did hear many labels, usually naming letters or parts of a puzzle, did not hear elaborating utterances. Three of the language-delayed children heard elaborating utterances following labels at kindergarten. Two heard 12 and 13 percent of the labels elaborated. The child who heard only five assertive labels in the kindergarten heard two of the five followed by elaborating utterances.

Many unelaborated labels were those occurring in an utterance that was simply a noun or an article and a noun. Forty-five to fifty-five percent of the assertive labels for three of the four language-delayed children were such utterances.

N1752 a pet shop .
 N1612 <l Triangle . l>
 N3120 A train .
 N3729 Chimney .
 N31699 Sheep .

One non-delayed child also heard nearly half of the assertive labels in this short form. Not included in this count are the slightly longer forms 'It's/that's a N' used very frequently by two of the mothers of language-delayed children. These short forms were mostly the names of number symbols as they appeared on the dice for two of the non-delayed children. The use of these forms as well as the high number of noun or article plus noun means that language-delayed children heard very many of the assertive labels with non-verbal context to support their developing an understanding of the meaning. In the kindergarten setting, two of the four non-delayed children heard none of the short forms at all. The other two heard sixty-five and eighteen percent respectively, one as she played an alphabet computer game, the other as she made a puzzle and explained a painting. The language delayed children, in contrast, all heard many short form labels, ranging as a portion from twenty to fifty-three percent of the assertive labels they heard. Overall in the data, the language-delayed children heard many more assertive labels that were merely article plus noun.

The lack of elaboration of assertive labels minimises the likelihood that they are learnt by the child. Besides this lack of scaffolding, the language-delayed children heard a smaller range of labels, many of which were repeated. Repetition of single items in the data to a child was more common in the data addressed to all four of the language-delayed children than in that addressed to the non-delayed children. This gives a picture of a smaller vocabulary presented repeatedly to the language-delayed child in less elaborated ways than the vocabulary presented to the normally-developing child. The language-delayed child who heard the highest number of labels also heard most labels repeated, often several times within a recording session, while she played with lotto cards, and while reading a picture book. Another mother of a language-delayed

child frequently repeated a limited set - ball, emu, cow, girl, boy - that came from a picture book.

The non-delayed children who chose to play the number lotto game also heard labels repeated. Their mothers continually named the number symbol that the children rolled on the dice. If a number turned up on several turns, it was repeated. One mother also repeated labels to prompt the child's telling of a story or to correct the child when the latter intentionally offered an incorrect answer while playing.

In summary, assertives that label the world were common in the language addressed to both groups of children, but far more common in the data addressed to language-delayed children, particularly in the home setting. To help children acquire new items in their lexicon, frequency of exposure and variation in the context add clarification and meaning. Such elaborations were not common in the input to either group of children. Context rather than language supported meaning.

8.2.1.3 Assertive labels at school

The non-delayed children did hear a few assertive labels at school. One child heard two, another three and another eight. For one, two of three instances were cases of the teacher assisting with word recognition in reading; for another, both occurrences were the teacher assisting with word recognition in reading. For the third child, all instances were the teacher prompting the names of numbers or items starting with a certain letter. The reference was to objects not present, just having a certain common letter or sound.

8.2.2 Assertives that describe

Assertives that describe attributes rather than just name a part of the world appear in adult input after labels, and are often the focus for discussions in school as teachers introduce difference within classification.

Language-delayed children heard fewer assertives describing attributes in the input than the normally developing children did. However, they did hear more in the kindergarten setting than at home. It is important to look at the nature of these assertives. Assertives that state attributes in the data recorded at home showed less complexity than those in the kindergarten setting, and there were also more short utterances in the input to the non-delayed children. They heard a mix of short utterances with an adjective plus noun to express attribute, and longer utterances with a more complex syntactic structure to express the attribute.

- N2184 ... and that 's one that has four balls on it .
- N21011 _ He 's so BIG
- N21318 ...(1.6) That Grover is just the nastiest person I've
ever seen .
- N256 That 's not the right one then .
- N257 Wrong CA=RD .
- N1165 That was one we could n't get last time .

Those addressed to the non-delayed children in the kindergarten setting were typically more complex, embedded in longer utterances and described attributes that were more abstract. Many described items that were part of the activity, such as puzzle making or paper construction.

- N3K61 that might be the sort of box to go on the top ,
- N3K70 ...(4.2) That 's difficult .
- N3K109 ...(12.1) A yellow one .
- N3K158 this is the black bit up at the top with the lights in it .
- N4K72 It 's the one that goes along the edge. ((Puzzle has
border pieces))
- N4K79 and it 's got a curly piece that goes up like that .
- N4K83 It 's got a straight side .

N4K91 See it's got a straight side so it must be a top piece .

N4K131 ...(6.7) Pointy piece ,

Some sorted items or people out of a group.

N1K215 and all the right letters .

N1KG290 She 's very good at making them .

N1K370 No they 're ones already done .

N2K56 ...(1.5) These are very simple .

Some referred to the child him/herself.

N1K166 Do n't you look SWISH .

N2K3 Oh that 's lovely .

N2K168 you 've got a wicked look on your face .

N4KG456 ..You 've got a bit of blue on the front of yours ,

In the language addressed to the language-delayed children, the assertives that described were usually much shorter utterances and typically identified colours or quantity, occasionally texture. The attribute was most often something concrete, immediately observable.

D4K128 ...(2.4) Ah .. a train goes on it .

D4K205 They 're nice trains= .

D4K314 There 's a white blossom ,

D4K335 it 's lovely and soft ,

D4K344 Is n't it a lovely soft blossom .

D4K483 BEAUTiful pink= .

D4K869 That 's another picture the same= .

D2K235 ...(4.8) Soft ,

D2K318 that one 's red . ((Pointing to one in S's hand))

- D3K208 That 's the GREEN . ((T turns & paints up by name label))
- D3K385 really har=d .
- D1K143 Nice day for walking .
- D1K153 ... And this is not yours .
- D1K154 This is .. A 's photo .

Two of the language-delayed children heard much repetition in these utterances. One child, whose input accounts for most of the assertives of this kind in the data, heard many repetitions. One adjective, 'lovely' occurred in 19 of the 60 utterances that were attributive, sometimes occurring with another adjective, more often not.

- D4K754 Love=ly Christmas tree. ((T reaches to unclip painting from easel))
- D4K755 ...(2.9) That 's LOVEly .
- D2K273 ...(1.6) Put the BLUE car in .
- D2K274 ...(2.9) Find the BLUE car .
- D2K275 That 's the WHITE car .
- D2K331 Oh .. BROKEn .
- D2K332 The FENCE is BROken .
- D4K897 Up in the right .
- D4K898 ...Up here .
- D4K899 Where M's finger is .
- D4K632 that 's the brown brush .
- D4K633 ... No , ((R reaches for wrong brush))
- D4K634 this brush here .

There were few examples of longer assertive utterances that described attributes.

D4K390 Here 's beautiful smock to put on to keep that lovely tracksuit clean

D4K391 It 's a RED smock like your RED tracksuit ,

As well as qualitative differences, in this data, there were large differences in the number of assertives that describe in the recordings from the home setting. As we can see in Table 8.4, non-delayed children heard significantly more ($p < .001$) of this type of assertive than language-delayed children heard:

Table 8.4 Assertive attributes at home

	Non-delayed		Delayed	
	No.	%	No.	%
Home	221	22.1	121	10.1

(Percentage is calculated as part of assertives)

These significant differences between the children's input did not occur in the kindergarten setting. In fact, the language-delayed children heard slightly more proportionately than the non-delayed children did as Table 8.5 shows.

Table 8.5 Assertive attributes in kindergarten

	Non-delayed		Delayed	
	No.	%	No.	%
Kindergarten	60	26.2	114	30.2

(Percentage is calculated as part of assertives)

When the preschool data is seen as a whole, the non-delayed children heard significantly more ($p < .005$) assertives describing attributes than the language-delayed children did. Table 8.6 shows the results in assertive attributes in the total preschool input.

Table 8.6 Assertive attributes in preschool input

	Non-delayed		Delayed	
	No.	%	No.	%
Total	281	22.9	235	14.7

(Percentage is calculated as part of assertives)

In summary, the non-delayed children heard a greater proportion of assertives that attribute in their preschool input. These utterances were more complex and less repetitive. In the school setting, these assertives made up thirty-six percent of the assertive input to these same children. They were used frequently in school to guide the child to guess correctly, for example 'It 's the same sound that { starts x egg . }' (N4S56).

8.2.3 Assertives that refer to mental state or activity

Assertives may describe a feeling, emotional state, or a mental activity. These assertives appeal to the listener's sense of an inner world and lead the child to identify his/her own mental activity and to become aware of that of others. As we saw in chapter three, they help the child develop a theory of mind. Typical utterances in this group addressed to the language-delayed children are:

- D4451 You want the BIG book . ((R reaches for large book))
- D4846 Now you want a bikkie .
- D4947 You just like your new BOOK ,
- D3400 ...(1.0) You do n't want to do ANYthing .
- D3535 ...(9.7) I think you want Big Bird to fall off .
- D193 Ah you want ... GROver .
- D1187 ...(2.7) You want KOAla .
- D1249 Oh you want a BOOK .
- D1291 You want to play with playdoh .
- D1582 You want it up that way ,
- D2929 You want to play with the cars .
- D21210 ..Want to play with the cars . ((S brings more cars back, hands one to M))

The most common mental term representing desire was 'want.' There were a few utterances expressing emotion or other mental activity.

Particularly in the input in the home settings of the two groups, the language-delayed children have much more exposure to the earlier learned forms expressing desire than the non-delayed children who hear a greater variety of assertives representing mental states, and more of those referring to belief. An overwhelming number of the assertive utterances of this type referred to the child's own desire. Seventy-two percent of assertives addressed to language-delayed children referring to mental activity related to the child's desire. The remainder more often referred to the child's mental activity than to another's.

D4549 You 're forgetting about your left hand ,

D3375 ...(2.1) You WERE hungry . ((T starts to eat banana))

D31383 ...(1.7) We know our baNAnas ,

There were only five examples of reference to another's mental activity, such as in

D1416 do n't know where that bit is= .

D13 ...(1.0) I thought I'd get out of this today.((refers to doors puzzle))

D14 I wanted to x with something else .

D2694 Oh I thought it was good .

or in looking at a picture book

D3809 <^ This lady wants HELP . ^> ((M points to picture))

The non-delayed children heard assertives referring to desires, to thinking and to beliefs. Sometimes, these referred to the child's mental activity, as in the following utterances.

N157 You want to play another game .

N3100 ...(1.1) You know what colour .

N3833 You like CACTuses .

- N2480 You know that .
- N2647 You know I will .
- N41215 You get sick of toys pretty quick ,
- N2753 You guessed wrong .
- N21294 You PRETEND you 're a friend ,

There were many utterances referring to the mother's mental activity.

- N11323 ...I do n't want to play spotty games any more
- N3550 ...(1.0) I think .
- N31738 I do n't know what it is .
- N2759 I do n't even know where we are now .
- N2930 I thought you 'd read that part .
- N2941 I enjoyed that .
- N41282 Well I know where there 's another one .
- N41315 I 'm a bit tired today .
- N4583 { I thought this } one was empty but ,

As well, there were utterances referring to mental activity more generally, prompted by book reading.

- N2671 How sad ,
- N21040 This is a sad book .
- N21041 Maybe it will get happier . . . as we go along .
- N4977 they 're both sad .
- N41069 So that 's why he was sad ,

One mother referred to the child's future mental activity: 'You got to LEARN your numbers' (N4649).

In the kindergarten setting, the language-delayed group typically heard assertives again expressing desire, usually with the verb 'want,' or 'like,' such as a comment that one child likes tearing or that another likes a particular toy vehicle. One delayed child heard four utterances commenting on how the aide or her parents liked/would like her painting. The few assertives referring to mental activity addressed to non-delayed children usually referred to 'thinking'. One child heard comments from the teaching assistant about her own thinking: 'Oh I'm all mixed up,' (N4K413), and, at another point in the conversation,

- N4K372 now I understand .
 N4K373 Your cat 's house is a triangle .
 N4K374 D; { Yeah . }

This comment in conversation about the listener's mental activity occurred in three of the four assertives referring to mental activity in the school data.

- N1S136 I do n't quite understand .
 N2S26 I ca n't remem=ber .
 N2S59 I 'm proud of you .

In summary, the assertives referring to mental activity were more varied in reference for the non-delayed children. These assertives were slightly more frequent in the input at home than in the kindergarten setting for the language-delayed children. However, as can be seen in Table 8.7, there is little difference in the input to the two groups of children in terms of the proportion of assertives that this class of assertive constituted.

Table 8.7 Mental state assertives in all preschool input

	Non-delayed		Delayed	
	No.	%	No.	%
Assertive-mental	39	3.2	55	3.2

(Percentage calculated as part of total assertives)

When considered individually, the children in both groups heard very different numbers of utterances that were assertives referring to mental state or activity. In each group, there was a child who heard only two or four and another who heard 12 or even 19 such utterances. Such utterances contribute to the child's developing theory of mind.

In summary, while assertives which contribute to the development of theory of mind were not common for either group, the extensiveness of reference was much greater in the utterances addressed to the non-delayed group.

8.3 Assertives that refer to activity

Some assertives report action as it is happening, for example, 'I'm getting another puzzle.' Others recount action that is not present in the moment. These two have been separated as one requires more of the child to reach an understanding of the speaker's meaning. In school, children are exposed to many assertives that do not relate to the world that is present in time and space. They are frequently asked to recount their own activities that occurred outside the school. Assertives reporting action in the school data were more likely to report action that is not contemporaneous with the utterance except when the teacher is commenting work as the child is doing it. These examples come from the data recorded in school:

N2S83 ... (12.8) You 're being very careful ,

N4S96 You 're doing wonderful work .

N4S170 because you 're working so well ,

N2S92 he 's USING it. ((T responds to R's complaint about another child))

Typically, assertives mapping present activity at home were a running commentary on the game or puzzle that the mothers provided to both groups of children.

N248 We're just playing one each , ((as M takes one lotto card))

N263 I can't find it , ((M looks for lotto picture))

N2206 Let's see .. let's come back to here . ((M points to lotto picture))

D267 ...(1.1) there we go. ((S applauds himself again as he gets rings on))

D272 Oh they come off , ((as S takes stacking rings off pole))

D2115 ...(2.4) They're all on . ((Refers to stacking rings))

Assertives referring to present activity were less common in the input in the kindergarten setting than those referring to non-present. Both groups of children heard more of the latter in the kindergarten than they had at home, though still much less than of those referring to present activity. Again these assertives referring to present activity and sometimes to how well the child was doing the task accompanied the paper construction task or puzzle.

N1K83 I'm glad you're showing Mandy ,

N1K85 I'm getting the hang of it though ,

N1K86 because they're playing it really well ... taking turns .

N1K87 So now I see .

N1K247 You're cutting very fast .

N1K302 ...(2.8) It spins around as it goes, ((J sits again and tosses helicopter in air))

N4K171 We'll put them in like that ,

Looking at the preschool data, this pattern of referring to present action rather than non-present is occurs in the input addressed to both groups of children. As Table 8.8 shows, assertives that were mapping current activity were very much more common than those referring to non-contemporaneous activity.

Table 8.8 Assertives - activity in all preschool input

	Non-delayed		Delayed	
	No.	%	No.	%
Present activity	504	41.0	622	39.3
Non-present	73	5.9	71	4.5

(Percentage is calculated as part of assertives)

Assertives referring to non-present activity were rare in the input to both groups of children. Only one language-delayed child heard many such assertives. In this child's input, there is a very high number of assertives overall; she heard the highest number of labels, and the assertives which named action typically followed these labels. The mother frequently elaborated on the label by saying something about how it was used.

D3420 A YELLOW bird .

D3421 ...(1.4) We see big bird on sesame ,

D31421 Oh they 're MITtens . ((M puts picture on board))

D31422 You put them on your ha=nds .

Assertives describing action not happening contemporaneously were less common in the data for both groups in both settings than assertives that mapped present activity. Table 8.9 summarises the occurrences of these assertives.

Table 8.9 Assertives - non-contemporaneous activity

	Non-delayed		Delayed	
	No.	%	No.	%
Home	48	4.7	47	3.9
Kindergarten	25	11.3	24	6.4
Total	73	5.9	71	4.5

(Percentage is calculated as part of assertives)

While assertives reporting action were not common in the input in the school, the children in every case was asked to recount activity, typically not as they were doing it, during the recording sessions. Table 8.10 shows the frequency of assertives referring to activity in the school input.

Table 8.10 Assertives- activity in the school input

	Non-delayed	
	No.	%
Present activity	6	9.5
Non-present	11	17.5

(Percentage is calculated as part of assertives)

Clearly, more of the adult input that was assertives referring to activity commented on activity that was contemporaneous with the utterance. This was the case for both groups of children. As Table 8.11 shows, there is no significant difference between the two groups in the frequency of assertive input that refers to present activity.

Table 8.11 Assertives-present activity

	Non-delayed		Delayed	
	No.	%	No.	%
Home	432	43.2	488	40.6
Kindergarten	72	31.4	134	35.4
Total	504	41.0	622	39.3

(Percentage calculated as part of assertives)

Assertives referring to present activity are tied to the context. When data relating to assertives that label in the context and refer to activity in the context are considered together, there is a tendency for the language-delayed children to hear more assertives tied to the context. This context dependency will be discussed in greater detail below.

8.4 Assertives that refer to the possible

The last group of assertives analysed is that group that refers to activity or state in a way that hedges on the speaker's commitment to the proposition being the case. Teachers use these assertives to encourage children to reach their own conclusions. For example, in listening to a child's reading,

N1S19 T; Could be fa=ther or

N1S44 Could be stuff,

N1S45 It means the same as stuff .

These assertives allow the hearer to express his/her own view, giving the speaking turn to the listener. As Table 8.13 shows, they were not common in the data in either preschool setting. They were much more likely to be addressed to non-delayed children.

Table 8.12 Assertives - tentative

	Non-delayed		Delayed	
	No.	%	No.	%
Home	22	2.2	5	.4
Kindergarten	16	7.0	3	.7

(Percentage is calculated as part of assertives)

Two of the language-delayed children heard one during the recording periods, one heard none. While in the preschool data, the adult's utterance did not always elicit a response,

N1242 ... (3.5) Probably because he has n't got any dinner in his bowl .

N1243 ... (2.5) Might be a bit hungry .

N1244 J; Xx.

often it did.

N1277 M; That must be what his name is ,

N1278 { Spot . }

N1279 J; { Yeah . }

N2835 M; That 's probably what they 're saying .

N2836 Z; X .

N2837 That dog is not allowed to come back again .

8.5 Assertives in the conversation

Assertives in the adult input were frequently followed by a question or a directive from the adult, sometimes another assertive, or a pause. They did elicit a response from the child, but the obligation on the child to

respond was not strong. Less than half of the assertives addressed to non-delayed children at home were followed by a child utterance. Even fewer, approximately twenty-five percent of the language delayed children responded to assertives in their mothers' input. Assertives were not effective elicitors. Even assertives relating less commitment to the proposition on the speaker's part were not effective elicitors, with only about half of these being followed by a child turn.

It is likely that the school setting will make increasing demands on the child to interpret and use language in ways that are not context tied. In this data, two categories of assertives that are most numerous in the input are assertives labelling objects and assertives referring to present time activity. Together, these context tied assertives make up the majority of assertives in the input. Table 8.13 compares the two groups of children in terms of labels and activity mapping assertives. The greater frequency of this more context-tied input addressed to the language-delayed group than to the non-delayed group is significant at the $p < .001$ level.

Table 8.13 Assertives tied to context in preschool data

	Non-delayed		Delayed	
	No.	%	No.	%
Labels	295	24.0	590	37.3
Present activity	504	41.0	622	39.3
Total	799	65.0	1212	76.6

(Percentage calculated as part of assertives)

As Table 8.14 shows, these assertives were particularly common at home.

Table 8.14 Assertives tied to context in the home data

	Non-delayed		Delayed	
	No.	%	No.	%
Labels	254	24.9	504	41.6
Present Activity	432	42.4	488	40.3
Total	686	67.3	992	81.9

(Percentage calculated as part of assertives)

The decrease at kindergarten was greater for the language-delayed children than for the non-delayed children as can be seen in Table 8.15.

Table 8.15 Assertives tied to context in the kindergarten data

	Non-delayed		Delayed	
	No.	%	No.	%
Labels	41	18.5	86	23.2
Present Activity	72	32.6	134	36.2
Total	113	51.1	220	59.4

(Percentage is calculated as part of assertives)

These two categories of assertives combined were 31.7 percent of the assertives in the input to the non-delayed children at school.

In summary, the language-delayed children heard more assertives that referred to their immediate environment, particularly at home, and fewer assertives that referred to mental activity. They heard both fewer and a much narrower range of the latter. Neither group experienced many assertives like the context-independent assertives which occurred in school. The normally developing children heard assertives in the input that were more demanding, that went beyond labelling. The significant differences between the two groups were in the adult use of assertives that merely labelled and those that gave attributes, and in those assertives that were uttered with less conviction. These differences suggest the non-delayed children heard assertive input that was closer to that which they would hear at school where 36 percent of the assertives referred to attributes, and thirty-one rather than sixty-five or seventy-six were tied to the context.

These last four chapters have described the input experienced by the language-delayed and non-delayed in their preschool settings and what they do in those settings. It is time to consider the implications of this input.

9.0 Implications of variation in the input

9.1 Introduction

Considering all six speech acts in the data, the experience of language-delayed and non-delayed children during the preschool years is quite different in ways that have the potential to influence the success or failure of the schooling of children with impairments in integrated settings.

The purpose of this chapter is to explore how the speech acts discussed first in terms of situation and activity and then in their more finely analysed forms considered in chapters six through eight combine to form a different environment for language development. This chapter will show how preschool setting and activity interacted with speech acts in the adult input. It will also show in which way the various speech acts discussed in chapters six through eight shaped the opportunities in the input for these children to prepare for the demands of school. The differences have implications for the opportunity for the children to learn to extract meaning from language and relate language to context. The opportunities to prepare for managing conversations as well as to build up the conceptual knowledge useful in school will also be discussed.

The chapter will begin with a look at the input in the home and in kindergarten at the level of the six underlying speech acts, and at how activity as well as situation interacted with the adult input. Then we will turn to the input that supports the learning of context in meaning.

Following that, input supporting the development of conversational skills will be discussed. Finally, input that helps children talk about the content of school will be considered.

9.2 Speech acts in the preschool data

The language-delayed children studied heard significantly more adult input in the preschool settings than the non-delayed children did. They were provided with more input to support their developing language. The distribution of speech acts in the data was different from that in the input addressed to normally developing children. The choice of speech act was influenced by activity. The two activities analysed were those of shared picture book reading and puzzle-making. We will look first at the speech acts in the total input.

9.2.1 Differences in the six underlying speech acts

Despite hearing more input overall, children with a language-delay heard adult language that was less representational, more directive, and less responsive to their language when compared to normally developing children. This is not unlike earlier studies (Schodorf & Edwards, 1983; Cross, 1981) that described mother language to language-delayed children as more directive and less representational. These researchers also found that the parents they studied responded less to the delayed child's speech than similar studies found in adult interaction with normally developing children. Directive language as opposed to representational language is less supportive of development (Schodorf & Edwards, 1983; Cross, 1981).

The delayed children in the present study heard significantly ($p < .001$) more directives and significantly ($p < .001$) fewer assertives and responsives in the input of the adults. In fact, three of the four subjects heard no responsives at all in the data collected. The language-delayed children also heard significantly ($p < .05$) fewer expressives and commissives. These results give a picture of adult language relating to

activity, rather than to talk. There is less use of language representing the world, or commenting on or responding to the child's talk. These results are explained in part by the fact that the language-delayed children talked less. They were not able to join in conversations about the puzzles and books in the ways that their normally developing peers could. This places more burden on the adult to model, in a scaffolded way language that supports cognitive development, and to elicit language. As questions are elicitations in conversation, the nature of adult questions which we will look at more closely later is very important then.

It is useful to look at the difference in adult input in the home and kindergarten settings. Many parents have planned for their delayed children to spend more time than usual in the kindergarten, usually in the hope that the child will be better prepared for school. Sadly, in this study, the language input addressed to the language-delayed children at home is much more similar to the input provided to the normally developing children than the input provided in the kindergarten. The difference in directives and assertives in the input to the two groups was significant ($p < .001$) in the kindergarten setting but not in the home setting. The mothers' language to the language-delayed children was more referential and less directive than the language of the adults in the kindergarten setting. In other words, the adult language at home supported the children's development better than the adult language in the kindergarten.

Generally, there were differences in input to each of the two groups of children in the kindergarten setting and home setting. Normally developing children heard significantly ($p < .001$) more assertives, responsiveness and expressives, and significantly ($p < .001$) fewer directives in the kindergarten. Only responsiveness, and to a lesser extent ($p < .05$) expressives were significantly more common in the home input. In the kindergarten setting, the group setting designed to prepare children for school, the normally developing children were exposed to more input that

would prepare them for the higher numbers of questions they would hear in the school classrooms. Responsives had been modelled more frequently to the normally developing children at home.

Following their kindergarten experience, the non-delayed children heard many more questions, expressives and directives and many fewer assertives in school. The increase in questions and decrease in assertives is consistent with patterns of classroom discourse where teachers ask many questions eliciting representational language from children.

Mothers of language-delayed children provided more supportive input than adults in the kindergarten setting in that they provided many assertives. Adult language addressed to language-delayed children in the kindergarten was more directive and much less representational. The kindergarten year for children prepares them for the language demands of the school classroom. It may be some children's first experience of language use in a large peer group; it certainly was for all the language-delayed children studied. The language these delayed children heard consisted largely of directives and test questions. In fact, for the delayed children in this study, their mothers' input the previous year, except for the high numbers of assertives, was more like the functional demands of language in the classroom than the language of the adults in the kindergarten was.

9.2.2 The children's activities at home and in kindergarten

The adult input to the child is likely to be influenced by the activity child and adult are engaged in (Sorsby and Martlew, 1991; O'Brien and Nagle, 1987). The activities engaged in by the two groups of children varied. At home the language-delayed children played significantly more ($p < .001$) with manipulative toys and vehicles while the non-delayed children played significantly more ($p < .001$) with number and word games. The

number and word games were generally of a lotto style game, the number lotto requiring at least number matching and, at a more difficult level of possible play with it, counting and adding. The pictures in this lotto were fairly complex with the potential to elicit considerable discussion describing the objects or activities depicted. The manipulative toys were stacking or construction toys or puzzles. Talk would need to range away from the toy at hand in order to become more complex. It is interesting that the activities engaged in at home by the two groups of children were quite different, but there was not a significant difference in speech act in the input, except in expressives and in responsiveness, which varied in both settings. We will discuss the difference in the nature of expressives later.

There were some activity differences in the kindergarten setting. The language-delayed children spent less time in paper construction and puzzle making. The paper construction tasks in the kindergarten were usually set up by the teacher who put out all the materials. The children followed a construction pattern set up for them and made a product related in some way to a theme the whole group had been focussed on. The language-delayed children spent more of their time in less structured activities like the house corner or at the painting easels. Their activities involved more gross motor skills and were cognitively less demanding.

Given the different kinds of activities engaged in during the kindergarten session, we might have expected quite different results in terms of directive and referential uses of language. To a certain extent, we could have expected "richer" input in free drawing and house corner. Adults can give topic control to and elicit narratives from children during these activities. Manipulative tasks like construction tasks and puzzle-making lead to much directive language, explanations for cutting and pasting the parts, directives to try a puzzle piece over here. However, the results show that the adults did not exploit the opportunities presented in painting and the home corner to provide more extending input. The less

extending nature of the input in the kindergarten is consistent with earlier studies (Tizard & Hughes, 1984; Cross, 1988; Hutt et al 1990) which found the talk of kindergarten teachers to be less supportive of children's language development than mothers' talk.

9.2.3 Activity and talk at home

There was greater similarity in the input to the two groups of children in the home setting than in the kindergarten. When activities are compared in the home setting and the speech acts more finely defined, differences emerge. The two activities studied were puzzle making and shared picture book reading.

9.2.3.1 Puzzle making at home

There was more adult input to the language-delayed children during the puzzle making activity, but the only significant difference amongst the six speech acts was in the responsives. This reflects the different uses of the puzzle activity on the part of the two groups of mothers. Mothers of non-delayed children did not focus as closely on the activity of putting the puzzle together, but encouraged conversation about what the puzzle depicted. This focus on content rather than physical process led to more question-answer exchanges between mother and child. Except for one child, the language-delayed children did not ask questions which their mothers answered. Directives were proportionately more numerous in this activity than in total home input to the language-delayed subjects but less to non-delayed subjects. The language-delayed children heard many instructions while trying to do the puzzle. Mothers of non-delayed did not provide as much input telling the child how to do the puzzle.

While working on the puzzle, the non-delayed children heard more questions and a wider range of question types. Their mothers used fewer test questions, and more verbal reflective questions that elicit conversation and leave topic control with the child. They also heard more directives expressed in a way that the action expected was only implied.

There were fewer assertives proportionately addressed to both groups than in the total preschool input. Like the directives, the assertives addressed to the language-delayed children were also more restricted in variety than the assertives addressed to their normally developing peers. Most were simple labels of the puzzle parts. The assertive use that was significantly different ($p < .001$) were those assertives that describe attributes. Normally developing children heard more description of items depicted in the puzzle rather than just labels of the items. Finally, language-delayed children heard slightly fewer expressives as a proportion of their puzzle input than they had in their total input; non-delayed heard more while doing the puzzle activity.

Puzzle making as a play activity offers the opportunity to focus on the task, or to depart from it and talk about the picture(s) in the puzzle. The adult could either name, and possibly describe features of the animals in the puzzle; or they could relate the picture of the farmyard and mother and daughter to their family or past activity as the mothers of one non-delayed boy and one language-delayed girl did. In general, the input to the language-delayed children during the puzzle making labelled and asked test questions, that is, it focussed on naming parts of the puzzle.

9.2.3.2 Shared Picture Book Reading at home

Mothers reading picture books have the choice of reading the text, or departing from it and relating its meaning to the child's own experiences. For the purposes of the present study, the language that was the mother's choice, her own talk about the book, was compared to see how the opportunity presented by book reading was exploited. The mothers of non-delayed children departed from the text of the book more and used the activity of book reading to elicit a story or some comment from the child. The mothers of language-delayed children read the text much more. The teachers in primary classrooms studied by Williams (1999) employed the strategy of using the book as a point of departure for discussion more frequently than simply reading the book's text.

The use of the book to elicit talk led to significantly higher ($p < .05$) occurrence of expressives responding to the child's utterances in the language of the mothers of normally developing children.

The use of directives was slightly lower in the picture book reading activity than in the total home input for the non-delayed children. The opposite was the case for the delayed children. This is surprising because we don't expect children to be asked to do anything while reading a book. We would expect that this classic context for language development is most likely to produce referential rather than directive language. However, the mothers studied did use language directing their children to look, to point or to turn a page. Both groups of children heard directives while sharing picture books with their mothers, but the non-delayed children tended to hear directives to talk, typically to tell the story presented by the pictures.

Books led to much more questioning by the mothers than in the input generally. To non-delayed, again there was a greater range of questions asked, and significantly more ($p < .01$) open real questions. Mothers of these children used more verbal reflective questions. They were making more effort to elicit the child's response to the story or elaboration of her/his own narrative. The language-delayed children heard a lot of test questions seeking labels for pictures in the book. This difference is not surprising as telling a narrative was beyond the competence of at least two of the children. While they may have followed the story they heard, they did not have enough productive speech to tell a story. However, questions that elicited brief answers that are more than just labels may be more supportive of the language needed for schooling. For example, the mother of a language-delayed child with limited production could ask a question like 'Where is Arthur going to put the newspaper?' rather than simply asking for a label, 'what is this?'

There were fewer assertives in the input provided while reading picture books than in the input generally. The language-delayed children heard more assertives than the non-delayed did. The majority of these utterances were either labels or mapping assertives, for example, 'The girl is calling the dog.'

Expressives in the input varied to the two groups of children. They were smaller as a proportion to the language-delayed children than in total input and greater in the input to normally developing children. Expressives addressed to these children responded mostly to language (80 percent). Those addressed to the language-delayed children responded to activity and served to attract the child's attention as well.

The speech acts in the data from the picture book reading activity gives a picture of the mothers of non-delayed children using book reading as an activity which elicits language and response to the language of the text. This use of books is more like the classroom teacher's use of books. Children without a language delay are receiving input that gives them the opportunity to prepare for the books of the classroom.

9.2.3.3 Books, puzzles and input

Shared picture book reading and puzzle making contribute differently to language development in terms of the input provided during the activities. Books led to much more questioning than puzzles had, especially for the language-delayed children, and puzzles led to more directive language, again especially for these children.

There were fewer assertives in the input whilst reading than in the input in general, and less than in the input recorded during the puzzle making with the non-delayed children. However, the input in terms of assertives was slightly greater for the language-delayed childrer during the reading activity than when constructing the puzzle. Most of the assertive utterances were the mother's rephrasing of the text in the book. Reading the picture books was more productive for providing language to

represent the world to the language-delayed children. Data gathered during puzzle making supports earlier studies' conclusions that language addressed to language-delayed children is more directive, less representational. This would suggest that reading picture books as compared to the manipulative task of puzzle making with language-delayed children is particularly important. It may not be an easy activity given the child's limited expressive language. An adult reader often engages the child in talk in order to check the child's comprehension. Strategies would need to be developed to check comprehension and support the adult reader in the activity.

The differences in input to the two groups of children was not significant except when we look at the expressives in book reading. The occurrence of expressives in book reading was much less in the input addressed to language-delayed children than in puzzle making, but about the same for the non-delayed children. The non-delayed heard more open questions and expressives that responded to their talk when they shared books with their mothers. The mothers of these children were using picture books as a means to elicit language. The higher incidence of expressives reflects their success. Again, we must look at the children's productive competence, and consider strategies for the adults reading to them.

9.2.4 Activity and setting

Both setting and activity had an influence on difference in the input to the two groups of children. The input to the two groups was more similar in the home setting. Both groups of children heard input at home from their mothers that was closer to the school teachers' talk to non-delayed children than they did at the kindergarten. Both groups heard more assertives and fewer questions than they would at school. This difference is not unexpected; it reflects the child's role at school, and the child's growing role as a conversational partner (Dimitracopoulou, 1990). Ideally, the input in the kindergarten setting would support the

development that prepares the child for the questions of school. In the data, the kindergarten setting was in fact less helpful than the earlier mother input in equipping the child for the demands of the classroom.

Activity also influenced the input. Book reading was more productive than puzzle play in terms of putting the focus on language rather than activity. For the language-delayed children, book reading as an activity led to more referential language than puzzle play did. The references were mostly simple labels. For the non-delayed children, book reading served as a launching pad for talk.

9.2.5 Directiveness, referentiality and the adult's understanding of the child

It is easy to assume that the differences in input described above which are only partly affected by activity are a response to the child. Adults talking with language-delayed children have to work harder with their less skilled and more reluctant conversational partners (Yoder et al., 1994). Directiveness is common, as is adult topic control. The parents of the language-delayed children had been waiting for appropriate conversation for at least four years. They had not received the cues to assist their language to become more demanding and hence supportive of further development. Without the obvious growth in the child's productive language abilities, the adult can not rely on the child's cues to lead to more complex, less action-focussed directive input.

We could expect the directiveness in language would be reflected in other aspects of interaction. Both groups of mothers completed ethnographic questionnaires eliciting information about who made choices in buying books or toys, play activity and book to be read at any given time. Results showed that all the mothers saw their children as capable of choosing books, toys and activities. Except when buying for a special occasion, they left the choosing of book or toy when shopping to the child. They saw them as initiators. Only one mother of a language-delayed child sought professional advice on helpful books or toys. However, the

mothers of language-delayed children became more directive in speech than they were in activity. While they asked many closed real questions, most elicited yes/no rather than a choice between possible answers. The mothers' view of the language-delayed children as reflected in the answers to the ethnographic questionnaire was not reflected in the way they spoke with them.

9.3 Input supporting the learning of context in meaning

Directives and commissives are speech acts that are particularly socially sensitive. The more important in the school setting is directives. In this study they made up 17 percent of the teacher input addressed to the normally developing children in school. How did the input at preschool provide support with learning the link between language and context, and features of the context that reflect and enact politeness?

9.3.1 Learning what the speaker wants you to do

Directives were analysed separating those that named the action sought explicitly from those that only implied the action. The child had to determine what action was sought by considering features in the context, the activity adult and child were engaged in, or the environment. The directive form that is either an imperative or statement with a verb explicitly naming the action sought was the most common for all the children in the preschool years, but the non-delayed children also heard significantly more ($p < .001$) directives which didn't explicitly name the action sought from the child, which required them to use context to extract meaning. The explicitness/implicitness difference carried through in the data on prohibitions, directives that ask the hearer not to do something. As well, 38 percent of directives seeking action in school were implicit.

The question form of directive which named the action sought but took the form of an interrogative was used more in talk directed to the language-delayed children in both home and kindergarten. Its use

supports the teaching of illocutionary force, as the child learns to ignore the linguistic form of the question and interpret its meaning in the conversation as a directive. The action sought is explicitly named in the question so there is no need for the child to look to the context for that information.

As well as hearing more implicitly named requests, non-delayed children heard greater variety in what was being asked while the delayed children heard much repetition. Only one of the language delayed children was physically disabled in ways that would limit the actions she could carry out. However, the demands in many directives addressed to language delayed children were very simple; the most sought response was to look.

Just as the frequency of implicit directives varied, the proximity of context they drew on differed. If an adult used an implicit directive form with a language-delayed child, the action sought by the adult typically related to the activity, such as puzzle making, that the adult and child were engaged in. Adults using implicit forms with non-delayed children were more likely to ask for an action that was not part of the immediate context for example, 'There's a hankie on the bench' as a directive to the child to get up and go get a handkerchief. The context was not always as obvious and required the child to work more to interpret the meaning of the directive.

Another difference in the input supporting the child learning the relationship between context and meaning was in the extra information relating to directives that mothers of non-delayed children provided. These mothers provided contextual meaning with the directive, giving an explanation of the context, perhaps a reason for the action 'the lady can't see' or the consequence of compliance 'now next page and then we might see'. Social considerations might be explained 'you've got to share'. This kind of contextual meaning was rare in the input to the language-delayed children.

9.3.2 Learning about social relationship and making requests

Additional social help was provided to the non-delayed children in the variety of form in the explicit directives they heard. When we look at the two types of explicit directives used and compare them, there is a difference. Non-delayed children heard much more variation in the form, for example, raised 'you' or 'let's' or advisives like 'you'd better...'. They heard a greater range of forms in their input which would prepare them to meet their needs in a greater range of social situations. When this is coupled with the increased training in the use of context, they are being given more opportunity to master a range of directives before school.

Language-delayed children also heard many directives repeated to them. Sometimes these were repetitions of exactly the same form. Often they were repetitions of the same explicit verb naming the action, sometimes in an interrogative and sometimes in an imperative. While teachers may need to repeat directives, in the context of school, repeatedly asking for something to be done can arouse anger or weariness in the listener. The socially skillful mix implicit and explicit directives, and vary the forms of explicit forms for social reasons.

A final point of difference that would impact on social relationships in school is the less collaborative nature of directives in the input to language-delayed children. The repeated direct imperative is typical of hierarchical relationships (Ervin-Tripp, 1981). Mothers of non-delayed children used forms that didn't mark hierarchy as clearly. This is partly reflected in their greater use of implicit forms and partly in the variety of forms using explicit verbs, e.g. 'you could ...', 'let's ...'. A sense of a more equal relationship in play is created, even though there are occasions when the mothers became abruptly direct. The complex of social relationships the children will encounter at school will not all be clearly marked hierarchically.

Language-delayed children heard a limited set of directives occurring in a limited range of places in conversation. Directives addressed to these children were normally preceded by or followed by an assertive utterance. Non-delayed children heard directives in different positions in conversation preceded by or followed by a variety of speech acts. Directives can occur at many points in a classroom conversation, when children are in groups, when they are working individually or in small groups, when the teacher has been out of the room or working with a single child. Hearing an assertive followed by directive as the language-delayed children frequently did in their preschool input does not lead the child to expect the more varied use in school.

9.3.3 The contribution of commissives to understanding the meaning in context

Language-delayed children heard fewer commissives than their non-delayed peers, but the commissives were similar in most respects to those in the input addressed to their peers. Both groups heard a similar syntactic form, usually 'N will do x' with the adult referring to herself using either singular or plural pronouns. One form used only rarely in the data requires the child to change perspective in order to interpret the commissive. A kindergarten teacher talking to a language-delayed child and a mother talking to a non-delayed child committed themselves to doing something by saying what would happen to the child, for example, 'you'll pay for that.' When addressed to the language-delayed child, the commissive followed a directive.

D2K258...(12.8) Put all these in and then

D2K259... and then you 'll get the grader

Expressing the commissive by stating the consequences requires the child to extract the meaning of the commissive from the context. By foregrounding the hearer rather than the speaker, the adult forces the child to shift perspective in interpreting the commissive.

9.3.4 Learning the language and context link

Directives and commissives both require the child to look at both language and context for meaning. Some forms are more demanding, asking the child to look further into the context. Non-delayed children were exposed to more implicit directives, particularly at home, than language-delayed children. This required them to use context in order to know what was being asked of them. The language-delayed children heard only half the number of implicit directive forms which help the child learn meaning from context. When implicit directives were addressed to language-delayed children, they were frequently supported by explicit forms, and always tied very closely to the immediate context, probably the game being played. The input, in this sense, is carefully scaffolded. Still, the overall frequency of implicit directives is significantly less than in the input to normally developing children and than in the school data.

Non-delayed children were also exposed to much more variety in the form of directives. Directives vary in order to accommodate varying social features of the participants. The narrower range in syntactic form of the directive provided fewer models for adjusting directives to social factors, such as forms used when directives are used in a more collaborative way. The language of collaboration is important to developing social relations in the school setting where group work is common. The directives addressed to language-delayed children were shorter in form and in all cases restricted lexically to a few verbs. The input to non-delayed children prepared them for the wider social world of school in which directives play an important role.

9.4 Input supporting the development of conversational skills

Different speech acts have the potential to contribute in different ways to the development of skills in conversation. Directives to talk are used by adults to elicit language in a very specific way. Questions are the most important means adults have to elicit language, and the means children recognise first (Ervin-Tripp 1977c). Expressives commenting on the child's

utterance are another means. All of these speech acts were used differently with language-delayed and non-delayed children.

9.4.1 Input that demands talk

In classrooms, teachers manage speaking turns. The turn might be in the context of the morning talk event in which the child nominated is expected to produce an extended text. It might be a group discussion where many shorter turns are given. Teachers in the data were usually explicit, using utterances like:

N2S13 let's hear what you've got to say .

N2S49 don't forget to tell all THESE people . ((T turns Z to face children))

N1S145 Now tell us more about your jigsaw puzzle .

N4S195 ...(3.4) Do you want to come down and read it to us ?

One teacher elicited talk by cueing the beginning of the child's utterance. The directives to talk in the preschool addressed to the non-delayed children were like these school samples. Those addressed to the language-delayed children were different. There was a difference in the talk sought; mothers of non-delayed children sought more complex texts, texts like those sought in the classroom. They asked children to tell stories or explain to them how to play the game. The mothers of language-delayed children asked them to repeat a single word, to 'say turn' or 'say whale.' Non-delayed children were only asked for single words when they were asked to count out loud. While the child's competence is a factor here, two of the language-delayed children could speak clearly and could listen to narratives from books or their mothers.

9.4.2 Input that elicits conversation

Rather than a directive to talk, adults can use different speech acts to elicit talk from the child. The most effective is questions; adults also use expressives and some assertives. Questions have the potential to give

practice in conversing and to teach structure in conversation. Assertives expressed somehow as uncertainties invite the listener to express his/her view. Expressives show the learner how to engage and respond to conversation without responding substantially to the speaker's meaning. Responsives in adult input model performances children will make in a classroom, and show us the opportunities children had for eliciting talk from the adults in their preschool world, and to make initiating moves in conversation.

9.4.2.1 Questions eliciting conversation

Different kinds of questions have the potential to elicit different amounts of talk. The questions most likely to elicit an extended response are real questions seeking an open answer, not a yes/no or single label. There were significantly more ($p < .001$) of these addressed to non-delayed children. Fifty-one percent of the questions addressed to language-delayed children elicited a yes/no answer. Such questions can easily be answered non-verbally. Questions that are used by adults explicitly to give the speaking turn to the child, questions coded as verbal reflective questions in the data, were also not commonly addressed to language-delayed children. They were only 3.9 percent of the questions addressed to them. These questions not only serve to elicit language from the child by returning the speaking turn, they provide the additional developmental support of helping the child to maintain topic control.

Questions in the input addressed to language-delayed children were not used in ways that would elicit extended responses. While two of the children did not have sufficient productive language to provide a long response, two did speak well. All were read to as though they could follow extended narratives. Interestingly, one of the two children who had poor productive language heard most of the verbal reflective questions. The mother used a minimal utterance to form a question and return the speaking turn to the child. In most of the data, however, questions as elicitations were not effectively used by the parents of

language-delayed children, even though the potential to elicit talk may have been there.

Open real questions are questions that are designed to elicit extended responses. These are the questions like 'what did you do for your holidays?' which are part of the beginning of most school terms. There was a very significant ($p < .001$) difference in the frequency of these in the input to the two groups of children. Less than two percent of mothers' questions addressed to language delayed children were of this type. There were none in the adult questions addressed to these children in the kindergarten. Open real questions and verbal reflective questions, those questions that might elicit more talk from the children, were much less common ($p < .001$) in the input to language delayed children. The opportunity to prepare children to contribute more than single-word utterances in the classroom was thus not taken. While turn-taking was being practised, the construction of an extended turn was not. How were questions being used, then, in the input to language delayed children? The majority of questions addressed to them that were not real questions seeking closed answers were test questions. Specifically, they were test questions whose answers were explicitly available. These are questions like 'What's that animal?' when the child picks up a lotto card picturing a dog. Such questions elicit a one-word answer and are used to check knowledge rather than elicit language. They do reinforce the adjacency pair structure, and reinforce the conversational obligation of questions. Turn-taking is important, and, as the adult turns were much more numerous than language-delayed child turns, the role of questions in teaching conversational structure is important. However, an opportunity is missed when these questions are not designed to elicit talk.

The questions with a conversational role which children with a language delay heard significantly ($p < .001$) more than their non-delayed peers were questions seeking clarification. These teach the child about the conversational partner's needs. There was a qualitative difference in these

questions as addressed to the two groups of children. The language delayed children were frequently queried in order to confirm the adult's understanding of a word before s/he carried on the conversation. The requests for clarification addressed to the non-delayed child sought more information so that the adult could then provide more information in the subsequent conversation. The child's articulation did not present difficulties for the adult so it was not the focus of attention; the information was. The clarification questions were more like those heard in the classroom.

Just as questions in the data showed adults' attempts to elicit talk, responsives indicate opportunities for the child to take a more controlling role in conversation. Responsives in the adult data show how often the child made an initiating move to elicit from the adult. Responsives in the data were addressed significantly ($p < .001$) more to the non-delayed children. They took many different forms from a simple assertive to a directive to the child to do something that might provide the answer to a question in reply. The responsives in the school data were few, but followed procedural questions like those heard by the non-delayed children in the preschool settings.

Again, all mothers had indicated they gave the decision-making about activities and books to their children, but only one mother of a language-delayed child encouraged the initiating role in conversation as indicated by responsives in her input. This was the mother whose child had very poor articulation. She chose to ignore the articulation difficulties and lead her daughter into conversation, checking comprehension by various means.

9.4.2.2 Assertives that state the possible

Teachers use assertives that state the possible rather than the certain as a strategy for eliciting the child's view. Teachers say, for example, 'It could say father,' to give the child an opportunity to consider his/her answer.

In the school data, these served as elicitations. Neither group heard many of these in the preschool input.

9.4.2.3 Expressives and conversational skills

Expressives in the data were sorted into those that were vocatives, drawing the child's attention to the talk and activity, and those that responded to activity or talk. Those that respond to talk demonstrate utterances that reply minimally to the speaker, may repeat what the speaker said, and do not interrupt the speaker's topic but signal attention and interest. The language-delayed children heard more vocatives and significantly ($p < .01$) more expressives responding to activity. Non-delayed children heard more expressive input that responded to their talk. This input would contribute to the development of a repertoire of strategies for participating in conversations while not controlling them. They were the most numerous expressives in the classroom.

9.4.3 Differences in input supporting the child's conversational skills

Language delayed and non-delayed children are being prepared differently for the conversations of school, whether it be casual conversation or the more extended monologues followed by question and answer that are enacted in the morning talk routine or the displays sought when a child has completed a task. In the preschool settings, non-delayed children were asked to give oral accounts more and heard more open real questions and verbal reflective questions eliciting talk than the language delayed children. This encouragement to talk about a topic under their control is preparation for the verbal displays of the classroom. Both open real questions and verbal reflective questions were rare in the data to the language-delayed children, though, interestingly, most common in the data addressed to the child who had the poorest oral production.

The majority of questions, which serve as elicitations in conversation, addressed to language delayed children elicited only yes/no responses. These questions may demonstrate the structure of conversation and teach the conversational obligation that questions present, but they do not elicit talk. Two of the language delayed children had only limited productive language (either speech or Makaton), but two could participate in conversations.

Non-delayed children also heard more input that would help them develop as listeners in a conversation. Their input included many more expressives that were responses to their talk. The clarification questions that they heard made them aware that they had not expressed themselves clearly. This gave them the opportunity to specify their meaning more explicitly. Their input provided more support for them in developing skills in conversation.

9.5 Input supporting talk about the content of school

Assertives are utterances that represent the world; they map language on to the world, either as it is or might be, and the tangible, present world as well as the non-present and possibly non-tangible world. School talk is talk about the world. In the earlier years, children are encouraged to talk about their world, and through language, relate their world to other knowledge. The assertives studied in the preschool input largely labelled or represented present action relating to the child's immediate context, not to other knowledge.

9.5.1 Context-tied assertives

Assertives can label or describe the world, or represent action in the world. Labelling is the beginning of the child's representing the world with language. As a portion of the total number of utterances that are assertives, those that merely label objects or people in the child's world were significantly ($p < .001$) more frequent in the input to language-delayed children than to non-delayed children. Assertives that ascribe

attributes to the labels were significantly more common ($p < .005$) in the input to non-delayed children. The representation of the world to them was more elaborate.

Looking at the labelling and attributive assertives, we can see differences in their presentation in the input. Children learn vocabulary more effectively if the items are repeated and provided in a variety of syntactic structures. The non-delayed children heard fewer repetitions of assertives, but did hear assertive label input that was more elaborated by attributives. These latter utterances were more complex and less repetitive, and more like the attributives of the classroom.

The language-delayed children heard more context-tied assertives than their normally developing peers. The context-tied assertives are a reflection of the adults' perception of the child's cognitive status. For normally developing children they will change automatically as their language skills develop. For the delayed children, there are signs already that this change to context-independence is not happening at the same pace.

In the classroom, assertives describing activity more usually represent non-present activity. They may be in the text of books or discussions about children's families or communities. Both groups of children heard assertives describing activity that were not of this kind, but which were tied to the present activity. Considering labels representing present objects and activity descriptions of action contemporaneous to the talk, we get a picture of the language-delayed children experiencing input that is more closely tied to their immediate activity. They rarely hear assertives that represent non-present objects or activity. While their non-delayed peers also hear much about present activity, they hear labels and attributes that are less context-tied. Further, they hear them in more complex utterances. Their input is more elaborated, helping them build

up the language they'll need in the classroom to answer the teacher's many open and test questions (47.6 percent) at school.

9.5.2 Mental content

Another group of assertives important to functioning, in this case both cognitively and socially, in a classroom is that group that represents mental activity. These include items like 'think,' 'know,' 'understand,' 'want'. They represent understandings about the world that children need if they or others are to track their learning in school and if they are to understand others' beliefs as different from their own. The language-delayed children heard input representing mental activity as frequently as their non-delayed peers did, but the input was much narrower. They heard mostly the verb 'want' while their non-delayed peers heard a wide range which represented both their mental perspectives and others'.

9.6 Summary of differences

We have seen that there are differences in speech act in the adult input to language delayed and non-delayed children in the preschool years. Setting is clearly a factor. There were several differences between the input from mothers and the input from adults in the kindergarten setting. We have also seen that activity is an influence. Children heard more directive input while playing with puzzles, and more representative language while sharing picture books with their mothers.

Setting aside these influences, we can consider the differences in speech act in the whole preschool input quantitatively for a snapshot of difference in preparation for school. In summarising, the most significant differences point to gaps in important input for preparation for the classroom. Non-delayed children heard input that would help develop their conversational skills and increase the sophistication of the content of their talk. They heard more responsives, more open questions, and more verbal reflective questions. All of these indicate encouragement for conversation. They heard more assertives describing attributes while their language-delayed

peers heard more assertives that simply labelled. The non-delayed children heard significantly more directive language. The only directives that were more common in the input addressed to non-delayed children were those directives that required them to use context to work out the meaning. These children learned more about context as well as more language to represent it. Tables 9.1 and 9.2 below summarise the significant differences in input in the preschool years.

Table 9.1 Speech acts represented significantly more in the non-delayed preschool data

P<.05
Commissives
P<.005
Assertive - Attribute
P<.001
Implicit Directives
Open Questions
Verbal Reflective Questions
Responsives
Assertives

Table 9.2 Speech act represented significantly more in the delayed preschool data

P<.05
Expressives
P<.001
Directives
Clarification Questions
Assertive - labels

It is interesting to note the role of context in the acquisition of meaning for the language delayed children. Adults use context to teach the meaning of utterances. Most of the representational language they heard was tied to the immediate environment, labelling objects or actions. Situation was not exploited to teach the role of context in meaning. Directives that direct the child's attention to the context and the social features of participants were very uncommon. Linguistic knowledge seemed to be perceived to be more important than pragmatic knowledge.

The differences in linguistic input summarised above indicate a different preparation for the language demands of school. Some of the differences suggest the adult talks to language-delayed children as though addressing a younger child. Some of the differences suggest the adult does not think of the language-delayed child as a potential conversationalist, even when two of the four children demonstrated a capacity to converse, and all of the children were familiar with the reading of storybooks, and chose to look at books.

The data in this study show that language delayed children experience adult input that prepares them less well for schooling than their non-delayed counterparts. A lack of awareness of clues in the social environment opens up the possibility that they will offend, and be laughed at. Poor conversation skills exacerbate the loneliness their impairment may cause already. Less contact with the content language of the classroom will leave them struggling to realise the intellectual potential they do have. A more enriched input is needed to help them achieve success in the social and educational goals of schooling in integrated settings.

10.0 Recommendations

10.1 Introduction

Integration as a policy for the education for children with special needs has been in place for seventeen years. In Victoria, it has been supported by three successive state governments of different political persuasions. The supports for segregated settings such as accommodation for rural children no longer exist; the federal government financial support has also been withdrawn. For some children, an integrated setting is the only possible educational setting. It needs to be effective.

If Ms. Long, in the prep grade described in the introduction, is to be enabled to address the differences in learning in her classroom, she needs to have information about the children's preschool experience. She needs to know that, even if the children have had typical and similar preschool experiences at home and in the kindergarten setting, they may have had different linguistic input and hence may be differently prepared for the language demands of school.

We need to assume that the input to normally developing children is facilitative for language-delayed children as well. Given the relative lack of developmentally progressive clues, adults in preschool settings need to be educated about the facilitative input to normally developing children. This will give them a chance to implement it when interacting with language-delayed children in spite of the absence of cues from the delayed

children. The child's cognitive development needs to be facilitated regardless of its production abilities. If adults in pre-school settings are to prepare the language-delayed children for school in similar ways to their non-delayed peers, language and speech abilities need to be separated and input that is not limited by the child's production needs to be trialed. Adults should be helped to provide more extending input. This chapter will discuss strategies to provide more extending input and to support adults in the preschool setting, teachers in the school setting and look at research needs.

10.2 Providing more extending input

It is difficult for adults to view language delayed children as conversational partners. We have seen (Yoder et al. 1994) that these children are reluctant conversationalists. It is difficult to use language that is designed to elicit a response when a response is not really expected. The children in this study were approximately four years old; the mothers recorded had been waiting and hoping they would become conversational partners for at least three years. Under the guidance of a speech pathologist, they had been helped to understand the importance of providing a language-rich environment for their delayed children. Two of the four mothers had put in the necessary effort to learn Makaton signs in order to support their children's language development. They understood the need, and were focussed on helping their children to express themselves, but nevertheless did not provide input that encouraged conversation.

Research linking preschool oral language input to later literacy performance (Wells & Wells-Chang, 1992; Heath, 1986) describes collaborative language as facilitative. Collaborators converse, using their conversations to solve problems and learn something new. The input provided to the language-delayed children in this study was not usually collaborative. There was not an exchange of conversational role nor a

negotiation between two equal partners. The input did not elicit conversation.

Adults speaking with non-delayed children ask questions that lead these children into conversation. They provide children with input that will give them the content which they need in order to become conversationalists. It is important that delayed children are given the same opportunities to develop. Children whose language development is delayed can be led into conversation, even if their production is limited. We have seen one mother of a child without clearly articulated words use questions to elicit speech, and interpret child utterances as questions which led to her responsive replies. We have also seen that mothers of non-delayed children continually scaffold their input, providing first, for example, a labeling utterance and following it with the label and an attributive. The input to language-delayed children needs to be similarly scaffolded. The activity of shared book reading led to the most extending input in terms of assertives for language-delayed children. This activity may be the vehicle for extending the provision of the content of conversation.

10.2.1 Extending conversation-building input

Parents of non-delayed children consider their children to be becoming increasingly skilled conversational partners. They ask open questions and verbal reflective questions. As the child's language changes, their input changes from including many questions when the child is younger, to providing more responsives by the time the child is school age. (Dimitracopoulou, 1990) In effect, Dimitracopoulou's results for mother and child demonstrate an exchange of conversational role with the child's questions increasing and the mother's input providing more responsives at school age. The exchange of role reflects the child's growing skill as a conversationalist; the child is making more initiating moves as s/he matures linguistically. In the present data, the language delayed children asked few recognisable questions and thus heard few adult responsives addressed to them.

In the present study, one mother spoke to her language delayed child as though the two of them were having a conversation, despite the child's lack of intelligible production. This mother addressed questions to her child as though the child could converse. Like the mothers of non-delayed children, she asked verbal reflective questions.

- D3223 T; No= >
D3224 M; <^ You DO N'T ? ^>
D3225 T; (/ Dae duh dih . /)
D3226 M; <^ What about THAT one ? ^> ((M holds up another lottino card))
D3227 T; (/ uhuh duh duh . /)
D3228 M; <^ Do you want to do this one ? ^>
D3229 T; (/ Daeh . /)
D3230 M; We 'll move this one out of the WAY.
D3231 T; ...(2.5) Aeh !

This mother observed other features of her child's behaviour, usually her quick physical response or the intonation patterns imposed on non-English sound sequences. The child's turn taking may have supported the mother. This child responded to her mother's utterances; the responses were not usually intelligible.

Adults provide input according to the cues children provide. Mothers of language delayed children may not receive linguistic cues that reflect the child's age or maturity. They may need to use a wider range of cues to help them to provide more conversationally oriented input. Research on early mother-child conversation in which prespeech children are studied would give professionals information on cueing that would help mothers of language delayed children. Halliday's (1998) study of physical correlates to semiotic development suggests a set of developmental physical cues which parallel early language development and precede clearly articulated speech. Such physical cues could be used instead of speech cues when

interacting with language-delayed children. In order to help mothers of language delayed children to recognise the future conversationalist, professionals need to draw their attention to cues other than linguistic ones which might help extend their view of the child.

Non-verbal cues can only be provided by children who do not have serious physical impairments; some language delayed children have physical impairments that, for example, make eye contact, reaching or pointing impossible. However, the majority would be capable of the gestures and gazing cues used by normally developing children in their first year of life. These cues might be helpful to mothers trying to see their child as someone who could engage in conversation, even if unable to use clear utterances.

The language of the adults in the kindergarten setting was more directive than the mothers' input. It was less like the language of school in this regard than the mothers' language was. Adults in the kindergarten need to be assisted to use the language of the classroom which is a language for learning. The language-delayed child may still need much input to develop a language for interaction. Teachers need to look to mothers' strategies to provide input that is like that of school. One way of doing this is to use other children in order to provide age appropriate rather than production-oriented input as a guide since the cues from a language delayed child are even more difficult to notice in a group setting.

In the present study, two language delayed children who could speak were provided with very little input that would elicit conversation. The questions asked of the children generally sought one-word label responses to test questions, or yes/no responses. They were not the open questions or verbal reflective questions that encourage participation in conversation. These children were rarely asked the real questions of conversation. They need to be offered the opportunity to respond to real questions. If doubt about the child's processing of content knowledge is

causing the withholding of open questions, the questions may need to be graded in terms of the content knowledge. Scaffolding the questions is especially necessary as presently these children do not have the assertive input to prepare them to provide complex answers.

Language delayed children also did not hear responsiveness which indicates they either didn't ask many questions or that their questions were not recognised. To move the child on from the responding role in conversation to an initiating role, adults need to assist the child to ask questions. Questions are not normally cued, but could be. For example, one adult not in the study very frequently asked her child to ask questions. For that dyad, after a dinner conversation the child had heard or after family plans that had been explained, the mother would ask the child if he wanted to ask anything and then give the child time to formulate questions. This gave the child an initiating role, a more powerful role in conversation than the language delayed children studied typically had.

In summary, the caregiver or parent needs support to understand and engage the language delayed child as though s/he were a potential conversationalist. This is a difficult task, but if broken down into two aspects, it should appear to the parent as a more realistic possibility. First, if the parent is presented with the range of questions which are possible to be put to the child, and the need to give the child an initiating role, s/he could be helped to lead the child into conversation. Also, the parent needs the appropriate professional, probably the speech pathologist, to point out other cues his/her child is giving that would lead to more supportive input.

10.2.2 Providing more content for conversation

If language delayed children are to be ready for the content of school, adults need to provide input that provides appropriate content in the preschool years. It is difficult to do this if there aren't sufficient indications

that content already presented has been understood. The language delayed child may well not be able to say 'Yes, I understood that.' Certainly, two of the children studied here could not. However, not knowing whether or not labels have been understood does not have to lead to the withholding of attributives. Similarly, knowing only that the child can understand labels, present actions and 'wants' does not make it necessary to delay providing language representing other mental activity. Again, the mother whose input most resembled that of the mothers of non-delayed children did provide labels followed by attributives.

- D3417 M; That 's a BIRD . ((Makaton))
 D3418 <^ Cheep cheep . ^>
 D3419 T; (/ dae . /)
 D3420 M; A YELLOW bird .

Representational language could be scaffolded so that adults provide both label and attribute as the mothers of non-delayed children did, rather than just the labels. To provide the feedback on content the adult needs, test questions could also be scaffolded. If the child's production is limited, and only yes/no is clearly articulated, this could be exploited if parents and kindergarten teachers were taught to scaffold the content of these questions. For example, yes/no could relate to label and then to attribute or mental activity. The child could be asked what s/he thought, eliciting both a mental activity and a suggestive rather than certain response. This could be done when only a yes/no productive response is available. The yes/no could build towards single word answers to choice questions, again scaffolded in terms of content. These could begin with polars where the answer elicited is a non-verbal one for those children with limited production. The child could point to a choice indicating, for example, a choice of attributives describing a label being discussed. The polar content could be made more complex. For example, the child might then point to a photo of a happy or worried person. If adults working with the children at preschool were taught to scaffold first assertive input and then to use yes/no to check comprehension, they might develop an understanding of

the child that shows him/her as a potential conversational partner. It is productive to accept non-verbal responses that support language development when speech is delayed.

Picture books were a more productive medium for teaching language for the language-delayed children. These are typically narrative in structure. Again, for a child with limited production, yes/no questions that move from label to attributive to action would take him/her beyond the mere labeling of the pictures. As well, it would be useful to these children to scaffold the use of yes/no questions in terms of the structure of the narrative in order to build up the structure of the oral report of the school. Scaffolding the use of yes/no questions in terms of content and the structure of the narrative would enrich the child's participation in a narrative or report. It is closer to the language of the school than the present experience of conversation as a series of yes/no questions about different objects in their environment.

10.3 Language and context

The parents of language-delayed children in this study provided input that focussed on the child learning to do what was asked and label his/her environment. The parents focussed on linguistic meaning; they worked hard to elicit and teach single words. The large percentage of directives that had an explicit verb which was frequently repeated, and of assertives that labeled the present showed the mothers of language-delayed children using context to support the teaching of linguistic meaning. They didn't teach the meaning that was in the context. For example, they asked few implicit test questions and used few implicit directives. These both require the hearer to draw on information that is in the context, not the words. Teachers, on the other hand, used context in nearly one third of their directives and in asking questions whose answers were not explicitly available.

Professionals working with adults who care for language-delayed children need to shift the adults' attention to the context. The children need to learn how much meaning is in the context to promote their success in understanding new language. If they are to experience social success, they need to learn the indirect ways of asking someone to do something. These typically rely on context to convey the meaning. Frequently, parents of normally developing children included explicit contextual information when using implicit forms of the directive. 'Now next page and then we might see' (N21100) and 'You've got to share' (N11310) give the reason for the child to do something. The directive input to the language-delayed children frequently provided two formal realisations, a statement form and later a question form, both using an explicit verb. The parent needs to be shown the next level of the scaffold, the move to an implicit directive. More contextual information with the directive will help clarify the meaning. This contextual information should also include specifying elements of context that lead to politeness markers.

Context seems a neglected area in the input to language-delayed children, except when the adult uses it to support linguistic meaning. This preoccupation with linguistic meaning may distract adults from the child's other communicative cues and from the teaching of context. Context needs to be exploited as well as words if adults are to recognise the child's communicative cues. This would help the child see him/herself as a communicator, even if s/he can not speak.

10.4 Teacher preparation

Teachers in Victoria can expect to have children with language delays in their classrooms at some time during their teaching careers. As language is so central to participation in these classrooms, teachers need to be aware that the preschool input may have prepared these children differently for the language demands than the input of their non-delayed peers. The teacher also needs skills in listening to children and looking for specific differences in communicative competency. These skills may be in

identifying cues the reluctant conversationalist may give of his/her comprehension, or in the use of yes/no questions to support his/her participation in the classroom discussions. The teacher may need to become more aware of the contribution context makes and exploit this as mothers have with their very young children. Many teachers with children with special needs in their classes are concerned by the child's greater than usual needs. A professional who can support them in seeing the child as a conversationalist and as a learner is necessary.

10.5 Research Needs

There is a body of evidence (See Snow, 1995 for summary) that input is important for normally developing children. If the input to language-delayed children were modified towards that for non-delayed children, their language development (though perhaps not speech) will be enhanced. There continues to be a need for research into this question.

Why were the mothers of language-delayed children studied, particularly one or two, able at times to provide input like that of the mothers of non-delayed children? They didn't receive verbal cues from the child. They didn't have more or less support from models of older siblings of the child. What in the mother-child communication supported them in providing more extending input? It is possible the lack of speech cues was compensated for by one child in the greater physical cuing she was capable of. The other child who had more extending input at times had serious physical impairments and was physically very dependent. This mother also reported much less social contact for her child, partly because of the remoteness of the home, and no other children were at home during the day. Did these mothers have a different view of their child and the effects of the children's impairments that influenced their input?

If research determines that language-delayed children can benefit from input like that provided to normally developing children, studies observing the interaction between mothers and impaired children more

broadly are needed to determine the nature of the interaction that leads to input more like that of non-delayed children. Parents of children with impairments have a significant teaching role with their children. Teacher language is more controlling than parent language (Gallaway & Woll, 1994) and does not facilitate extended responses from children. Parents of children with impairments are given the curriculum for their child by the speech pathologist, the occupational therapist, the physiotherapist and/or the early intervention teacher. In delivering this curriculum, which many parents put great effort into, the parent-child relationship becomes a teacher-student relationship as opposed to the more playful, collaborative relationship observed between mothers and their non-delayed children. It needs to be determined if the teaching advice of the professionals is influencing the way mothers of children with impairments interpret their children in ways that affects their overall communication with them.

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Amendments

2.3.5 (Page 29)

There have been many studies into the influence of book reading on the development of complex language and representational skills (For an overview, see Sorsby & Martlew, 1991, Crowe, 2000). They demonstrate the benefit to the development of vocabulary, syntax, pragmatics, the use of decontextualised language, emergent reading behaviours and increases in children's attention. Sorsby and Martlew (1991) carried out a study to compare the representational demands of shared book reading and another play activity, a playdough modeling game.

2.4 Adult input to language-delayed children (page 30)

Adults adjust their language to the young child as s/he is developing L1. Adults living and working with language-delayed children receive different cues and use language differently than they would if the child did not have a language delay. Parent-child conversations between parent and language-delayed child have been described as qualitatively different from those between parent and non-delayed child (Mosely, 1990, Schodorf & Edwards, 1983, Hubbell, 1977, Hoffer & Bliss, 1990, Cunningham et al, 1985). The delayed child's output is more limited than his/her normally developing peer, leading to conversations in which adults have more difficulty understanding the child's intention and sustaining an exchange of information. (Mosely, 1990).

A central question has been whether the differences are simply related to timing. Do parents of language-delayed children in the end provide similar input, but later in the child's life? Bloom and Lahey (1978) suggested that parent language in conversations with language-delayed children could be like parent language with non-delayed children, but occurring earlier in the latter children's development. Studies such as that of Hoffer and Bliss (1990) matching for age as well as stage have investigated this. Other studies (for example, Cunningham et al.) comparing adult-child conversations with children who are only expressively delayed and children who are both receptively and expressively delayed have addressed the question of what in the child's language abilities influences the adult's talk. Adult adjustment in reaction to language output might be inappropriate for the child's level of cognitive development and may lead to diminished opportunity for receptive language development. The integrated child who hasn't yet received the input of non-delayed school peers would be less well-prepared.

Cross (1981) reported a series of comparative studies of mother input to accelerated, normally developing and language-delayed children matched for mean length of utterance (MLU). She found two consistent differences in the mother input to language-delayed children. One was the semantic relatedness of the mother's responses; there were fewer expansions and hence less semantic contingency in the language of the mothers of language-delayed children. As well, the amount of disfluency and unintelligibility in the mother's speech addressed to the slowly developing child was greater. The child's primary data was potentially more confusing. Sherrod and Peterson (1982), studying three groups of language-matched (MLU) children, one group of children who had Down Syndrome, one with another disability, and one normally developing, also found mothers addressing delayed children produced more semantically unrelated utterances and utterances unrelated to the immediate context/activity. There is consistent evidence that semantically contingent speech, speech which is immediately related to the preceding utterance, facilitates language development (See Moseley 1990 for relevant studies). In a study of eight mother-child dyads, in which four of the children were language-delayed, Moseley (1990) focused on conversational structure. When looking at mother responses, she found that all the mothers used more responses that continued the topic discussion, but that the overall use of moves sustaining the topic in the conversations differed. The mothers of the language-delayed children made 20% fewer sustaining moves, opting for yes/no answers or acknowledgments more often than the parent of the non-delayed child. The flow of information through the conversations was further disrupted by the need for the mother to seek clarification from the child.

There are repeated findings (Schodorf & Edwards, 1983; Cross, 1981) that state that parents talking to language-delayed children are more directive and that their language is less supportive of development in other respects. Cunningham et al (1990) found that mothers of children with

LANGUAGE FUNCTION IN THE ADULT LANGUAGE
ADDRESSED TO
YOUNG LANGUAGE-DELAYED CHILDREN

BY PATRICIA HENRY

APPENDIX

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Appendix 1: Ethnographic Questionnaire

CHILD

MOTHER

TOYS AND BOOKS

1. *How often do you buy toys for N?*
2. *What is your main reason for buying toys? second reason? others?*
 - a. to keep her amused
 - b. to enable her to play with friends
 - c. a professional or friend suggests toys
 - d. to help her when she goes to kinder (or school)
 - e. to help her find out about things
 - f. to give her something to do while I work
 - g. to show her I love/care for her
 - h. all children get toys for Christmas and birthdays
3. *Why do you choose particular toys?*
 - a. to help her in a particular way
 - b. she has seen in a shop and wanted
 - c. a professional has recommended
 - d. had been borrowed from toy library and well used
 - e. had been borrowed from toy library and she wanted
 - f. another child had one and she wanted one too
 - g. thought she would enjoy it
4. *What kind of toy was the last toy you bought? Who chose it?*
 - a. educational toy (eg. letters, numbers)
 - b. constructional toy
 - c. cuddly toy
 - d. mechanical toy
 - e. role-play toy
 - f. sporting equipment
5. *What do you think N's favourite toy is? What toy would she pick up around the house?*
 - a. educational toy

- b. constructional toy
- c. cuddly toy
- d. mechanical toy
- e. role-play toy
- f. sporting equipment

Why do you think it is a favourite?

6. *Where do you get books for N?*
 - a. purchased – grocery store
 - b. purchased – newsagent or bookstore
 - c. gifts
 - d. library
7. *How do you choose books to get for N?*
 - a. she chooses at store
 - b. see at friends house
 - c. see on TV programs, eg. 'Play School' or 'Humphrey'
 - d. librarian recommends
 - e. other professional, eg. speech therapist recommends
 - f. have had from library and was liked
8. *How do you choose books to read to N?*
 - a. she seems to have been enjoying it lately
 - b. she chooses what we'll read
 - c. book links to something we've seen on TV or heard, eg. nursery rhymes
 - d. professional has given for use in specific time
 - e. book is handy, close by when we sit down
9. *What was the last book you bought?*

Did N. choose it?
 Why did you/she choose it?
 Did anyone recommend it?

SOCIAL CONTACTS OF PARENT AND CHILD

1. *How often do you have visitors?*
 - more than 5 times a week
 - 3-5 times a week
 - 1 or 2 times a week
 - less than once a week

2. *How often does another child come to visit?*

more than 5 times a week
3-5 times a week
1 or 2 times a week
less than once a week

3. *What other places does N see other children? How often?*

friends' houses
playgroup
childcare centre
family day care
kinder gym
early intervention group, special kinder gym

4. *Does N indicate that she wants to go out to see other children?*

5. *Is N happy to be at eg. playgroup or visiting friends? Does she indicate if it is time to leave?*

FAVOURITE ACTIVITIES

Look at the following list of activities and try to rate Rebecca's enjoyment of them.

Activity	Child Enjoyment			
	Not at all	Not much	Quite a lot	Very much
Getting dressed				
Eating a meal				
Having a bath				
Watching TV				
Playing alone				
Playing with you				
Going shopping				
Playing with other children				
Visiting friends				
Helping you				
Being read to				

How do you know what N likes to do?

- a. response to invitation
- b. initiates activity
- c. cooperates when activity suggested
- d. shows pleasure during activity

Appendix 2: Transcription Conventions

In this section is a set of basic symbols used for transcribing the spoken discourse, along with some explanatory comments on how they were used.

1.0 Prosody

- (1) .. short pause. This indicates a brief break in speech rhythm, about 0.2 seconds or less
- (2) ... medium pause. This indicates a noticeable pause, of about half a second.
- (3) ...(.n) long timed pause. For pauses of about 0.7 seconds or longer, the approximate duration is indicated, in parentheses, to the nearest tenth of a second as determined roughly with a stopwatch.
- (4) = lengthened segment. This indicates that a syllable or segment is prolonged.

2.0 Intonation contour

- (1) . falling pitch. This indicates a 'final' fall in pitch at the end of an intonation unit.
- (2) , continuing pitch. This is a loose cover symbol for a variety of 'continuing' contours that are neither period intonation nor question intonation. The contour is often realised as a level or slight rise in pitch at the end of an intonation unit.
- (3) ? rising pitch. This indicates a marked rise in pitch at the end of an intonation unit.
- (4) ! 'exclamatory' intonation. This indicates what is perceived as 'exclamatory' intonation especially involving increased range and sudden pitch movement or loudness.
- (5) -- uncompleted intonation unit. This indicates that the intonation unit breaks off before the contour is complete.
- (6) | intonation subunit boundary. This separates intonational subunits occurring within an intonation unit.

3.0 Marked quality or prosody <x text x> marked quality. The stretch of text enclosed in < > has a marked quality of some sort. The marked quality is judged relative to the surrounding discourse produced by the same speaker.

- (1) <p text p> piano; low volume or creaky voice. This pair can be used to enclose words or segments which are produced with low volume or creaky voice.
- (2) <^ text ^> raised pitch
- (3) <v text v> lowered pitch
- (4) <l text l> lento; slower tempo
- (5) <f text f> forte; increased loudness
- (6) STRESS Capital letters indicated increased pitch and loudness

4.0 Filled pause and backchannel

uh	hesitation
um	"
hm	backchannel, awareness
huh	"
mm	affirmative response
uhuh	"
unhunh	"
unh7unh	negative response (initial syllable stressed)
uh7oh	alarm cry

5.0 Nonlinguistic sounds

- (1) (sound) nonlinguistic sound; nonlinguistic sounds produced in the vocal tract
- (2) @ laugh
- (3) @== extended laughter
- (4) (hh) breathing

6.0 Transcriber's perspective

- (1) X indistinctly heard syllable. The capital letter X indicates segments which are not audible enough to allow a reasonable guess at what was said.
- (2) ((comment)) comment, usually on context, or on use of Makaton or gesture
- (3) (/text/) phonemically transcribed words, usually when child has not articulated clearly enough to be sure of word meaning

7.0 Turns and overlap

- (1) N1; the speaker is N1. The speaker of a given line of the transcript is indicated by a capital letter and number to the left of the text at the start of the turn or backchannel.
- (2) { words } in overlap. This pair of curly brackets indicates the beginning and ending of overlap between two or more speakers.
- (3) __ latching. This symbol indicates that the following utterance 'latches' the preceding utterance, ie. there is no pause between the two speakers' turns.

Appendix 3: Activity Descriptions and Transcripts from Home setting

D1 ACTIVITY DESCRIPTION HOME CONTEXT

TIME	ACTIVITY	TALK
10:40	R begins on doors puzzle	M labels, asks for labels, suggests/tells how to do puzzle
10:43	R gets out books to put on floor to play with Big Bird	Comment on Activity
10:44	R gets Cookie Monster puppet out, uses to pick up other toys	M labels, R labels toys
10:46	R stops to play with elephant, stacking rings	M suggests right way to stack, asks R to name colors of rings
10:48	R returns to playing with Cookie Monster, stacking shapes	M suggests how R can get shapes off stick
10:52	M suggests playing with playdoh. R continues with shapes	Little talk
10:54	M introduces play with Big Bird, gradually R pays attention	Little talk
10:55	R moves to get playdoh out, M & R go to table to play with playdoh	Comment on who will do what with playdoh roller, etc.
10:57	R decides she wants to do Popeye jigsaw instead, I tips it out, first both then R work on puzzle	Comment on activity, labels parts of puzzle
11:07	Puzzle finished, R plays with Big Bird	M suggests, comments on activity
11:08	R plays with doors puzzle animal noises	M & R label parts of puzzle. doors 'shut',
11:11	M suggests book, R stays with puzzle	M reads two books of R's who responds to stories a bit
11:15	R joins in book reading	M continues reading book, eventually both read same book
11:17	R goes to set at table where playdoh is, M joins her. M & R play with playdoh	Comment on activity, eg. 'roller', label products, ask for cutters and rollers from each other, count
11:24	M gets R a cracker to eat. R continues playing with playdoh.	Comment on activity.
11:26	R leaves table, washes hands, returns to Popeye puzzle	M & R talk about activity. R tells I to read a book.
11:28	R walks around drinking a drink while M reads book	M reads book
11:30	R & I set up books on floor to play with Big Bird	Comment on activity with Big Bird, label parts of toy
11:36	R goes to get Cookie Monster puppet, uses to hand toys to M	Comment on activity, label toys
11:38	M & R play with puppet and figures.	Comment on activity, label figures in small red boat
11:39	M & R resume handing toys with puppet on R's hand	
11:40	R cuddles 'soft' beanbag, puts own hand, and then toys in puppet mouth	Comment on activity, 'soft', labels toys

D1 AT HOME

R. and mum were in their small flat. Taping was done late morning to allow for them to go out for lunchtime appointment. At many points, R does not even acknowledge M's utterances, just carries on with whatever she's doing.

R. uses 'mum' for a variety of functional meanings; sometimes it is an expressive, sometimes a directive, sometimes a representational.

D11	R;	Mum ,
D12		...(5.5) <p Xxxx . p>
D13	M;	...(1.0) I thought I 'd get out of this today . ((refers to doors puzzle))
D14		I wanted to x with something else .
D15		x not xxx .
D16		...(6.9) Turn it around . ((R is working on doors puzzle))
D17		Chook !
D18		... <^ Chooks ! ^>
D19		... <^ Chooks ! ^>
D110		... (1.4) <^ Say chooks ! ^>
D111		...(1.5) Who 's THAT ?
D112	R;	Mum .
D113	M;	MUM .
D114		...(1.4) And who 's that ?
D115	R;	Co .
D116	M;	COW= .
D117	R;	Moo .
D118	M;	Moo= .
D119		No ,
D120		I think that 's for the STable . ((M points to where door piece ought to go))
D121		For the HORse .
D122	R;	<p Hor ! p>
D123	M;	HORSE !
D124		This one goes over ... THERE ! ((M puts piece in))
D125	R;	...(1.6) Hor !
D126	M;	Horse ,
D127		Yeah ,
D128		the horse is there .
D129	R;	...(2.2) Pi ! ((R points to pig sty in puzzle, looks for right door piece))
D130	M;	<^ PIG ? ^>
D131		I do n't think you got pig fully undone . ((1 door piece had been left on the puzzle))
D132	M;	No= .
D133		...(4.2) Where 's the doors for the cow= ? ((M points to part not done yet))
D134	R;	Co= .

D135 Moo .
 D136 M; Here they are= .
 D137 ... (3.0) And here 's your OTHer one . ((M gets another puzzle piece R
 needs while R works quickly on doors puzzle))
 D138 R; ... (4.5) Pi .
 D139 M; ... (3.0) No ,
 D140 Around .
 D141 Around .
 D142 That 's a good girl .
 D143 R; ... (6.5) More . ((R completes doors puzzle, starts to take pieces out
 again))
 D144 M; <^ MORE ! ^> ((Does r really want to do it again?))
 D145 Oh ,
 D146 what about a BIRD or something ?
 D147 What about the big BIRD ?
 D148 R; x x X x .
 D149 M; Did you want the big BIRD ?
 D150 R; Yes .
 D151 M; Well you get the books , ((M & R will make a 'road' on the carpet for
 Big Bird to go along))
 D152 and we 'll have big bird .
 D153 M; What 's THAT ? ((M refers to book R has picked up))
 D154 R; X x .
 D155 M; Ooh HIDE ,
 D156 that 's a book called HIDE .
 D157 We 've got DIFFerent ones today ,
 D158 haven 't we .
 D159 R; ... (6.4) Mo=ve .
 D160 ... GO . ((R pushes, trying to make toy go))
 D161 ... Go .
 D162 M; GO !
 D163 Yeah ,
 D164 that 's big bird too .
 D165 ... (3.7) Oh= . ((Toy runs off 'road', runs out of power))
 D166 R; More .
 D167 M; <^ More . ^>
 D168 R; Mum .
 D169 M; Mum this time . ((M pushes toy to make it go))
 D170 Oh .
 D171 R; Mum .
 D172 M; ... (1.5) Ha ha .
 D173 Oy ... oops he fell OVer .
 D174 R; Mum !
 D175 M; Mum .
 D176 What ?
 D177 R; ... (6.2) ((R silently hands toy back to M))

D178 M; More ?
 D179 R; Yeah .
 D180 M; ...(4.9) Got to have one down there , ((M refers to needing another
 book for the 'road' after toy fell over))
 D181 do n't we .
 D182 R; Mum ,
 D183 M; Oh ,
 D184 ta . ((R has picked up puppet and is using it to hand toys to M))
 D185 R; No .
 D186 M; Oh . ((M puts toy down on floor. Responds as tho' R had requested
 this))
 D187 R; ...(5.2) Bo= ? ((R is looking for toys to pick up using puppet))
 D188 M; The ball ?
 D189 The ball 's there .
 D190 M; There it is .
 D191 { You 've -- }
 D192 R; { (/ dae dih /) . }
 D193 M; Ah you want ... GROver .
 D194 R; Mmm .
 D195 M; No ,
 D196 not mmm .
 D197 R; Gro ger .
 D198 M; THAT 's cookie monster you 've got THERE= ,
 D199 ... And THAT 's GROver . ((R hands Grover finger puppet to M))
 D1100 Whoops . ((M tries to stand puppet up and it falls over))
 D1101 ...(4.6) And who 's that ONE ?
 D1102 R; (/ wih7 . /)
 D1103 M; Who ?
 D1104 R; (/ Eh . /)
 D1105 M; Ernie ,
 D1106 yeah .
 D1107 R; Buh .
 D1108 M; Ber=t .
 D1109 ...(7.5) Oh .
 D1110 R; ...(3.2) Sheep .
 D1111 M; <^ Sheep= ! ^>
 D1112 Oh ,
 D1113 Ta . ((R has handed plastic sheep to M))
 D1114 R; (/ kuh7 . /)
 D1115 M; ...(1.2) A ... TRUCK .
 D1116 R; ...(3.3) Car .
 D1117 M; Car ,
 D1118 oh ,
 D1119 all right ,
 D1120 it 's a car .
 D1121 All right then .

D1122 A car .
 D1123 R; ...(1.5) (/ dei . /)
 D1124 M; A koala ,
 D1125 yeah .
 D1126 R; ... (/ kih . /) ((R 'kisses' stuffed koala toy))
 D1127 M; Whoa= . ((M stands koala up but it falls over))
 D1128 ...(3.9) What 's that you got there ?
 D1129 R; (/ paup ! /)
 D1130 M; Yeah ,
 D1131 that 's for the ... for the PIG . ((R hands M one of parts to 3-d pig puzzle))
 D1132 R; Pi .
 D1133 M; ...(4.1) PIG . ((Refers to pig 3-d puzzle))
 D1134 There 's a head .
 D1135 R; ...(4.2) Pi .
 D1136 M; Ooh you HAVE got a PIG too ! ((R hands M plastic pig, not puzzle. M has both parts of 3-d pig and small plastic pig))
 D1137 ...(3.8) Will this fit ? ((M assembles part of 3-d pig))
 D1138 R; Haw= .
 D1139 M; <^ A horse ! ^>
 D1140 <^ You got a HORse too ! ^>
 D1141 R; X x .
 D1142 M; ...(1.8) Is that a BOAT ?
 D1143 ... I think that 's a BOAT .
 D1144 ... Is that a BOAT ? ((R doesn't even acknowledge question))
 D1145 What 's THAT ?
 D1146 R; (/ gah7 ! /)
 D1147 M; A ring . ((R hands M a ring from a stacking toy))
 D1148 R; (/ ih . /)
 D1149 M; <^ Two you 've got . ^> ((R hands two toys at once))
 D1150 <^ Two ? ^>
 D1151 R; Yeah .
 D1152 M; ...(3.9) Ta . ((R holds rod with shapes on it out to M))
 D1153 R; ...(3.1) Mum ,
 D1154 M; Yeah ,
 D1155 R; (/ dih . /) .
 D1156 M; Can you hold it ? ((R is trying to grab stacking toy with puppet))
 D1157 You 've got one , ((R has stacking toy))
 D1158 have n't ya ?
 D1159 Ta .
 D1160 Can you -- ((R starts doing stacking toy))
 D1161 You can 't throw them on like yours .
 D1162 You gotta put them on ,
 D1163 do n't ya x? ((This stacking toy is not quoits-like))
 D1164 R; Yeah .
 D1165 M; ..(3.6) That one . ((M has rod with shapes on it))

D1166 Can you help unscrew them ? ((M holds it out to R to take shape off rod))
 D1167 ...(2.5) They wo n't go on THERE . ((R tries to put shape on stacking toy))
 D1168 ... Uh7 ,
 D1169 Not on THERE .
 D1170 ...(2.8) What does IT do= ? ((R pushes on squeaker on assembled 3-d pig that she had played with previously))
 D1171 R; X x .
 D1172 M; ...(2.5) Does she squeak like a PIG ?
 D1173 ((M makes pig snorting noise))
 D1174 That 's how you SAY it ,
 D1175 is n't it ?
 D1176 You go ((snort snort)) .
 D1177 You push that down and he goes oink oink ,
 D1178 does he ?
 D1179 ...(1.4) Going to x Ernie again .((R has picked up Ernie finger puppet in other hand))
 D1180 ...(1.4) Want ERNIE ?
 D1181 R; No .
 D1182 M; <^ NO ! ^>
 D1183 ... <^ No ! ^>
 D1184 <^ Want big bird ? ^>
 D1185 R; Nope . ((R keeps picking up things, and stacking rings on toy; very busy))
 D1186 M; <^ Nope ? ^>
 D1187 ...(2.7) You want KOAla .
 D1188 ...(3.0) Would you like koala ?
 D1189 ...(5.2) Would you like koala ?
 D1190 R; Nah7 . ((R continues playing with stacking rings))
 D1191 M; No ?
 D1192 ...(2.5) That one goes on that one . ((M refers to stacking toy))
 D1193 ... and you got to push= them down= . ((M tries to push rings down on toy))
 D1194 You have n't got them DOWN .
 D1195 Look .
 D1196 <f Oh you have n't got the right one ON . F>
 D1197 You got the orange one in the wrong SPOT .
 D1198 R; ...(2.3) Spaw7 .
 D1199 M; You had the wrong one= . ((R takes all the rings off to start over))
 D1200 ...(6.9) Now which one goes first ?
 D1201 ...(3.4) What COLOr ?
 D1202 R; <p x x . p>
 D1203 M; No ,
 D1204 that one does n't go next . ((M helps R do stacking toy))
 D1205 What color is THAT ?

D1206 R; Blue .
 D1207 M; <f No , f>
 D1208 <f not blue= . f>
 D1209 R=ed .
 D1210 R; Red .
 D1211 M; I think the yellow one goes --
 D1212 Orange first though .
 D1213 Take the red one off .
 D1214 Put the orange one .
 D1215 ... No ,
 D1216 <^ this one . ^> ((Sequence is red-orange-red))
 D1217 ...(2.0) Now you put ... ORange .
 D1218 ...(2.5) No ,
 D1219 not PURple .
 D1220 ...(1.3) What color is THAT ?
 D1221 R; Green .
 D1222 M; Gree=n .
 D1223 Good girl .
 D1224 ...(4.2) <p No , p>
 D1225 wo n't go on= . ((R tries to put wrong ring on))
 D1226 R; ...(3.7) X x .
 D1227 M; Blue one ,
 D1228 <f no= . f>
 D1229 <p No . p>
 D1230 R; ...(3.4) What ...that one ? ((Unclearly articulated))
 D1231 M; That one ?
 D1232 R; Blue .
 D1233 M; No ,
 D1234 not blue .
 D1235 ...(1.5) <l Yellow . l>
 D1236 R; Yellow .
 D1237 M; <l Yellow . l>
 D1238 ...(1.1) NO ,
 D1239 <f you do n't toss them on like that ! f>
 D1240 R; X x .
 D1241 M; That one goes on FIRst .
 D1242 the blue= one .
 D1243 ...(2.7) and then PURple .
 D1244 ...(1.6) <^ That 's it ! ^>
 D1245 ...(5.2) What are you MISSing ? ((R is looking around behind herself
 for something))
 D1246 ...(2.1) Would you like your BIRD ?
 D1247 R; (/ booh . /)
 D1248 M; Bird ?
 D1249 Oh you want a BOOK .
 D1250 Oh .

D1251 ... (2.7) A book . ((R hands M a book))
 D1252 Ta . ((R hands M several books one at a time))
 D1253 ... (1.2) ALL the books ? ((R picks up rod with shapes again))
 D1254 ... (9.3) Do you want to do your POPEYE ? ((M refers to puzzle of R's
 for change))
 D1255 ... (1.3) Would you like to get POPeye ?
 D1256 and do POPeye ?
 D1257 ... (1.8) Would you like Popeye ?
 D1258 R; Yep .
 D1259 M; You get Popeye then .
 D1260 ... Please .
 D1261 And we 'll do popeye .
 D1262 ... (2.7) Hey ?
 D1263 ... We 'll do POPeye ?
 D1264 ... Do you want to get popeye ?
 D1265 R; Uh .
 D1266 M; Oh= . ((R is playing with rod and shapes again))
 D1267 You got blue .. purple . ((M comments on shapes while R tries to get
 them off))
 D1268 Ah= ,
 D1269 <^ you got the lot , ^>
 D1270 <^ have n't you now . ^>
 D1271 R; Uh . .
 D1272 M; ... (11.4) <f Turn it ! f> ((M suggests turning to help R get last shape off
 rod))
 D1273 Turn it .
 D1274 ... (1.1) Turn it .
 D1275 Turn the block . ((M refers to blue shape stuck on rod))
 D1276 You say tu=rn .
 D1277 R; Turn .
 D1278 M; Good girl .
 D1279 .. (1.7) <^ Who 's THAT ? ^> ((R looks at Tr))
 D1280 ... (2.9) <p x x ? p>
 D1281 R; Yep .
 D1282 M; <pp Xxx . pp>
 D1283 ... (6.9) All GONE ? ((R got last shape off rod))
 D1284 ... (1.9) <^ Gone ? ^>
 D1285 ... (1.6) <^ Gone ? ^>
 D1286 R; More . ((R puts shape back on and spins it))
 D1287 M; <^ More ! ^>
 D1288 ... (2.8) What are you going to do ?
 D1289 ... (1.6) Do you want to play with playdough ?
 D1290 R; Yeah .
 D1291 M; You want to play with playdough .
 D1292 ... (1.1) Do you want to <^ cut out ? ^>
 D1293 ... some cakes ?

D1294 ... biscuits ?
 D1295 Can ... cut <^ out some biscuits ? ^>
 D1296 ... <^ We get playdough ? ^>
 D1297 R; (/ rahrow/).
 D1298 M; Rebecca .
 D1299 <^ Well Rebecca get it then . ^>
 D1300 M; ...(10.9) Do n't know what to do ,
 D1301 do you ,
 D1302 with that . ((R is still manipulating rod and shapes))
 D1303 R; X .
 D1304 More .
 D1305 ...Ra=y .
 D1306 M; Rebecca .
 D1307 All right ,
 D1308 Rebecca.
 D1309 <^ All right . ^>
 D1310 ...(40.6) They 're all ON . ((R hasn't moved, sits and puts shapes back on rod))
 D1311 <^ All GONE . ^>
 D1312 ...(1.2) <^ All gone ? ^>
 D1313 R; ...(3.0) X . ((R just continues turning shapes around the rod;M picks up big bird toy))
 D1314 M; ...(27.3) <^ You going to play with the playdough ? ^> ((?))
 D1315 R; ...(10.7) (/ ruhrow . /)
 D1316 M; Rebecca going to do it ,
 D1317 all right . ((R starts to play with bigbird toy with M))
 D1318 ...(2.0) <f HARDer . f>
 D1319 Push HARD .
 D1320 Down like that ,
 D1321 hard .
 D1322 Push .
 D1323 ...<^ Push . ^> (R tries, then turns back to rod and shapes))
 D1324 ...(8.6) You going to play with the playdough ?
 D1325 R; Yeah . ((R goes over to bag of play material near Tr))
 D1326 M; ...(17.8) <^ Get it ! ^>
 D1327 <^ Trish wo n't hurt ya ! ^>
 D1328 ...(1.7) <^ You get it . ^>
 D1329 <^ I 'll see -- ^>
 D1330 <^ I 'll see it . ^>
 D1331 <^ That 's the girl . ^> ((R rummages through bags of play material on chair))
 D1332 Tr; ...(5.3) I 'll look away . ((Muffled, in background to x))
 D1333 M; ...(3.7) <^ Quick= ! ^>
 D1334 R; No .
 D1335 Nah .
 D1336 M; ...(1.1) <^ Do n't scratch the walls= . ^>

D1337 ... (8.4) You put it up here ? ((M to Tr to see if affected taping))
 D1338 ... (9.0) <^ Come on then , ^>
 D1339 <^ we 'll make some biscuits ? ^>
 D1340 R; Nope .
 D1341 M; { <^ No= ? ^> }
 D1342 R; { X }
 D1343 M; ... <^ Roll ? ^>
 D1344 <^ You roll . ^>
 D1345 ... (1.6) You roll.
 D1346 ... (3.8) You roll.
 D1347 R; MUM .
 D1348 M; Mum 's got to roll ?
 D1349 R; (/ rahrow . /)
 D1350 M; Rebecca roll . ((Both M & R use rolling pins on playdough))
 D1351 R; ... (16.8) @ @ Ooh . @
 D1352 Rah !
 D1353 M; Oh I roll .
 D1354 Oh ,
 D1355 I got to roll x x .
 D1356 ... (9.4) Ah , ((R points to cutters she's put out for M to use))
 D1357 ta= .
 D1358 ... (1.8) Mum got a fish and the BIRD . ((M refers to cutters))
 D1359 ... (3.0) What have YOU got ?
 D1360 R; ... (1.9) (/ tot /) .
 D1361 M; X= .
 D1362 R; X .
 D1363 { (/ ga= /) , }
 D1364 M; { I think you should roll yours out a little bit . }
 D1365 R; (/ ga= . /)
 D1366 M; Gone .
 D1367 R; ... (2.4) No ,
 D1368 ... No .
 D1369 M; What ,
 D1370 do n't you want to use playdough ?
 C371 R; Nah .
 D1372 M; WHY= ? ((R starts to climb down from table))
 D1373 R; <l Puzzle . l>
 D1374 M; Do you want your jigsaw puzzle ?
 D1375 Oh .
 D1376 Do n't want ... playdough ?
 D1377 R; ... X X
 D1378 ... (3.0) Mum .
 D1379 M; You want mum to do it .
 D1380 Well we 'll sit on the floor then .
 D1381 How 's that .
 D1382 Did you want to stand or sit ? ((To Tr??))

D1383 Tr: I 'm all right ?
 D1384 M; ...(1.2) Do you want to sit down ? ((To R))
 D1385 R; Yeah .
 D1386 M; Well come on then .
 D1387 ...(4.7) Tip @ it OUT . @
 D1388 Come on ,
 D1389 tip it OUT .
 D1390 R; Mum .
 D1391 M; Oh MUM . ((M tips pieces out for R))
 D1392 R; ...(2.6) @ @
 D1393 M; ...(2.1) There you are .
 D1394 R; ...(2.9) (/ dah . /)
 D1395 M; Gone . ((All the puzzle piece have been tipped out.))
 D1396 Oh I 'll put this one in .
 D1397 R; ...(3.7) No .
 D1398 M; No .
 D1399 R; (/ hae . /)
 D1400 M; <^ Hand ? ^>
 D1401 <^ I do n't know where the hand is . ^>
 D1402 R; ...(5.1) (/ hah= /) . ((R taps her own chest))
 D1403 M; HEART .
 D1404 Yeah ,
 D1405 that 's your HEART up there .
 D1406 ...(17.5) Go on , ((R & M look through puzzle pieces on carpet))
 D1407 it was there .
 D1408 You turned it ODler .
 D1409 It 's there= ,
 D1410 the ha=nd .
 D1411 ...(1.2) Yeah ,
 D1412 see ,
 D1413 you 've got it .
 D1414 R; ...(7.6) X bit .
 D1415 M; That bit ?
 D1416 I do n't know where that bit is= .
 D1417 R; (/ ah wee . /)
 D1418 M; You turn them a while ... over . ((M asks R to turns puzzle pieces over))
 D1419 R; MUM !
 D1420 (/ ih bih ! /)
 D1421 M; BIT ?
 D1422 ...(2.0) <^ I do n't know { where that bit is= . ^> }
 D1423 R; { (/ a wei . /) }
 D1424 (/ a wei . /) ((R stands up to move around sit just in front of M))
 D1425 M; Rebecca going around that way ,
 D1426 Oh .
 D1427 ...(2.0) <^ What ,

D1428 are you sitting down and not let mum do it ? ^>
 D1429 R; (/ rahrei . /)
 D1430 M; <^ Rebecca going to do it . ^>
 D1431 Oh .
 D1432 ... Oh well ,
 D1433 <^ mum 'll watch . ^>
 D1434 R; ...(2.8) X x .
 D1435 M; No ,
 D1436 I 'm not . ((M doesn't help with puzzle))
 D1437 R; x .
 D1438 X .
 D1439 M; <^ You found it . ^>
 D1440 R; ...(5.4) (/ shuh= . /)
 D1441 M; Shoe ?
 D1442 No ,
 D1443 that 's not the shoe= .
 D1444 ...(1.4) That 's for the BOAT .
 D1445 Part of the BOAT .
 D1446 ...(5.7) That 's the ... lightHOUSE . ((M puts a piece in discreetly))
 D1447 R; ...(7.3) Bi=t .
 D1448 M; Where 's the bit for THAT one ?
 D1449 R; ...(1.6) x here .
 D1450 M; ...(10.1) <p I 'll put this bit here . p>
 D1451 R; Oh { oh , } oh oh .
 D1452 M; { No ? }
 D1453 Oh ,
 D1454 all right . ((M stops doing puzzle))
 D1455 { Hold on . }
 D1456 R; { X x }
 D1457 ...(6.0) (/ bih /) HOLE . ((R puts piece in empty area of puzzle))
 D1458 M; Hole .
 D1459 There ,
 D1460 oh ,
 D1461 all right .
 D1462 R; ... Hoo hoo . ((Singing-like sound, then R continues looking for pieces))
 D1463 ...(4.0) oh7 oh7 ... ha= . ((R finds a piece and puts it in .))
 D1464 M; @ Ha= @
 D1465 R; X x .
 D1466 ... Ay= !
 D1467 ...(4.7) Hole .
 D1468 M; Hole .
 D1469 ...(1.6) Hole .
 D1470 R; ...(1.8) (/ hah7 /) heart .
 D1471 M; Yeah ,
 D1472 that 's the hear=t .

D1473 ... (3.4) and what 's THAT ?
D1474 ... (1.6) Spinach .
D1475 That 's Popeye 's spinach .
D1476 R; (/ spinah . /)
D1477 M; ... (11.7) And what 's that one ?
D1478 ... (5.0) DUCK .
D1479 See the duck . ((M points to part of puzzle))
D1480 R; (/ doh. /) ((R continues working on puzzle))
D1481 M; ... (28.1) <p What about THIS one ? p>
D1482 ... (9.4) X Popeye NOW ?
D1483 <^ There 's , ^>
D1484 <^ THERE 's the POPEye . ^>
D1485 Mum 's got it .
D1486 ... (7.7) <^ You breaking it all up , ^>
D1487 <^ are ya ? ^> ((R takes a part of puzzle apart))
D1488 R; No .
D1489 M; No .
D1490 R; .. (2.7) <l X x . l>
D1491 M; ... (20.2) You took Mum 's bit ,
D1492 EH ?
D1493 <^ Did you take Mum 's BIT ? ^>
D1494 R; Yeah .
D1495 M; Yeah= .
D1496 ... (5.4) x x piece . ((M finds and puts piece in, comments on own work))
D1497 R; X . ((R comments on her (own) piece))
D1498 M; ... Yeah . ((Both continue working on puzzle))
D1499 R; X bit . ((R comments on piece she puts in))
D1500 M; THAT one ,
D1501 oh .
D1502 R; ... Hole .
D1503 M; Hole ,
D1504 yeah .
D1505 R; ... (2.2) This .. HOLE . ((R points to empty place in puzzle she wants to complete))
D1506 M; ... Hole ,
D1507 which hole ?
D1508 There ?
D1509 Yeah .
D1510 ... (3.4) I= 've got it . ((Looking for piece for that gap))
D1511 R; I= (/ goh . /) ((R finds & puts appropriate piece in))
D1512 M; <^ YOU 've GOT it . ^>
D1513 <^ Oh well , ^>
D1514 <^ I 've got THAT one then . ^>
D1515 R; Oh7 xx .
D1516 ... (2.2) Um ,

D1517 (/ a wei ! /)
D1518 M; Whx x x does THAT one go ?
D1519 R; Nope ! ((R picked a piece up & then put it back down again))
D1520 ...(23.1) (/ ae ih fih . /) ((R tries to put a piece in which M later moves))
D1521 M; ...(5.2) <p Somewhere there . p>
D1522 ...(8.2) Does it <^ go there ? ^>
D1523 ...(2.7) Yes ! ((R succeeds in getting a piece in))
D1524 R; Hey ! ((R points to right piece in a place))
D1525 M; Hand ,
D1526 yes ,
D1527 hand . ((M holds her own hand up))
D1528 R; Mummy ,
D1529 ooh .
D1530 M; Hey .
D1531 ...(3.5) No ,
D1532 over there . ((R continues working on puzzle))
D1533 R; It fits .
D1534 M; It goes in ,
D1535 does it ?
D1536 Oh .
D1537 R; Hole .
D1538 M; x hole .
D1539 ...(1.9) <p Where does THAT one go ? p>
D1540 ...(2.5) <p I think it 's upside down= . p>
D1541 R; ...(3.2) X ((R turns piece, continues working))
D1542 ...(6.7) Hole .
D1543 M; Hole ?
D1544 Which hole ?
D1545 ... Which one do you want ? ((ie. to find the piece for))
D1546 ...(13.9) Popeye 's x ?
D1547 ..(5.1) { Popeye , }
D1548 R; { Popeye ! }
D1549 M; Yes ,
D1550 Popeye .
D1551 There 's Popeye there .
D1552 There 's Popeye 's pipe .
D1553 R; ...(3.8) POP !
D1554 M; ... Popeye ,
D1555 yeah= .
D1556 R; <p X . p>
D1557 M; ...(11.2) That 's a ... WHALE ,
D1558 ...(4.0) a WHALE .
D1559 Can you say WHALE ?
D1560 R; (/ Wei= . /) ((R continues working on puzzle))
D1561 M; ...(17.0) I don 't think it goes in there .
D1562 R; ...(3.7) X bit ? ((R points to gap for which she wants piece))

D1563 M; x bi=t ?
D1564 I think you might be SITting on that bit ?
D1565 .. under your legs .
D1566 R; Oh .
D1567 M; ...(2.7) All done . ((R completes puzzle))
D1568 ...(5.0) <f Is that all now ? f> ((R has gone across room to toys))
D1569 R; ... X x . ((R comments on toy she has found))
D1570 M; ...(7.8) You want Big Bird again . ((R has picked up BigBird toy))
D1571 ...(2.2) You want big Bird ? ((R goes to play with BB toy on book
'road'))
D1572 ...(2.8) You want Big Bird ?
D1573 R; ...(2.6) Yep . ((R plays with BBird, then stacking rings, back to BBird))
D1574 Mum ,
D1575 M; Mum what ?
D1576 R; X x x .
D1577 M; Well <^push . ^> ((M tells R how to get BBird moving))
D1578 <^ Push . ^>
D1579 R; ...(5.1) X x .
D1580 ...(1.8) { NO . } ((As M takes BBird & turns toy around))
D1581 M; { X , }
D1582 You want it up that way ,
D1583 do you ?
D1584 R; No .
D1585 M; No ?
D1586 R; No . ((R comes to get toy herself, make it go the other way along the
'road'))
D1587 M; Well <^ push it up , ^>
D1588 <^ push it up that way . ^>
D1589 <^ The other way . ^>
D1590 <^ You have n't got it DOWN . ^> ((R has difficulties pushing the toy
to propel it))
D1591 R; ...(3.1) x (/ wei /) . ((R reaches for toy again))
D1592 M; <^ Put it on , ^>
D1593 ... you want to push it that way up .
D1594 ...(1.9) <^ PUSH ! ^>
D1595 R; No . ((R starts to give up))
D1596 M; ...Whoa ! ((Toy goes back towards R))
D1597 R; X x . ((R articulates as she points to doors puzzle, but goes back to
B.Bird briefly))
D1598 M; ...(8.6) Wo n't go on the CARpet . ((As R tries to make BBird go on
carpet))
D1599 R; ...(2.7) Hmm . ((R leaves BBird, goes to doors puzzle, humms))
D1600 M; ...(2.4) What 's that ? ((R starts to work on doors puzzle again))
D1601 R; Pi .
D1602 M; Pig .
D1603 R; ...(1.6) No .

D1604 M; <^ No , ^>
D1605 oh .
D1606 ...(7.0) No ... oh .
D1607 R; (/ chiuh /) .
D1608 M; CHOOK .
D1609 ...(1.9) What 's that ?
D1610 R; <^ Pi . ^>
D1611 M; <^ PIG . ^>
D1612 R; ...(2.8) (/ bai /) .
D1613 M; BIRD .
D1614 Yes .
D1615 ...(2.3) <^ HORSE ! ^>
D1616 R; ...(1.9) (/ kai /) .
D1617 M; <^ COW . ^>
D1618 R; Oo .
D1619 M; Moo ,
D1620 that 's a girl . ((R tries another set of doors))
D1621 ...(5.2) Nobody <^ home ? ^>
D1622 R; ...(9) Hor . ((R points to stable))
D1623 M; <^ HORSE . ^>
D1624 R; ...(1.0) (/ beu= /) ,
D1625 M; Boo ,
D1626 oh boo .
D1627 You 're playing boo with it .
D1628 R; ...(4.9) DOE .
D1629 M; <^ A DOG . ^>
D1630 R; Go way .
D1631 M; Go away ,
D1632 aah ,
D1633 x away .
D1634 R; (/ kor /) .
D1635 ...(3.4) (/ kae= /) .
D1636 M; Cow ,
D1637 yes .
D1638 R; Ooh .
D1639 M; Moo ,
D1640 yeah ,
D1641 moo .
D1642 R; ...(1.4) (/ auw /) ,
D1643 ...(2.7) (/ HAUW /) .
D1644 M; Yeah ,
D1645 they 're birds .
D1646 They 're PIGEONS .
D1647 R; Oh . ((Continues putting puzzle pieces in))
D1648 M; ...(17.5) The door goes AROUND ,
D1649 ... DOOR ,

D1650 turn it ,
 D1651 that 's it .
 D1652 R; (/ syuh /) !
 D1653 M; SHUT .
 D1654 R; ...(6.2) (/ uh beu= /) .
 D1655 M; ...(1.1) Birds= .
 D1656 R; ...(1.4) (/ u /) ,
 D1657 ... (/ mwa /) .
 D1658 M; Mum ,
 D1659 yeah .
 D1660 ...(3.1) What are THEY ?
 D1661 R; (/ chih /) .
 D1662 M; <^ CHOOKS . ^>
 D1663 R; (/ chuh SHUH /) .
 D1664 M; SHUT ,
 D1665 oh .
 D1666 R; ...(1.4) (/ ko ... moo /)
 D1667 M; Moo ,
 D1668 yes x .
 D1669 R; ...(8.3) (/ uh MUH /) ,
 D1670 M; Mum what ?
 D1671 R; ...(1.8) (/ how /) .
 D1672 M; ...(2.9) X <^ X MUM ! ^>
 D1673 R; MUM .
 D1674 M; Mum 's in <^ THERE ? ^> ((M points to window in puzzle))
 D1675 R; (/ ra7 ruh . /)
 D1676 M; And <^ REBECCA ? ^>
 D1677 <^ Oh .. REBECCA there . ^>
 D1678 ... (1.1) gone huh ? ((R covers window with door))
 D1679 R; ...(4.8) <p No . p>
 D1680 M; <^ NO , ^>
 D1681 <^ I 'm not to do it , ^>
 D1682 hmh .
 D1683 R; ...(2.9) CHOOK .
 D1684 M; Chook .
 D1685 R; <p chook . p> .
 D1686 ...(1.1) (/ kum= /) ,
 D1687 M; { Cow , }
 D1688 R; { ooh . }
 D1689 M; Moo= ,
 D1690 ... (.9) Wanna have a book READ ? ((R is close to finishing puzzle))
 D1691 ...(2.0) <^ Heh ? ^>
 D1692 <^ Read a BOOK ? ^>
 D1693 R; (/ kor . /)
 D1694 X (/ kor . /)
 D1695 M; <^ Read a book ? ^>

D1696 R; Mum .
 D1697 M; <^ Rebecca read it too ? ^>
 D1698 R; Mum .
 D1699 M; <^ Mum read it . ^>
 D1700 <^ What that about Rebecca ? ^>
 D1701 ...(1.5) <^ What about Rebecca ? ^>
 D1702 R; Mum . ((R starts re-doing doors puzzle, M finds book to read))
 D1703 M; <^ Sit and read it with mum , ^>
 D1704 <^ like you did .. like the other day . ^>
 D1705 ... Here <^ what 's this one ? ^>
 D1706 <l All by MYself . l> ((M reads title))
 D1707 R; No .
 D1708 M; <^ NO ? ^>
 D1709 R; { x }
 D1710 M; { Each } day I brush my teeth more than once ((M reads book, R does puzzle again))
 D1711 <l all by mySELF . l>
 D1712 At meal times .. I can do quite well
 D1713 <l all by mySELF . l>
 D1714 ...(2.7) Dressing is hard ,
 D1715 I can nearly do it
 D1716 <l all by mySELF . l>
 D1717 Look at me .
 D1718 I 'm in my car .
 D1719 I can ride
 D1720 <l all by mySELF ! l>
 D1721 My flowers grow . ((M continues reading))
 D1722 I planted them
 D1723 <l all by mySELF . l>
 D1724 R; X . ((R articulates something as she puts puzzle piece in))
 D1725 M; Look at ME . ((M continues reading))
 D1726 I can load my trailer
 D1727 <l all by mySELF . l>
 D1728 ...(1.8) Look ... at pictures one day
 D1729 I 'll read too
 D1730 <l all by mySELF . l>
 D1731 ...(1.9) Look at this ! ((M reads, R appears to ignore, does puzzle))
 D1732 I can draw lots of things
 D1733 <l all by mySELF . l>
 D1734 ...(1.0) I 'm going to build .. a big .. tall .. house
 D1735 <l all by mySELF . l>
 D1736 <^ You want to build a tall house , ^> ((To R))
 D1737 <^ with your blocks ? ^>
 D1738 <^ Like that ? ^>
 D1739 At bed time I can get ready for bed . ((M reads))
 D1740 Can you ,

D1741 <l^ all by yourSELF ? ^l>
 D1742 R; Yeah .
 D1743 M; X ,
 D1744 yeah= .
 D1745 ...(2.0) <^ Do you want another one ? ^> ((M asks R if she wants M to read another book))
 D1746 R; ...(3.7) Yeah . ((R eventually looks over at M with books))
 D1747 M; <^ Work and play ? ^> ((M suggests book))
 D1748 R; (/ pei . /)
 D1749 M; <l Paint a picture . l> ((M begins reading book))
 D1750 You paint a picture ? ((M asks R))
 D1751 R; Yeah .
 D1752 M; Clean up the mess . ((M resumes reading))
 D1753 <^ Do you clean your mess up like this ? ^> ((To R, showing picture))
 D1754 R; Yeah .
 D1755 M; You do .
 D1756 <^ Mend the BIKE . ^> ((M resumes reading))
 D1757 ...(2.7) <^ Go for a RIDE . ^>
 D1758 ...(2.2) <^ Go for a ride ? ^> ((To R))
 D1759 R; Yeah .
 D1760 M; Yeah .
 D1761 <^ Build a sandpit ? ^>
 D1762 R; X x . ((R comments on puzzle work she's doing to herself))
 D1763 M; <^ Play all day ? ^>
 D1764 <^ Play all day in your sandpit ? ^> ((To R))
 D1765 R; Yeah .
 D1766 M; You do .
 D1767 <^ Bake some cakes , ^>
 D1768 R; Yeah= .
 D1769 M; <^ Have a picnic . ^>
 D1770 R; X yeah .
 D1771 M; <l Cut the grass . l>
 D1772 ...(2.3) <l and have LOTS of FUN . l>
 D1773 ...(7.2) What about Cookie Monster . ((M picks up another book; R continues playing with puzzle))
 D1774 Do you want to read IT with Mum ?
 D1775 ...(4.6) Mmm= .
 D1776 <l Cookies will be delicious . l> ((M reads))
 D1777 ...(2.4) <l Would you look at THAT ? l> ((M reads book; R does puzzle))
 D1778 ...(5.8) Oh Me want to eat ALL cookies ,
 D1779 but me save best one for cookie contest at the FAIR .
 D1780 ...(2.2) That star { reminds me } of something x cookies .
 D1781 R; { X . } ((R comments to self on book she's picked up))
 D1782 M; ...(3.3) Me have circle TOO .
 D1783 There 's a circle and there 's a circle on the tractor ,

D1784 is n't it ? ((M showing book picture to R))
 D1785 And who 's THIS ? ((To R who picks up different book))
 D1786 R; (/ dah . /)
 D1787 M; <^ Who is it ? ^>
 D1788 R; (/ Eh . /)
 D1789 M; Ernie and --
 D1790 R; <f (/ tao ! /) f>
 D1791 M; <^ Good , ^>
 D1792 <^ yes . ^>
 D1793 <fl Dum dee dum . fl> ((M resumes reading book, R looks at her own book))
 D1794 R; <p X . p>
 D1795 M; ...(4.2) Yum= . ((M reads, turns pages slowly))
 D1796 ...(4.9) When me see triangle ,
 D1797 me think the best triangle of all cookie .
 D1798 R; <p x p>
 D1799 M; ...(1.5) Hmm , ((R points to own book, looks at M's as well))
 D1800 Baseball diamond look just like cookie .
 D1801 ...(2.4) HEY X me better hurry to cookie contest .
 D1802 ...(3.2) STOP sign octagonal shape same as cookie makes me HUNgry.
 D1803 ..(4.3) Cowabunga cookies ALL= GONE . ((M reads end of book))
 D1804 R; Gone .
 D1805 M; That 's a GOOD GIRL . ((To R))
 D1806 R; X x . ((R reads her book to herself))
 D1807 M; <^ Paint a picture , ^> ((M starts reading R's book aloud))
 D1808 R; (/ Buh . /)
 D1809 M; Yeah ,
 D1810 <^ mend the BIKE . ^>
 D1811 M; <^ Go for a RIDE . ^> ((R points to next picture, cues M))
 D1812 ...(2.4) <^ Bake some CAKES . ^>
 D1813 ...(1.5) <^ Have a PICnic . ^>
 D1814 ...(1.1) <^ Cut the GRASS . ^>
 D1815 <^ Do you cut the grass ? ^> ((To R))
 D1816 R; X .
 D1817 M; <^ And have LOTS of FUN . ^> ((End of book, M reaches for another book))
 D1818 ...(3.1) <^ Big Bird ? ^> ((M holds up another book))
 D1819 R; No .
 D1820 M; <^ You do n't want BigBird in x x ? ^> ((M names title of the BigBird book))
 D1821 ...(3.1) I like BIG BALloons . ((M begins reading book anyway, R gradually wanders away still listening))
 D1822 I like LITtle balloons .
 D1823 ...(1.1) I like MOUNTains . ((R wanders away, still listens))
 D1824 I like small hills .
 D1825 ...(2.0) I like whales .

D1826 I like GOLDFish .
 D1827 R; Fish .
 D1828 M; Fish , ((To R))
 D1829 yeah .
 D1830 I like SHIPS . ((M resumes reading))
 D1831 R; Shi .
 D1832 M; I like rowboats .
 D1833 R; (/ rou bou . /)
 D1834 ...(2.5) Mum= , ((R has wandered back to playdoh on table))
 D1835 M; I like to feed the hippotamus .
 D1836 I like to feed the bunny .
 D1837 Yes= . ((To R))
 D1838 Do you want to play with playdoh now ?
 D1839 R; (/ Rah . /)
 D1840 M; Rebecca .
 D1841 R; No .
 D1842 (/ sah . /)
 D1843 M; Shaun= ?
 D1844 Shaun 's not there I do n't think ,
 D1845 Darling .
 D1846 R; Yes .
 D1847 M; Oh you can see .
 D1848 Car in the clock . ((M begins several lines' explanation to Tr pointing to reflection of next door car in the clock's glass door))
 D1849 Car is Shaun's .
 D1850 He 's next door .
 D1851 In the grandfather clock . ((M points to the reflection))
 D1852 Shaun usually plays with her with playdoh .
 D1853 And that 's where it got Shaun .
 D1854 ...(2.5) Oh= , ((Breathy, sigh ?communicative?))
 D1855 <f You cutting on MUM 's playdoh ? f> ((to R who is across room))
 D1856 R; Yep !
 D1857 M; <f Yeah= . f>
 D1858 <f Mum going to have YOURS ? f>
 D1859 ... Shall I cut THIS one ?
 D1860 ... Mum gonna --
 D1861 R; { (/ trih . /) }
 D1862 M; Yeah ,
 D1863 Tricia 's all @ right . @ ((M refers to Tr taping))
 D1864 R; ..(1.4) (/ a wei . /)
 D1865 M; Yeah ,
 D1866 Tricia 's --
 D1867 ...(6.3) A heart= . ((M has cut heart shape out of playdoh))
 D1868 R; ...(2.7) X roll .
 D1869 M; <^ I got to roll it aGAIN ? ^>
 D1870 <^ Be too THIN= . ^>

D1871 ... (7.4) Did you want a drink = ?
 D1872 R; No .
 D1873 M; <^ NO ? ^>
 D1874 R; Yah .
 D1875 M; You do want a drink ?
 D1876 R; ...No .
 D1877 M; No ?
 D1878 <^ Not even a bickie ? ^>
 D1879 R; No = .
 D1880 M; <^ Biscuit ? ^>
 D1881 <^ No ? ^>
 D1882 Oh .
 D1883 ... (3.5) Want to play = .
 D1884 R; ROLL .
 D1885 M; You want to roll ,
 D1886 oh = .
 D1887 ... <^ Do n't want a drink ? ^>
 D1888 R; No .
 D1889 M; <^ No ? ^>
 D1890 Oh .
 D1891 R; ... (1.2) MUM !
 D1892 M; Mum ,
 D1893 yeah ,
 D1894 mum 's got all different shapes .
 D1895 R; (/ ah RAH . /)
 D1896 M; Yeah ,
 D1897 Rebecca 's got shapes = too = .
 D1898 R; ... (3.4) (/ tih . /)
 D1899 M; Yeah ,
 D1900 Trish there .
 D1901 <^ Mum have a x ? ^> ((M refers to a shape cutter))
 D1902 R; <p No . p>
 D1903 M; <^ NO ? ^>
 D1904 <^ WHY ? ^>
 D1905 R; Yeah . ((R puts rolling pin down towards M, pickes up a flower cutter near M))
 D1906 M; x .
 D1907 ... (3.9) You got a FLOWer . ((Both continue working with playdoh))
 D1908 R; (/ mah . /)
 D1909 M; More = ?
 D1910 R; ... (5.5) (/ mah . /)
 D1911 M; More .
 D1912 R; ... (3.7) (/ pi . /)
 D1913 M; Please ,
 D1914 right . ((M responds to request, hands R the rolling pin))
 D1915 R; ... (7.7) <f^ (/ eih ! ^f> ((R picks up flower cutter, puts it down &

reaches for heart cut.))

D1916 M; <f Heart ! f>
D1917 R; ...(3.7) (/ hei . /)
D1918 M; You want a heart=
D1919 ...(7.9) You got --
D1920 ...(1.6) <^ How many ? ^> ((R has cut 2 of one shape))
D1921 R; (/ tou . /)
D1922 M; TWO .
D1923 Good girl .
D1924 <^ Two= . ^>
D1925 ...(3.1) You gonna have star= . ((R has picked up star shape cutter))
D1926 R; Mum . ((R tosses heart cutter to M))
D1927 M; <^ Mum 's gonna have a heart= again . ^>
D1928 I do n't think it 'll fit . ((M to self as she puts cutter on her playdough))
D1929 Oh well fits there .
D1930 R; Mum .
D1931 ...(3.8) Star .
D1932 M; You gonna have a star=
D1933 R; ...(4.5) More .
D1934 M; <^ More stars= . ^>
D1935 R; ...(4.8) <l (/ nai teh ei /) . l> ((R may be counting))
D1936 M; TWO .
D1937 That was TWO .
D1938 <l One ... TWO . l>
D1939 R; X X (/ TOH7 . /) ((R holds up fingers as though counting))
D1940 M; Two ,
D1941 yes .
D1942 <fl One .. two . lf>
D1943 R; (/ toh7 . /) ((R may be repeating M's 'two'))
D1944 ...(11.9) Mum ,
D1945 M; Yes .
D1946 R; (/ ayih . /)
D1947 M; Star again .
D1948 ...(1.5) Did n't CUT good= . ((Comments on R's difficulty with cutter on dough))
D1949 R; More . ((R picks up dough to reroll))
D1950 M; More . ((Both continue working with playdoh))
D1951 R; ...(6.9) (/ tih . /)
D1952 ...(3.7) (/ tih . /) ((R hands rolling pin to M))
D1953 M; Ah ,
D1954 ta= . ((M takes rolling pin from R))
D1955 ...(25.8) There we are= . ((M completes a shape, puts it with others))
D1956 ...(6.7) What are you going to make this time ? ((R has picked up dough to rework))
D1957 R; (/ uh rah ! /)
D1958 M; ROLL !

D1959 R; ...(2.3) (/ sah sou . /)
 D1960 M; A <^ sausage ! ^>
 D1961 R; No=
 D1962 M; <^ No ? ^>
 D1963 You're not .
 D1964 R; ...(2.2) Mum ,
 D1965 M; Yeah mum 's is a SMALL one .
 D1966 ...(3.5) Small= one .
 D1967 R; ...(1.7) Uh7oh . ((R picked up M's shape & it broke apart))
 D1968 M; Ah7 .
 D1969 <^ You ... BROKE it all UP . ^>
 D1970 R; Uh . ((R points to M who has more playdoh))
 D1971 M; ...(2.0) Ta Mum . ((M gave R more playdoh. modelled R's response))
 D1972 R; No .
 D1973 M; <^ Mum not to have any more ? ^> ((R has taken all the playdoh))
 D1974 R; ...(2.7) (/ uh wih . /)
 D1975 M; <^ THAT BIT ? ^>
 D1976 R; ...(3.6) Uh . ((R reaches for rolling pin))
 D1977 ...(4.1) Ay=
 D1978 M; @ @ @ .
 D1979 @ Yeah .@
 D1980 R; Uh ... (/ uh rou . /)
 D1981 M; You gonna roll all that out ?
 D1982 R; ...(6.4) (/ Ma7 rah7 . /) ((R hands rolling pin to M))
 D1983 M; ROLL ,
 D1984 oh ,
 D1985 Mum's to roll . ((M takes rolling pin from R, rolls it on her playdoh))
 D1986 R; ...(9.8) (/ ih ? /) ((R reaches for rolling pin back))
 D1987 M; ...(2.1) <^ Say rolling pin please ^>
 D1988 R; Mah .
 D1989 M; Good girl .
 D1990 ...(3.2) Mum get you a drink ?
 D1991 ... and a { BIScuit ? }
 D1992 R; { Uh7oh . } ((Some playdoh fell onto floor))
 D1993 M; Uh7oh .
 D1994 R; (/ uh pou . /)
 D1995 M; What did you do=
 D1996 R; (/ tih . /) ((R points to floor))
 D1997 M; ...(4.2) There you are . ((M gets up and reaches down for playdoh))
 D1998 ...(1.0) <^ Mum get you a drink ? ^>
 D1999 R; Yeah .
 D11000 M; ...(3.9) <^ A BIScuit ? ^> ((M goes into kitchen to cupboards))
 D11001 R; ...(1.4) Yeah I
 D11002 M; <^ A DRY BIScuit ? ^>
 D11003 ...(1.3) <^ A DRY BIScuit ? ^>
 D11004 <^ No= ? ^>

D11005 <^ What one would you like ? ^>
 D11006 <^ A butter biscuit ? ^>
 D11007 ...(13.7) You ca n't eat THEM ,
 D11008 Darling . ((R has picked up playdoh shape))
 D11009 Would you like a butter biscuit ?
 D11010 ... One of THESE ?
 D11011 R; No .
 D11012 M; No ?
 D11013 R; No .
 D11014 M; ...(1.3) A DRY biscuit ? ((M puts sweet biscuits away, turns around to cupboard))
 D11015 R; No .
 D11016 M; ... <^ You do n't want a biscuit ? ^>
 D11017 ...(1.7) <^ You do n't want a biscuit ? ^>
 D11018 R; No !
 D11019 M; No= ,
 D11020 oh .
 D11021 R; (/ wah. /) ((R went around table to get rolling pin));
 D11022 M; ...(5.1) x x a dry biscuit . ((M has got a dry biscuit, holds it out to R))
 D11023 R; (/ rah roh . /)
 D11024 M; Yeah ,
 D11025 Rebecca eat it there . ((R has moved back into her own seat, M puts biscuit down))
 D11026 ...(7.5) <^ Ta mum ? ^>
 D11027 R; X .
 D11028 M; ...(1.5) Do n't you want your biscuit ? ((R had put it down on the table))
 D11029 R; Yeah .
 D11030 ...(2.3) X x= .
 D11031 M; Biscuit ?
 D11032 Oh you ca n't eat THESE= . ((M refers to playdoh shapes))
 D11033 ...(1.3) These are to play only with .
 D11034 There it is THERE . ((M points to real biscuit))
 D11035 R; X .
 D11036 M; ...(25.8) Nice ? ((R continues stacking playdoh shapes aside, then tries biscuit.))
 D11037 R; Yeah .
 D11038 M; Mmm= .
 D11039 R; ...(3.0) <f (/ x rouh . /) f> ((R hands M rolling pin));
 D11040 M; Roll= ,
 D11041 I 've gotta roll .
 D11042 Oh . ((R & M continue working playdoh))
 D11043 ...(16.6) <^ This one ? ^> ((M holds up cutter to show R before placing it on dough))
 D11044 ...(27.0) What do you want now= ? ((R gets up from table))
 D11045 ...(8.3) What do you want now ?

D11046 R; ...(9.4) (/ hei . /) ((R stands next to table finishing biscuit, holds hands up))
 D11047 M; Play what ?
 D11048 R; (/ hei= . /)
 D11049 M; Hands ,
 D11050 doll ,
 D11051 we 'll rinse them AFter . ((R goes over to kitchen sink))
 D11052 ...(2.3) Want to do POpeye ?
 D11053 R; Yeah .
 D11054 M; Well come on ,
 D11055 come do Popeye then .
 D11056 R; X .
 D11057 M; Oh that 'd be all right . ((M goes to R at sink where R has gone to wash hands first))
 D11058 Wo n't hurt .
 D11059 Come here then .
 D11060 ...(1.2) Are they CLEAN ? ((M looks at hands))
 D11061 ...(1.4) They are .
 D11062 All right . ((R goes to lie on floor in front of Popeye puzzle))
 D11063 ...(8.8) <^ Mum do it ? ^> ((M joins R))
 D11064 <^ Or only Rebecca ? ^>
 D11065 R; (/ rah rei . /)
 D11066 M; <^ Only Rebecca , ^>
 D11067 oh .
 D11068 ... All right .
 D11069 You do it then .
 D11070 ...(9.5) <^ You 're not going to UNdo it ? ^>
 D11071 R; Mum !
 D11072 M; <^ Mum 's got to ? ^>
 D11073 Oh . ((Sigh))
 D11074 R; ...(2.4) No . ((M goes to tip pieces out of puzzle))
 D11075 M; <^ NO ? ^>
 D11076 Oh ! ((R starts to pull pieces out))
 D11077 R; <p one two -- p> ((R counts as she pulls pieces out, then sstops))
 D11078 ...(4.7) Mum .
 D11079 { Mum . }
 D11080 M; { Mum } 's got to do it this time >
 D11081 R; <f (/ rah roh ! /) f>
 D11082 M; Rebecca is ,
 D11083 right .
 D11084 R; ... Mum , ((R has rolled over, spots other toys))
 D11085 M; Yeah .
 D11086 R; (/ boh= . /)
 D11087 M; Big Bird .
 D11088 You want mum to finish your big book .
 D11089 ... Big Bird x .

D11090 R; (/ ae7 x x . /)
D11091 M; PLAY .
D11092 I play -- .
D11093 I like to play the TUBA . ((M reads book))
D11094 R; No ! ((R turns back to puzzle))
D11095 M; No ,
D11096 oh ,
D11097 you do n't want { x . }
D11098 R; { X } x .
D11099 M; Oh you want to do a jigsaw ,
D11100 all right .
D11101 We 'll do { the jigsaw . }
D11102 R; { X x . }
D11103 ... Uh7 no .
D11104 M; ...(1.8) We 'll do this then .
D11105 R; No .
D11106 M; NO ?
D11107 Oh .
D11108 R; (/ orah roh . /)
D11109 M; Rebecca ,
D11110 oh .
D11111 R; ...(1.8) (/ uh BOH . /)
D11112 M; BOOK ?
D11113 <^ How can you read a book x while we do THIS ? ^>
D11114 R; Yeah .
D11115 M; Well you get the book then please .
D11116 Mum 'll read it then .
D11117 R; ...(2.3) (/ wah ! /) ((R rolls over, reaches book))
D11118 ...(1.7) (/ wah . /)
D11119 M; ...(3.0) A BOOK !
D11120 R; (/ dih . /)
D11121 M; SIT ! ((R points to table))
D11122 <^ what do I want to sit up there for ? ^>
D11123 R; (/ YUH . /)
D11124 ...(4.3) (/ dih . /) ((R goes over to table, pickes up drink, listens to M read))
D11125 M; <^ I like to play the tuba , ^> ((M begins reading book still seated on floor))
D11126 <^ I like to play the piccolo . ^>
D11127 ...<^ I like to play x trains , ^>
D11128 <^ I electric trains . ^>
D11129 ... <^ I like great danes . ^>
D11130 <^ I like chihuahuas . ^>
D11131 ... <^ I like elephants , ^>
D11132 <^ I like fleas . ^>
D11133 <^ I like watermelons , ^>

D11134 <^ I like grapes . ^>
 D11135 ... <^ I like big things best said Big Bird , ^>
 D11136 <^ but there 's one little thing I like a lo=t , ^>
 D11137 <^ I like little things best said Little Bird , ^>
 D11138 <^ but there 's one big thing I really= like= , ^>
 D11139 R; You .
 D11140 M; <^ YOU= . ^>
 D11141 <^ Good GIRL . ^>
 D11142 R; ... No . ((M reaches for something on floor))
 D11143 Mum . ((R points to puzzle on floor))
 D11144 M; <^ Mum 's got to do THIS ? ^> ((M touches puzzle))
 D11145 R; (/ rah roh . /)
 D11146 M; Oh Rebecca is ,
 D11147 all right .
 D11148 R; Mum ! ((R points to books and toys around her))
 D11149 M; Yes .
 D11150 R; ...(/bohrd . /)
 D11151 M; You want <^ Big Bird ? ^>
 D11152 Well ,
 D11153 you 've got to put your track down .
 D11154 R; (/ tu imh uh . /)
 D11155 (/ kuh kou . /)
 D11156 ...(3.5) (/ roh rah . /) ((R moves around to set out book track and play
 with B.Bird))
 D11157 M; Rebecca going to do it .
 D11158 R; Mum !
 D11159 M; <^ Mum 's got to sit up THERE ? ^> ((M & R move around on floor))
 D11160 R; ...(3.7) (/ no ruh . /)
 D11161 ...(2.0) No= . ((R points to her own nose, holding BBird toy))
 D11162 M; Nose= .
 D11163 Oh yeah ,
 D11164 that 's his NOSE . ((M points to BBird's nose))
 D11165 R; ... (/ x bohrd . /)
 D11166 M; Little Bird 's .. got a nose . ((M points to nose on little bird in BBird's
 'pouch'))
 D11167 R; X . ((R makes BBird move along track, clears away obstacles, gets up
 to retrieve))
 D11168 ...(17.7) X x . ((R moves around behind M with toy))
 D11169 M; <^ Where 've I got to go NOW ? ^>
 D11170 R; (/ yehi . /)
 D11171 M; <^ Over THERE ? ^>
 D11172 ...Oh . ((Sigh))
 D11173 R; ...(4.2) (/ roh rah . /)
 D11174 M; Rebecca 's going to sit there , ((M moves;R sits where M had been))
 D11175 oh .
 D11176 R; ...(2.8) Mum .

D11177 M; Mum ,
 D11178 oh .
 D11179 R; ...(1.9) Uh ! ((Toy unwound without moving))
 D11180 (/ mei ih puh . /)
 D11181 M; Push= ?
 D11182 Well you push= .
 D11183 R; ...(6.8) Uh ,
 D11184 MUM . ((R retrieves BBird toy, sets up and takes her own hands away))
 D11185 M; Mum 's got to do it ,
 D11186 oh .
 D11187 R; ...(3.8) uh7oh . ((BBird fell over))
 D11188 ...(1.8) Mum .
 D11189 M; <^ Mum ? ^>
 D11190 R; ...(5.6) @ @
 D11191 ...(1.3) (/ moh ! /)
 D11192 M; <^ More ? ^>
 D11193 ... What do you want it to when it gets down there ?
 D11194 R; DAH ! ((As toy arrives at end of track))
 D11195 M; BANG ! ((BBird toy fell over at end of track))
 D11196 <^ CRASH he fell= . ^>
 D11197 ... <^ He fell= . ^>
 D11198 R; ...(2.3) (/ aiy . /)
 D11199 M; Eye ,
 D11200 yeah ,
 D11201 that 's his EYE .
 D11202 R; ...(2.2) (/ puh . /) ((Toy started down track again))
 D11203 ...(4.4) DUH ! ((Toy arrives at end))
 D11204 M; Bang= !
 D11205 R; ...(3.1) (/ bih bohrd . /) ((R points to picture of BBird on book))
 D11206 M; Yeah ,
 D11207 that 's Big BIRD there . ((M points to picture of BBird on book that's part of track))
 D11208 And there 's LITTLE bird= .
 D11209 ...(3.3) Whoa= . ((Toy heads off track))
 D11210 R; ...(4.1) <p (/ bih bohrd . /) p> ((R keeps making BBird toy run down track))
 D11211 ...(3.8) @ @ @
 D11212 ...(7.2) X ah .
 D11213 M; X x ,
 D11214 oh .
 D11215 R; ...(16.5) Mum . ((R sets toy up to start again, pulled own hands away))
 D11216 M; Mum 's got to do it this time ,
 D11217 oh .
 D11218 R; ...(5.6) (/ Rah roh . /)
 D11219 M; Rebecca this time .

D11220 R; ...(6.5) (/ ah7 DUH7 . /)
D11221 M; ...(2.1) x like a x x ,
D11222 does n't it .
D11223 R; ...(9.6) (/ mwa ! /)
D11224 M; <^ More ? ^>
D11225 ...(5.8) Watch your drink= ! ((R nearly tips her drink over when she reaches to retrieve toy))
D11226 R; Ga !
D11227 M; It 's gone is it ,
D11228 oh .
D11229 R; ...(1.1) Ma7 !
D11230 M; Ma .
D11231 R; <^ (/ kuh ! ^>
D11232 M; Oh ,
D11233 push .
D11234 R; (/ euh! /) ((Cry of complaint as M starts to push toy))
D11235 M; Oh Rebecca want to push .
D11236 Oh .
D11237 R; Ma7 !
D11238 ...(1.5) (/ euh euh . /) ((R has difficulties making toy go))
D11239 M; <^ Push ! ^>
D11240 ...(1.9) Right ,
D11241 comes back up again . ((M comments on BBird's head coming back as toy rolls))
D11242 R; ...(7.0) No . ((R pushes, tries to get BBird to roll again))
D11243 ...(11.2) Mum .
D11244 M; Mum .
D11245 ...(2.9) Push harder .
D11246 Push harder . ((Slightly louder))
D11247 R; ...(6.6) @ , ((Toy rolls down track, R retrieves))
D11248 Mum .
D11249 M; ... Mum . ((M helps R get toy started))
D11250 R; ...(3.6) (/ mah =. /) ((R comments on toy stuck on track))
D11251 ...(2.8) (/ ma ! /) ((R points out problem to M))
D11252 ...(3.0) (/ ma . /) ((M retrieves toy))
D11253 ...(12.6) (/ muh7 . /)
D11254 ...(11.0) (/ ma . /) ((R gets M to get toy going, it rolls off track on to the carpet))
D11255 M; ...(11.9) No , ((R tries to make toy go along carpet))
D11256 it wo n't go on the CARpet .
D11257 R; ...(4.4) ((R makes noises 'accompanying' vehicle))
D11258 M; Mind your drink= . ((Drink carton is just behind R's feet))
D11259 ...(18.3) Push . ((R has difficulties, keeps trying))
D11260 <^ Push it ! ^>
D11261 ...(10.4) Where 're you going NOW ? ((R leaves toy goes back to table, then to cookie monster puppet on chair.))

D11262 R; ...(8.8) Muh .
 D11263 M; Hm= .
 D11264 R; Co x .
 D11265 M; <^f Oh f^>
 D11266 <^f You going to put it on my HAND ! f^> ((R hands Cookie Monster puppet to M))
 D11267 R; ...(3.1) X .
 D11268 ... (2.0) (/ rah roh . /)
 D11269 M; Rebecca wants it .
 D11270 Oh . ((R offers finger puppet to M who has big puppet on her hand))
 D11271 Okay .
 D11272 R; { No . }
 D11273 M; No= . ((R offers finger puppet to M))
 D11274 ...(4.7) Want it in the x or on my hand ? ((M keeps trying to work out what R wants her to do with the big puppet))
 D11275 R; (/ how ! /)
 D11276 M; Want it ,
 D11277 R; X .
 D11278 M; Want it this way .
 D11279 R; ...(1.7) Uh7 .
 D11280 M; No ?
 D11281 You want it in his mouth ? ((R wants M to accept little toys in puppet's mouth))
 D11282 R; ...(1.2) Mum .
 D11283 M; Mum ... { wants x } mouth .
 D11284 R; { (/ rah roh . /) } ((R holds up her hand to put in big puppet))
 D11285 M; Rebecca !
 D11286 <^ Oh Rebecca wants HER hand . ^>
 D11287 Oh .
 D11288 R; ...(6.4) Mum . ((R holds puppet up towards M))
 D11289 M; ...(2.5) <^ Hello , ^>
 D11290 <^ X . ^>
 D11291 R; ...(1.0) Mum .
 D11292 M; Mum .
 D11293 R; X . ((R tries to pick other toys up with puppet on hand; gets one to put elsewhere))
 D11294 M; ...(11.1) <^ OH ! ^>
 D11295 Oh you want to put it over there .
 D11296 R; @
 D11297 ...(2.9) (/ gou= . /) ((R picks up finger puppet of Grover with big puppet))
 D11298 M; Grover !
 D11299 Yeah .
 D11300 { Grover . }
 D11301 R; { (/ si say . /) }
 D11302 M; Sesame Street .

D11303 Yes . ((R hands Grover to M))
 D11304 From SESame Street ,
 D11305 yeah !
 D11306 R; ...(/ greu= . /)
 D11307 M; Bert=
 D11308 R; Hole .
 D11309 M; A hole .
 D11310 Yeah ,
 D11311 that 's a hole in the bottom of Bert .
 D11312 R; ...(3.1) (/ rou7 rou= . /)
 D11313 M; ERNIE ,
 D11314 yeah ,
 D11315 Ernie .
 D11316 R; (/ Hai ! /)
 D11317 M; Hand ,
 D11318 he 's got a hand ,
 D11319 has he ?
 D11320 R; (/ bou uh . /) ((R hands finger puppets one at a time to M))
 D11321 M; <^ Bert ? ^>
 D11322 <^ Has he got a hand ? ^>
 D11323 ...(1.3) <^ Has he got a heart ? ^>
 D11324 R; Yeah !
 D11325 M; <^ Where ? ^>
 D11326 R; Here . ((R touches finger puppet she has handed to M)) .
 D11327 M; <^ Here , ^>
 D11328 <^ oh there . ^>
 D11329 R; (/ buht . /)
 D11330 ...(4.8) X x x x x .
 D11331 M; That 's x x x x there .
 D11332 ... hah=
 D11333 R; ... (/ a FAH deh . /)
 D11334 M; Yeah
 D11335 that 's a BAG with BEANS in it . ((R takes small bean bag out of toy box))
 D11336 Yeah !
 D11337 R; (/ bih . /)
 D11338 M; Beans ,
 D11339 yeah .
 D11340 Beans .
 D11341 R; ...(2.8) (/ bwa . /)
 D11342 ...(1.1) (/ um BWA . /)
 D11343 M; A BOAT .
 D11344 Yep .
 D11345 R; Um=
 D11346 M; Um .
 D11347 No ,

D11348 it goes boom boom .
D11349 R; Boom .
D11350 M; Makes a real noise ,
D11351 does n't it ?
D11352 R; ...(3.1) Hor .
D11353 M; <^ Horse ? ^>
D11354 <^ That 's not the horse . ^>
D11355 ...<^f That 's not the horse . f^>
D11356 R; Hor .
D11357 M; <^ That 's the PIG . ^>
D11358 R; Pig . ((R puts toys into small plastic boat))
D11359 M; Do you want to put them in the BOAT for a RIDE ?
D11360 ...They going to go for a ride ?
D11361 R; (/ bwuh . /)
D11362 M; Bert and Ernie ,
D11363 oh .
D11364 R; Gro .
D11365 M; And GROver .
D11366 R; X ((R keeps stacking small toys in boat))
D11367 M; X
D11368 ...Can you fit them in there ?
D11369 ...They're going for a ride in the boat .
D11370 R; Yep .
D11371 M; ...(10.0) <^ Sheep wo n't fit in ! ^>
D11372 ...(1.5) No= ,
D11373 you 'll have to leave him out .
D11374 R; ...No .
D11375 ...(5.1) Uh ,
D11376 hor ! ((R tires to put horse on top of other toys in boat))
D11377 M; Yeah ,
D11378 that 's your horse .
D11379 ...(3.7) <^ No ? ^>
D11380 <^ Wo n't fit in ? ^>
D11381 R; X x .
D11382 ...(3.0) No= , ((R starts taking toys out of boat))
D11383 ... no ! ((R chooses which toys go back in and which don't))
D11384 M; No ?
D11385 Oh .
D11386 R; (/ bou= . /)
D11387 M; That 's GROver .
D11388 R; Gro= .
D11389 M; That 's ERnie .
D11390 R; (/ bwa . /)
D11391 M; And BERT ! ((R has put finger puppets back in))
D11392 R; ...(6.5) (/ hah i . /)
D11393 M; Hand . ((R has put big puppet back on her own hand, but has

difficulties))

D11394 Turn it around

D11395 Here .

D11396 Turn it . ((M helps fix puppet correctly so R can hold things with it))

D11397 ... (2.0) There you are !

D11398 ... (9.1) Ta . ((R hands several toys/books to M using puppet))

D11399 R; ... (4.6) X !

D11400 M; X .

D11401 ... (3.0) <^f What is it ? f^>

D11402 R; (/ buh . /)

D11403 M; <^f A book ? f^>

D11404 <^ Is it a book ? ^> ((R ignores, picks up stacking toy with puppet))

D11405 R; ... (14.5) Mum .

D11406 M; Mum what ? ((R takes puppet off, hands to M puppet to put on))

D11407 ... (5.4) Mum 's got to put it on this time ?

D11408 R; X .

D11409 M; ... (4.1) <^ Mum ca n't grab it . ^> ((R has helped M put puppet on backwards))

D11410 X x ?

D11411 R; No .

D11412 ... X x .

D11413 M; X x x x .

D11414 R; Ah= . ((R has picked up bean bag, rubs on her face))

D11415 (/ syau . /)

D11416 M; Soft ,

D11417 yeah ,

D11418 that 's soft .

D11419 R; (/ bi=ih . /)

D11420 M; Beans ,

D11421 yeah ,

D11422 beans .

D11423 R; ... (2.4) X7 .

D11424 ... (3.9) (/ HAE= . /)

D11425 M; Hand !

D11426 Whose HAND ? ((R has put her own hand in puppet's mouth on M's hand))

D11427 ...Mum 's !

D11428 And whose else 's ?

D11429 ... <^ Who ? ^>

D11430 R; (/ rah roh . /)

D11431 M; <^ REBECCA 'S ! ^>

D11432 ... (1.7) Where are you going to put that ? ((R has put beanbag in puppet mouth))

D11433 Over here ,

D11434 oh .

D11435 R; ... (3.9) Ah7 . ((M holds r's hand in puppet's mouth))

D11436 ... (1.9) (/ eh7 . /)
 D11437 M; ... (2.0) <^ Hello ! ^> ((M's puppet to R))
 D11438 ... <^ Hello . ^>
 D11439 <^ ((Tickling sounds)) ? ^>
 D11440 <^ ((Tickling sounds)) ? ^>
 D11441 R; More .
 D11442 M; <^ More ? ^> ((M tickles R more with puppet))
 D11443 Oh well Cookie Monster will give it more <^ more more more . ^>
 D11444 R; @ @
 D11445 I x . ((R picks up Grover finger puppet))
 D11446 M; ... (2.1) Going to get Grover ,
 D11447 is he ? ((R offers Grover puppet to big puppet on M's hand))
 D11448 R; { @ OH ! @ }
 D11449 M; { @ Oh . @ }
 D11450 R; X there . ((R puts Grover puppet on floor))
 D11451 M; There ,
 D11452 all right .
 D11453 R; ... (1.3) X ((R holds another finger puppet for M's puppet to take))
 D11454 M; <^ Oh gotta take Bert ^>
 D11455 Cookie Monster does ,
 D11456 oh .
 D11457 R; (/ eh ni /)
 D11458 M; <^ And Ernie too ? ^>
 D11459 R; ... Ah--
 D11460 ... (4.9) (/ ih7 . /)
 D11461 M; Oh ,
 D11462 it fits . ((R keeps trying to put finger puppet in big puppet's mouth))
 D11463 Oh ... got to fit there ,
 D11464 Oh .
 D11465 There .
 D11466 R; X x . ((R put finger puppet in, then took it out, then put another in))
 D11467 M; <^ Going to sit aGAIN . ^> ((R tries to put finger puppet in with big puppet held upright))
 D11468 Lay him . ((M wants R to place finger puppet in large puppet a certain way))
 D11469 No lay him .
 D11470 it 's laying .
 D11471 ... Is he laying ?
 D11472 ... <^ NO ? ^> ((R took finger puppet out again))
 D11473 R; ... (6.3) (/ ah7 BAH ! /) ((R offers plastic boat to big puppet))
 D11474 M; Sit . ((M holds the puppet upright to receive the boat))
 D11475 ... (1.1) Sit .
 D11476 R; { Uh7 , }
 D11477 M; { Sit . }
 D11478 R; BAh7 !
 D11479 M; <^ No ? ^>

D11480 R; X
 D11481 M; <^ What ? ^>
 D11482 <^ lying again ? ^> ((M lies puppet down to receive boat))
 D11483 R; X
 D11484 ...(3.0) X .
 D11485 ...(2.7) (/ sih . /)
 D11486 M; Sheep . ((M takes toy sheep with puppet))
 D11487 ...(2.1) Oh ,
 D11488 going to lie again= . ((R puts sheep in puppet with it lying back))
 D11489 R; ((Deep sigh))
 D11490 ...(3.6) (/ ti . /) ((R puts puzzle piece in puppet in M's hand))
 D11491 M; Piece ,
 D11492 oh .
 D11493 R; Ah !
 D11494 M; Ah7 .
 D11495 R; ...(3.9) A fay ! ((R turns plastic sailor over to show its face))
 D11496 M; A face ,
 D11497 yeah ,
 D11498 a face on the person .
 D11499 R; Ah .
 D11500 ... Uh7 .. ah . ((R offers her hand to M's puppet))
 D11501 M; Oh !
 D11502 I got to grab your { hand . }
 D11503 R; { @ @ }
 End of taping.

D2 ACTIVITY DESCRIPTION HOME CONTEXT

TIME	ACTIVITY	TALK
12:38	S & M with colored stacking rings naming colors and stacking on spindle. S applauds himself.	M names colors, then size. S 'repeats'
12:39	A. comes home. M & S continue with stacking rings. S does rings several times	
12:44	S gets shapes on rod from toy box, bangs square and rod on floor as though a hammer. S throws shapes, stacks, names shapes like blocks	M names shapes M names colors
12:47	S goes to bedroom to get cars to play with	
12:49	M & S come back with basin full of cars & some musical instruments, including mini-xylophone. M & S play together on xyloph. taking turns. Play 'Humpty Dumpty' (first),	Looking, laughing together, then some counting. Non-verbal sharing. Play to nursery rhymes, S 'filling in' some words
12:59	Change instruments	
1:00	M gets out stacking cups, used as drums first, then for stacking a tower. S finds a Bert finger puppet & plays with him and stacking cups. S repeats stacking & putting Bert on top several times.	M comments on S's putting Bert 'in' & 'on'
1:05	S plays with Bert, M gets Cookie Monster puppet. S & M play instruments using puppets	M sings nursery rhymes
1:07	S tips cars out of basin, sorts through, plays with some. M & S line cars up on carpet.	M comments on different cars
1:14	S takes cars out to vinyl floor. M follows & they play with them there, 'rolling' them back and forth	M comments on action
1:17	S 'parks' cars under cupboard, then goes to get more cars. M & S resume playing with cars	
1:21	S goes for cuddle, climbs on M's back, plays horsie	
1:23	S & M go to get blocks to make a building	
1:24	M gets board to put on carpet, S puts blocks on board, stacks & tries to blow over. Gets more blocks from wagon.	M comments on action
1:29	Stops due to S's tiredness	

D2 AT HOME

S uses several similar sound sequences resembling the word 'no.' Where the word is clearly 'no', it has been transcribed as such. When the articulation is less clear, the sound sequence heard is transcribed. M asks many closed questions to which S replies non-verbally. Appear to resemble D2 but without the force or expectation. When taping begins, S is playing with the stacking rings.

- D21 M; Clrcles . ((S has picked up some rings from the toy box.))
 D22 Yes .
 D23 S; (/mwauh/) .
 D24 /X/ .
 D25 M; Want to put them on this ?
 D26 S; (/wa ih/)
 D27 M; All the different colors .
 D28 S; { /X/ }
 D29 M; { You can } tell me the colors ,
 D210 Sam .
 D211 ... Okay ,
 D212 put that one there .
 D213 What color is that ?
 D214 S; (/Ah mi/) .
 D215 M; Gree=n ,
 D216 ... (1.1) That 's right .
 D217 what 's this color ? ((M holds up ring))
 D218 S; (/awi=/) .
 D219 F; What color ?
 D220 S; (/awi=/) .
 D221 F; No ,
 D222 what color is it ?
 D223 S; (/wi=/) .
 D224 M; <l yellow l> .
 D225 S; <l (/el/) l> .
 D226 M; <l yellow l>
 D227 S; (/elo/) .
 D228 M; Yellow ,
 D229 very good .
 D230 { What 's this color ? } ((M holds up another ring))
 D231 S; { (/el l=/) }
 D232 M; Re=d .
 D233 S; (/e/) .
 D234 M; Re=d ?
 D235 ...What 's that color ?
 D236 S; (/wi/) .

D237 M; No ,
 D238 what is it ?
 D239 S; (/wi/) .
 D240 M; No .
 D241 S; (/wi/) .
 D242 M; What color ?
 D243 S; (/we/) .
 D244 M; <l Bl=ue l> .
 D245 S; (/X/) .
 D246 M; Bl=ue ?
 D247 S; ...(1.3) (/wi/) .
 D248 M; Re=d . ((S applauds himself))
 D249 ...(1.5) Oh= I yeah .. that 's very good ,
 D250 is n't it ?
 D251 ...(1.3) Take them off . ((The rings fit on a spindle. S has begun to take them off))
 D252 S; ...(1.8) (/X/)
 D253 M; Yeah ,
 D254 that 's the BIGGEST .
 D255 That s the BIGGEST CIRCLE ?
 D256 ...(2.1) @ That 's the biggest one ?
 D257 S; (/wi/) ,
 D258 M; Re=d one .
 D259 S; ...(1.2) (/awi/) .
 D260 M; Re=d , ((S plays, tried to put rings on spindle))
 D261 ...(2.2) bl=ue ,
 D262 ...(1.6) gree=n ,
 D263 S; (/wi/) .
 D264 M; Yel=low
 D265 ...(1.5) Oh ! ((Last ring doesn't go down on pole))
 D266 It 's not on properly ,
 D267 ...(1.1) there we go= . ((S applauds himself again))
 D268 ...Oh= ...(1.8) that 's very good .
 D269 Take them off .
 D270 ...(2.2) @ @
 D271 S; (/weax/) !
 D272 M; Oh they come off ,
 D273 do n't they .
 D274 ...(1.2) Here we go .
 D275 ...(1.6) Who 's that ? ((Noise, Dad is in doorway))
 D276 S; (/X/)
 D277 M; Da=ddy .
 D278 ... (1.1) Daddy 's home .
 D279 S; ...(1.2) (/awi/) ?
 D280 M; Yel=low .
 D281 That 's right .

D282 S; (/a=/) ,
 D283 M; Yellow circle .
 D284 S; ...(1.1) (/u/) .
 D285 M; mhm .
 D286 S; (/a ... awe/) !
 D287 M; Re=d .
 D288 S; (/abi/) .
 D289 M; Re=d .
 D290 S; ...(1.5) (/abi/)
 D291 M; There 's another red one .
 D292 S; (/wa/) .
 D293 M; Does it fit ?
 D294 ...(1.5) oh .. just .
 D295 @@
 D296 S; (/a a/) .
 D297 M; Oh= dear .
 D298 S; (/awoau/) ,
 D299 M; Um ,
 D2100 you put the biggest one there ?
 D2101 ...<p There you go . p>
 D2102 ...(2.0) Re=d .. re=d ... green ,
 D2103 ...(1.6) <p Oh right p> ((To Tr))
 D2104 yellow ,
 D2105 S; (/el/) ,
 D2106 M; What 's that color ?
 D2107 S; (/owa/) .
 D2108 M; Orange .
 D2109 S; (/owa= /)
 D2110 M; Orange ?
 D2111 S; ...(1.3) (/bu/) ,
 D2112 M; Blue .
 D2113 S; (/bu/)
 D2114 M; Blue .
 D2115 ...(2.4) They 're all on . ((Refers to stacking rings))
 D2116 Yeah !
 D2117 ...(2.0) tip them off , ((S tips pole over, starts again
 D2118 take them off .
 D2119 ...(1.5) off they come .
 D2120 S; (/oh/) ,
 D2121 M; There we go .
 D2122 S; ...(2.3) (/oh u/) .((S looks for other rings))
 D2123 M; Oh I put them away .
 D2124 There we go .
 D2125 That 's the biggest one .
 D2126 ...(1.5) Re=d , ((M names colors as S puts rings on))
 D2127 ...(2.3) Orange ,

D2128 ... (2.3) Re=d ,
D2129 ... (1.5) Gree=n ,
D2130 ... (3.0) Yellow ,
D2131 ... (2.6) Blue .
D2132 Is that the smallest ?
D2133 ... (.9) That 's the smallest one ,
D2134 and that 's the BIGgest . ((S tips them off again))
D2135 ... (3.8) Da da ! ((Congratulatory))
D2136 All up again . ((S takes them all off))
D2137 ... (1.0) You get them in their sizes ?
D2138 S; ... (1.6) (/X/)
D2139 M; Sam ,
D2140 can I have the yellow one ?
D2141 Can I have it ?
D2142 I 'll put it over here .
D2143 ... (1.3) There we go .
D2144 That 's the biggest .
D2145 Re=d , ((M starts naming again))
D2146 ... (2.0) orange ,
D2147 ... (2.0) re=d ,
D2148 what 's this color ((M points to ring S holds))
D2149 S; (/gwee=/)
D2150 M; Gree=n ,
D2151 ... (2.1) and what 's this color ? ((M points to different rings))
D2152 S; (/gwee=/)
D2153 M; WHAT is it ?
D2154 S; (/gwee=/) .
D2155 M; You look at it .
D2156 S; (/e/) ,
D2157 M; Yel=low ,
D2158 that 's ri=ght .
D2159 ... (1.1) And what 's this color ?
D2160 S; (/ya/) .
D2161 M; WHAT is it ?
D2162 S; (/uwe/ .. /uwee/) .
D2163 M; WHAT is it ?
D2164 S; (/ya/) .
D2165 M; Blue .
D2166 S; (/ya/) .
D2167 M; Blue .
D2168 ... (.8) Yeah == ((clapping))
D2169 Look that 's biggest one .
D2170 S; ... (5.2) (/uwe/) .
D2171 M; @ @
D2172 S; (/uwe/)
D2173 F; um we 'll put them inside the X ? ((The toy box))

D2174 We 'll put them inside it ?
 D2175 ...(1.0) No you do n't want to ,
 D2176 okay .
 D2177 ...(1.0) Good . ((S gets rings again))
 D2178 ...(1.3) What 's that color ?
 D2179 S; (/uu/) .
 D2180 M; Blue = ,
 D2181 S; (/awuu/) .
 D2182 M; Ye=llow ,
 D2183 S; ...(2.4) (/owee/) ,
 D2184 M; O=RANGE ,
 D2185 S; (/X/) .
 D2186 M; That ' s the orange .. the fruit we eat .
 D2187 Orange .
 D2188 S; ...(1.0) (/wee/) ,
 D2189 M; Re=d ,
 D2190 ...(1.0) O=oh ,
 D2191 ...(1.0) Will it stay on ? ((S rocks the pole))
 D2192 ...(3.0) Whoops ,
 D2193 ...(1.7) Will it flip over ?
 D2194 ...(5.0) and the last one ?
 D2195 ...(1.8) Goo=d .
 D2196 ...(2.6) Ah !
 D2197 { @ @ }
 D2198 S; { (/X/) }
 D2199 M; ...(5.5) What do you want to do now ,
 D2200 Samuel ?
 D2201 Are you hungry ?
 D2202 S; ...(1.0) No !
 D2203 M; Are you hungry .. do you want to eat ? ((S continues playing with rings and pole))
 D2204 S; No !
 D2205 M; No .
 D2206 ...(1.2) What about a drink ?
 D2207 S; ...(1.0) No !
 D2208 M; No drink ?
 D2209 ...No .
 D2210 All right .
 D2211 S; ...(4.2) (/owee/) ,
 D2212 M; O=RANGE .
 D2213 ...(3.5) Whoops ,
 D2214 ...(1.2) Who=a ,
 D2215 ...(2.2) @ @
 D2216 ...(1.8) Do you want to play with the balloons ?
 D2217 S; No !
 D2218 M; Do you want to play with the balloons ?

D2219 S; No !
 D2220 M; No ?
 D2221 All right .
 D2222 S; (/u/) . ((S reaches into toy box))
 D2223 M; ...(1.0) @ @ ((S tries to get something else out of the toy box))
 D2224 What 's in the box ?
 D2225 S; (/Enah/) !
 D2226 M; Oh .. some shapes , ((S pulls plastic shapes and pole out of box))
 D2227 S; Nu=h .
 D2228 M; Some shapes . ((Different colored shapes that slip on to colored sticks))
 D2229 S; (/eNEH/) !
 D2230 M; Oh .. you can take them off . ((S starts to pull shapes off stick))
 D2231 S; (/u eh/) .
 D2232 M; You take them off .
 D2233 S; (/u eh/) .
 D2234 M; Do you want some HELP ?
 D2235 S; ...(2.6) uNUH !
 D2236 M; hm ?
 D2237 S; { (/uX/) . }
 D2238 M; { Do you } want HELP ?
 D2239 Mummy help you ?
 D2240 S; (/unuh/) .
 D2241 M; You take it off .
 D2242 Go on ,
 D2243 take it off .
 D2244 Come on ,
 D2245 SAM ,
 D2246 you can do it .
 D2247 ...(6) Triangle , ((M names shape))
 D2248 S; ...(3.1) (/ee=/) .
 D2249 M; Wait a minute ,
 D2250 a square ,
 D2251 yep .
 D2252 S; ...(1.0) (/ee/) !
 D2253 M; Squa=re .
 D2254 S; (/u=/) .
 D2255 ...(1.0) (/boa/) .
 D2256 M; It 's .. it 's round like a ball ,
 D2257 is n't it ?
 D2258 It 's a circle .
 D2259 It 's ROUND .
 D2260 S; (/mwX/) .
 D2261 M; A CIRCLE .
 D2262 S; X .
 D2263 M; ...(3.5) Whoops ! ((S is having difficulty getting shape off the pole))
 D2264 the stick came out first !

D2265 ... (1.2) You take it off,
 D2266 take the triangle off.
 D2267 S; ... (1.8) (/e=/),
 D2268 M; Yep.
 D2269 It 's X,
 D2270 is n't it.
 D2271 ... (2.2) @ @ @
 D2272 Wo n't it come off?
 D2273 You pull it off.
 D2274 S; ... { (/e e no=/) ! }
 D2275 M; { @ @ }
 D2276 Pull the triangle off there,
 D2277 That 's all right,
 D2278 ... (1.4) all right.
 D2279 @ @ @
 D2280 ... (1.4) hm,
 D2281 S; ... (1.4; (/a/) .
 D2282 M; You pull the triangle off
 D2283 ... (1.5) hm CA N'T,
 D2284 <p Oh there you go . p>
 D2285 ... (2.0) There you go.
 D2286 S; (/skwe=/) .
 D2287 M; A square.
 D2288 ... (1.6) Oh good Lord @ ((M is amused at what S is doing with shape))
 D2289 ... (1.3) Is that a square? ((S hits floor with pole with square on it))
 D2290 S; < f no ! f>
 D2291 M; ... (1.6) Are you pretending it 's a hammer?
 D2292 { You going to use it like a hammer ? }
 D2293 S; { <f no ! f> }
 D2294 M; Do n't say NO like that.
 D2295 Just say no.
 D2296 ... (2.6) hm .. use it like a hammer?
 D2297 S; (/wae/) !
 D2298 M; hm?
 D2299 ... (2.5) There 's a song about a hammer.
 D2300 How 's it go ? ((tapping))
 D2301 ... (3.6) { uhuh , }
 D2302 S; { (/mwa/) . }
 D2303 M; Touch the floor , ((Line from song))
 D2304 S; (/uh7 eh7/) .
 D2305 M; What 's up there?
 D2306 S; (/a/) .
 D2307 M; The roo=f,
 D2308 S; ... (1.0) (/emuu/) .
 D2309 M; Floor,
 D2310 ... (2.8) You want to put the shapes on ? ((M tries to get S to put the

shapes back on the pole))
 D2311 Want to put the shapes on ?
 D2312 S; <f No ! f>
 D2313 M; ...(7.8) No you do n't ,
 D2314 we do n't do that ,
 D2315 do we .
 D2316 S; (/awu/) .
 D2317 M; Mhm ,
 D2318 ... Do you want to put them on ?
 D2319 You put them on the stick .
 D2320 S; (/a u/) .
 D2321 M; Up !
 D2322 ...(2.0) { Put them on . }
 D2323 S; { (/a wee/) . }
 D2324 M; You 've got a stick in your hand .
 D2335 S; (/a wee/) !
 D2336 M; A square .
 D2337 ...(2.2) You put them on top ?
 D2338 ...(3.0) You 're stacking them up .
 D2339 ...(2.5) mhm= ((S is hitting shapes with the stick))
 D2340 ...(16.7) Circle , ((audible breathing))
 D2341 ...(2.1) that 's the sound you make for circle .
 D2342 ...(3.6) and they all fall down , ((S lines shapes up and then scatters them))
 D2343 you knocked them all down .
 D2344 S; (11.6) (/ae ae ae/) .
 D2345 M; What color is that one ?
 D2346 S; (/u wee=/) .
 D2347 M; PURPLE ,
 D2348 ...(1.1) purple ,
 D2349 that 's a bit hard that one .
 D2350 ...(1.8) that 's purple too ,
 D2351 ...(1.0) the same color . ((M shows S that shape and stick are the same))
 D2352 S; ...(1.0) (/a wu/) .
 D2353 M; Purple .. look ,
 D2354 the same color ?
 D2355 S; (/a we/) !
 D2356 M; ...(4.5) Want to play with some cards ?
 D2357 S; X .
 D2358 M; Do you want to play with some cards ?
 D2359 S; (/a=/) .
 D2360 M; Ya ?
 D2361 Want to go get some ?
 D2362 Mummy go and get you some ?
 D2363 ...(7.0) Do you want to get the cards ,
 D2364 Samuel ?

D2365 S; (/æ a/).
 D2366 M; Do you want to get them?
 D2367 ...(3.0) Do you want to get the cards?
 D2368 S; (/oa/).
 D2369 M; All right,
 D2370 you go and get them.
 D2371 S; ...(7.8) (/uuwee/), ((S leaves room to get cards))
 D2372 M; Yes,
 D2373 Samuel 's getting them.
 D2374 ...(4.0) Where are they,
 D2375 In your bedroom? ((M & S go down hall to bedroom))
 D2376 ...(4.4) Do you want to get some cards?
 D2377 S; (/uuwi/).
 D2378 M; This one?
 D2379 Do you want to take these? ((S has brought box of musical instruments out instead))

 D2380 S; No!
 D2381 M; O=h,
 D2382 Whoops!
 D2383 ...Come on .. we take these?
 D2384 S; No!
 D2385 M; No?
 D2386 ...(1.0) You want to play with that.
 D2387 All right .. we 'll --
 D2388 I 'll carry that too.
 D2389 Come on,
 D2390 ... come down here,
 D2391 ...(4.5) <^ come on, ^>
 D2392 ...(6.5) uh play some music too, ((S has brought toys from his room including a box of musical instruments, starts hitting xylophone))

 D2393 ...(11.6) <^ Ding ding ^>
 D2394 Look this one too.
 D2395 You play with that one as well? ((M has tambourine))
 D2396 ...(9.1) That's nice music Samuel,
 D2397 ...(3.7) I found some sticks,
 D2398 ...(1.9) see?
 D2399 S; (/um=/).
 D2400 M; ...(3.7) @ @
 D2401 ...(13.0) @ Ca n't hit it . @ @ ((M & S play with xylophone, each hitting with stick))

 D2402 ...Do you want to play with the two sticks .. the blue ones?
 D2403 S; ...(2.0) (/eNU/)!
 D2404 ...(1.5) (/eNU=/)!
 D2405 M; ...(3.1) @ @
 D2406 ...(1.6) @ @
 D2407 ...(5.5) @

D2408 ... (2.0) Can you do ... one .. two ? ((M tries to get S to hit instrument in rhythm))
 D2409 (1.0) One ,
 D2410 you hit it twice ?
 D2411 One ... (1.2) one .. two .. three ?
 D2412 ... (1.5) one ,
 D2413 Go on .. do three ,
 D2414 ... (1.1) one --
 D2415 ... you watch mummy ,
 D2416 look .
 D2417 One two three= ,
 D2418 you do three ?
 D2419 One two ... three ,
 D2420 ... (1.6) Very good ! ((S imitates M))
 D2421 ... (1.1) One two three .. one two three .
 D2422 ... (2.9) One two three four , (singsong)
 D2423 S; (/eno/) !
 D2424 M; You can have that one .
 D2425 ... (0.8) Ah !
 D2426 ... (1.0) @ @
 D2427 S; ... (1.5) (/eWU/) !
 D2428 M; Do n't throw it !
 D2429 ... (5.4) Whoops !
 D2430 Wo n't come out here .
 D2431 S; ... X .
 D2432 M; ... (1.9) Oh not so hard ,
 D2433 Samuel .
 D2434 ... (1.4) There you go ,
 D2435 ... (1.0) ooh ,
 D2436 ... (4.4) @ @
 D2437 (6.4) How many was that one ?
 D2438 One two three four five ((tapping out on xylophone))
 D2439 S; (/ewae/) .
 D2440 M; Do you want both of them ? ((S starts using two sticks))
 D2441 ... (1.5) @ @ @
 D2442 ... (9.8) @ @
 D2443 S; ... (6.0) NO !
 D2444 M; All gone ?
 D2445 Oh they 've popped out . ((M refers to bars on xylophone))
 D2446 Here we go .
 D2447 ... (1.5) X a little red thing there .
 D2448 ... (5.1) @ @ @
 D2449 ... (1.0) @ @ ((M fixes xylophone & they continue playing))
 D2450 Your turn ,
 D2451 ... (10.8) Ooh .. you 're hitting too hard there ,
 D2452 Samuel .

D2453 ... (10.4) There you go ,
 D2454 The little red thing popped off again .
 D2455 S; ... (3.8) (/awa/) .
 D2456 M; Getting a bit dangerous .
 D2457 @ @
 D2458 ... (3.2) Not too hard . ((S hits very hard))
 D2459 Can you hit gentle ?
 D2460 Be gentle with it ?
 D2461 ... (1.3) <p Hit softly . p>
 D2462 ... (8.5) Makes a different sound ,
 D2463 does n't it .
 D2464 ... Did the little red ring come off ?
 D2465 ... Wait a minute ,
 D2466 wait .
 D2467 ... (3.3) <p There you go . p>
 D2468 Can I use this purple one ?
 D2469 ... (1.7) Oh ,
 D2470 S; No !
 D2471 M; Oh can I .. I can have the blue one , ((M refers to stick))
 D2472 okay .
 D2473 Thank you .
 D2474 S; ... (6.6) <f (/eMAE= nu/) ! f>
 D2475 M; No not that one ?
 D2476 S; No .
 D2477 M; All right ,
 D2478 I 'll put it there .
 D2479 S; <f (/e nu=7/) f>
 D2480 M; Oh X off the sticks too .
 D2481 S; (/uWU/) .
 D2482 M; There you go .
 D2483 { All right. }
 D2484 S; { (/uwu/) .
 D2485 M; ... You want to change . ((Sholds out sticks to swap))
 D2486 ... (3.9) @ @
 D2487 ... (16.4) @ @
 D2488 ... (8.1) Wait a minute ,
 D2489 ... (15.9) On the floor too . ((S hits floor with his sticks))
 D2490 It makes a sound ,
 D2491 does n't it .
 D2492 ... (2.2) You playing the drums ,
 D2493 here 's a drum .
 D2494 S; ... (2.2) NO !
 D2495 M; ... (8.6) @ @ @ @
 D2496 ... (5.3) @ @ ((S & M take turns))
 D2497 ... (10.1) <p @ @ p>
 D2498 ... (5.1) X making music ?

D2499 ...Whoops !
 D2500 ...(1.6) X 're making music ,
 D2501 Samuel ? ((S tried to imitate M's rhythm))
 D2502 ...(35.3) Oh that 's real good ,
 D2503 Sam .
 D2504 You 're making good music there .
 D2505 ...(2.2) Want to play this one ?
 D2506 ...(2.5) @ @
 D2507 ...(8.4) @ @
 D2508 ...(9.8) Do you want to sing a song while we play the music ,
 D2509 Samuel ?
 D2510 ...Oh= very good . ((S has reached for another instrument to hit briefly))
 D2511 S; ...(1.4) No .
 D2512 M; Do you want to sing Old Macdonald ?
 D2513 while we play the music ?
 D2514 Go on , ((hits xylophone))
 D2515 Old MacDonald had a farm , ((M sings))
 D2516 ee i ee i o ,
 D2517 and on that farm he had a
 D2518 S; ... (/aw/)
 D2519 M; cow ,
 D2520 ee i ee I o .
 D2521 ...(1.6) what 's a ,
 D2522 ...(1.1) what 's a cow say ?
 D2523 S; (/ow/) .
 D2524 M; Yeah ,
 D2525 what 's a cow say ?
 D2526 S; (/au/) .
 D2527 M; MOO ?
 D2528 S; Moo=,
 D2529 M; With a moo moo here , ((M sings again))
 D2530 and a moo moo there ,
 D2531 Here a moo ,
 D2532 You say it ?
 D2533 ...(1.2) You say MOO ?
 D2534 S; X .
 D2535 M; No ?
 D2536 Here a moo .. there a moo ,
 D2537 Everywhere a moo moo ,
 D2538 ...(1.4) Old M ' cOonald had a farm ,
 D2539 ee i ee i o .
 D2540 ... And on that farm he had a ,
 D2541 S; Nuh !
 D2542 M; ...(1.2) What do you want ?
 D2543 S; Nuh !

D2544 M; A dog ?
 D2545 S; (/nuuh/) .
 D2546 M; ee i ee i o .
 D2547 With a {woof woof here }
 D2548 S; { x }
 D2549 M; ...(1.9) and a woof woof there ,
 D2550 here a woof .. there a woof ,
 D2551 everywhere a woof woof ,
 D2552 Old MacDonald had a farm ,
 D2553 ee i ee i o .
 D2554 S; (/uh MAE uh/) .
 D2555 M; And on that farm he had a --
 D2556 S; (/muh/) !
 D2557 M; What else did he have ?
 D2558 S; (/wuh/) .
 D2559 M; <^ What can you think of ? ^>
 D2560 What else ?
 D2561 S; (/maeh/) .
 D2562 M; ...Could it be a DUCK ? ((S goes on hitting xylo))
 D2563 ... A duck ? ((S keeps hitting))
 D2564 ...(3.9) <^ A duck , ^>
 D2565 <^ Samuel ? ^>
 D2566 With a quack quack here ((M taps to rhythm))
 D2567 and a quack quack there ,
 D2568 here a quack .. there a quack ,
 D2569 everywhere a quack quack ,
 D2570 S; (/um umum NUH/) !
 D2571 M; Not that one ?
 D2572 .. What else then ?
 D2573 <^ Humpty Dumpty ? ^>
 D2574 S; (/uh bwuh/) .
 D2575 M; <^ Humpty Dumpty ? ^>
 D2576 ...(4.4) Humpty Dumpty sat on a -- ((M sings))
 D2577 ...(2.1) What did he sit on ?
 D2578 ...(2.5) a WALL ?
 D2579 S; (/uh NUH/) .
 D2580 M; Humpty Dumpty sat on a -- ((M sings again))
 D2581 S; (/u wuu/) .
 D2582 M; Humpty Dumpty had a great -- ((M sings))
 D2583 S; (/wahw/) .
 D2584 M; FA=LL= . ((taps instrument for fall))
 D2585 ..@ @
 D2586 ..All the kings horses and all the kings men
 D2587 ...<^ could n't ? ^>
 D2588 S; Eh .
 D2589 M; <^ could n't put Humpty together again . ^>

D2590 S; (/ eh NUH/) !
 D2591 M; <^ Shall we sing that one again ? ^>
 D2592 S; Nuh !
 D2593 M; Did n't you like that ?
 D2594 Oh I thought it was good .
 D2595 ...(2.8) @ @ ((M laughs at S playing instrument))
 D2596 ...Going to play music .
 D2597 ...(5.3) Can I have a stick please ?
 D2598 Can I have a stick ?
 D2599 S; (/ eh wuh/) .
 D2600 M; Thank you . ((s gives M a stick))
 D2601 ...Oh .. can I have two sticks .
 D2602 All right then .
 D2603 S; ...(8.7) (/uh maeh/) !
 D2604 M; Oh= ,
 D2605 ..you want to change ,
 D2606 change ?
 D2607 S; (/ ih/) .
 D2608 M; x change .. all right . ((S takes stick back))
 D2609 ...(3.1) @ @ ((S continues playing instrument))
 D2610 ...(15.1) Mhm . ((M watches S playing))
 D2611 ...(10.1) We can hold this up too like this ,
 D2612 Samuel , ((M gets stick with tambourine, drum cymbals stuck to it))
 D2613 x we go .
 D2614 ...(5.8) You hold the box up ,
 D2615 did you ?
 D2616 You held the box up ?
 D2617 ...(1.8) and the bell ?
 D2618 ...(1.7) and the cymbals x fingers ?
 D2619 Oh= .
 D2620 ...(3.8) up <^ there ^> ?
 D2621 ...And a little cymbal .
 D2622 ...And some be=lls ,
 D2623 ...(4.1) Then he 'll put it down . @ @ ((To Tr))
 D2624 ...(3.5) What sound do these make ,
 D2625 Sam ? ((M spreads plastic stacking cups on floor))
 D2626 Do these make a different sound ?
 D2627 S; ...(1.2) (/uh wuh/) .
 D2628 M; <^ Do these make a different sound ? ^>
 D2629 S; Uhh NUH !
 D2630 M; ...(4.8) What are you going to do with those ?
 D2631 ...x one .
 D2632 S; (/ eh mee/) .
 D2633 M; Here you go . ((M watches S play instruments))
 D2634 ...(2.8) @ @
 D2635 ...(8.8) @ @ @

D2636 ... (1.1) Want to put them on there ?
 D2637 S; Uh NUH !
 D2638 M; Want to make a .. build a TOWER ?
 D2639 <^ Want to make a tower ? ^>
 D2640 ... Do n't throw it . ((S has picked up one of cups))
 D2641 Do n't throw .
 D2642 Just put them down .
 D2643 ... (1.9) <^ Want to make a tower ? ^>
 D2644 S; Nuh .
 D2645 M; Build it up . ((S starts stacking cups))
 D2646 S; (/uh WEH/) .
 D2647 M; x BERT ! ((S has picked up finger puppet))
 D2648 No that 's Ernie .
 D2649 ... That one 's Ernie .
 D2650 S; ... (2.1) Oh .
 D2651 M; ... (1.8) x goes IN .
 D2652 S; (/euh mwuhm/) . ((S builds tower of toys))
 D2653 M; ... (1.7) Oh it is Bert is n't it .
 D2654 Sorry .
 D2655 Do you want to put Bert on top ?
 D2656 Want to put him up the top ? ((S puts puppet on top of cup toy stack))
 D2657 There you go . ((S puts Bert in top cup toy))
 D2658 Oh= he fell OFF .
 D2659 ... (2.4) Oh= there he is .
 D2660 ... @ @ @ ((Toys keep tumbling, S keeps trying))
 D2661 ... (1.8) Put it on properly . ((Cup toys can fit on/in each other))
 D2662 That 's right .
 D2663 ... Stack them up !
 D2664 ... (1.8) x x x up stick ,
 D2665 Sam .
 D2666 ... Can you fix it up ?
 D2667 ... (1.2) Oh= it went in= .
 D2668 ... (1.9) There we go .
 D2669 ... (2.5) Where 's Bert going to go ?
 D2670 ... (1.9) Make him climb up the top ?
 D2671 Up .. up .. up .. up .. <^ up .. up .. up . ^>
 D2772 <^ Up higher .. Bert . ^> ((M talks while S 'climbs' Bert up stack))
 D2673 <^ Up he goes . ^>
 D2674 .. And in . ((S puts puppet inside top cup))
 D2675 ... He went IN .
 D2676 .. Whoa= !
 D2677 He fell out .
 D2678 ... (16.2) The blue , ((S goes back to the stack, M watches))
 D2679 the blue one on top .
 D2680 S; ... (3.4) (/umuh/) .
 D2681 M; Hmm .

D2682 What 's Bert going ?
 D2683 Where 's Bert going ?
 D2684 Is he going up ?
 D2685 ... Up ,
 D2686 you say UP .
 D2687 Up .. up .. <^ up ^> .
 D2688 .. and in .
 D2689 ...(4.8) Whoa= !
 D2690 and he fell down .
 D2691 ...(2.5) Yeah ,
 D2692 ...(1.8) It 's the blue one next . ((The cups are supposed to stack in a
 graduated size order))
 D2693 You try the blue one ,
 D2694 want to try the blue one ?
 D2695 S; U=NUH !
 D2696 M; X the blue one ?
 D2697 No you want the green one .
 D2698 ...(3.4) and now you want the red one ,
 D2699 ... right ,
 D2700 ...and the blue one on top .
 D2701 Okay ,
 D2702 Fix it up . ((S tidies up stack))
 D2703 ...Say <^ come on Bert ^> .
 D2704 Up .. you say up up .. <^ up ! ^>
 D2705 <^ Up up up .. and= IN ! ^>
 D2706 ...He went in <^side the blue ^> one .
 D2707 ..Whoa= . ((S knocks stack over))
 D2708 ...(10.2) You have to get it on properly . ((S restacks cups))
 D2709 Oh it 's not on right .
 D2710 Look !
 D2711 ...It 's gonna .. whoops .. it 's gonna FALL= .
 D2712 S; UhNUH !
 D2713 M; ...(2.1) Ah ... it fell down .
 D2714 S; Uh= NO !
 D2715 Uhm= .
 D2716 M; <^ What do you want ? ^>
 D2717 S; N=NO !
 D2718 M; ...Yel=low one ,
 D2719 Put it on PROPerly .
 D2720 S; Uh= NUH !
 D2721 M; Oh !
 D2722 S; N=n= !
 D2723 M; There we go .
 D2724 Look ,
 D2725 it 's on .
 D2726 ...(4.2) Put it on properly .

D2727 Put it on .
D2728 S; N=naeh !
D2729 M; ...(1.8) Oh he wants x x . ((Quietly to self))
D2730 ...Oh= .
D2731 There you go . ((S stacks again))
D2732 ...(5.9) Way= @ . ((Top cup fell off))
D2733 Tipped over !
D2734 ...(11.2) X it out .
D2735 S; No !
D2736 ...(3.5) (/wuush/) .
D2737 M; That 's Bird .
D2738 <^ Is he going up the tower ? ^>
D2739 ..Up he goes ,
D2740 Oop .. and .. he fell down .
D2741 ..Lying down on top .
D2742 .. Crash= .
D2743 S; ...(9.7) Uh= .
D2744 M; U=p ,
D2745 That 's right .. you 're building it <^ up ^> .
D2746 S; ...(1.3) (/uh u=uh/) .
D2747 M; The blue= .
D2748 ...(2.1) whoa= . ((Fell over again))
D2749 ...(2.2) <^ They fell down . ^>
D2750 ...Samuel ,
D2751 would you like something to eat ?
D2752 S; N=Nuh !
D2753 M; A sandwich ?
D2754 S; ...uh= NUH .
D2755 M; What about a banana .. or um sultanas ?
D2756 ..{ <^ Sultanas ? ^> }
D2757 S; { N=Nuh ! }
D2758 M; Just say no= ,
D2759 say no .
D2760 S; ...(4.5) (/umIH/) ! ((S taps instruments with puppet, then stick))
D2761 M; BERT wants to play .
D2762 Here you are you give Bert .. you hold Bert the { x }
D2763 S; { (/mae=aeuh/) . }
D2764 M; Give Bert the stick .
D2765 S; ...(2.2) (/ae=aeuh/) .
D2766 M; All right okay ,
D2767 just put it down .
D2768 S; { (/aeuhae/) ! }
D2769 M; { Put it down . }
D2770 All right .
D2771 S; (/umih/) .
D2772 M; Wait a second .

D2773 ... (3.2) What have we got here ?
 D2774 @ Oh oh @ ((M has picked up a large puppet))
 D2775 Is that Cookie Monster ?
 D2776 ... (1.9) Do you think Cookie Monster might like to play ?
 D2777 S; (/um= wee/) .
 D2778 M; @ @
 D2779 <^ Do you think he might like to play the music ? ^>
 D2780 S; (/um= uh nuh/) .
 D2781 M; All right ,
 D2782 we 'll give him the stick . ((M holds stick with puppet, hits instrument))
 D2783 So here we go .
 D2784 S; (/um muh/) .
 D2785 (/um= /) .
 D2786 @ @ ((M uses puppet to play instrument))
 D2787 M; @ @
 D2788 S; (/m= wee aeh/) !
 D2789 M; Cookie Monster !
 D2790 He 's a puppet .
 D2791 S; (/mwux/) .
 D2792 M; Cookie cookie cookie cookie cookie .
 D2793 S; (/naeh/) .
 D2794 M; Here we go ,
 D2795 all right .
 D2796 You want to play some music ?
 D2797 ... <^ Music ? ^> ((M starts to tap rhythm with sticks))
 D2798 ... (3.7) Twinkle twinkle little star , ((M sings))
 D2799 how I wonder what you are .
 D2800 Up above the world so high ,
 D2801 like a diamond in the sky.
 D2802 Twinkle twinkle little star ,
 D2803 how I wonder what you are . @ @
 D2804 S; (/eih= NUH/) !
 D2805 M; Umm ?
 D2806 No ?
 D2807 No more ?
 D2808 Oh= .. okay .
 D2809 S; ... (12.2) NUH !
 D2810 M; @ @
 D2811 .. @ @
 D2812 No more ?
 D2813 No more .. okay .
 D2814 S; ... (2.1) (/eh aeyaey/) .
 D2815 M; ((Pretends to growl)) ((M & S have play fight with two puppets))
 D2816 @ @ @
 D2817 S; Nuh=uh . ((Whinging tone))

D2818 M; No ?
 D2819 No .. all right .
 D2820 No more @ @ .
 D2821 ...(3.1) <^ Okay . ^>
 D2822 ...All right .
 D2823 S; { x X ! }
 D2824 M; { What do you want to do ? }
 D2825 What do you want to do now ?
 D2826 S; (/uWUH/) !
 D2827 ...(1.3) (/aeh=/) .
 D2828 M; hmm .
 D2829 You want to play with the cars .
 D2830 All right then .
 D2831 Let 's find some cars .
 D2832 S; Ah .
 D2833 M; ...(2.8) Move that there . ((S moves instruments out of his way))
 D2834 S; Hmm .
 D2835 Oh= .
 D2836 M; Oh .. tipped them all OUT . ((S tipped out box of toy cars))
 D2837 S; ... (/aeh wuh/) .
 D2838 M; hmm .
 D2839 S; (/wieh/) . ((S holds up a car))
 D2840 M; Oh .. a squ .. a square= .
 D2841 Oh !
 D2842 S; ... (/uh= uu= wuh/) !
 D2843 (/Ree/) !
 D2844 M; A rectangle .. a RECTANGLE shape .
 D2845 ... { hmm . }
 D2846 S; { (/ae=ae=/) . }
 D2847 M; Oh there 's a bigger car .
 D2848 S; Uh .
 D2849 M; ... What 's this one ?
 D2850 Oh= . ((M makes noise as she plays with car))
 D2851 ...There 's another big car .
 D2852 ...(2.4) What have we got here ?
 D2853 Oh it 's another one .
 D2854 ...(1.2) Hmm !
 D2855 ... <p X we go ! p>
 D2856 ...(6.7) You push { that one . }
 D2857 S; { (/auh/) . } ((M & S play with cars))
 D2858 M; ...(2.1) Oh= !
 D2859 Look at that one go !
 D2860 ...(8.7) Ooh that one 's got a li=ght flashing .
 D2861 S; ... (4.6) (/aep/) !
 D2862 M; Yeah there 's a cup . ((A toy cup was amongst the cars))
 D2863 ... Would you like a drink ?

D2864 S; (/nux/) .
 D2865 ...Nuh .
 D2866 M; No ,
 D2867 okay .
 D2868 S; (/beh/) .
 D2869 M; A basket .. hmm .
 D2870 ...(6.8) <p Xx , p>
 D2871 Another one ,
 D2872 S; uhh .
 D2873 M; another car .
 D2874 ...(1.8) This one has a .. flashing light .
 D2875 ...(2.8) <^ See the lights flashing ? ^>
 D2876 ...Here 's a number .
 D2877 What number is THAT ?
 D2878 ...(1.8) <^ What number is that ? ^>
 D2879 S; Ahh= .
 D2880 M; Yeah .. it 's a car .
 D2881 What number is it ?
 D2882 ... Is it the number seven ?
 D2883 S; Nuh !
 D2884 M; ...(2.7) X x xx cars= .
 D2885 ...(3.1) Look at THIS one .
 D2886 S; Oh .
 D2887 M; ...(3.8) A { SIREN . } ((S is playing with car and causing siren to sound))
 D2888 S; { X ! }
 D2889 M; You wind it up .
 D2890 ...(2.2) You turn the handle .
 D2891 ...<^ Turn it ! ^>
 D2892 ...<p That 's it . p>
 D2893 Turn= .
 D2894 ...(2.9) That 's the idea .
 D2895 ...Turn= .
 D2896 S; (/aeh=/) ! ((S is frustrated, hands it to M))
 D2897 M; X it .
 D2898 S; Mmm= !
 D2899 M; You hold it there .
 D2900 ...(2.8) @ ((Siren starts to sound))
 D2901 ...(2.7) Oh @ .
 D2902 X x x the handle there <^ to turn it . ^>
 D2903 S; (/aeh=aeh=/) .
 D2904 M; You watch .
 D2905 S; (/umih=/) .
 D2906 M; Look ,
 D2907 looking , ((M demonstrates))
 D2908 x x x ,

D2909 looking , ((M gets siren going loudly))
 D2910 S; ...(8.8) (/umuhMEH/) !
 D2911 M; No more of that ,
 D2912 all right then .
 D2913 ...(3.1) You do n't have to TD2OW it .
 D2914 There 's a cement truck .
 D2915 S; (/mih no/) .
 D2916 M; ...hmm .
 D2917 S; (/noh/) .
 D2918 (/aeh/) !
 D2919 M; Another car .
 D2920 S; ...(5.2) { (/naeh/) . }
 D2921 M; { That 's a xxs , }
 D2922 but we have n't got the car for it .
 D2923 S; (/umnuh/) .
 D2924 M; A TRAILer .
 D2925 S; ...(/unaeh/) .
 D2926 M; hmm .
 D2927 Put the trailers there .. together ?
 D2928 S; Nuh= .
 D2929 M; Put the trailers there .
 D2930 S; (/wuh .. wuh/) .
 D2931 M; Little cars .
 D2932 S; Uh= !
 D2933 UH= !
 D2934 M; A car .
 D2935 S; UH= !
 D2936 M; hmm .
 D2937 S; UH= !
 D2938 M; A car .. little car .
 D2939 ...(1.2) There 's more cars .
 D2940 You put them in a row ?
 D2941 In a line ?
 D2942 S; ..(1.1) Uh=uh=uh= !
 D2943 M; Hmm= . ((M clears space on floor))
 D2944 S; Uh .
 D2945 M; <p Make a line . p>
 D2946 ...(5.1) <^ You put them in a line ? ^>
 D2947 ...(2.3) <p Hm . p>
 D2948 ...(1.8) There 's a TRACTOR .
 D2949 S; (/unuh/) .
 D2950 M; Tractor .
 D2951 S; <p (/unuh/) . p>
 D2952 ...(1.5) hmm . ((S takes the tractor and puts it aside))
 D2953 M; You do n't want the tractor .
 D2954 Okay .

D2955 Here 's another .. machinery there .
 D2956 ...OH and there 's a BOAT !
 D2957 S; (/bih/) .
 D2958 M; A boat .. for water .
 D2959 ... (2.0) Yeah there 's some more cars ,
 D2960 Samuel .
 D2961 ...Line them all up . ((S works on lining cars up))
 D2962 ... (11.3) That 's the way .
 D2963 ... (5.5) Drive it in .
 D2964 ...umm .. oh it ca n't fit .
 D2965 ...There you go .
 D2966 ... (1.3) Put it in a parking spot .
 D2967 ... (1.7) Here comes another car . ((M puts one it line))
 D2968 Vroom vroom vroom vroom .
 D2969 Park the cars !
 D2970 ... (2.2) Vroom vroom .. vroom vroom vroom !
 D2971 S; Ah !
 D2972 M; Here it comes .
 D2973 That 's good parking ,
 D2974 Samuel .
 D2975 S; Ah !
 D2976 M; Vroom vroom .
 D2977 ...Oh he 's upside DOWN . ((S put car in line on its top))
 D2978 You turn him over ?
 D2979 S; N=UH !
 D2980 M; ... (4.4) Do n't throw .
 D2981 Do n't throw .
 D2982 Put it on the floor please .
 D2983 ...You do n't throw .
 D2984 S; ... (4.8) (/bih/) .
 D2985 M; Hmm that 's a bigger car ,
 D2986 that 's right .
 D2987 ...Vroom vroom vroom vroom=.. vroom .
 D2988 ... (3.9) X lots of cars ,
 D2989 Sam .
 D2990 Here you have a few over there . ((M puts more cars near S for him to line up))
 D2991 ...You want a few cars over on your side ?
 D2992 ... (1.6) Vroom .
 D2993 ... (5.3) Vroom vroom vroom vroom= .
 D2994 ... (4.7) That 's the right way .
 D2995 ... (4.8) Another tractor .
 D2996 Where do the tractors go ?
 D2997 ... (2.5) You put the tractors together over here ?
 D2998 ... (1.4) That 's the tractors .
 D2999 ... (1.3) There 's a TRUCK .

D21000 ... (2.8) Vroom vroom vroom .
D21001 ... (1.9) Hmm .
D21002 ... (1.2) <^ Are they fitting there , ^>
D21003 <^ Samuel ? ^>
D21004 ... (2.8) You taking them out ?
D21005 ... You going for a drive .
D21006 ... (1.6) Vroom vroom vroom .
D21007 Stop ! ((S drives cars into spaces in line))
D21008 ... (2.8) Vroom vroom vroom .
D21009 Stop !
D21010 ... (4.2) Vroom vroom= ,
D21011 Stop !
D21012 ... They 're stopping ,
D21013 are n't they ?
D21014 ... Make some more room .
D21015 ... (6.3) Vroom vroom vroom vroom vroom .
D21016 Here comes Fred Flintstone . ((M drives a car into the line))
D21017 ... Here comes Fred .
D21018 Here you go .. round the block .
D21019 ... (1.8) Got to find a parking spot .
D21020 Here we go .
D21021 ... (3.1) Hmm= .
D21022 ... (7.9) Wow= look at the wheels turn .
D21023 ... hmm .
D21024 .. Push on the car .
D21025 ... Make it go .
D21026 .. Whoops .. watch your fingers .
D21027 ... (2.1) @ @
D21028 You going to rev it up ,
D21029 are you ?
D21030 You going to rev it up ?
D21031 ... (7.6) You going to make it go on the lino .. over here,
D21032 Samuel ?
D21033 { <^ Make it go here ? ^> }
D21034 S; { Nuh ! }
D21035 M; ... (5.3) @ @ .. make it go on the lino ?
D21036 ... (15.1) X they go= . ((S makes a few wind-up cars go on the lino))
D21037 ... (5.4) Oh= that was a loud one !
D21038 @ @ @ !
D21039 That was loud !
D21040 @ @ oh= .
D21041 S; (/oh/) !
D21042 M; Go !
D21043 You can go and get it .
D21044 ... (1.6) Push hard !
D21045 .. You got to pull that one back . ((Winds up by moving wheels in

opposite direction; M shows S))

D21046 ... (2.2) Oh= .

D21047 ... (1.8) <p There we go . p>

D21048 ... (2.1) There we go !

D21049 .. @ @

D21050 ... (1.9) Want me to get this one over here ?

D21051 S; ... (3.1) (/ahuh/) .

D21052 M; Look at this one .

D21053 Do you want to push this one .. the ambulance ?

D21054 S; (/uhDUH/) !

D21055 M; Want to change ? ((M & S exchange cars; both push them along lino))

D21056 S; (/uwuh/) .

D21057 M; Thank you .

D21058 .. <p Okay . p>

D21059 ... (4.1) @ @

D21060 S; (/uhuh/) .

D21061 M; You push that car .

D21062 Push !

D21063 ... Oh== .

D21064 ... (3.0) Which one would you like ?

D21065 ... (1.3) Number seven ,

D21066 okay .

D21067 ... (2.8) Ooh= .

D21068 ... (7.9) You might have to pull that one back I think ,

D21069 Sam .

D21070 Pull it back .

D21071 Go backwards and let it go .

D21072 ... (4.9) Round this way .

D21073 .. No .

D21074 ... (6.5) Here comes this one .

D21075 Here comes the ambulance . ((M pushes it towards S

D21076 ... (2.6) @ @

D21077 Ran into your LEG .

D21078 ... (11.2) hmm .

D21079 ... There goes .

D21080 .. WOW ! ((Car goes well)

D21081 @ @ @

D21082 ... (4.1) You got to push hard on it ,

D21083 Sam .

D21084 ... There you GO .

D21085 ... (1.9) Oh= .

D21086 Do n't .. no do n't throw . ((S throws instead of pushing))

D21087 @ @ @

D21088 .. Samuel !

D21089 S; { (/uhMAUH/) ! }

D21090 M; { How do you ask nicely ? }

D21091 S; (/moh/) .
 D21092 M; More please .. ah= .
 D21093 Okay .
 D21094 ... Whoops where 'd it go ? ((M's car disappeared))
 D21095 ...(1.3) Oh it went under the cupboard .
 D21096 ...(8.6) Under they go . ((S lines other cars up under cupboard))
 D21097 ... Under there .
 D21098 ...(6.0) Would you like some lunch now ,
 D21099 Samuel ?
 D21100 S; Nuh !
 D21101 M; Not hungry today ?
 D21102 ..@ @
 D21103 ...(6.4) Where 's the other cars ?
 D21104 <^ Where are the other cars ? ^> ((S goes to get more))
 D21105 ...(4.6) SAMUEL ,
 D21106 would you like me to read you a book ?
 D21107 S; Nuh .
 D21108 M; @ No book today ?
 D21109 ..Want to play with the cars . ((S brings more cars back, hands one to M))

 D21110 S; ...(1.4) (/ʌm=mih/) .
 D21111 M; Hm?
 D21112 S; (/wih/) !
 D21113 M; Mummy play .
 D21114 S; (/uh/) .
 D21115 M; Mummy play ?
 D21116 Vroom= .
 D21117 You want to park them under here . ((S lines more cars up under cupboard))

 D21118 ...Park them under the cupboard ?
 D21119 ...(1.4) Wo n't fit .
 D21120 ...(1.1) Do n't throw them .
 D21121 Do n't throw the cars .
 D21122 ...(8.9) <^ Would you like me to read you a book ? ^>
 D21123 <^ Want to look at a book ? ^>
 D21124 <^ The giraffe book ? ^>
 D21125 S; (/n=n=nuh/) .
 D21126 M; No .
 D21127 All right .
 D21128 ...(1.9) @ @
 D21129 ...(7.2) What are you doing ,
 D21130 Sam ?
 D21131 You parking the cars ?
 D21132 S; (/n=nuh/) .
 D21133 M; You go for a drive ? ((M plays with car, modelling))
 D21134 Look .

D21135 ...And then we park them under here ?
 D21136 ...(1.4) We park them under there ?
 D21137 S; Nuh= !
 D21138 M; No .
 D21139 You do n't want to do that .
 D21140 .. Okay .
 D21141 ...(4.7) Vroom vroom= .. vroom .. vroom= .
 D21142 ...(3.1) Mind your hand . ((S goes to get car))
 D21143 ...(2.1) Oh that one has a siren .
 D21144 ...(1.9) And flashing lights .
 D21145 ... That 's right ,
 D21146 you 're right .
 D21147 ...(2.1) Ooh crash .
 D21148 ...(4.9) Crash .. bang .
 D21149 ...(2.9) @ @
 D21150 ... Crash .
 D21151 ...(2.0) Crash .. vroom= vroom = .
 D21152 S; (/uh WUH/) .
 D21153 M; Vroom= crash . ((M plays with car, running it into S))
 D21154 ...(2.1) Crash .
 D21155 ...(7.1) A light=
 D21156 .. a flashing light .
 D21157 ...(2.3) A red= .. red light .
 D21158 ...(18.3) <^ How many cars are there , ^> ((S goes over to cars by the
 cupboard, gets three to line up near M))
 D21159 <^ Samuel ? ^>
 D21160 S; (/AEHUH/) .
 D21161 M; How many ?
 D21162 How many cars= ?
 D21163 S; (/aehuh/) .
 D21164 M; Three ?
 D21165 S; Nuh !
 D21166 M; One two three ?
 D21167 S; ...(2.8)Uh .. (/uhnihnih/) .
 D21168 M; All right okay ,
 D21169 we wo n't count them .
 D21170 ...(9.9) hmm= .
 D21171 S; .. (/xoh/) ! ((S gets cars and lines them up in a queue))
 D21172 M; Go .
 D21173 Okay you push them x and off they go .
 D21174 ...(3.5) You push all the cars .
 D21175 S; ...(6.1) (/uhmae/) .
 D21176 M; What do you want ?
 D21177 ...(3.8) Finished ? ((S comes over to cuddle M))
 D21178 S; Uh .
 D21179 M; Oh .. @ @

D21180 What do you want to do now ? ((S stands up and looks at M))
 D21181 S; Umm= .
 D21182 M; No ,
 D21183 S; Uh umm= .
 D21184 M; Not now .
 D21185 We have some lunch ?
 D21186 S; N=O !
 D21187 M; No ?
 D21188 S; Hm= .
 D21189 M; Do n't you think you 'd like a sandwich ?
 D21190 S; Nuh !
 D21191 M; Or a banana ?
 D21192 S; Nuh !
 D21193 ...Nuh !
 D21194 M; All right .
 D21195 ...(3.5) What about X ?
 D21196 S; N=o .
 D21197 M; Well what do you want ,
 D21198 darling ?
 D21199 ...(2.1) Do you want to go toilet ? ((S apparently makes Makaton sign
 for toilet))
 D21200 S; N=uh !
 D21201 M; ...(3.1) You want a cuddle . ((Sclimbs on M))
 D21202 ... ahh .
 D21203 ... Probably getting tired . ((To Tr))
 D21204 Hmm .
 D21205 S; ...(3.5) Oh .
 D21206 M; <p @ @ p>
 D21207 ...(2.0) What are you going to do now? ((S walks around to back of M
 and climbs up on her))
 D21208 You going to get on my back !
 D21209 Umm= .
 D21210 S; (/aeh=/) .
 D21211 M; @ @
 D21212 ...(2.6) Go on hop on .
 D21213 ...(2.0) Hop on .
 D21214 ...(1.2) Ooh= @ @
 D21215 S; (/aehaehaeh/) .
 D21216 M; Here we go .
 D21217 S; @ @
 D21218 M; @
 D21219 S; (/AEHEH/) .
 D21220 M; You say giddy up mum . ((S clings to M's back))
 D21221 ... Giddy up .
 D21222 S; Hm .
 D21223 M; Giddy up .

D21224 S; (/achaeh eeh/).
D21225 M; @@ Giddy up!
D21226 S; (/aeh=/).
D21227 M; Oh all right then.
D21228 S; ...(1.2) (/uhuh= NUH/)!
D21229 M; What do you want?
D21230 S; (/uh uhm/).
D21231 M; No no x.
D21232 No television now. ((Tape breaks))
D21233 S; (/waeh ..waeh=/).
D21234 ... (/waeh/)!
D21235 M; Do you want to make a building?
D21236 S; (/uh weeh/).
D21237 M; You DO=?
D21238 S; (/uh weeh/).
D21239 M; Yes= a building.
D21240 All right.
D21241 S; xx.
D21242 M; Come on.
D21243 We 'll get some blocks? ((M & S leave room, go down hall to get box of blocks))
D21244 S; (/uh wih/).
D21245 M; Some blocks.
D21246 All right.
D21247 S; (/wih/).
D21248 ...(1.9) (/uwoh/). ((As S goes down hall to get some blocks))
D21249 M; <f Do you want to use these ones? f>
D21250 No the other ones.
D21251 ...(3.1) <f Do you want to get the wagon? f>
D21252 S; ...(2.0) ((In audible from hallway))
D21253 M; ...You get the wagon?
D21254 ..These blocks?
D21255 S; No!
D21256 M; <^ This one? ^>
D21257 S; (/uu WIH/).
D21258 M; Okay.
D21259 ...(1.3) Here we go. ((They've come back with block wagon))
D21260 S; (/wuh/).
D21261 M; ...(1.2) @@
D21262 ...(1.9) @@
D21263 S; (/wuh/).
D21264 M; Here we go.
D21265 Round here.
D21266 S; (/wuh/).
D21267 M; Over here.
D21268 ...(2.7) Here we go.

D21269 S; ...(4.4) (/uh= NEEH/) !
 D21270 M; @ @
 D21271 Look at all those blocks= !
 D21272 ...(2.1) Do n't throw it .
 D21273 Do n't throw .
 D21274 ...(1.3) No throwing .
 D21275 ..(1.4) Naughty .
 D21276 S; (/oh ih/) .
 D21277 M; Hmm= .
 D21278 S; (/uh wih/) .
 D21279 M; ...<p We need a .. a board for a base . p> ((To self))
 D21280 S; (/uh weeh/) . ((Whinging tone))
 D21281 M; I 'm coming back .
 D21282 Wait a minute .
 D21283 S; (/uh IH/) .
 D21284 M; Yep .
 D21285 S; ...(2.1) (/uhNUH/) .
 D21286 ...(1.9) { (/nxh/) ! }
 D21287 M; { No it 's all right . }
 D21288 Look !
 D21289 S; (/aehuhaeh=/) .
 D21290 M; <^ See ? ^>
 D21291 Like that !
 D21292 S; (/m= aeh7/) .
 D21293 M; <p There we go . p>
 D21294 S; (/uh wee/) .
 D21295 M; There= make a bridge ? ((M helps S make a bridge of blocks))
 D21296 S; (/uh MAE/) !
 D21297 ... (/uh= mae/) !
 D21298 M; No bridge ,
 D21299 all right .
 D21300 S; (/wuh wee/) .
 D21301 M; Hmm .
 D21302 S; ...(2.4) (/WEE/) .
 D21303 M; Hmm= .
 D21304 S; (/uhm= NAE/) !
 D21305 M; ...(2.3) You trying to blow it ?
 D21306 ...You 're going to have to blow HARDER .
 D21307 ...(1.4) Put your tongue in and blow . ((S's tongue tends to stick out a little))
 D21308 @
 D21309 ..((M models blowing))
 D21310 S; (/NAEH=/) !
 D21311 ...(1.4) (/Naeh/) !
 D21312 M; It 's hard .
 D21313 I ca n't blow them over .

D21314 S; ...(11.3) Hmm .
 D21315 M; They 're like candles on a cake . (M just trying to get S to blow))
 D21316 ...(1.2) They 're like candles on a cake ,
 D21317 Samuel .
 D21318 ...(2.2) Ooh .. a bit hard ,
 D21319 was n't it ? @
 D21320 ...(4.3) Have to blow har=d . ((Blocks are heavy, wooden & unlikely to fall))
 D21321 Uhh .. take a big breath .
 D21322 Uhh ((Then M blows twice))
 D21323 ...(10.9) <p Put your tongue in . p>
 D21324 S; NUH !
 D21325 M; Ye=s .
 D21326 <p X your tongue x . p>
 D21327 S; NUH !
 D21328 ...Nuh .
 D21329 M; Lot of no= 's .
 D21330 ...(5.8) Oh= .
 D21331 ...(1.4) They 're all down . ((S pushes blocks with tongue, can't blow))
 D21332 S; (/mau/) !
 D21333 M; { x x } some more .
 D21334 S; { (/mou/) . }
 D21335 M; Ah= that 's very good .
 D21336 ...(1.2) You did it properly ,
 D21337 Samuel .
 D21338 ...(4.3) Whoops a daise !
 D21339 ...(7.5) Can Mummy help you ?
 D21340 S; (/aeh uh/) .
 D21341 M; Okay .. thank you .
 D21342 I 'll put it here ?
 D21343 S; ...(2.6) (/ei ee ih/) !
 D21344 ..(/ee ih/) .
 D21345 M; Your turn .
 D21346 You do it .. { your turn . }
 D21347 S; { (/mae=/) . }
 D21348 M; All right I 'll do this one .
 D21349 You can do the next one .
 D21350 ... <p There we go . p>
 D21351 S; ...(1.2) (/MAE7/) !
 D21352 ...(2.6) (/m=mae=/) .
 D21353 ... (/m=mee= ae=/) .
 D21354 M; It 's all right .
 D21355 ...(1.2) All the candles .
 D21356 How many have we got ?
 D21357 ...(1.3) One two three four five candles .
 D21358 S; (/uh eeuh/) !

D21359 M; <^ hm ? ^>
 D21360 ... (1.3) The candles on the ca=ke .
 D21361 ... (2.3) Ooh= you blew it ou=t .
 D21362 ... (3.2) It 's har=d .
 D21363 ((More attempts at blowing)) @ @
 D21364 ... (5.5) Oh= .
 D21365 ..Two left .
 D21366 Two left .
 D21367 S; ... (2.0) (/umaeh/) .
 D21368 M; ((M blows))... (5.8) All down .
 D21369 S; (/uhMAU/) .
 D21370 (/MAU/) .
 D21371 M; How do you talk properly ?
 D21372 S; <p (/mou/) . p>
 D21373 M; ... <I More . I>
 D21374 We 'll do it again ?
 D21375 More candles on the cake . ((M is pretending blocks are candles))
 D21376 S; Hmm .
 D21377 M; How many candles this time ?
 D21378 ... Three= .
 D21379 ... (2.8) Four ,
 D21380 S; (/u=nuh/) .
 D21381 M; Five ?
 D21382 S; (/uhnuh/) .
 D21383 M; You do n't want those . ((S pushes them away))
 D21384 You only have three candles .
 D21385 Okay only three candles .
 D21386 S; ... (2.4) (/uhMAU/) !
 D21387 ... (2.8) (/uhmih/) .
 D21388 M; ... Oh= how about stacking up the blocks .
 D21389 S; (/uhmih/) .
 D21390 M; Want to stack them up ?
 D21391 S; (/uhNUH/) !
 D21392 M; What 's down the bottom here ?
 D21393 Oh= xx .
 D21394 ... (1.7) Ah .. here we GO !
 D21395 ... (3.2) Here we go . ((M keeps stacking blocks))
 D21396 S; (/umih/) .
 D21397 (/uhaehihaeh=/) .
 D21398 M; Your turn .
 D21399 S; (/aeh=/) .
 D21400 M; You can make a building too .
 D21401 S; Nuh .
 D21402 M; ... (9.5) He is getting tired now . ((To Tr))
 D21403 ... (3.5) He 's just starting to object to everything now . ((To Tr))

D3 ACTIVITY DESCRIPTION HOME CONTEXT

TIME	ACTIVITY	TALK
11:30	T chooses to play with Lotto, T tries pictures on lotto board, completes, tries another lotto	M offers choice, comments on activity, labels pictures, uses Makaton signs, praises. Much checking on matching process, then naming again when completed
11:39	M offers T banana, T tired of lotto, M tries to interest T in another activity, eventually T plays 'open, shut' with Cookie Monster puppet, eventually T interested by Big Bird	M keeps suggesting, T not interested M pretends to take on animal voices, eg 'cheep, cheep'
11:42	M and T play with Big Bird, pushing between each other, T points to parts of Big Bird	M comments on activity; T and M labels parts
11:46	M washes banana off T's hands, suggests T washes Big Bird, too, then continue play with Big Bird	M comments on activity
11:48	T takes Big Bird down to floor to play, M joins her	M comments on activity, reminds T how to make it go
11:49	T starts running around the house, M follows	M calls T back to kitchen area, T squeals
11:50	M tries to attract T back to toy box with finger puppets, T runs outside, M brings her back	
11:51	M and T play with finger puppets, T puts puppets on M's fingers, M puts them on hers T puts puppet on, T bangs table with puppets; competition to get/keep puppet	Talk about putting puppets on, off, describing puppets. M talks to puppet on T's finger, names them
11:56	T goes under table, teases, plays alone,	M tries to coax T out, T squeals
11:59	T runs away again around the house	M tries to coax T back
12:00	T comes back, cuddles, plays briefly with Grover finger puppet, cuddles, plays with mic	M controls play with mic,
12:02	M tries to interest T in drawing, T draws a few pictures sitting on bench, offers to M to see	M praises T's drawing, suggest how to draw, asks T if she's drawing for her, someone else
12:04	T goes to M for cuddle, then finds coins on bench	M comments on coins
12:07	T goes to box to get lotto boards out, T & M sit at table to play with lotto, T shows picture cards to M	M comments, asks for boards, labels, refuses or accepts cards T offers her, talks about pictures elaborating on them, many labels, Makaton signs, T chatters unintelligibly
12:21	T reaches book across table, T reads book, making Makaton signs and pointing, then M reads a few pages but T stops her.	M labels pictures as T turns pages, M tries to read print, M, then T, make appropriate animal noises
12:24	T starts to put lotto boards and cards away	M comments on activity, labels pictures again
12:28	Finish putting lotto game away	

D3 AT HOME

(When tape begins, M & T are playing lotto game; T has few words, variable vowel sound in /nx/ sequence)

- D31 M; { <^ Want to choose ? ^> }
- D32 T; { X X } ((T making ongoing noise, not recognisable))
- D33 M; <^ ...(1.4) Which one ? ^> ((T asked to choose lotto card))
- D34 T; Ba7 !
- D35 M; THAT one ,
- D36 all right .
- D37 That 's a SNAIL .
- D38 T; <p X . p>
- D39 M; ...(1.2) Now I 've got to find the things for it ,
- D310 DO N'T I .
- D311 That 's an echnida . ((T picks up little lotto cards))
- D312 ...(1.4) There 's a snail .
- D313 T; ...(3.3) <^ NO= , ^>
- D314 ...(1.8) Dae .
- D315 ...(3.4) Nau .
- D316 M; ...(2.1) <^ Clever girl , ^>
- D317 are n't you .
- D318 T; No= .
- D319 M; ...(2.2) No= .
- D320 ...(1.2) <^ Where 's the SNAIL go ? ^>
- D321 That 's RIGHT .
- D322 Good <^ GIRL . ^>
- D323 T; X wha !
- D324 M; ...(4.1) <^ That 's an echidna . ^>
- D325 T; Ee !
- D326 M; <^ That 's right . ^>
- D327 Put the echidna on the echidna . ((T puts small picture on correct square))
- D328 ...(2.3) GOOD gi=rl .
- D329 T; ...(1.9) Ah X { X X . }
- D330 M; { GOOD gi=rl . }
- D331 <^ What about these three ? ^>
- D332 <^ Where do THEY go ? ^>
- D333 T; (/ay ee ee /) .
- D334 M; <^ Huh ? ^>
- D335 T; ...(2.2) (/ei ya ta da/ .)
- D336 M; <^ BIRD ! ^>
- D337 Bird .
- D338 <^ Where does the bird go , ^>

D339 Toni ?
D340 T; (/ da . /)
D341 M; NO=
D342 You 're tricking me .
D343 ...(2.3) <^ Bird ? ^> ((Makaton))
D344 <^ Tweet tweet ! ^> ((makaton))
D345 <^p Where does the bird go ? p^>
D346 No=
D347 <^ That 's a butterfly . ^>
D348 ...(1.0) GOOD girl .
D349 That 's the square .
D350 <^ GOOD GIRL ! ^>
D351 <^ Tweet tweet . ^> ((makaton))
D352 T; (/ ee ee . /)
D353 M; <^ What have you got here ? ^>
D354 T; Bae7 .
D355 M; That 's a snai=l .
D356 And I do n't know the sign for snail .
D357 T; ...(1.1) Ae ?
D358 ...(3.3) Ooh .
D359 M; { <^ What 's THAT ? ^> }
D360 T; (/ <^ ooh . ^> /)
D361 M; ...(1.2) <^ That 's a duck . ^>
D362 <^ Quack quack ! ^>
D363 Where 's the duck go ?
D364 ...(1.0) Where does it go ?
D365 T; (/u mai= . /)
D366 M; No=
D367 T; (/ u m u X X , /)
D368 (/ u mai u . /)
D369 M; Hmm No=
D370 T; (/ ih , /)
D371 M; That 's a <^ tortoise . ^>
D372 ...(1.1) <^ Where does the duck go ? ^>
D373 T; (/ ih . /)
D374 M; No=
D375 T; ...(1.5) (/ ih . /)
D376 M; <^ Fish ? ^>
D377 <^ Nuh ? ^>
D378 ...(3.3) <^ You 're playing games . ^>
D379 T; (/ ih ih . /)
D380 M; <^ Where does the duck go ? ^>
D381 <^ Quack quack ! ^>
D382 ...(3.7) <^ Is that a duck ? ^>
D383 T; <^p ih=ih . ^p>
D384 M; <^ No= . ^>

D385 <^ That 's a ^> BEE .
 D386 ...(1.5) <^ Where does the duck go ? ^>
 D387 No= . ((m shakes head))
 D388 You 're playing games ,
 D389 Toni .
 D390 T; ...(1.5) Na=o .
 D391 M; Good Gi=RL .
 D392 THAT 'S ... RIGHT .
 D393 Duck ... DUCK . ((M points to match))
 D394 The bird and the snail and the echidna .
 D395 T; (/ aw eeh hih . /)
 D396 M; <^ Oh we have n't got THAT one . ^>
 D397 <^ No= . ^>
 D398 <^ These three . ^>
 D399 T; (/ ah wa . /)
 D3100 M; <^ Where do THEY go ? ^>
 D3101 T; (/ ee yee ? /)
 D3102 M; <^ No you 've got to put the right pictures on . ^>
 D3103 ...(1.7) <^ X X the boy and the teddy . ^>
 D3104 <^ Look at the teddy . ^> ((Makaton))
 D3105 <^ Where does the teddy go ? ^>
 D3106 T; (/ teu teu . /)
 D3107 M; That 's a boy= .
 D3108 BOY . ((Makaton))
 D3109 T; (/ ae . /)
 D3110 M; Umm .
 D3111 T; (/ X X X X /)
 D3112 M; A BOY= . ((Makaton))
 D3113 And a TEDdy . ((Makaton))
 D3114 ...(1.8) <p BOY . p. ((Makaton))
 D3115 T; (/ AE ! /)
 D3116 M; Yes ,
 D3117 a boy !
 D3118 ...(1.1) <^ Where are you going to put the boy and the teddy ? ^>
 D3119 <^ Where do they go ? ^>
 D3120 T; X X X
 D3121 M; <^ Are n't you going to put them on ? ^>
 D3122 T; (/ umuh . /)
 D3123 M; <^ Hm ? ^>
 D3124 Come ... <^ on ? ^>
 D3125 <^ Does it go THERE ? ^>
 D3126 T; (/ <^ uh uh uh . ^> /) ((whining noise))
 D3127 uh uh .
 D3128 M; NO .
 D3129 <^ Does it go THERE ? ^>
 D3130 T; uh uh .

D3131 M; <^ Are you SURE ? ^>
 D3132 ... (2.1) <^ What do you think . ^>
 D3133 T; ... (1.5) <^ umm ? ^>
 D3134 M; That 's right .
 D3135 <^ Good GIRL . ^>
 D3136 ... (1.0) You were <^ quite right . ^>
 D3137 T; (/ um ae ih . /)
 D3138 M; In a minute .
 D3139 <^ Put the fish on ? ^> ((M suggests another lotto piece))
 D3140 And I 'll find the fly . ((M looks through pieces on table))
 D3141 Where would it { be , }
 D3142 T; { No= . }
 D3143 M; NO= .
 D3144 T; (/ ih . /)
 D3145 M; ... (1.4) <^ There not the SAME . ^>
 D3146 T; ... (1.1) @ huh @
 D3147 (/ um ee , /)
 D3148 M; Hmm ?
 D3149 <^ Where does THAT go ? ^>
 D3150 T; (/ ih ... dih ee X dih . /)
 D3151 M; Hm a TURTLE .
 D3152 <^ GOOD GIRL ! ^>
 D3153 You put the turtle on the turtle .
 D3154 T; (/ wa ih waow ... X X . /)
 D3155 M; <^ What have we got LEFT ? ^>
 D3156 ... (2.5) <^ What 's THIS ? ^> ((M points to another lottino card))
 D3157 T; _ (/ ee . /)
 D3158 M; ... (1.3) A <^ BUTTERFLY ! ^> ((Makaton))
 D3159 ... (1.4) Where does the butterfly go ?
 D3160 ... (2.0) <^ Where does the butterfly go , ^>
 D3161 <^ Toni ? ^>
 D3162 T; _ Aeh ! (/ a duh ih DUH /)
 D3163 M; Not on the fi=sh .
 D3164 T; No= .
 D3165 M; Good gi=rl .
 D3166 The <^ butterfly is on the butterfly . ^>
 D3167 T; Aeh .
 D3168 M; That 's VERY GOOD .
 D3169 T; (/ aeh uh . /)
 D3170 M; <^ Where does the BEE go ? ^>
 D3171 ... <^ you 've got a bee and a fish . ^>
 D3172 T; ... (2.1) (/ ih . /)
 D3173 M; That 's a BEE .
 D3174 ((Buzzing sound))
 D3175 ... (1.5) <^ What 's a bee say ? ^>
 D3176 T; (/ ih ! /)

D3177 M; Buzz buzz buzz buzz ?
 D3178 Where are you going to put the bee ?
 D3179 T; (/ aeh aow . /)
 D3180 M; <^ Where does the bee go ? ^>
 D3181 T; (/ dae daow dah dah /) ((T babbles on for many similar syllables
 rhythmically at times with intonation suggesting a 'paragraph'
 conveying information, ending with rhymical (/ hae hae hae hae hee !
 /)
 D3182 M; @ @ @
 D3183 That 's the echidna .
 D3184 T; (/ AEH aeh da da dih da duh . /)
 D3185 M; <^ What 's THAT ? ^>
 D3186 T; (/ ih . /)
 D3187 M; BEE .
 D3188 <^ What 's that ? ^>
 D3189 T; (/ dah aey /)
 D3190 { (/ uh awh , /) }
 D3191 M; { <^ Good GIRL ! ^> }
 D3192 The bee 's on the bee .
 D3192 T; (/ ahw kaey . /)
 D3193 M; <^ That was GOOD . ^> ((makaton))
 D3194 T; (/ awuh awee awuh ! @ @ /) ((T shouts))
 D3195 M; @ <^ Very GOOD . ^> ((makaton))
 D3196 T; AEH oh .
 D3197 M; <^ What 's that one ? ^>
 D3198 T; <p X X p> ((T makes low moaning sound))
 D3199 M; <^ A fish ? ^>
 D3200 T; { <p X X p> }
 D3201 M; { <^ A FISH ? ^> }
 D3202 T; { <p X X p> } ((Extended low moaning))
 D3203 M; ...(1.3) And the fish is on the FISH .
 D3204 ... Good ... GIRL . ((makaton))
 D3205 ...(1.2) What 's this one ?
 D3206 T; (/ daeu7 . /)
 D3207 M; Cheep cheep ... { cheep cheep . } ((makaton))
 D3208 T; { (/ daeu7 daeu7 ! /) }
 D3209 M; A bird .
 D3210 T; ...(1.3) (/ dih duh . /)
 D3211 M; That 's a turtle .
 D3212 T; (/ uh aeh wae wo . /)
 D3213 M; Ah I do n't think so .
 D3214 T; Hm .
 D3215 M; Echidna .
 D3216 T; (/ dae duh . /)
 D3217 M; Echidna .
 D3218 ...(1.5) <^ What 's this one ? ^>

D3219 T; ... (2.2) (/ dae dee . /)
 D3220 M; Oh ... take them all OFF . ((T takes small pictures off lotto board))
 D3221 T; Oh (/deeah ! /)
 D3222 M; ... (1.1) <^ Do you want to do another one ? ^>
 D3223 T; No= >
 D3224 M; <^ You DO N'T ? ^>
 D3225 T; (/ Dae duh dih . /)
 D3226 M; <^ What about THAT one ? ^> ((M holds up another lottino card))
 D3227 T; (/ uhuh duh duh . /)
 D3228 M; <^ Do you want to do this one ? ^>
 D3229 T; (/ Daeh . /)
 D3230 M; We 'll move this one out of the WAY .
 D3231 T; ... (2.5) Aeh !
 D3232 M; <^ Stay here . ^>
 D3233 These are the wrong PICTures .
 D3234 ... (1.6) <^ Stay here . ^>
 D3235 ... (1.6) Where are you going ?
 D3236 X X X
 D3237 T; ... (1.8) (/ Auwh , /)
 D3238 M; You 're slipping off . ((Off of chair T's sitting on))
 D3239 T; Oh ooh ooh . ((small cries))
 D3240 M; Oh LOOK !
 D3241 T; Oh ooh ooh . ((Cries))
 D3242 M; A baNANA . ((Makaton))
 D3243 ... (2.0) A banana ? ((makaton))
 D3244 ... (2.1) A banana .
 D3245 Where does THAT go ?
 D3246 T; (/ a ei hih ! /) ((T points across to kitchen bench))
 D3247 M; No I know we 've got bananas in the basket ,
 D3248 have n't we . ((M refers to fruit bowl in kitchen))
 D3249 ... (1.1) But we 're not having those ones yet .
 D3250 T; OHH !
 D3251 (/ ee uh X X . /)
 D3252 M; <^ There 's a little BOY . ^> ((makaton))
 D3253 ... <^ A BOY . ^> ((makaton))
 D3254 T; Daeh !
 D3255 M; A FLOWer .
 D3256 T; ... (2.4) (/ dih . /)
 D3257 M; <^ Are you going to put them on the board ? ^>
 ((Brief Interruption; mic light on. Tested recording))
 D3258 M; Flower ,
 D3259 It 's a FLOWer .
 D3260 FLOWer .
 D3261 T; umm ... naow .
 D3262 M; No= .
 D3263 Where does the flower go ?

D3264 ..(2.1) <^ Where does the flower go , ^>
D3265 Toni ?
D3266 T; Ohow ,
D3267 M; Hmm ?
D3268 T; @ @
D3269 M; That 's a DIFFERENT flower .
D3270 T; No= .
D3271 M; What about this one ? ((M points to two pictures of flowers on board))
D3272 Look !
D3273 That flower is RED ,
D3273 ... and that one is WHITE .
D3274 They 're different colors .
D3275 T; No= .
D3276 M; ...(1.4) No= .
D3277 ..(1.3) @ @ No . @
D3278 You 're tricking . ((T holds littino card over different pictures on board))

D3279 T; Aeh ... duh .
D3280 M; No ,
D3281 that 's a PEAR .
D3282 ...(1.5) <^ That 's a PEAR . ^>
D3283 ...(4.1) The strawberry is right . ((T places picture on board))
D3284 T; (/ eh wuu . /)
D3285 M; <^ What about the banana ? ^<
D3286 ...(1.1) Do n't hide them ? ((T pushes cards away, across table))
D3287 <^ X X the banana X ? ^>
D3288 Um yumm yumm .
D3289 ...(1.5) <^ You do n't want to play that anymore ? ^>
D3290 T; X X ((T points across to kitchen bench))
D3291 M; You want a banana ? ((makaton))
D3292 ... to eat ? ((makaton))
D3293 ... Toni ?
D3294 ...(1.2) <^ Toni ? ^>
D3295 ... Toni !
D3296 ... Come here .
D3297 Do you want to <^ eat ? ^> ((Makaton))
D3298 ... <^ a banana ? ^> ((Makaton))
D3299 T; <p @ @ ohh -- p>
D3300 M; X x hungry ,
D3301 X X ((M to Tr, comment as M gets a banana))
D3302 LOOK !
D3303 ... <^ Here 's a banana . ^>
D3304 <^ Do you want it ? ^>
D3305 T; ((makes quiet whinging sounds))
D3306 M; @ @
D3307 <^ Are we tired ? ^>

D3308 T; ((Whinges again quietly))
 D3309 (/ aeh miuh ... umiuhuh . /)
 D3310 M; What 's wrong ?
 D3311 T; (/ um umu soo /)
 D3312 M; <^ Wan to go to bed ? ^> ((makaton))
 D3313 T; uh uh .
 D3314 M; <^ No ? ^>
 D3315 <^ Do you want to eat your banana ? ^> ((makaton for 'eat'))
 D3316 T; No= .
 D3317 M; WHAT do you want to do ?
 D3318 ... (2.3) That 's your banana .
 D3319 T; NO= .
 D3320 M; ... (2.8) <^ Are you going to eat it ? ^> ((Makaton for 'eat'))
 D3321 T; No .
 D3322 M; ... <^ No ? ^>
 D3323 T; X X
 D3324 M; <^ Do you want a drink ? ^> ((makaton))
 D3325 T; X
 D3326 M; No .
 D3327 T; (/ tih . /) ((T points to kitchen where Tr is with video camera))
 D3328 M; ... (2.0) Trish .
 D3329 Do you want to go to the toilet ?
 D3330 T; X X ((T is making Makaton sign for toilet))
 D3331 X
 D3332 M; What does THAT mean ? ((M imitates sign T is making.))
 D3333 What do you WANT ?
 D3334 T; hm .
 D3335 .. (3.1) (/ wai= . /)
 D3336 M; Would you like a BOOK ? ((M picks a book out of the box and puts it near T))
 D3337 T; No .
 D3338 uh uh .
 D3339 M; ... (2.8) No ?
 D3340 ... (4.5) How about ... a CUDDLE from a MONSTER ,
 D3341 <^ huh ? ^> ((M picks up big Cookie Monster puppet))
 D3342 T; @ ooh huh .
 D3343 M; <^ This is his Big NOSE . ^>
 D3344 <^ He 's going to come to YOUR nose . ^> ((M touches T's nose with puppet))
 D3345 ... (2.4) See his nose ?
 D3346 T; (/ auw wuh wuh . /)
 D3347 M; No ,
 D3348 <^ What a big MOUTH . ^>
 D3349 T; ((Squeals))
 D3350 M; <^ Look at the big MOUTH . ^>
 D3351 T; ((squeals a couple of time while they play with puppet))

D3352 M; See that ,
D3353 <^ OPEN ... shut . ^>
D3354 ...(1.2) <^ Open ... shut . ^>
D3355 Open ,
D3356 X X
D3357 SHUT ?
D3358 ...(2.6) <^ Hello Toni . ^> ((M role plays with puppet))
D3359 T; Ah !
D3360 M; <^ Are you going to say hello ? ^>
D3361 T; ((T whinges))
D3362 M; No ?
D3363 Well I 'll put the monster away then .
D3364 BYE !
D3365 <^ Bye Bye . ^>
D3366 T; Bye bye .
D3367 M; Bye Bye/
D3368 ...(5.3) <^ Are you going to eat your banana now ? ^>
D3369 ...Thank you . ((T starts to peel banana, gives skin pieces to M))
D3370 Put it there . ((M begins collecting up all lottino boards & pictures))
D3371 T; ...(7.4) (/ aw wah . /) ((T gives M more skin.))
D3372 M; Thank you ,
D3373 Toni .
D3374 T; Umm .
D3375 M; ...(2.1) You WERE hungry . ((T starts to eat banana))
D3376 T; Umh .
D3377 X X (())
D3378 M; ...(1.7) We 're not going anywhere . ((M walks towards opposite doorway))
D3379 Did you think I was leaving you ?
D3380 Yes= .
D3381 T; (/ u muh nu noh uh . /)
D3382 (/ ae mu noh uh duh du waw . /)
D3383 M; Pardon ?
D3384 T; ..(4.1) ((whinge))
D3385 M; Your banana .
D3386 T; @ @
D3387 M; @ @ ((?Noncommittal))
D3388 T; I (/ geou . /)
D3389 M; ...(1.5) Sorry ?
D3390 T; (/ nes ai dou . /)
D3391 M; ...(2.5) Do you want a DRINK to go with it ?
D3392 ...(1.7) Toni ?
D3393 T; ...(1.2) Uh uh .
D3394 M; Do you want a drink? ((makaton))
D3395 ...(1.0) No ?
D3396 ...(1.7) <^ I 'll put the game away ? ^>

D3397 T; <^ Uh . ^>
D3398 M; ...(1.3) <^ Will we pack up ? ^>
D3399 T; <^ Uh uh . ^>
D3400 M; ...(1.0) You do n't want to do ANYthing .
D3401 T; NO= .
D3402 M; No= . ((M continues packing lottino away))
D3403 ...(1.7) <^ Can you say yes ? ^>
D3404 T; ...(1.5) (/ wuh oh . /)
D3405 M; <^ Want to put it aWAY ? ^>
D3406 T; (/ ih . /)
D3407 M; YEah .
D3408 T; Uh uh .
D3409 No .
D3410 ((whinges))
D3411 M; <^ BIG BIRD ! ^> ((M gets Big Bird wheeled toy from box))
D3412 ...(2.3) <^ What 's THAT ? ^>
D3413 ...(5.7) <^ Cheep cheep ? ^> ((Makaton for 'bird'))
D3414 <^ Cheep cheep . ^> ((makaton))
D3415 ..(1.2) <^ What 's the bird say ? ^>
D3416 T; (/ dae7 ! /)
D3417 M; That 's a BIRD . ((Makaton))
D3418 <^ Cheep cheep . ^>
D3419 T; (/ dae . /)
D3420 M; A YELLOW bird .
D3421 ...(1.4) We see big bird on sesame ,
D3422 do n't we .
D3423 ...(4.1) <^ Back and forth , ^> ((T plays with BigBird toy))
D3424 ...(8.9) <^ What does big bird say ? ^>
D3425 T; ...(2.2) Uh oh .
D3426 M; <^ Cheep cheep ? ^> ((makaton))
D3427 ...(4.7) Big banana , ((T picks up banana & takes another bite))
D3428 is n't it .
D3429 T; X X .
D3430 M; Look out !
D3431 Tr; Push his head down push it down . ((to M, to make toy move))
D3432 M; ...(2.2) Look ,
D3433 Toni ! ((M pushes on bird's head while T holds it))
D3434 <^ Let it go ! ^> ((so that bird toy will move along table))
D3435 ...(1.0) Look !
D3436 ...(3.5) Whoa= .
D3437 ...(2.4) You push his head down
D3438 ...really hard ,
D3439 T; No= ,
D3440 M; ...(4.3) Ohh .
D3441 ...(2.1) You ready ?
D3442 Set ,

D3443 GO !
 D3444 T; @ @
 D3445 M; @ @
 D3446 T; ... (4.3) (/ u mwa . /)
 D3447 (/ uh wae ! /)
 D3448 M; <^ Ready , ^>
 D3449 ...set ,
 D3450 T; (/ nuh yae YAE ! /)
 D3451 M; GO ?
 D3452 T; ... (1.2) (/ tae . /)
 D3453 M; ... (3.1) Gently .
 D3454 ... (1.7) Ready ,
 D3455 ...set ,
 D3456 ... (2.0) <^ You say GO ? ^>
 D3457 T; ... (1.6) Uh uh .
 D3458 M; Oh ,
 D3459 GO .
 D3460 I 'll say it .
 D3461 T; ... (1.6) Hmm .
 D3462 M; ... (3.9) <^ Push ha=rd . ^> ((T tries to make BBird move))
 D3463 <^ Push . ^>
 D3464 T; ... (1.8) No .
 D3465 M; Muminy help ? ((M pushes down on head))
 D3466 ... (2.1) Let it go .
 D3467 T; (/ ihm ihm , /)
 D3468 M; <^ Let the bird go . ^>
 D3469 ... (4.1) Try it THIS way ? ((M turns BBird toy around on table))
 D3470 ... (1.3) <^ Here it comes= . ^>
 D3471 T; ... (3.1) <^ @ @ ^>
 D3472 Ah7 .
 D3473 ... (2.5) (/ uh nee 7ih /) ((T points at BBird's face))
 D3475 M; <^p Big Bird . p^>
 D3476 T; (/ Aih . /)
 D3477 M; EYES .
 D3478 Big Bird 's eyes ?
 D3479 ... (1.3) Look at bird 's ... EYE . ((Makaton))
 D3480 ... (1.7) X Toni's eye . ((As T points to her own eye))
 D3481 ... (3.1) <p Big bird 's eye= . ((As T points to the eye.))
 D3482 ... (3.4) Shall we GO ? ((M 'winds up' B Bird toy to go along table))
 D3483 ... (13.7) @ oh oh @ ((Toy rolls near edge of table))
 D3484 He NEARly FELL .
 D3485 T; ... (4.1) (/ nah . /)
 D3486 M; ... (1.8) <^ You push his head down ? ^> ((To make B Bird move))
 D3487 ... and { we 'll X X X }
 D3488 T; { No= uh uh . }
 D3489 M; ... (2.0) You 've got banana on him .

D3490 T; No .
D3491 M; ...(1.7) Do you want Big Bird to walk again ?
D3492 T; (/ nau= . /)
D3493 M; Oh= ... yuk ! ((T holds dirty fingers up to M's face))
D3494 T; @ @
D3495 M; @ @
D3496 ...(1.0) Do you want a cloth ?
D3497 T; (/ um may duh duh . /)
D3498 M; <^ EH I DO n't WANT it ! ^> ((T holds hand up to M's face))
D3499 <^ @ I DO n't want it . ^>
D3500 I 'll get you a CLOTH .
D3501 ...(11.2) THERE you are .
D3502 WIPE up .
D3503 ...(1.8) You better wipe Big Bird too .
D3504 ...(1.1) <^ Wipe the BIRD ? ^> ((T has face cloth))
D3505 T; Nah .
D3506 M; <^ Why wo n't you wipe the BIRD ? ^> ((M points to bird))
D3507 T; Nae .
D3508 M; <^ it 's got banana on it ? ^>
D3509 ...(2.1) No ,
D3510 wash the bird .
D3511 T; (/ dih duh . /)
D3512 M; <^ Thank you , ^>
D3513 <^ you want ME to do it . ^>
D3514 ...(1.6) Let me take your BANAna .
D3515 T; Uh uh .
D3516 M; Uh oh .
D3517 That crashed . ((BigBird toy vehicle runs along table))
D3518 T; ...(1.5) (/ euh7 . /)
D3519 M; You have to push his head down ,
D3520 Toni .
D3521 ...(1.9) <^ Good girl , ^>
D3522 <^ Push= . ^>
D3523 ...(2.5) <^ THAT 's ^> it .
D3524 Oh . ((Toy rolls towards edge of table))
D3525 ...(2.1) I <^ CAUGHT him ! ^>
D3526 <^ Will it come back ? ^>
D3527 T; ..(2.1) Ooh7 .
D3528 M; ...(6.4) Oh= .
D3529 Again ?
D3530 T; (/ uh nau . /)
D3531 M; <^ Do you want more ? ^>
D3532 T; uh uh .
D3533 M; <^ Are you sure ? ^>
D3534 T; ...(4.5) X (/ nau /) ((T plays with toy))
D3535 M; ...(9.7) I think you want Big Bird to fall off .

D3536 T; (/ au /)
 D3537 M; Terrible feeling . (4.3 sec silence, then tape breaks 4.5 sec)
 D3538 T; <p (/ih wih /) p>
 D3539 <p X X . p>
 D3540 M; <^ What do you want to get ? ^>
 D3541 T; ...(4.3) X X
 D3542 M; <^ On the floor ? ^> ((M holds BBird to T who puts it on the floor))
 D3543 ...(2.9) On the floor .
 D3544 T; ...(1.5) (/mih wih dae . /) ((M & T play with B Bird on the floor))
 D3545 M; ...(14.0) You turn around and I 'll send him to you .
 D3546 ...(1.5) Push HARD .
 D3547 ...HARD= .
 D3548 ...(3.8) <^p Come here . p^
 D3549 Turn around .
 D3550 <^ You ready ? ^>
 D3551 T; (/ yae= , /)
 D3552 M; ...(5.5) X crash= .
 D3553 ... BANG .
 D3554 ... Right into Toni .
 D3555 T; ...(9.5) (/ihm . /)
 D3556 M; <^ Do you want some more ? ^>
 D3557 ...(2.9) You have to push his head down ,
 D3558 Toni .
 D3559 T; (/ihm hmh .)
 D3560 @ @
 D3561 ha ! @ ((T runs around room & into another room))
 D3562 ...(5.5) @ @ @ ! ((T returns without BBird toy))
 D3563 M; <^ WHERE 's big bird ? ^>
 D3564 T; @ @ ((& short squeal))
 D3565 M; WHERE 's big BIRD ?
 D3566 T; Ahh= .
 D3567 M; Where is HE ?
 D3568 T; (/ Da7 da=e= . /) ((M & T go into other room to get toy))
 D3569 M; Light 's on again . ((To T re: mic receiver))
 D3570 <^ Where's big BIRD ? ^>
 D3571 T; <^ @ @ ^>
 D3572 M; <^ Come on ! ^>
 D3573 T; { <^ @ @ @ ^> }
 D3574 M; { <^ Where IS he ? ^> }
 D3575 T; @ @ @
 D3576 @ @
 D3577 M; ...(1.8) <^ Bring him back . ^>
 D3578 <^ Come on . ^>
 D3579 T; (/ au ih ! /) ((T squeals and runs around))
 D3580 M; ...(4.2) Oh oh . ((M & T run around in other room))
 D3581 Yeah ,

D3582 I X { X }
D3583 T; { ((shouts, squeals)) }
D3584 (/ ee eeih ! /)
D3585 M; Come on= !
D3586 T; (/ ee eeih . /)
D3587 M; No , ((M has taken BBird toy back into kitchen with her))
D3588 you pushed him off the TABLE . ((M refers to table in the other room))
D3589 T; ((screams/squeals))
D3590 ((squeals))
D3591 M; Come on ,
D3592 Toni .
D3593 T; ... (1.5) (/ uh dah ! /)
D3594 M; ... (2.5) @ Come on , @
D3595 <^ What are you DOing ? ^>
D3596 @ @ @ @ ((M 'tickles' T as she grabs her to take her into kitchen))
D3597 T; <^ @ @ @ ^> ((T giggles for a while))
D3598 M; Let 's go have a look in the BOX .
D3599 T; (/ ohh /)
D3600 No= !
D3601 M; Stand up please .
D3602 T; (/ uh= . /) ((Then T squeals))
D3603 M; Let 's have a look in the BOX .
D3604 Oh ... do you want to pick THEM up ?
D3605 T; ((small coughlike cries))
D3606 ((shouts)) ((M picks through box)) ((T runs around, away from M))
D3607 (/ au eih eih . /) ((From other room))
D3608 M; Tuh --
D3609 <^ who fell Over ? ^>
D3610 T; X
D3611 ((squeals))
D3612 (/ aew wae . /)
D3613 M; <f Come on , f>
D3614 <f Toni . f>
D3615 T; (/ uh aew wae . /) ((T is in next room))
D3616 M; TONI !
D3617 T; (/ ei ih ! /)
D3618 M; <f Come and see what I 've GOT . f> ((M goes through toy box))
D3619 T; (/ ei ih ! /)
D3620 ... (2.2) (/ uw wa . /)
D3621 M; ... (1.7) Toni ,
D3622 ... (3.1) LOOK ! ((M follows T into room to show her toy))
D3623 ... You want one ?
D3624 ... <^ Come on ! ^>
D3625 ... (3.4) <^ I 've got BERT and GROver . ^> ((M has finger puppets))
D3626 ... <^ Come on . ^>
D3627 I 'll see if I 've got one for YOU .

D3628 T; ((squeals))
D3629 M; <^ Come on . ^>
D3630 <^ There might be one MORE . ^>
D3631 T; AH! ((T squeals, then shouts))
D3632 M; ...(1.0) X X ((M has gone into other room to chase T))
D3633 ...(3.5) Eh ! ((Coming back))
D3634 <^ LOOK . ^>
D3635 <^ Toni . ^>
D3636 ...(4.9) @ @
D3637 TONI ,
D3638 @ Come ON= . @ ((M chases T around house))
D3639 T; @ @ @ ((T runs, giggling))
D3640 M; LOOK !
D3641 @ @ @
D3642 T; <^ @ @ @ ^> ((T and M giggle, play))
D3643 M; ...(11.4) Come on .
D3644 <^ LOOK ! ^>
D3645 <^ Come and play with the ^> finger puppets .
D3646 ...(2.0) Put one on YOUR FINGER .
D3647 ...(4.7) X long now is it ,
D3648 Trish ? . ((M to T))
D3649 Tr: Forty .
D3650 M; Forty minutes .
D3651 Oh lovely .
D3652 Come around here ,
D3653 Toni .
D3654 <^ Come around HERE . ^>
D3655 <^ Please . ^>
D3656 ... X In HERE .
D3657 ...(2.3) X You .
D3658 ...(1.9) You 're going to make me CARry you .
D3659 <^ @ @ @ ^> ((Teasing)) ((Taping interrupted, mic trouble))
D3660 T; AEHHH !
D3661 M; AW ,
D3662 T; { ((Whines)) }
D3663 M; { Gosh you 're getting HEAVy . }
D3664 T; ((whines))
D3665 M; Do you want to have a look in the BOX ,
D3666 or read a BOOK ?
D3667 T; ((Cries 3.0))
D3668 M; <^ Do you want to read a story ? ^>
D3669 T; Umm .
D3670 M; Oh all right then .
D3671 I'LL read the story ,
D3672 will I ?
D3673 T; ((Whimpers))

D3674 M; Says HELP !
D3675 ... (1.2) HELP !
D3676 T; UH oh .
D3677 M; <^ Poor GIRaffe . ^>
D3678 Uh oh .
D3679 <^ He's hurt his NECK . ^>
D3680 Ooh ooh . ((M shows picture of bandaged neck, touches own & T's))
D3681 <^ Has he got a sore NECK ? ^>
D3682 ... (1.2) X X a kiss .
D3683 Here comes the vet .
D3684 <^ He 's RUNning ... RUNning ... running to the GIRaffe . ^>
D3685 He 's saying <^ HELP ! ^>
D3686 T; Yea7 !
D3687 M; ... (1.4) I can help you says the VET .
D3688 <^ Look ! ^>
D3689 <^ See that big BANDage . ^> ((M points to pictures))
D3690 T; Ahh !
D3691 M; <^ All around the elephant 's the giraffe 's neck . ^>
D3692 T; (/ Aeh . /)
D3693 I (/ dee /) .
D3694 M; <^ Sore NECK ? ^>
D3695 T; ... (1.5) (/ ae ... aehDAE ! /)
D3696 M; <^ Sore neck . ^>
D3697 ... (1.6) X BANDage .
D3698 T; (/ ay ih . /) ((T points to picture))
D3699 M; <^ That 's a TREE . ^> ((Makaton))
D3700 <^ A TREE ? ^>
D3701 T; ... (1.4) A ... (/ tee . /)
D3702 M; This is a TABLE .
D3703 <^ You turn the page ? ^>
D3704 T; (/ ih dah . /)
D3705 M; <^ HELP ! ^> ((Reading text; only printed word is 'help'))
D3706 ... <^ HELP says the lady . ^> ((makaton))
D3707 Her house is on Fire .
D3708 Look at all the smoke coming out the windows .
D3709 T; Ah ah .
D3710 M; Uh oh .
D3711 { And all the people are } RUNning . ((Points to picture))
D3712 T; { Ah ah ah . }
D3713 M; There 's a POLICeman .
D3714 T; ... (1.2) (/duh ah . /)
D3715 (/ uh DOW ah DA ! > /)
D3716 (/ Ow= . /)
D3717 M; <^ Look at the BIRD . ^> ((makaton))
D3718 T; { (/ aw= . /) }
D3719 M; { <^ and the CAT . ^> } ((makaton))

D3720 T; (/ dah dah . /)
 D3721 M; Who do you think 'll save the lady ?
 D3722 You turn the page and see who comes to put the { fire out . }
 D3723 T; { (/ OW ... DAE ! /) }
 D3724 M; ...She 's saying HELP ... HELP !
 D3725 T; (/ ay deh . /)
 D3726 M; WE can { HELP you . }
 D3727 T; { AHH ! }
 D3728 M; <^ There 's the fireman . ^>
 D3729 <^ Look at his LONG LADder . ^>
 D3730 <^ Look at the LONG LADder . ^>
 D3731 ...<^ And they 've got a HOD3E . ^>
 D3732 T; <p X X . p>
 D3733 X X
 D3734 M; And they 're going to put the fire out with their big hose .
 D3735 T; AHH ... (/ ih ih /) No .
 D3736 M; <^ Yes they are . ^>
 D3737 T; No { (/ nah nah . /) }
 D3738 M; { They re going to save the lady . }
 D3739 Want to turn the page ?
 D3740 T; ...(3.0) No= . ((M tries to take book, turn to right page))
 D3741 ...(2.6) NO !
 D3742 M; No ... No ,
 D3743 You turned too many pages .
 D3744 T; No= !
 D3745 M; That 's an ELEphant .
 D3746 ...(1.9) He 's helping a little boy who 's fallen over .
 D3747 ...(1.1) HELP ! ((Text))
 D3748 Help .
 D3749 Look at that man he 's going to pull the carrot out .
 D3750 <^ PULL PULL . ^> ((M pantomimes))
 D3751 <^ He wants some HELP . ^>
 D3752 ...(1.3) I think we missed a few pages . ((T has turned to last page))
 D3753 T; No= .
 D3754 M; <^ Yes we did . ^>
 D3755 ...(1.1) <^ Shall we do it aGAIN ? ^>
 D3756 T; No= .
 D3757 M; <^ Shall we read the book again ? ^>
 D3758 ...(3.4) Open the book .
 D3759 T; ...(1.8) No= .
 D3760 M; No= ?
 D3761 T; ...(1.4) (/ uh daeh . /)
 D3762 M; X .
 D3763 Ahh= those happy smiley faces .
 D3764 <^ X got a big SMILE ? ^> ((makaton))
 D3765 <^ Big SMILE ? ^>

D3766 T; (/ dei dei . /) ((T points to head in picture))
D3767 M; Hmm .
D3768 ... (1.7) X my HEAD .
D3769 T; ... (1.1) X !
D3770 M; Hmm .
D3771 <^ X Toni's HEAD . ^> ((M taps T's head))
D3772 T; AEh .
D3773 M; LOOK at they 're SMILing now .
D3774 The X are smiling .
D3775 T; (/ DAE ! /)
D3776 M; ... (2.5) Oh .
D3777 T; ((Whinge))
D3778 M; Do you want to read it again or not ?
D3779 T; (/ <^ hih hieh = . /)
D3780 M; <^ We read it ? ^>
D3781 T; Oh no . ((whinging))
D3782 Oh oh oh no . ((Whinging))
D3783 M; <^ HELP ! ^> ((Reading))
D3784 Oh !
D3785 ... (1.2) { <^ The giraffe with the sore neck ? ^> }
D3786 T; { ((Whinging)) }
D3787 (/ eh = eh . /)
D3788 M; The VET 's helping him ,
D3789 { putting a BANDage around his neck . }
D3790 T; { ((whinging)) }
D3791 M; ... (1.3) Do you want to sit on my lap ?
D3792 T; Aeh .
D3793 M; <p @ p>
D3794 ... (2.3) <^p Oh LOOK ! P^>
D3795 ... That 's a big BANDAGE ,
D3796 Is n't it .
D3797 T; (/ <p aeh aeh ... uh . p^>
D3798 M; X xing his neck {up} .
D3799 T; { (/ dae ! /) }
D3800 M; Oh = ,
D3801 That 's a TREE = . ((ma'katon))
D3802 T; (/ dih . /)
D3803 M; { That 's a tree . }
D3804 T; { (/ dih . /) }
D3805 M; Hmm .
D3806 ... (1.5) <^ HELP ! ^> ((Text))
D3807 The house is on FIRE .
D3808 <^ Help ! ^>
D3809 <^ This lady wants HELP . ^> ((M points to picture))
D3810 All the people are RUNning .
D3811 <^ X ! ^>

D3812 Oh | it 's a car . ((makaton))
 D3813 A car .
 D3814 X the car .
 D3815 ... (1.4) I can HELP you .
 D3816 T; (/ AH= . /)
 D3817 M; <^ Look ! ^>
 D3818 <^ Look at all those FIREmen . ^>
 D3819 T; (/ dih . /)
 D3820 M; Oh THAT 's the SMOKE .
 D3821 That 's smoke from the FIRE .
 D3822 .. And they 've got { their } LONG HOD3E and their LONG LADder .
 D3823 T; { (/ ah ! /) }
 D3824 M; Are they going to HELP the LADy ?
 D3825 T; <^ @ @ ^>
 D3826 Hee hee .
 D3827 M; ... (1.3) <^ HELP ! ^>
 D3828 <^ What 's HAPpened ? ^>
 D3829 <^ He 's fallen into the FREEzer . ^>
 D3830 T; Uh oh .
 D3831 M; Hmm ,
 D3832 <^ He fell head first into the FREEzer . ^>
 D3833 T; Uh oh .
 D3834 M; Uh oh .
 D3835 <^ Who 's going to help { him OUT ? ^> }
 D3836 T; { <l (/ah dih dai doh= . /) l> }
 D3837 M; Head first .
 D3838 T; UH OH .
 D3839 M; Uh oh .
 D3840 T; { @ }
 D3841 M; { I } can help you said the { ELEphant . }
 D3842 T; { (/ uh uh= -- /) }
 D3843 M; LOOK the ELEphant 's wrapped his LONG trunk around the man 's waist .
 D3844 T; (/ dae dae . /)
 D3845 M; He 's PULled the man OUT of the FREEzer .
 D3846 <^ What a good { ELEphant . } ^>
 D3847 T; { Aeh ! }
 D3848 (/ ih yae . /)
 D3849 M; <^ He 's been shopping . ^>
 D3850 That 's for the groceries .
 D3851 ... (1.6) Ah ,
 D3852 there 's a BANANA . ((makaton))
 D3853 ... (1.5) <^ A baNAna . ^>
 D3854 T; (/ dea dih duh . /)
 D3855 M; OH a BANAna in the shopping trolley . ((Makaton))
 D3856 T; (/ EIH . /)

D3857 M; ...A BANAna . ((makaton))
 D3858 T; (/ dih . /)
 D3859 M; <^ HELP ! ^>
 D3860 { <^ See } the POOR BOY ! ^>
 D3861 T; { (/ aeh ! /) }
 D3862 M; <^ HELP . ^>
 D3863 T; Uh oh .
 D3864 M; HE 's got a BIG bunch of BALloons .
 D3865 And he 's gone up in the SKY .
 D3866 T; (/ dae . /)
 D3867 M; <^ Yeah , ^>
 D3868 <^ look at ^> all those balloons .
 D3869 ...(1.0) <^ That poor boy 's been lifted RIGHT up HIGH . ^>
 D3870 T; (/ X dih . /)
 D3871 M; That 's a ferris wheel .
 D3872 ...(1.2) And there are BUILDings . ((T tries to turn page))
 D3873 ...(2.6) <^ ONE PAge . ^>
 D3874 ...(1.0) WE can HELP you .
 D3875 <^ Look at the BIRDD3 . ^>
 D3876 <^ THEY 're going to HELP him . ^>
 D3877 <^ The BIRDS are ... BREAKing the BALloons . ^>
 D3878 T; { <p x p> }
 D3879 M; { The BIRDS } are going <^ POP ... POP , ^>
 D3880 ... and he 's FALLing FALLing ... FALLing . ((M moves hand down page))
 D3881 He 's going to land in a HAYstack .
 D3882 T; X !
 D3883 M; <^ That was a shed . ^>
 D3884 A FERris wheel .
 D3885 ...(2.2) Hmm that 's like a merry-go-round .
 D3886 ... <^ There 's a WINDmill . ^>
 D3887 T; (/ dhaeu . /)
 D3888 M; A WINDmill ?
 D3889 And a HAYstack ,
 D3890 and aNOTHer haystack .
 D3891 ... <^ See the tree ? ^>
 D3892 T; (/ ah dae dae dae dae . /)
 D3893 M; <^ The shed ? ^>
 D3894 T; (/ ae wah ! /)
 D3895 M; <^ And look at the little BOY ! ^>
 D3896 <^ See the little BOY . ^> ((makaton))
 D3897 T; (/ AEH ah . /)
 D3898 { (/ aeh a= . /) }
 D3899 M; { X }
 D3900 T; { (/ dai wa . /) }
 D3900 M; { X }

D3901 T; (/ a lao . /)
D3902 M; HELlo .
D3903 No one home in the shed .
D3904 T; Nah .
D3905 M; No= .
D3906 ...(1.3) <^ HELP! ^>
D3907 T; { (/ Aeh aeh ! /) }
D3908 M; { <^ HELP! ^> }
D3909 T; (/ aeh aeh aeh . /)
D3910 M; That 's right ,
D3911 <^ Help ! ^>
D3912 T; (/ <^ AEH ! ^> /)
D3913 M; He 's got a BIG CARrot .
D3914 <^ The man 's trying to pull the CARrot out of the GROUND . ^>
D3915 Finished,
D3916 Have we . ((End of book))
D3917 ...(1.3) That 's X ((T turns back to earlier page in book))
D3918 T; (/ ih . /)
D3919 M; Those smiling faces again.
D3920 <^ Hmm ? ^>
D3921 <^ Are n't they HAPpy . ^>
D3922 Bi=g smiles .
D3923 A <^ bi=g smile . ^>
D3924 <^ Ye=s . ^>
D3925 Ooh ! X x eyes .
D3926 ...(4.5) That 's a HAPpy face .
D3927 ...(1.0) A BIG smile .
D3928 <^ Have you got a big smile ? ^>
D3929 Tr; ((asks to check mic?? short break as T moves on))
D3930 M; BIG BIRD . ((T has returned to Big Bird toy))
D3931 T; (/ dae . /)
D3932 M; We push his head down ?
D3933 T; NAH= .
D3934 ...(2.1) Naeh .
D3935 M; ...(9.0) <^ Do you want to push his head down , ^>
D3936 <^ and make big bird WALK ? ^>
D3937 ...(2.9) Mum help ?
D3938 PUSH .
D3939 ...(1.2) <^ Let go , ^>
D3940 let go now .
D3941 <^ You have to let go . ^>
D3942 Look .
D3943 Let go .
D3944 ...(2.1) Let go .
D3945 ...(3.9) <^ Coming ! ^>
D3946 T; Hmm .

D3947 M; ...(4.1) Push !
 D3948 Push the head down .
 D3949 Really hard .
 D3950 Oh it 's hard ,
 D3951 is n't it .
 D3952 T; ...(1.4) (/ X /) ((Noise from toy obscures T))
 D3953 M; No let ... let go .
 D3954 let go ?
 D3955 T; ...(3.5) @
 D3956 M; @ hm hm @
 D3957 T; ...(3.4) (/ aeh ! /)
 D3958 M; <^ What HAPpened ? ^>
 D3959 T; @ @
 D3960 M; Want big bird to go aGAIN ?
 D3961 X x good GIRL . ((T tries to push head so that BBird moves along table))
 D3962 Push it very hard . ((T tries to make Big Bird toy move along))
 D3963 ... Gee you 're STRONG .
 D3964 ...(1.9) You have to move him aWAY . ((M puts BBird at end of table))
 D3965 ...(1.5) <^ You REAdy ? ^>
 D3966 ...(3.5) Ready ... set ... GO !
 D3967 T; ... @ @ !
 D3968 @ ee .
 D3969 M; @ Hmm .
 D3970 T; ...(1.0) Ha .
 D3971 (/ ah7 . /)
 D3972 M; Uh oh ,
 D3973 T; Uh { oh , }
 D3974 M; { AGAIN ? }
 D3975 T; No= .
 D3976 M; <^ Do you want MORE ? ^>
 D3977 T; NO !
 D3978 M; NO .
 D3979 All right .
 D3980 T; ...(1.7) @ ee @ aa { @ @ } ((T reaches towards BBird))
 D3981 M; { X }
 D3982 MORE ?
 D3983 T; (/ u meu wae . /)
 D3984 M; ...(1.9) <^ You ready ? ^>
 D3985 T; ...(6.0) Uh oh . ((T pushed toy over))
 D3986 M; Oh= ,
 D3987 { you have to } be GENTle .
 D3988 T; { @ @ }
 D3989 OH= .
 D3990 M; <^ Do you want MORE ? ^>

D3991 T; @@
 D3992 No (/moh. /)
 D3993 M; Do you want to push his head down ?
 D3994 T; (/ uh muh mih wuh . /)
 D3995 (/ ih mih . /)
 D3996 M; { Push his head down . }
 D3997 T; { X X X . }
 D3998 ...(2.1) (/ ah7 . /)
 D3999 (/uh wah dih { dih ... duh . }
 D31000 M; { You need to push big bird 's head } down .
 D31001 ...(1.4) GOOD girl .
 D31002 Big Bird .
 D31003 ...(2.1) Try again .
 D31004 ...(1.5) NO=
 D31005 Push his head down .
 D31006 ...(3.7) That 's it ,
 D31007 <^ let go= . ^>
 D31008 <^ Let go . ^>
 D31009 ...(2.0) <p uh uh . p>
 D31010 ...(2.2) Let go ,
 D31011 Toni .
 D31012 T; ...(6.1) @
 D31013 M; Back ?
 D31014 { <^ Do you want it to come } back ? ^>
 D31015 T; { No= . }
 D31016 ...(2.0) @@
 D31017 ...(2.0) (/ aeh . /) @
 D31018 M; No ,
 D31019 <^ we 're not allowed to do that . ^>
 D31021 T; (/ ee eeuh= . /) ((T whinges))
 D31022 ...(1.4) @@
 D31023 Uh oh=
 D31024 (/ dai dai wih7 /)
 D31025 M; Have we finished with Big Bird have ,
 D31026 Have we . ((T holds B Bird tight to herself))
 D31027 Are n't I allowed to touch ?
 D31028 T; (/ wuah . /)
 D31029 (/ wih . /) ((T moves to toy box to take out something inside))
 D31030 M; All right ,
 D31031 you stand up and have a look in the box .
 D31032 T; (/ wih uh . /)
 D31033 (/ uh ee x . /)
 D31034 <p (/ x x x /) p> ((T looks through box, puts BBird in))
 D31035 <p (/ wih ih e . /)
 D31036 M; <^ You put BIG BIRD aWAY ? ^>
 D31037 <^ Good girl . ^>

D31038 T; X X X
 D31039 ... (1.5) (/ Aeh7 . /) ((T at toy box))
 D31040 M; ... (4.6) <p hmm . p>
 D31041 ... (1.0) You going to take them off ?
 D31042 T; ... (3.7) (/ aeh ! /)
 D31043 M; Off . ((T has taken stacking ring toy from box))
 D31044 T; ... (1.5) uh .
 D31045 M; ... (12.4) ALL off .
 D31046 T; ... (2.3) (/ eih dih . /)
 D31047 M; ... (1.4) Yeah ,
 D31048 <^ You going to put them back on now ? ^>
 D31049 ... (1.0) Red one FIRST .
 D31050 T; (/ dae . /)
 D31051 M; Good girl .
 D31052 Orange next .
 D31053 NO= .
 D31054 ... (1.6) <^ It wo n't FIT . ^>
 D31055 ... (1.3) <^ It WO N'T FIT , ^>
 D31056 <^ Toni . ^>
 D31057 ... (6.0) Very GOOD .
 D31058 T; Aeh .
 D31059 M; Yes ,
 D31060 the RED ONE .
 D31061 T; ... (3.5) (/ dae ! /)
 D31062 M; <^ Good girl . ^>
 D31063 ... (1.9) <^ Do you think that 'll FIT ? ^>
 D31064 T; ... (1.1) Ah .
 D31065 M; ... (3.6) Wo n't fit ,
 D31066 Toni .
 D31067 ... (1.6) <^ How about the GREEN one ? ^>
 D31068 T; Oh .
 D31069 M; THAT 's not { GREEN . }
 D31070 T; { No . }
 D31071 M; ... (2.1) No ,
 D31072 wo n't fit .
 D31073 T; (/ aw , /)
 D31074 M; <^ Try the GREEN one . ^>
 D31075 T; (/ uh ih uh . /)
 D31076 M; Try the GREEN .
 D31077 ... <^ GREEN one ? ^>
 D31078 T; Nah .
 D31079 M; Do you want to try the YELlow one .
 D31080 T; ... OH !
 D31081 M; Oh DEAR .
 D31082 It WO N'T FIT .
 D31083 T; (/ ay duh ih ae7 ... wou . /)

D31084 M; <^ Perhaps you should try the GREEN one first . ^>
 D31085 { No . }
 D31086 T; { Ah . }
 D31087 M; Take the YELlow one off . ((T puts green one on top of yellow))
 D31088 T; ...(2.6) No .
 D31089 M; No .
 D31090 You take them off .
 D31091 T; (/ ih ih . /)
 D31092 ...(1.5) (/ ae dae duh . /)
 D31093 M; Have you had enough of that one ? ((T puts stacking toy back))
 D31094 T; ...(2.4) (/ dih ... ouvuh . /)
 D31095 M; The PUzzle .
 D31096 T; ...(2.3) Oh= ,
 D31097 (/ ouvuh . /)
 D31098 (/ e ui ee . /)
 D31099 M; Hmm ,
 D31100 you have to take it out of the BAG .
 D31101 T; ...(1.9) (/ X X wa . /) ((Sound of bag obscures T's voice))
 D31102 M; ...(8.9) Take them out .
 D31103 That 's the girl .
 D31104 T; ...(5.6) (/ uh wah . /) ((T works on getting puzzle pieces out))
 D31105 ...(2.1) (/ uh7 . /)
 D31106 ...(6.1) (/ a= . /)
 D31107 ...(1.3) Uh !
 D31108 ... (/ ou ... uh ... dih . /)
 D31109 (/ ou7 uh buh . /)
 D31110 M; ALL out .
 D31111 T; ...(1.1) (/ ai= , /)
 D31112 M; You turn the board arOUND .
 D31113 T; Hmm .
 D31114 M; Now where do they all go ,
 D31115 Toni ?
 D31116 T; (/ ai duh . /)
 D31117 M; DOG ! ((makaton))
 D31118 ...(1.4) Dog ? ((makaton))
 D31119 T; _(/ ah duh duh . /)
 D31120 M; A cat . ((makaton))
 D31121 T; { X x . }
 D31122 M; { X x . }
 D31123 T; (/ ah7 uu auw . /) ((T begins playing with puzzle))
 D31124 M; ...(2.7) Does n't FIT .
 D31125 ...(1.6) DOES n't FIT .
 D31126 Why do n't you try it over here in the cow shed . ((M points to puzzle board))
 D31127 T; Noh= .
 D31128 M; No ?

D31129 T; ...(3.0) (/ a7 wu wuh dih . /)
D31130 M; ((Makaton sign for bird)) ((T continues with puzzle))
D31131 ... Turn it round .
D31132 ...It does n't fit that way .
D31133 You turn it round .
D31134 T; ...(2.1) { (/ hih . /) }
D31135 M; { Hmm , }
D31136 they 're chickens .
D31137 ...(1.0) Do you want to turn the { door around and put it in ? }
((Door=piece))
D31138 T; { Uh OH= . }
D31139 ...<p x x p>
D31140 M; ...(1.7) Turn it round ,
D31141 Toni .
D31142 ... No ,
D31143 you have to turn it round .
D31144 THIS little bit goes over THERE .
D31145 T; No .
D31146 M; YES it does .
D31147 LOOK !
D31148 ...(1.0) <^ Can I turn it round ? ^>
D31149 T; ...(1.7) Nuh .
D31150 ...(1.1) (/ AY YAH . /) ((T knocks on one of the puzzle door pieces))
D31151 M; HELlo .
D31152 <^ Anyone home ? ^>
D31153 T; (/ dae yih . /)
D31154 X .
D31155 M; Oh PIG .
D31156 Hmm .
D31157 T; { X x x . }
D31158 M; { Pig. }
D31159 T; (/ ah dah dah . /)
D31160 M; No way= .
D31161 T; No= .
D31162 M; No .
D31163 T; (/ ih dih . /)
D31164 (/ dah . /)
D31165 M; Turn it round .
D31166 T; ...(2.3) Nuh= .
D31167 M; No= .
D31168 T; No= . ((T keeps trying pieces where they don't fit))
D31169 M; No .
D31170 T; No= .
D31171 M; <^ No . ^>
D31172 T; No= .
D31173 ...(1.5) { No . }

D31174 M; { Yes } it DOED3 go there ,
D31175 but you have to turn it aROUND .
D31176 T; (/ a uh . /)
D31177 M; ...Why do n't we put THIS little bit up THERE .
D31178 T; (/ uh { x } . /)
D31179 M; { <^ Come on . ^> }
D31180 <^ That 's it . ^>
D31181 T; (/ uhdah dah wa . /)
D31182 M; ...(1.6) No= ,
D31183 Toni .
D31184 ...(1.0) You 're tricking me , ((T has big smile on face))
D31185 { are n't you . }
D31186 T; { (/ <f uhdah7 du dah wih wa . f> /) }
D31187 M; It does n't go { there . }
D31188 T; { (/ mu mih } mih mih lu lu /)
D31189 M; It does n't go in the TREE Either .
D31190 BIRD . ((Makaton))
D31191 T; X .
D31192 M; ...(6.7) <p That goes over the COW . p>
D31193 T; (/ AEH | A wou= . /)
D31194 M; <^ Anyone home ? ^>
D31195 T; Uhuh .
D31196 M; ... <^ Anyone home ? ^>
D31197 T; No .
D31198 M; ...(3.7) Why do n't you try THAT for the DOG ? ((M gives T another piece))
D31199 T; Uh !
D31200 M; <^ Why do n't you { try THAT ? }
D31201 T; No !
D31202 M; ...(3.1) Shut the dog up for the night . ((Like role play; if T puts kennel piece in, the dog is then inside))
D31203 Turn it round .
D31204 ...(1.7) You 've got to turn it round ,
D31205 Toni .
D31206 ...(5.2) <p Turn it round a little bit . p>
D31207 <p Wriggle it round . p >
D31208 { <p X . p> }
D31209 T; { No= . }
D31210 M; <p hm hm . p> ((Affirmative))
D31213 <^ That 's the GIRL . ^>
D31214 <^ Now it fits , ^>
D31215 <^ does n't it . ^>
D31216 ...(1.6) <p That 's okay . p>
D31217 T; No= .
D31218 (/ hu7 . /)
D31219 M; <^ Dog ! ^> ((makaton))

D31220 Dog . ((Makaton))
 D31221 T; (/ ah . /)
 D31222 M; What about the birds up <^ in the tree ? ^>
 D31223 T; (/ eh . /)
 D31224 M; <^ Do you think that might cover up the birds ? ^> ((M points to new puzzle piece))
 D31225 T; (/ aeh uh ihm . /)
 D31226 M; <^ Do you want to try ? ^>
 D31227 T; No=
 D31228 M; You do n't ,
 D31229 no .
 D31230 ...Hmm .
 D31231 T; No=
 D31232 M; ...(2.1) You turn it round a little bit ?
 D31233 T; Hm no=
 D31234 M; It does n't go THERE Either .
 D31235 T; NO=
 D31236 M; ...(3.9) Who 's in THERE ,
 D31237 Toni ? ((M points to picture of people in window))
 D31238 <^ Who 's IN there ? ^>
 D31239 T; { No= . }
 D31240 M; A little girl and <^ her mum ? ^>
 D31241 T; ...(2.2) (/ A oh . /)
 D31242 M; I think it goes over the BIRDS . ((M refers to another puzzle piece))
 D31243 T; (/ duh dih . /)
 D31244 M; I think that 's part of the tree .
 D31245 T; (/ dih . /)
 D31246 M; Part of the TREE .
 D31247 Hmm .
 D31248 T; { x . }
 D31249 M; { It } needs to go HERE .
 D31250 Look . ((T is facing away from puzzle))
 D31251 It needs to go THERE .
 D31252 T; NO !
 D31253 M; It does .
 D31254 T; No=
 D31255 M; ...(1.1) Why do n't you turn it ROUND .
 D31256 T; ... { (/ ah= . /) }
 D31257 M; { Turn it round . }
 D31258 Turn it round .
 D31259 T; NO !
 D31260 (/ dih ih dae . /)
 D31261 M; Can I do it ?
 D31262 T; ...(1.6) (/ ah . /)
 D31263 M; Hmm .
 D31264 What 's THAT ?

D31265 T; (/ dih . /)
D31266 M; What IS IT ?
D31267 ... (2.9) WHAT | is it ?
D31268 ... (1.2) Is it a DOG ?
D31269 T; @ @ @
D31270 ... (2.4) (/ du7 | ba ba = . /)
D31271 M; Woof woof !
D31272 T; (/ uh7 uh7 | buh bih ... buh bih . /)
D31273 M; X X X
D31274 Listen to it ,
D31275 woof { woof ! }
D31276 T; { (/ oh } daw . /) ((T puts door piece on))
D31277 M; <^ Shut the door ? ^> ((By putting door piece T has on dog picture))
D31278 T; ... (3.6) (/ nah . /)
D31279 Uh ,
D31280 M; I 'm going to cover up the PIGS . ((M puts another door piece on puzzle))
D31281 T; UH NO !
D31282 M; Yes I am .
D31283 ... (1.3) { x x }
D31284 T; { Uh no = . }
D31285 M; You can only see half the pigs { now . }
D31286 T; { NO = . }
D31287 (/ muh mi uh ! /) ((T reaches up to toy box))
D31288 M; ... (3.2) No ,
D31289 you have to put this away first ,
D31290 Toni .
D31291 T; ... (4.3) <p (/ih hah x x ./) p> ((T turns attention back to puzzle))
D31292 M; ... (2.7) <p x x . p> ((M talks about puzzle))
D31293 Where 's the mother and the little girl gone ? ((tape crackly))
D31294 T; No .
D31295 ... (1.7) (/ ai dih x . /)
D31296 M; Hmm .
D31296 ... (1.3) A little a little GIRL . ((makaton))
D31297 <^ See the little GIRL ? ^>
D31298 T; ... (3.1) (/ dae ! /)
D31299 M; Hmm ,
D31300 What 's that ?
D31301 That looks like her TEDDY . ((makaton))
D31302 Is that her TEDdy ?
D31303 T; ... (1.6) (/ dae | dae dae . /)
D31304 M; Ted dy .
D31305 Hmm .
D31306 ... The little girl 's teddy . ((Makaton))
D31307 T; (/ uh dae dae . /)
D31308 ... (5.9) (/ uh dih ae dai . /)

D31309 (/ wei . /) ((T reaches up to toy box again))
D31310 M; Just a minute .
D31311 You have to put it away if you 're finished .
D31312 T; Oh !
D31313 M; Have you finished playing with { it ? }
D31314 T; { (/ dih . /) }
D31315 ...(8.3) No= . ((T puts puzzle pieces back into bag))
D31316 M; _Hmm ?
D31317 <^ Good girl . ^>
D31318 T; (/ dae . /)
D31319 M; You put it in the ba=g .
D31320 T; ...(2.1) (/ uh dih . /)
D31321 M; Will I hold it for you ? ((M refers to bag))
D31322 T; NO !
D31323 { x }
D31323 M; { No, }
D31324 well all right .
D31325 T; Oh .
D31326 M; You 're a bit ROUGH .
D31327 T; Uh oh . ((Piece falls to floor))
D31328 M; Hmm ,
D31329 Gone .
D31330 T; (/ wuh uh wae . /)
D31331 M; ...(1.6) You put it away
D31332 and I 'll pick it up . ((M reaches down to pick up fallen piece))
D31333 T; Uh .
D31334 M; You put THOSE away .
D31335 T; ...(8.5) (/ oh { dah } dih dau . /)
D31336 M; { Aah . }
D31337 COME on .
D31338 X x .
D31339 T; ...(4.5) (/ uh muh mah . /)
D31340 ...(3.7) { uh7oh . }
D31341 M; { You 're dropping them out again . }
D31342 T; Uh ... no= .
D31343 M; ...(6.0) There . ((M gets all puzzle put away))
D31344 Come on ,
D31345 I 'll get your lottino .
D31346 ...Where 's your lottino . ((M looks in cupboard behind her for lottino box))
D31347 T; ... (/ uh nuh dah . /) ((T continues to mumble while M looks for box))
D31348 M; Yeah .
D31349 T; ...(/ u mwu ah . /)
D31350 ((whinges))
D31351 (/ <p ah mi dih di p> /)
D31352 ...(3.1) (/ <p aeh= . p> /)

D31353 ... (/ dae . /)
D31354 uh7oh .
D31355 ... (/ eh dih dae . /)
D31356 M; One for me ? ((M and T each have lottino board.))
D31357 { Thank you . }
D31358 T; { Oh . }
D31359 (/ oh wo= . /)
D31360 ... (/ BO ih . /) ((T hands M another board, gets cards out of box.))
D31361 ... (1.2) (/ <l oh bih BO . l> /)
D31362 ... (2.4) (/ <l dah dah DAH | EH7 ! l> /)
D31363 M; Thank you .
D31364 T; (/ <l dah dih ... DI ! l> /)
D31365 M; <p Hm . p>
D31366 T; ... (/ <l ah ahih DOH ! l> /)
D31367 (/ ah yeh . /)
D31368 Oh= .
D31369 M; <^ X ? ^>
D31370 T; (/ ah ya . /)
D31371 ... (2.0) (/ bah ? /)
D31372 M; Um .
D31373 T; (/ dih . /) (('This?'))
D31374 M; That 's a snail .
D31375 T; (/ dih . /)
D31375 ... (/ <^ dih . ^> /)
D31376 M; Echidna .
D31377 T; (/ au ... ah ei dih . /)
D31378 M; That 's an echidna .
D31379 It 's got PRICKles .
D31380 T; (/ DIH . /)
D31381 M; Oh THAT 's a baNAna . ((makaton))
D31382 T; (/ au . /)
D31383 M; ... (1.7) We know our baNAnas ,
D31384 do n't we .
D31385 T; (/ ae7 ... dih . /)
D31386 M; ... (1.3) A STRAWberry .
D31387 ... You eat it ,
D31388 <p yum yum . p>
D31389 Eat it . ((makaton))
D31390 Strawberry .
D31391 T; (/ eh DIH . /)
D31392 ... (3.2) (/ lae duh . /)
D31393 M; Do you want me to put it on the board ,
D31394 { do you ? }
D31395 T; { (/ eh ... lae lah . /) }
D31396 M; Goes over THERE ,
D31397 With the OTHER strawberry .

D31398 T; (/ ae DUH . /)
 D31399 M; Oh ,
 D31400 That 's a TRUCK .
 D31401 <^ You driving a TRUCK ? ^>
 D31402 T; (/ wah wah . /)
 D31403 M; <^ Thank you . ^>
 D31404 ... Where 's my truck ?
 D31405 T; Oh !
 D31406 M; Here it is .
 D31407 T; (/ mei mih ... iz yu eh uh x x . /)
 D31408 ...(1.1) (/ dai ? /)
 D31409 { x }
 D31410 M; { <^ OH } shorts ! ^>
 D31411 YOU 're wearing some shorts today ,
 D31412 <^ { are n't you ! ^>
 D31413 T; { x . }
 D31414 M; Thank you ,
 D31415 Toni .
 D31416 T; Oh= ,
 D31417 M; Oh ,
 D31418 Where are the shorts= ? ((M scans board looking for picture match))
 D31419 T; (/ u dih di du . /)
 D31420 (/ dei mu= . /)
 D31421 M; I ca n't find the SHORTS .
 D31422 T; (/ uh dei du== . /)
 D31423 M; ...<^ THERE it is . ^>
 D31424 { The board was } hiding them .
 D31425 T; { x x }
 D31426 (/ ei dah . /)
 D31427 M; <^ Thank you , ^>
 D31428 <^ Toni . ^>
 D31429 T; { (/ dih . /) }
 D31420 M; { x x . }
 D31421 Oh they 're MITtens . ((M puts picture on board))
 D31422 You put them on your ha=nds .
 D31423 Keep your hands warm .
 D31424 T; ... (/ LAH | eh ih dih doh . /)
 D31425 M; ...(1.7) <^ Is that all right ? ^>
 D31426 <^ Put them on the board ? ^>
 D31427 T; ...(2.7) No= .
 D31428 M; ...(1.7) Coat .
 D31429 A coat .
 D31430 T; { (/ ai dah . /) }
 D31431 M; { We put it on } to keep WARM .
 D31432 T; No= .
 D31433 M; ... We DO N'T .

D31434 { All right . }
D31435 T; { (/ ah dih . /) }
D31436 M; That 's a BIRD . ((makaton))
D31437 Tweet tweet ... tweet tweet . ((makaton))
D31438 T; (/ ah wah . /)
D31439 ... (2.0) Um ,
D31440 ... (1.5) (/ wuh DIH ? /) (('What's this ? '))
D31441 (/ dih . /)
D31442 M; A DUCK .
D31443 Quack qua=ck .
D31444 T; { (/ duh . /) }
D31445 M; { Quack } qua=ck .
D31446 T; X x .
D31447 M; ... (1.5) A WARDrobe .
D31448 We hang our clothes in a wardrobe ?
D31449 T; (/ AE lou . /)
D31450 ... (1.7) { (/ ae lou . /) }
D31451 M; { x }
D31452 Well we eat with those ,
D31453 ... a fork ,
D31454 ... and a KNIFE ,
D31455 { and a SPOON . }
D31456 T; { X x . }
D31457 M; Yes ,
D31458 we eat our dinner with that .
D31459 T; Um ,
D31460 ... { (/ u7 ! . /) }
D31461 M; A WHIStle .
D31462 ((Mum whistles))
D31463 T; (/ a wa . /)
D31464 M; Oh ,
D31465 I ca n't whistle very well .
D31466 A BEE .
D31467 BUZZ BUZZ .
D31468 A BEE .
D31469 T; ... (1.7) (/ wa dih . /)
D31470 M; That 's a little BOY , ((makaton))
D31471 and he 's got some BASkets .
D31472 T; (/ wa da . /)
D31473 M; Do you want me to put that one on ?
D31474 It goes up THERE .
D31475 T; { AH= , }
D31476 M; { x x next to the strawberry . }
D31477 T; (/ u uh dih da . /)
D31478 M; <^ Do n't you want him up there ? ^>
D31479 T; (/ u dih . /)

D31480 M; <^ That 's a little boy and a DOG ! ^> ((makaton for each noun))
D31481 ... (1.1) A boy with his DOG .
D31482 T; (/ la dih da . /)
D31483 M; A BOY , ((makaton))
D31484 ... and his DOG . ((makaton))
D31485 T; (/ a wa . /)
D31486 M; Thank you .
D31487 <^ Do you want to put him on that board ? ^>
D31488 T; (/ ae= , /)
D31489 ... (2.9) x (/ u . /)
D31490 M; <^ What else ^> have you got ?
D31491 ... (6.4) A chair . ((makaton))
D31492 A chair ! ((makaton))
D31493 T; (/ a wou . /)
D31494 M; <^ Thank you , ^>
D31495 <^ Toni . ^>
D31496 T; ... (1.8) (/ muh gih ! /)
D31497 M; ... (1.3) Oh aNOTHer chair . ((makaton))
D31498 T; (/ a { wou= . / })
D31499 M; { x . }
D31500 Thank you .
D31501 ... (2.0) Some BREAD .
D31502 Bread ,
D31503 we make sandwiches out { of bread . }
D31504 T; { x }
D31505 M; That 's the KNIFE . ((makaton))
D31506 We use the KNIFE to cut the BREAD ? ((Makaton for knife))
D31507 T; ... (1.3) (/ da wa . /)
D31508 M; Thank you .
D31509 T; (/ ah7 ... { u= } wuh ! /)
D31510 M; { THERE } it is !
D31511 T; ... (1.8) (/ da . /)
D31512 M; <^ AH ... a FLOWer . ^> ((makaton))
D31513 <^p A FLOWER . P^> ((makaton))
D31514 T; (/ a wa . /)
D31516 M; <p mhm p ^>
D31517 T; No= .
D31518 M; <^ Shall I put it up THERE ? ^>
D31519 T; NO= .
D31520 ... (1.5) (/ uh dih . /)
D31521 M; TABLE ? ((makaton))
D31522 ... (1.5) <^ You looking ? ^>
D31523 It 's a { TABLE } . ((makaton))
D31524 T; { (/ a wa . /) }
D31525 ... (1.4) (/ uh7 no= . /)
D31526 M; ... THAT 's right .

D31527 Good GIRL= .
 D31528 <^ That 's where the TABle goes. ^>
 D31529 T; (/ uhwa | dih ? /)
 D31530 M; A BOY and a GIRL having a BATH ! ((Makaton for nouns & verb))
 D31531 { <^ They 're WASHing . } ((Makaton))
 D31532 T; { (/ uhwa wa wa . /) }
 D31533 M; <^ Do you want to have a WASH | in the BATH ? ^> ((Makaton))
 D31534 ...Oh= they 're making themselves NICE and CLEAN .
 D31535 T; OH= !
 D31536 (/ <f wih wuh duh { dih } wuh wae . f> /)
 D31537 M; { X . }
 D31538 <^ There 's the BATH up THERE . ^> ((M refers to place on board))
 D31539 T; Oh no .
 D31540 M; <^ Will I put it on ? ^>
 D31541 T; NO ,
 D31542 (/ <f wih wi uh ai . f> /)
 D31543 M; I think I will { anyhow . }
 D31544 T; { (/ uh } ... dihu . /)
 D31545 M; That 's a BEE .
 D31546 Buzz buzz buzz buzz .
 D31547 A BEE .
 D31548 ...(2.0) <^ Look at its WINGD3 . ^>
 D31549 T; ...(2.3) (/ aeh7 . /)
 D31550 M; ... <^ Do you want the BEE put on the card ? ^>
 D31551 T; No= .
 D31552 M; <^ Up here ? ^> ((M points to place on board))
 D31553 T; Nah .
 D31554 M; No ,
 D31555 all right .
 D31556 T; (/ dih . /)
 D31557 M; A JUMper .
 D31558 ...You wear a jumper to keep warm .
 D31559 T; { (/ uh dih . /)
 D31560 M; { Thank you. } ((T hands picture to M))
 D31561 You want this one put on . ((M places picture on board))
 D31562 T; (/ a7 mei ki . /)
 D31563 M; Ah it 's an EGG | in an EGG cup .
 D31564 T; (/ a wou . /)
 D31565 No= .
 D31566 M; I 'll put this one on TOO .
 D31567 T; (/ deh wih { wih } . /)
 D31568 M; { There } 's the egg . ((M puts it on board))
 D31569 T; (/ dih . /)
 D31570 M; A CLOCK .
 D31571 Tick tock tick tock .
 D31572 T; ...(/ a wa . /)

D31573 M; I think the clock | goes down HERE . ((M points to board))
 D31574 T; (/ ni . /)
 D31574 M; Yes it DOES .
 D31575 T; (/ ni . /)
 D31576 M; It 's a tick tock .
 D31577 ... (1.5) That 's right .
 D31578 Good girl .
 D31579 T; ... (6.1) (/ ih dih uh di . /)
 D31580 M; That 's a LEMon .
 D31581 Lemon
 D31582 T; Uh no .
 D31583 M; <^ I 'll put it up there , ^> ((M points to place on board))
 D31584 <^ will I ? ^>
 D31585 ... (2.6) That 's a jacket ,
 D31586 ... keep us warm ?
 D31587 T; ... (3.0) Uh !
 D31588 ... (1.4) (/ dih di . /)
 D31589 M; <^ CUP ? ^> ((Makaton))
 D31590 ... CUP . ((Makaton))
 D31591 ... Do you ever drink out of a cup ?
 D31592 T; (/ dih . /)
 D31593 M; That 's the jacket again .
 D31594 ... (5.3) D3nai=l .
 D31595 Find them in the GARDen ,
 D31596 <^ do n't you . ^>
 D31597 T; ... (2.1) Ah .
 D31598 M; Did you <^ drop it ? ^>
 D31599 T; Ah .
 D31600 M; That 's a PLATE . ((makaton))
 D31601 ... A PLATE . ((Makaton))
 D31602 T; (/ x x . /)
 D31603 M; I 'll put this one on ,
 D31604 will I ?
 D31605 T; { (/ A= a= , /) }
 D31606 M; { Over } HERE ? ((M puts it on))
 D31607 T; (/ ou hou hou /)
 D31608 (/ uh wai | wi . /)
 D31609 M; A WHIStle .
 D31610 T; (/ wih . /)
 D31611 M; Whistle .
 D31612 { Where does the whistle } go ?
 D31613 T; { (/ uh WEI WI ae uh wih . /) }
 D31614 M; What about on THIS card ? ((M points to place on one of cards))
 D31615 T; { (/ uh wuh x . /) }
 D31616 M; { <^ Can you see the whistle ? ^> }
 D31617 ... (1.1) <^ You have a look for the whistle there . ^>

D31618 T; No= . ((But T puts picture on card anyway))
 D31619 M; ... (3.6) Good GIRL= . ((Makaton - seems to pace utterance))
 D31620 <^ That 's where the whistle goes . ^>
 D31621 T; Ah .
 D31622 M; ... (2.1) <^ Going to get some more . ^> ((T reaches into box for more pictures))
 D31623 T; ... (1.0) (/ nai vei . /)
 D31624 X!
 D31625 M; Ah I think that 's a jam pot .
 D31626 T; ... (/ au | di di . /) ((T holds up another))
 D31627 M; Butterfly ?
 D31628 ... (1.7) Butterfly . ((Makaton))
 D31629 T; ... (2.1) (/ a . /)
 D31630 (/ a dih . /)
 D31631 M; A XYlophone .
 D31632 They make MUSic .
 D31633 ... (3.4) HOUSE ? ((Makaton))
 D31634 T; ... (/ au . /)
 D31635 ... (1.5) { (/ dih ? /) }
 D31636 M; ... (1.5) { A <^ FLOWer ? ^> } ((Makaton))
 D31637 T; ... (3.2) (/ a7 dih . /)
 D31638 M; TEDdy . ((Makaton))
 D31639 T; (/ ae= ... dih . /)
 D31640 M; <^ Got some more ? ^>
 D31641 T; ... (1.9) (/ ae ... uh noh DIH . /)
 D31642 M; <^ MORE ? ^>
 D31643 Hm ,
 D31644 { more . }
 D31645 T; { No= . }
 D31646 (/ moh . /)
 D31647 M; <^ A DRESS ! ^>
 D31648 T; ... (1.3) (/ dih . /)
 D31649 M; That 's a LAMP .
 D31650 T; ... (2.9) (/ deh ? /)
 D31651 M; Grapes .
 D31652 ... (3.1) <^ A BALL ? ^> ((Makaton))
 D31653 T; <^ (/ oh mih e= . /) ^>
 D31654 M; Where does the BALL go ,
 D31655 { Toni ? }
 D31656 T; { <^ (/ oh mih= , ^> }
 D31657 <^ (/ mih ^> mih deh deh . /)
 D31658 M; That 's the TEDdy .
 D31659 ... (1.1) <^ Where does the ball go ? ^>
 D31660 T; ... (1.7) (/ Ah= ehveh tuh dih . /)
 D31661 M; <^ That 's right . ^>
 D31662 <^ Well done . ^>

D31663 ... (1.2) Good GIRL= . ((makaton))
 D31664 T; Um ,
 D31665 (/ moh . /) (('More'))
 D31666 M; More ?
 D31667 Hm .
 D31668 T; (/ dih7 ... uh X X /) ((T vocalises while she tries to get a piece out of the box))
 D31669 M; Wo n't it come OUT ?
 D31770 T; (/ uh ih ... dih . /)
 D31771 M; A BOAT .
 D31772 T; <p (/ x x x . /) p>
 D31773 M; ... (2.8) A GIRL ... and her DOLL . ((Makaton for both nouns))
 D31774 ... (3.3) <^ No more . ^> ((T's looking in box))
 D31775 ... (1.1) <^ All GONE . ^>
 D31776 T; ... (1.9) Um ,
 D31777 M; Yes .
 D31778 T; @
 D31779 ... (1.5) Oh7 ,
 D31780 M; Echidna .
 D31781 T; Oh7 .
 D31782 M; <^ Echidna . ^>
 D31783 ... (1.0) <^ Where are you going to put it on the card ? ^>
 D31784 T; Oh= .
 D31785 M; Can you see { where the ECHIDNA } goes ?
 D31786 T; { x x x }
 D31787 ... (2.1) <p x x . p>
 D31788 M; Echidna .
 D31789 T; (/ ee . /)
 D31790 Oh= !
 D31791 M; { <^ It 's all } right . ^> ((T reaches across other cards on table, uncertain))
 D31792 T; { x x . }
 D31793 M; ... { Hm . }
 D31794 T; { X x }
 D31795 M; <^ Echidna ? ^>
 D31796 T; { X x . }
 D31797 (/ ou uu dae . /)
 D31798 M; <^ That 's right ! ^> ((T puts picture on board))
 D31799 <^ Good GIRL= . ^>
 D31800 T; Aeh !
 D31801 M; <^ Mummy help ? ^>
 D31802 T; Aeh .
 D31803 M; Tha=t 's right .
 D31804 Very good ,
 D31805 Toni .
 D31806 T; (/ eh dih dou . /)

D31807 ... (1.9) um (/ ai . /)
 D31808 { X . }
 D31809 M; { Do you want to do any more ? }
 D31810 T; (/ dih wah dih . /)
 D31811 (/ eh ! /)
 D31812 M; That 's a BOAT .
 D31813 ... A boat .
 D31814 Want to put the BOAT ON ?
 D31815 ... (1.5) <^ Where does the BOAT go ? ^>
 D31816 ... <^ Hm , ^>
 D31817 { a boat . }
 D31818 T; { X . }
 D31819 ... (2.0) Aeh .
 D31820 M; Oh= ,
 D31821 TEDdy . ((Makaton))
 D31822 T; ... (1.2) (/ DAE ! /)
 D31823 ... (1.5) (/ dih . /)
 D31824 M; <^ A little GIRL and her DOLL ? ^> ((Makaton for both nouns))
 D31825 T; (/ dae { DAH . } /)
 D31826 M; A DOLL . ((makaton))
 D31827 T; ... (4.2) (/ dih . /)
 D31828 M; Girl= . ((Makaton))
 D31829 T; ... (/ DAH DAH ! /)
 D31830 M; A GIRL and her DOLL . ((Makaton for both nouns))
 D31831 T; ... (/ DAE . /)
 D31832 ... (2.0) (/ dae duhduh deh deh . /)
 D31833 M; A WARDrobe .
 D31834 We hang our clothes in a wardrobe .
 D31835 T; (/ dih . /)
 D31836 M; That 's a BUCKet and a SPADE .
 D31837 You DIG ... in the sandpit , ((Makaton))
 D31838 and you <^dig dig DIG ? ^> ((Makaton repeated))
 D31839 T; ... (/ dih . /)
 D31840 M; Mhm . ((affirmative))
 D31841 It 's a BUCKet and a spade .
 D31842 T; ... (/ DAH ! /)
 D31843 (/ ae PUH . /)
 D31844 M; Oh ,
 D31845 an APple . ((Makaton))
 D31846 We EAT an apple ? ((Makaton for verb and noun))
 D31847 T; (/ ei kih /) .
 D31848 M; Apple .
 D31849 Apple . ((Makaton))
 D31850 T; (/ ae kih . /)
 D31851 M; Oh that 's a LEAF .
 D31852 Yeah ,

D31853 it 's a LEAF on the apple .
 D31854 T; ... (2.0) (/ euh ,
 D31855 dih euh duh dih . /)
 D31856 M; Ah ,
 D31857 a BED . ((Makaton))
 D31858 <^ A BED . ^> ((Makaton))
 D31859 T; ... (1.5) Uh7 Oh !
 D31860 M; @
 D31861 What 's uh7oh FOR ?
 D31862 ... (1.4) Do you think we ought to go to BED ?
 D31863 ... (2.9) @ @
 D31864 ... (1.8) <^ Is it BEDtime , ^>
 D31865 <^ Toni ? ^>
 D31866 T; (/ aeh ha ! /)
 D31867 (/ Ha ha ha { ha . / })
 D31868 M; { <^ What 's this ? ^> } ((M points to more lottino pictures))
 D31869 <^ What ELSE have you got THERE ? ^>
 D31870 T; @ !
 D31871 M; ... A PEAR !
 D31872 You EAT pears .
 D31873 ... (1.1) { A PEAR ! }
 D31874 T; { @ @ @ }
 D31875 Mum ,
 D31876 M; Hm .
 D31877 T; X X !
 D31878 M; Pardon ?
 D31879 T; (/ uh ni VAH . /)
 D31880 (/ euh { nuh . / }) ((T points to picture on board))
 D31881 M; { <^ Tick } tock tick tock ! ^>
 D31882 T; (/ uh ... nuh uh uh ... daih . /)
 D31883 (/ oh wiy uh duh du ... du DAI deuh . /)
 D31884 M; Where {does the pear go ? }
 D31885 T; { (/ X X /) } ((T high pitched, insistent but not intelligible))
 D31886 ... (/ u= VUH ! /)
 D31887 ... (3.0) (/ u | OH veuh vuh wai dih dae . /)
 D31888 M; It 's a tick tock ,
 D31889 a clock .
 D31890 T; (/ AU dih . /) ((T points to picture on board))
 D31891 M; It 's a CHAIR . ((Makaton))
 D31892 T; ... (1.3) (/ eh . /)
 D31893 M; LOOK !
 D31894 There 's a | BED ! ((Makaton))
 D31895 T; No= .
 D31896 M; Where 's the card for BED .
 D31897 T; @ Ow ! @
 D31898 M; ... (1.1) Is that a BED ?

D31899 T; NO !
D31900 M; Yes ,
D31901 it is .
D31902 T; Hm .
D31903 ...(5.6) Oh !
D31904 M; Do you want to put any cards on ?
D31905 T; No= .
D31906 M; Do you want to pack them up ?
D31907 T; No= .
D31908 M; What do you want to do ?
D31909 ...(2.1) Want to play some more ?
D31910 T; No= ,
D31911 (/ muh . /)
D31912 ...(1.2) Hm .
D31913 M; What does Toni WANT to DO ?
D31914 T; (/ uh7 x . /)
D31915 M; ...You want to put them aWAY . ((T starts putting cards back in box))
D31916 T; (/ um meh . /)
D31917 ...(3.5) (/ uh DEI7 . /)
D31918 M; Do you want me to IHELP ?
D31919 T; No= .
D31920 ...(3.2) (/ uwah bah7 . /)
D31921 (/ dih dai wah . /) ((T holds card up))
D31922 M; IT 's the jam .
D31923 T; NO !
D31924 ...(5.1) (/ uh dihdah . /) ((T points to card she's holding))
D31925 M; ...(5.5) That 's a PLANE .
D31926 ... A PLANE .
D31927 Flies in the sky ,
D31928 vroom vroom vroom vroom .
D31929 ...(10.2) A SNAIL . ((M responds to T holding card up))
D31930 Snail .
D31931 T; ...(3.4) <p x . p>
D31932 M; GRAPE . ((M responds to T holding card up))
D31933 T; ...(4.2) { <p x . p> }
D31934 M; { Yeah , }
D31935 It 's a GRAPE .
D31936 We EAT grapes .
D31937 T; ...(1.2) (/ dih . /)
D31938 M; Oh a HAT !
D31939 <^ Where do you wear a HAT ? ^>
D31940 ... <^ On our HEAD ! ^> ((Makaton))
D31941 ...(1.0) <^ A HAT on our HEAD . ^> ((Makaton))
D31942 T; @ @ @ @
D31943 M; <^ It keeps us warm . ^>
D31944 T; ...(1.5) (/ uh wuh . /)

D31945 (/ uh wou , /) ((T begins to role play 10sec. phone conversation using lottino card as phone. No identifiable words, but intonation very conversational. M doesn't realize, interrupts))

D31946 M; <^ Are you going to put the HAT aWAY ?

D31947 T; (/ i7 . /)

D31948 ... (2.6) (/ uh wou , /)

D31949 M; Oh you 're going to get the BUCKet and SPADE again.

D31950 { X-- }

D31951 T; (/ uh wou , /) ((T carries on with 15 sec phone role play))

D31952 M; X x lamp ?

D31953 ... <^ Toni ? ^>

D31954 You put it in upside down .

D31955 T; ... (1.8) (/ hae7 ! /)

D31956 M; You turn it over ?

D31957 T; ... (1.4) Uh7oh , ((Lottino piece falls to ground))

D31958 M; Uh7oh .

D31959 You better get down and pick it up .

D31960 T; Uh .

D31961 ... (4.1) Uh ... you go ,

D31962 Mum .

D31963 M; ... <^ Thank you , ^>

D31964 <^ Toni . ^>

D31965 T; (/ uh | uh deh ? /)

D31966 M; Pardon ?

D31967 T; (/ uh wu DUH ? /)

D31968 ... (1.4) (/ du duh deh , /) ((T points at lottino boards))

D31969 M; <^ Do you want THESE , ^>

D31970 <^ do you ? ^>

D31971 T; (/ uh wau wou ... X X . /)

D31972 M; <^ Do you want me to HELP ? ^>

D31973 T; No= !

D31974 M; <^ Can I pack up ? ^>

D31975 T; No= .

D31976 M; Oh all right .

D31977 T; (/ dih duhduh . /)

D31978 M; You want to do it all yourself ,

D31979 do you .

D31980 T; (/ a wah . /)

D31981 ... (/ dih . /)

D31982 M; Hm ,

D31983 it 's a PLATE . ((Makaton))

D31984 T; (/ dih a wah . /)

D31985 X x .

D31986 M; ... (4.5) Do n't fall= .

D31987 ... (1.4) Perhaps you should sit down .

D31988 T; ... (1.6) Xx .

D31989 M; ...(1.2) Toni .
D31990 ...(1.0) Sit down ?
D31991 T; No= .
D31992 M; Yes ,
D31993 you might fall= .
D31994 T; X
D31995 Oh ,
D31996 Tr; <p Here . p>
D31997 T; NO !
D31998 X X x x .
D31999 (/ uh wah= . /)
D32000 ...(/ wa NI . /)
D32001 Ah no= . ((T climbs down to floor))
D32002 M; Ah NO .
D32003 You dropped them on the FLOOR .
D32004 T; @
D32005 ...(2.1) Oh= .
D32006 x x . ((T is on floor picking up cards))
D32007 ...(1.3) (/ uh DAE . /)
D32008 ...(1.5) (/ AE DAU DUH ti . /)
D32009 M; Hm ,
D32010 you got the TEDdy .
D32011 ...(1.8) Watch your HEAD !
D32012 T; Hm .
D32013 ...(2.3) @ @
D32014 ...(5.0) @ UH7OH ! @
D32015 ...(1.5) @ @
D32016 M; <p @ @ p>
D32017 T; (/ uh dae dih , /) ((T begins another long monologue, lasting 33.7 sec.
holding lottino card as tho' it were pretend phone))
D32018 M; { What are you doing ? }
D32019 { Are you giving that card a cuddle , }
D32020 { eh ? } ((M interrupts, T goes on with imaginary conversation))
D32021 T; (/ ah di dih { x x x } /) ((T goes on with monologue))
D32022 M; { <^ Are cuddling that little girl and her DOG ? ^> }
D32023 T; ((T goes on with monologue, no recognizable words, some
conversational intonation patterns, for 10.1 sec. M does not recognize
activity))
sD32024 M; A little GIRL { and her DOG . } ((Makaton))
D32025 T; { (/ x x ... X . /) }
D32026 M; She 's a HAPpy girl .
D32027 Smiling .
D32028 T; (/ ou | ou duh . /)
D32029 ...(2.0) (/ DUH dih dau ? /)
D32030 ... MOM ,
D32031 (/ Duh DAU ? /)

End of tape.

Note: T's (/ dih /) seems to operate as a question, 'what's this?' occasionally in the conversation.

D4 ACTIVITY DESCRIPTION HOME CONTEXT

TIME	ACTIVITY	TALK
12:18	B, M, & R playing with plastic figures at table	M provides imaginary role play talk
12:19	Change to playing with toy cars	M talks about color of cars
12:20	Play with figures again, plays as though putting to bed, going in cars, etc.	M provides role play talk
12:29	R & M begin reading book	M reads & discusses, mostly labels, R responds
12:30	M brings out Smile series book	R names pictures
12:31	R sweeps everything off table. Book is returned to table, R looks at book, turns pages both ways several times.	Much labelling of pictures. Text not read.
12:36	M reads book.	M reads text. R responds, comments (often repetitious)
12:38	R asked to look at brother Ben who has sat at table. (visual task for R.)	
12:39	R looks through book again.	R asks M & B 'What's that?'
12:40	R goes through book, turns pages (fine motor task for R)	R & M label pictures
12:42	R goes through book several more times	R labels pictures
12:48	M goes to fix R some food.	Exchange on polite language
12:49	R continues flipping through book.	R provides labels for B.
12:52	M sits R in chair to eat something.	
12:53	R doesn't take food, returns to book	R & M talk about pictures. M reads some of text. R repeats M. They return to labelling.
12:59	M reads book from beginning, having to start again when R turns pages backwards.	M reads text. R responds to text.
1:02	B leaves. R directed to look at B as he leaves (visual task)	Talk about B's being gone, being in car
1:03	R & M return to turning pages of book	Labelling
1:06	M reads some text. R responds, turns pages both ways	R supplies some words in text M reads. R 'reads'.
1:11	R asked to look, point precisely Directive scan visually	
1:12	R keeps turning pages, looking for the emu	Labelling
1:18	(finish)	

D4 AT HOME

R, B (a friend) and M are sitting around kitchen table. R is not ambulant, sits in special chair or on M or B's lap. In the beginning, R and B are playing with plastic family figures. R has significant visual impairment which leads to many Directives to look at something. She also has a physically weaker side and is directed to use one side or the other at times. R becomes interested in one thing, eg. the pictures of an emu and focuses only on that thing at times.

D41 R; I I wa --
D42 B; Up baby .

D43 M; ...(1.6) Ohh ,
 D44 { are you --}
 D45 R; { Weh . }
 D46 (/ae yo neh/)
 D47 (/ae yo neh/)
 D48 M; Hi Nez .
 D49 R; @ @
 D410 B; Nezzie clap . ((R claps her hands))
 D411 M; ...(3.1) Oh yeah .
 D412 Good clap .
 D413 B; @ @
 D414 M; Ohh out comes the pram , ((R takes plastic pram from bucket))
 D415 In it goes . ((R plays with pram and bucket))
 D416 <^ Out it comes . ^>
 D417 ...(6.9) X
 D418 R; uñ uh uh ((Rhythmic noise))
 D419 M; Try this . ((M holds one of figures))
 D420 R; No o .
 D421 M; Do you want him to stand in the pram ?
 D422 ...(1.9) Ahh wow !
 D423 ...(9) Ha ha .
 D424 R; Ba by .
 D425 Ba by .
 D426 M; Rock a bye ma=n , ((M sings))
 D427 on the pram top .
 D428 ...(1.7) When the wind blows ,
 D429 the pram will rock .
 D430 ...(3.5) When the pram breaks ,
 D431 the man will fall , ((plastic man helped to fall from pram))
 D432 ...(3.1) Now what ?
 D433 Now who do we put in the pram ?
 D434 ...(2.4) No one ?
 D435 B; You do n't want to talk now ? ((B to R))
 D436 @ @
 D437 M; @ @
 D438 B; Huh ?
 D439 M; Whe=re 's that baby ? ((M looks for plastic baby figure))
 D440 R; ...(3.5) Mummy X .
 D441 ...(3.3) X
 D442 ...(3.9) Ooh ooh . ((R plays with toy figure in air))
 D443 B; @ @
 D444 M; @ @
 D445 R; Ooh ooh goes ... BANG !
 D446 M; Aah aah aah aah .
 D447 B; ...(3.1) All gone . ((R has put toys back in bucket))
 D448 R; ...(3.2) X Mummy .

D449 M; Hmm ?
D450 R; ...(2.5)<p X p> ((R continues picking through toys in bucket))
D451 M; ...(3.9)That 's the man again . ((R picks toy from bucket))
D452 ...(4.1)He 's a bit big for that pram ,
D453 is n't he ?
D454 R; X .
D455 B; Does n't FIT .
D456 M; Look what I found . ((M takes another figure from bucket))
D457 R; Ohh .
D458 M; There 's that baby again .
D459 B; ...(1.3) Too small .
D460 I do n't @ @ .
D461 M; @ @
D462 I found the baby .
D463 <^ It 's crying again . ^>
D464 <^Waa waa waa waa= ... waa^>
D465 R; ...(5.5) Up BABY .
D466 ...(5.0) UP Baby !
D467 ...(4.1) (/ da do /)
D468 M; Oh= .
D469 B; @ @
D470 R; No X X baby X .
D471 No big baby .
D472 B; Hmm.
D473 M; <p X p> ((M whispers to B))
D474 <p X p>
D475 B; Huh ? ((To M))
D476 M; <p X p>
D477 R; X X
D478 B; No time for that X @ @ ((To M))
D479 M; Too busy playing . ((M to B))
D480 B; Yeah= .
D481 M; ...(1.6) Baby ... shush baby ((M 'talks to' toy))
D482 ...(1.3) <^ Do n't cry . ^>
D483 ...(3.1) Shush= .
D484 R; ...(5.1) Bad doll .
D485 ...(2.1) Do n't cry baby .
D486 ...(1.5) Up BABY .
D487 Sit up baby ... sit up baby .
D488 M; <^ If you want him to sit up , ^>
D489 <^ you have to grab his body with his hands , ^>
D490 <^ grab his legs , ^>
D491 <^ and= ... twi=st . ^>
D492 B; ..(4.2) Now he can sit up ,
D493 ...(3.8) eh ?
D494 ...(41.2) up you go , ((long pause while R plays with figure))

D495 hmh ?
D496 M; ...(4.9) I think she 's hit that tired level of play ... that I X . ((M to B))
D497 B; ...(2.9) <^ What 's that ? ^> ((B to R))
D498 ...(1.2) hmh ?
D499 ...(1.5) <^ What 's that ? ^>
D4100 X .
D4101 You do n't want to talk anymore ?
D4102 Hmh ?
D4103 What was THAT ?
D4104 R; X !
D4105 waa .
D4106 X !
D4107 ...(22.1) X X X X ((R continues playing with figures))
D4108 M; That one 's X .
D4109 R; ...(2.9) X MUMMY !
D4110 M; Look over there .
D4111 Look .
D4112 <^ Look look . ^> ((R has a visual impairment))
D4113 <^ Look . ^>
D4114 ..(1.0) <^ Look . ^>
D4115 R; Uh .
D4116 M; ...(1.5) Look .
D4117 R; Hmm .
D4118 M; ...(2.4) That 's got that crying baby in it again .
D4119 R; Waa waa .
D4120 ...(2.3) Waa .
D4121 ...(3.1) Mum ,
D4122 M; Yeah ,
D4123 R; Baby sick .
D4124 M; Ohh ,
D4125 R; Baby sick .
D4126 Baby sick ... baby .
D4127 B; <p X X p>
D4128 R; ...(2.8) Baby baby .
D4129 ...(4.9) UP Baby .
D4130 Up . ((R lifts baby into the air and down again))
D4131 ...(3.8) Mummy ,
D4132 look .
D4133 M; Oh ... lying baby .
D4134 ...(12.8) Lying baby .
D4135 R; Ooh ooh= --
D4136 OH BABY .
D4137 Oh oh baby .
D4138 Oh oh baby .
D4139 Mummy ,
D4140 oh oh baby .

D4141 M; In the box .
 D4142 ... (1.1) Nezzie ,
 D4143 are you hungry ?
 D4144 Would you like something to eat ?
 D4145 R; Oh oh oh X .
 D4146 M; Nezzie ,
 D4147 would you like something for play lunch ?
 D4148 R; Oh oh . ((R keeps on playing with figures))
 D4149 B; X X play lunch .
 D4150 @ @ ((Watching R play))
 D4151 M; @ @
 D4152 R; No .
 D4153 Mummy X X X .
 D4154 M; You would like some lunch ,
 D4155 would you ?
 D4156 R; Yeah .
 D4157 M; ... (5.8) <^ Yes ? ^>
 D4158 <^ Did you say yes ? ^>
 D4159 R; ... (1.8) Big BABY .
 D4160 M; Aah big one .
 D4161 You have a BABY .
 D4162 R; Big baby .
 D4163 M; Aa=h .
 D4164 R; { Big baby . }
 D4165 M; { Big baby . }
 D4166 Pretty clever . ((?Compliment to R for observation))
 D4167 R; Big ba baby .
 D4168 M; The babies do n't sit .
 D4169 They just lie down .
 D4170 ... (1.1) They 're too little .
 D4171 R; ... (1.5) Aa=h .
 D4172 M; They just cry all the time .
 D4173 R; Here you go ,
 D4174 Mum .
 D4175 M; ... (2.1) Aah ... shush baby .
 D4176 Shush baby .
 D4177 ... (1.5) Shush baby .
 D4178 B; Toot toot ... toot toot . ((R and B notice other toy))
 D4179 M; That 's got a horn .
 D4180 B; Toot toot toot .
 D4181 R; <^ Mhmm . ^> ((High, playing sound))
 D4182 ... (2.2) Here you go ,
 D4183 Mum . ((R hands M a toy))
 D4184 M; Oh ... okay .
 D4185 Would you like your CARS ?
 D4186 Would you like your cars around here ... too ?

D4187 ...(1.9) Hmm .
 D4188 B; X X
 D4189 M; IN . ((R puts toys in bucket))
 D4190 R; Bye X .
 D4191 ...(4.3) X da da .
 D4192 M; Okey doke .
 D4193 R; ...(22.1) X X
 D4194 Blue car white car blue car X X X --
 D4195 X X X ((R mumbles to self accompanying play with cars))
 D4196 M; Brrm brrm brrm .
 D4197 B; ...(1.8) Toot toot .
 D4198 R; Here you go ,
 D4199 Mum .
 D4200 M; Ah thanks ,
 D4201 Nezzie .
 D4202 ...(1.7) Oh= here comes the train .
 D4203 ...(6.6) Toot toot toot ... toot toot toot .
 D4204 ...(5.5) You want this X over HERE ?
 D4205 ...(1.5) Take the train away ?
 D4206 Toot toot .
 D4207 R; A train .
 D4208 Go train .
 D4209 M; Okay . ((R & M move train around table))
 D4210 B; @@
 D4211 M; We 're right over HERE now .
 D4212 B; Look ,
 D4213 Nezzie ,
 D4214 ooh . ((R reaches back for figure toys))
 D4215 ...(1.1)Where 's the baby ?
 D4216 Huh ?
 D4217 Is it in there ?
 D4218 M; ...(2.5) Where 's the baby ?
 D4219 THERE .
 D4220 ...(1.2) There the baby goes ... slee=py bye .
 D4221 R; ...(5.1) There .
 D4222 B; X X there ,
 D4223 Huh ?
 D4224 R; X
 D4225 M; Hmm .
 D4226 R; ...(2.5) Oh ! ((Figure falls))
 D4227 M; ...(2.1) oah .
 D4228 B; weeh .
 D4229 M; ...(2.1) Will we make her stick ? ((M works with baby figure))
 D4230 R; ...(3.9) Ohh .
 D4231 Weeh .
 D4232 ...(2.9) Go wee . ((R puts figures back in bucket))

D4233 B; ...(7.2) @ @ Packing away .
 D4234 R; X X ((R comments on figures))
 D4235 ...(3.6) X X
 D4236 B; ...(1.3) A bed . ((B names figure as R handles))
 D4237 ...(1.7) Huh huh .
 D4238 ..(1.1) That 's a choo choo train .
 D4239 Huh ?
 D4240 X X ?
 D4241 ...(4.9) Huh ?
 D4242 M; ...(1.3)What are you ... looking for ,
 D4243 Nezzie ? ((as R continues to play with figures in the bucket))
 D4244 ...(2.5) What are you looking for ?
 D4245 B; ...(1.7) Huh ?
 D4246 ...(14.5) Ohh .
 D4247 M; Oops .
 D4248 B; ...(1.9) Found them .
 D4249 M; Oh they look very nice too .
 D4250 B; ...(2.2) Whe=y !
 D4251 M; What are you looking for ,
 D4252 Nezzie ?
 D4253 What do you want ?
 D4254 R; Oowoowoowoo .
 D4255 X X X .
 D4256 B; X hmh ?
 D4257 R; Wheels .
 D4258 M; The wheels on the pram go round and round ((M sings))
 D4259 ...(2.2) Round and round , ((M rolls wheels on table))
 D4260 ...(1.2) Round and round . ((M sings Playschool song))
 D4261 R; Uhwuhwuh .
 D4262 ...(6.3) X X X
 D4263 B; X .
 D4264 R; Mum ,
 D4265 M; mhm hm .
 D4266 R; ...(2.2) Here you go ,
 D4267 Mum . ((R holds out figure))
 D4268 M; Oh ... GET in that pram little girl . ((M addresses plastic figure))
 D4269 B; Nezzie 's clap . ((R claps her hands))
 D4270 @ @ @
 D4271 R; ((R squeals))
 D4272 M; ...(6.5) Ah . ((D4figure keeps falling out of other toy))
 D4273 She 's not sitting down very well ,
 D4274 is she .
 D4275 ...(1.5) Will we make her sit down ?
 D4276 R; D4ingers ... girl got fingers .
 D4277 Girl got fingers ..
 D4278 M; Hmmh .

D4279 R; Girl got fingers .
 D4280 M; Yes she has has n't she .
 D4281 Hmm . ((affirmative))
 D4282 ... (3.5) We could always give the car a ride . ((M pushes car around table))
 D4283 ... (5.1) <^ Toot toot car . ^>
 D4284 ... (2.8) Brmm brmm .
 D4285 { X }
 D4286 R; { X }
 D4287 M; ~~That~~ does n't go in there ,
 D4288 does it ?
 D4289 B; X X
 D4290 R; X car .
 D4291 B; Hmm ?
 D4292 R; ... (1.5) X car .
 D4293 M; ... (4.3) All right . ((R takes toys in and out of bucket for a few minutes))
 D4294 ... (44.5) { That 's a girl . }
 D4295 R; { X }
 D4296 ... (1.3) (/a ouw wau/)
 D4297 B; Sitting down ,
 D4298 hmh ?
 D4299 R; ... (1.1) (/ bu weh . /)
 D4300 M; That 's right .
 D4301 Oh no ,
 D4302 that 's the lady .
 D4303 That 's the lady
 D4304 cuz she 's got a dress on .
 D4305 ... (1.1) See the dress ?
 D4306 R; No= lady . ((R puts female figure back in bucket))
 D4307 B; @ @
 D4308 M; No= lady .
 D4309 R; ... (1.1) Man . ((R reaches for another figure))
 D4310 M; Ah no ,
 D4311 that 's the lady again .
 D4312 B; YEAH= .
 D4313 R; ... (1.3) No lady .
 D4314 M; Get over there lady .
 D4315 We do n't want you . ((R puts lady figure back in bucket))
 D4316 R; ... (1.8) There it goes .
 D4317 ... (2.7) Thank you ,
 D4318 Mum .
 D4319 M; Oh you 're welcome ,
 D4320 Nezzie .
 D4321 R; Ooh ,
 D4322 M; ... (1.4) Brmm , brmm .
 D4323 R; Weeh , ((R picks through toys in bucket, M sings car song v. quietly))

D4324 M; ...(12.9) What else is there ?
D4325 R; ...(1.7) Thae .
D4326 M; ...(2.5) What 's THAT ?
D4327 R; Ae -- ((Toy falls to floor. B picks it up for R))
D4328 M; ...(2.7) Whoops ... whoops .
D4329 B; What 's that ?
D4330 M; That 's the BED .
D4331 Bed dropped .
D4332 B; Yeah= .
D4333 ...(1.5) X away ,
D4334 did n't it ?
D4335 R; X .
D4336 B; Huh ?
D4337 Did n't it X away ?
D4338 M; X X .
D4339 R; ...(2.8) Here you go ,
D4340 Mum .
D4341 M; X
D4342 B; ...(1.7) X
D4343 M; LOOK !
D4344 <^ LOOK ! ^>
D4345 There 's a BABY in the bed .
D4346 B; ...(1.5) She 's aslee=p .
D4347 R; X X .
D4348 ...(1.1) Baby .
D4349 Here you go ,
D4350 Mum .
D4351 M; Thanks ,
D4352 Nezzie .
D4353 B; ...(6.1) What 's that ? ((R gets plastic toy from bucket))
D4354 R; Pram .
D4355 B; Pram ,
D4356 ye=s .
D4357 R; ...(1.8) X X . ((R continues going through items in the bucket))
D4358 ...(15.3) X .
D4359 B; Hmm .
D4360 M; Hmm .
D4361 R; Bed. ((R plays with plastic bed))
D4362 M; Oh= .
D4363 R; Nezzie in bed .
D4364 B; @ @ @
D4365 M; That 's a bit small for you Nezzie .
D4366 R; Nezzie in bed .
D4367 M; <^ Well you can put your chin in it . ^>
D4368 ...(1.6) <^ Oh ... go sleepy bye in the ^> bed .((M comments on R's
play with toy, imaginative as though R does fit))

D4369 <^ Put your chin in again . ^>
D4370 ...(1.1) <^ Can you snore ? ^>
D4371 ...(1.9) <^ Ahh that 's nice . ^>
D4372 R; ...(1.3) (/ ae= uh . /)
D4373 B; ...(1.5) Snore .
D4374 M; ...(1.6) Ah Nezzie is sleeping in that bed .
D4375 B; X X that ,
D4376 hmm ?
D4377 R; Sleepy bye . ((R plays sleep with pram))
D4378 M; Are you snoring in THERE ?
D4379 R; ...(1.7) Nezzie X bye .
D4380 M; Mmh= .
D4381 R; Bye ,
D4382 pram . ((R addresses pram as she puts it back in bucket))
D4383 M; ...(1.5) <^ It is a little ^> small .
D4384 R; X ,
D4385 Mum .
D4386 ...(1.9) X X X X . ((R looks through bucket again))
D4387 M; You have ?
D4388 B; Do you want the CAR ?
D4389 M; There 's your CAR . ((M pushes car around table towards R))
D4390 R; X X .
D4391 White= car .
D4392 M; WHITE car ?
D4393 You mean BLACK car .
D4394 That car is BLACK .
D4395 In here ... I think , ((M looks in the bucket for the car))
D4396 no it 's on the floor ,
D4397 B; Floor ,
D4398 R; ...(2.6) <p Black car . p>
D4399 M; THERE ,
D4400 That 's the BLACK car .
D4401 R; Mmm= . ((Makes noise playing with car))
D4402 Black car .
D4403 Mmm= .
D4404 M; Ohh they 're having a crash . ((R makes two cars hit head-on))
D4405 B; @ @
D4406 M; In they go . ((M comments as R puts cars in bucket, picks up pram again))
D4407 R; ...(2.5) Mmm= . ((R makes noise accompanying play with toys))
D4408 ...(8.9) Em=PTY . ((R comments on pram))
D4409 B; Empty @ @ .
D4410 R; X X ((accompanies play with toys))
D4411 M; ...(5.5) Look what I 've got ! ((M holds up book))
D4412 R; Ooh , ((accompanying play with toy, not responding to M))
D4413 ... Ooh .

D4414 B; <p New book . p>
D4415 Huh ?
D4416 R; ...(3.5) Go away box . ((Cookie jar and bucket are moved away on table))
D4417 ...(4.1) <p Box ... GONE . p>
D4418 M; Oh ... okay .
D4419 It 's gone .
D4420 B; X a look at the book .
D4421 R; X X emu .
D4422 M; I give Teddy some APPLES . ((M begins reading the book to R))
D4423 ...(3.3) See Teddy ... and the APPLE ?
D4424 R; X
D4425 M; Oh he loves X ,
D4426 Does he ?
D4427 R; Nezzie find -- ((R takes book and looks through pages))
D4428 Emu .
D4429 M; That 's the other book .
D4430 The other book has the emu .
D4431 ...(1.5) This is the teddy and me book .
D4432 R; Ee ee emu .
D4433 Ee ee emu .
D4434 M; It 's in here , ((M reaches across table to box. Then she talks to R as though the book and then the emu could talk. M's talk accompanies her actions))
D4435 Nezzie .
D4436 It says <^ here I am . ^>
D4437 <^ Here I am ^>
D4438 { <^ Nezzie . ^> }
D4439 B; { That 's a new one too . }
D4440 M; <^ I 'm in this book over HERE . ^
D4441 R; I want EMU .
D4442 M; <^ Hold on , ^>
D4443 <^ Nezzie , ^>
D4444 <^ says the emu . ^>
D4445 <^ I 'm over here . ^> ((M holds book with emu up from across the table))
D4446 <^ I 'm here . ^>
D4447 <^ Hello . ^>
D4448 B; ...(1.3) Here you go . ((M puts book on table))
D4449 M; <^ Hello . ^>
D4450 R; ...(1.9) X
D4451 B; You want the BIG book . ((R reaches for large book))
D4452 Ooh .
D4453 ...(1.8) Huh ?
D4454 M; <p X X X p> ((To B))
D4455 R; X --

D4456 ... (3.2) Emu .
 D4457 B; ... (1.2) That 's horsey .
 D4458 R; ... (1.4) Nezzie wants emu .
 D4459 ... (2.4) Emu .
 D4460 Here 's emu . ((R turns page to find emu))
 D4461 M; { Hmm . } ((agreement))
 D4462 B; { Hmm . }
 D4463 R; It 's EMU . ((R smiles, acts pleased to have found a picture of an emu))
 D4464 M, @ @ @
 B;
 D4465 R; Mummy ,
 D4466 It 's emu .
 D4467 M; Aah ,
 D4468 Emu says <^ hello= ! ^>
 D4469 R; X emu.
 D4470 B; What 's that ?
 D4471 Is that a piggy ? ((B points to other part of picture.))
 D4472 R; What 's that ? ((R turns large book around on table))
 D4473 That 's emu .
 D4474 B; Ey= , ((Exclamation as toys fall off the table))
 D4475 Cleaning up the table .
 D4476 M; { The quick way ... whoops ! }
 D4477 B; { Book is gone too ! } ((Book falls off table as R turns it around))
 D4478 M; { Look Nezzie , }
 D4479 B; { Book is gone too . }
 D4480 ... (1.9) Try again . ((Brother hands book to R again))
 D4481 M; It 's hard to get your fingers in the pages when you 're X .
 D4482 ... cause there 's such a lot of weight . ((M to B explaining R's difficulties))
 D4483 B; Yeah .
 D4484 M; Getting the pages over .
 D4485 I think she 's finding it hard . ((To B about R's difficulties turning pages))
 D4486 B; ... (1.3) Yay ! ((B congratulates R))
 D4487 R; X X emu .
 D4488 M; Oh THERE it is !
 D4489 LOOK !
 D4490 B; ... (3.5) Yeah !
 D4491 M; ... (2.7) There are two pages stuck together ,
 D4492 Nez . ((R tries to turn pages, has difficulty but does it))
 D4493 ... (1.2) There= you are .
 D4494 That 's right .
 D4495 B; Where 's X ?
 D4496 ... (1.1) Can you see it ? ((R turns a few pages))
 D4497 R; ... (6.1) That 's emu .
 D4498 B; Yeah .

D4499 M; That 's a DOG .
D4500 R; Dog .
D4501 Nezzie find EMU .
D4502 B; @
D4503 M; Ohh you 're keen on that emu .
D4504 B; ...(1.1) Where is it ? ((R continues to turn pages))
D4505 I ca n't see it .
D4506 M; <^ Can you find the emu ? ^> ((Emu picture on most pages))
D4507 R; Yeah .
D4508 M; <^ Where is the he ? ^>
D4509 <^ Where 's that emu ? ^>
D4510 B; ...(1.3) @ @ @
D4511 M; <p X X p> ((R continues turning pages))
D4512 R; There .
D4513 M; Yeah there 's an emu there .
D4514 R; ...(4.9) Yay= . ((R gets another page turned))
D4515 M; Nez ,
D4516 You 've got to find that EMU .
D4517 B; ...(6.9)Where is it ?
D4518 M; ...(1.9) That 's an emu . ((As R points to another picture of an emu))
D4519 Where 's the piggy ?
D4520 ...(6.9) What 's the piggy say ?
D4521 R; Ah ... emu .
D4522 M; What noise does an emu make ?
D4523 B; ...(1.9) They make funny noise .
D4524 M; ...(1.6) Nezzie ,
D4525 The emu might go duah duah .
D4526 ...(1.7) That 's a good emu noise .
D4527 B; @ @ @ @ @
D4528 R; X X
D4529 M; ...(1.9) There 's a ... what 's that ?
D4530 R; Emu .
D4531 M; No ,
D4532 There 's the emu .
D4533 There 's a COW= .
D4534 R; Cow .
D4535 M; ...(1.3) What does a COW say ?
D4536 R; Moo ... moo .
D4537 B; @ @ @
D4538 M; Oh ho ho .
D4539 { There 's an emu . }
D4540 R; { Emu . }
D4541 Emu say ooh ooh .
D4542 M, @ @ ((Laughing together at R's utterance))
B;
D4543 R; Whee . ((R turns another big page))

D4544 M; ...(1.1) Ah hooray !
D4545 Oh you 're turning those pages terribly fast .
D4546 ...(1.2) are n't you !
D4547 B; ...(1.9) Eh ?
D4548 M; ...(1.4) Are you using the left hand at all ?
D4549 You 're forgetting about your left hand ,
D4550 Are n't you .
D4551 ...(1.8)There . ((M rolls up one sleeve))
D4552 Roll your sleeves up . ((M talks as she rolls R sleeve out of way. R
can't roll own sleeve.))
D4553 Like this .
D4554 ...(9.8) <p Can you get it ? p> ((M to R referring to difficulty turning
pages))
D4555 ...(4.2) <p There . p> ((R gets page turned))
D4556 ...(1.2) OH !
D4557 WHAT 'S THAT ?
D4558 R; ...(2.1) Emu .
D4559 M; Emu . @ @
D4560 And what 's THAT ?
D4561 ...(2.5) What 's that ?
D4562 R; DOG .
D4563 M; Yes .
D4564 ...(1.4) What 's THAT ? ((M points to a part of the picture))
D4565 R; (/buee/ .)
D4566 M; Yeah that 's a boy . ((M acknowledges, points to another part))
D4567 What 's THAT ? ((M points in original place))
D4568 R; Dog .
D4569 M; That is a dog . ((M points to another part))
D4570 What 's this one ? ((M points to original question part))
D4571 ...(1.1) Like Bernard . ((M gives R hint.))
D4572 R; (/buee/ .)
D4573 M; It 's a boy .
D4574 ...(1.2) And what 's ...(1.2) THAT ONE ? ((M points to original part, R
turns page))
D4575 R; ...(1.5) X
D4576 M; ...(1.5) No ,
D4577 You can only see the head ,
D4578 Ca n't you .
D4579 ...(2.4) It 's a HORSE .
D4580 X ?
D4581 Hmm .
D4582 B; Whee . ((B comments on R's turning, flipping big pages))
D4583 R; X
D4584 M; { @ @ }
D4585 B; { @ @ }
D4586 R; X

D4587 B; What 's THAT ?
 D4588 Ooh .
 D4589 R; A Emu .
 D4590 B; Ye=s .
 D4591 ... (5.3) Where 's the GIRL ?
 D4592 ... (2.4) Huh ? ((R points to picture in book))
 D4593 Boy . ((B comments on where R points))
 D4594 Where 's the GIRL ?
 D4595 That 's the girl .
 D4596 ... (2.8) The other way . ((R starts to turn the pages backwards))
 D4597 M; X X needs to run from side to side the book is so big . ((To B))
 D4598 B; @ @
 D4599 Yeh .
 D4600 R; ... (4.9) X
 D4601 M; ... (1.7) <^ Will we READ it . ^> ((R continues just turning pages))
 D4602 Do you want me to read you the story ?
 D4603 B; What about using your left hand .
 D4604 Hmh ?
 D4605 Use your left hand .
 D4606 Hmh ?
 D4607 M; Would you like me to read you the story ,
 D4608 Nez ?
 D4609 We 'll see what they say .
 D4610 R; X .
 D4611 M; Okay says <^ let 's play a GAME . ^> ((M begins reading the story))
 D4612 Oh dear ... I ca n't see my ball .
 D4613 B; You 'll have to WATCH . ((B tries to get R to attend to book))
 D4614 M; Yeah the ball 's gone .
 D4615 I ca n't see your ball Natasha . ((Turns page))
 D4616 ... (2.3) <^ Can you see the ball Brown Cow ? ^>
 D4617 R; Yes . ((R answers story line))
 D4618 M; Can you see it ?
 D4619 You can ... can you .
 D4620 Oh= .
 D4621 <^ Can you see the ball ... Hungry Horse ? ^>
 D4622 R; @ @
 D4623 M; NO= said the horse .
 D4624 ... Can YOU see the ball ... DOG ?
 D4625 R; @ @
 D4626 M; NO= I ca= n't .
 D4627 <l Can YOU see the ball= ? l>
 D4628 R; Emu .
 D4629 Ca n't find the ball EMU .
 D4630 M; Um no .
 D4631 Emu ca n't find it EITHER .
 D4632 Can YOU see the ball piggy ?

D4633 R; No .
D4634 M; No= piggy ca n't .
D4635 R; @ @
D4636 M; Can you see the ball --
D4637 No= I ca n't see the ball .
D4638 @ @
D4639 R; @ @
D4640 M; Gently ... gently . ((R. turns several pages))
D4641 R; Go see find a ball ,
D4642 a ball Emu .
D4643 M; Oh they 'll find the ball in the end .
D4644 ... Can you see my ball boy ? ((M reads))
D4645 { YES ! }
D4646 R; { YES ! }
D4647 M; <^ Yes ! ^>
D4648 B; Where is the ball ?
D4649 Can Nezzie find the ball ?
D4650 M; Nezzie find the ball .
D4651 B; Where IS the ball ?
D4652 ... Huh ?
D4653 R; There 's ball .
D4654 M; Where ?
D4655 Nezzie point .
D4656 You point ,
D4657 Nez .
D4658 No that 's the emu .
D4659 X
D4660 Try again .
D4661 ...(1.8) a bit closer .
D4662 Whe=re 's the ball ?
D4663 THERE it is .
D4664 B; ...(2.2) That 's the end of the story @ @ .
D4665 Huh .
D4666 M; ...(13.1) X corner . ((M helps R. grab corner of book cover))
D4667 X
D4668 B; Who is that ? ((R turns attention to brother in room))
D4669 R; That 's X .
D4670 B; No ... who is over there ?
D4671 Who 's over THERE ?
D4672 R; That 's
D4673 ...(1.1) Peter .
D4674 M; { @ }
D4675 B; { @ No= @ . }
D4676 M; Who is it ?
D4677 Look at the face .
D4678 Look at that face .

D4679 B; Who ... is it ?
D4680 R; Mum .
D4681 ... (2.4) Ben !
D4682 B; { @ Yes . @ }
D4683 M; { @ @ }
D4684 B; Eh !
D4685 You were teasing there .
D4686 R; Who 's THAT ? ((R goes back to book, turning pages))
D4687 That 's emu .
D4688 Who 's that ?
D4689 That 's bernie .
D4690 M; That 's cow .
D4691 Cow .
D4692 R; ... (6.9) BERNARD .
D4693 M; That IS just like Bernard .
D4694 R; X ((R continues turning pages of the book))
D4695 M; ... (15.5) Do you want me to get you a sandwich ,
D4696 Nezzie ?
D4697 R; <p No . p>
D4698 X mum .
D4699 M; ... (1.9) Would you like a sandwich ?
D4700 Are you hungry ?
D4701 B; Huh ?
D4702 M; Would you like a sandwich ... or a dry biscuit ?
D4703 No thank you .
D4704 R; Thank you .
D4705 X
D4706 Bird . ((R looks at pictures as she turns pages))
D4707 B; { No , }
D4708 M; { That 's } the co=w .
D4709 R; It 's stuck . ((R tries to turn pages, has difficulty))
D4710 M; ... (3.6) Hang on ,
D4711 We 're nearly there .
D4712 B; ... (2.3) Who is that now ?
D4713 R; That 's a | EMU .
D4714 B; { @ Yeah= . @ }
D4715 M; { @ Yes , }
D4716 That 's right .
D4717 R; X like Bernard . ((R looks at animal in picture))
D4718 M; Yeah ,
D4719 He is like Bernard ,
D4720 Is n't he .
D4721 B; Huh ?
D4722 M; Just like BERNARD .
D4723 ... only Bernard does n't eat the flowers .
D4724 R; { Do=g . }

D4725 B; { X grass . } ((R continues to flip the big pages of the book))
 D4726 ... (33.7) She knows there 's too many pages . ((B to M about R's turning))
 D4727 M; Yeah . ((To B))
 D4728 B; Uh uh .
 D4729 ... (15.3) They 're stiff .
 D4730 M; They do n't separate very easily . ((M refers to pages stuck together))
 D4731 { X stick a fingernail } in it .
 D4732 R; { X X . } ((R comments on her difficulty separating pages
 D4733 B; ... (2.6) Oh= .
 D4734 M; Keep trying . ((To R))
 D4735 ... Keep trying .
 D4736 ... (6.9) That 's a girl .
 D4737 B; Yay= !
 D4738 R; That 's EMU .
 D4739 B; No= .
 D4740 M; No .
 D4741 You look .
 D4742 You use your eyes and look .
 D4743 What 's THAT ?
 D4744 R; That 's -
 D4745 ... uh - ((R turns another page))
 D4746 M; What 's THAT ?
 D4747 R; That 's | eMU .
 D4748 M; @ Yes= @ .
 D4749 R; ... (10.3) EMU !
 D4750 Nezzie --
 D4751 Mum ,
 D4752 Emu say your name .
 D4753 M; Are you sure ?
 D4754 B; @ @ @
 D4755 R; { Mum ,
 D4756 Emu say your name . }
 D4757 M; Ah what a clever emu .
 D4758 B; Yeah .
 D4759 M; ... (4.5) { Very friendly } that emu .
 D4760 B; { Yay ! } ((R turns pages))
 D4761 R; ... (10.1) Nezzie find emu .
 D4762 M; Keep looking .
 D4763 R; X
 D4764 ... (11.9) YES . ((R keeps turning pages))
 D4765 ... BERNard .
 D4766 B; ... Bernard does n't got any HORNS .
 D4767 ... Huh ?
 D4768 R; That 's | emu .
 D4769 Yes ... emu .

D4770 M; <p It is , p>
D4771 <p yes . p>
D4772 <p You 're right . p>
D4773 R; ...(2.2) Yes ... mimi . ((R laughs as B jiggles her, turns pages))
D4774 M; ...(6.9) Would you like to play with a puzzle ,
D4775 Nez ?
D4776 R; No puzz .
D4777 M; <^ No thank you ? ^>
D4778 B; ...(3.5) Yay= . ((As R gets another page turned))
D4779 R; ...(5..7) { X . }
D4780 B; { That IS a big book . } ((To M as R works to turn pages))
D4781 M; Hmm .
D4782 Requires a lot of arm span ., ((To B))
D4783 Turning .
D4784 B; Yeah .
D4785 M; Yeah .
D4786 B; That 's right .
D4787 Stretch.
D4788 M; Um .
D4789 Pardon ?
D4790 T; <p Do you want me to pause p> ((Researcher to M who looked over to her))
D4791 M; Um ,
D4792 T; <p X X p> ((Tape breaks briefly))
D4793 M; Nezzie lamb ,
D4794 Nezzie lamb ,
D4795 What would you like ... to eat .
D4796 Nezzie ,
D4797 <f what would you like to eat ? f>
D4798 R; Bruno .
D4799 B; @ @ @
D4800 M; <f Oh you CA N'T eat Bird ! f> ((Refers to picture of horse in book))
D4801 <f He 's far too big . f>
D4802 He 's run away anyway .
D4803 M; Nezzie lamb ,
D4804 Nezzie lamb ,
D4805 <f what would you like to eat ? f>
D4806 R; Emu .
D4807 M; They 're TOUGH .
D4808 It 's FEATHERY .
D4809 B; @ @
D4810 R; X X emu .
D4811 M; I think you 're not terribly hungry .
D4812 I think you ought to wait a while . @ @
D4813 B; { @ @ }
D4814 R; { Eat emu ,

D4815 Eat emu . }
 D4816 B; @ She must be h.angry if she wants an emu .
 D4817 M; @ @
 D4818 Or a horse @ .
 D4819 B; Yeah= ,
 D4820 want to eat a horse= ,
 D4821 ... eh !
 D4822 R; X X EMU .
 D4823 M; Oh he IS a LOVELY emu ,
 D4824 is n't he . ((agreeing))
 D4825 B; Yeah .
 D4826 M; ...(3.5) <f What would you like to EAT? f>
 D4827 <^ Would you like some lunch , ^>
 D4828 <^ Nezzie ? ^>
 D4829 Nezzie ,
 D4830 ... would you like some lunch ?
 D4831 ... Nez ,
 D4832 ... Nez ,
 D4833 Nez ,
 D4834 just a minute .
 D4835 Look at me .
 D4836 Look at me .
 D4837 Look .
 D4838 Would you like some lunch ?
 D4839 R; Like X .
 D4840 M; What would you like ?
 D4841 R; Like a biscuit .
 D4842 M; O=KAY .
 D4843 Right= .
 D4844 Okeydoke .
 D4845 B; @ @ @
 D4846 Now you want a bikkie .
 D4847 R; GO WAY .
 D4848 M; @ oh @ Nez ,
 D4849 I BEG you PARdon .
 D4850 Go away book or go away Mum ?
 D4851 R; Go away Mum .
 D4852 B; @ Oh Oh . @
 D4853 M; That 's not a nice thing to say .
 D4854 ... You say ... please hurry Mum .
 D4855 R; Please hurry ,
 D4856 Mum .
 D4857 B; @ @
 D4858 M; That 's BETter .
 D4859 B; Good GIRL .
 D4860 R; Excuse me mum .

D4861 M; Okay ,
 D4862 you 're excused .
 D4863 B; @ @
 D4864 R; Bye Mum.
 D4865 M; Bye ,
 D4866 Nezzie .
 D4867 R; X
 D4868 Mum bye Nezzie .
 D4869 B; Bye Nezzie . ((Tape becomes inaudible. M goes to prepare food))
 D4870 In kitchen, M prepares food for Nezzie, talks with R's brother,
 microphone interference from fridge))
 D4871 R; ...(2:13.8) ((R squeals as M picks her up))
 D4872 B; Yeah= !
 D4873 M; How about --
 D4874 R; ((R cries)
 D4875 M; How about coming into your high chair ,
 D4876 Honey bun .((R has to be carried wherever she goes))
 D4877 R; X bun .
 D4878 B; { You going to go to Mummy now . }
 D4879 M; { You 're having some break | some lunch . } ((M lifts R from B's lap))
 D4880 R; All done .
 D4881 M; All done .
 D4882 R; All X .
 D4883 M; O=kay .
 D4884 R; It 's X
 D4885 M; YEAH ! ((M lifts R into air))
 D4886 R; ((Cries))
 D4887 M; Come on .
 D4888 R; ((Cries))
 D4889 Mummy .
 D4890 B; Come on !
 D4891 M; You 're just coming over to X .
 D4892 Want some X ?
 D4893 R; Mu=m . ((Crying-like))
 D4894 M; Want some X ?
 D4895 R; X X ... X !
 D4896 M; <^ Yes please . ^>
 D4897 R; ((cough/crying)) YES please .
 D4898 M; O=kay .
 D4899 X
 D4900 R; X
 D4901 M; <^ Jump there ? ^>
 D4902 R; ((crying))
 D4903 B; Nezzie clap . ((B tries to distract R from crying))
 D4904 Come on .
 D4905 R; ((Cries loudly))

D4906 M; Do you want the book again ?
 D4907 R; Want book .
 D4908 M; You can have the book .
 D4909 Would you like to sit yourself back properly .
 D4910 <^ Thank you . ^> ((M hands book to R))
 D4911 R; Thank you .
 D4912 M; Pull the feet up .
 D4913 B; Now you get something yummy .
 D4914 R; ((Small cries))
 D4915 M; Sit straight now .
 D4916 R; ((Continues small cries))
 D4917 M; Here we go .
 D4918 feet x , ((M positions R carefully))
 D4919 are you ready ?
 D4920 R; Ready .
 D4921 gone . ((R points to book))
 D4922 B; X X ,
 D4923 eh ?
 D4924 M; Mmh .
 D4925 Now then ,
 D4926 Up .
 D4927 Want some bikkies ?
 D4928 B; Ooh yummy .
 D4929 R; X
 D4930 Mummy ,
 D4931 want no bikkies .
 D4932 { No . }
 D4933 M; { No ? }
 D4934 R; Want the boo=k .
 D4935 M; Ohh= ,
 D4936 you 're hungry for knowledge .
 D4937 Here you go .
 D4938 B; X
 D4939 R; Yay= !
 D4940 B; Yay ! @ @
 D4941 M; @ @
 D4942 Ah we can easily do this . ((M puts book on table near high chair))
 D4943 This might | be a problem . ((M tries to fix highchair under table top))
 D4944 B; ...(7.7) You do n't want ANY lunch . ((R reaches for book))
 D4945 M; She 's just TOO busy .
 D4946 @ @
 D4947 B; You just like your new BCOK ,
 D4948 huh ?
 D4949 M; Mm.
 D4950 R; Emu .
 D4951 M; Oh= and there he IS .

D4952 R; A emu .
D4953 B; Yeah @ .
D4954 M; He 's a LOVELY old emu .
D4955 R; X emu .
D4956 All done .
D4957 All --
D4958 it 's GONE . ((R turns pages, looks for emu))
D4959 M; THERE he is ,
D4960 there he is on THAT page ,
D4961 only he 's ... can you see him in the <^ distance ? ^>
D4962 He 's a long way off on that page ,
D4963 but he 's CLOSE ... THERE .
D4964 R; ...(13.0) Mum ,
D4965 M; ...(16.2) <p She 's slipping . p>((M tries to adjust R's position in chair))
D4966 R; ...(5.8) X
D4967 ...(3.8) Emu .
D4968 B; ...(9.5) { Emu . }
D4969 R; { Boy . }
D4970 M; Mm .
D4971 X .
D4972 R; Boy X X .
D4973 Boy X X .
D4974 Boy X X that way .
D4975 M; ...(6,5) He says ... <^ I ca n't see the ball= . ^>
D4976 R; ...(3.5) Ca n't see the ball .
D4977 M; <^ I ca n't see the ball= . ^>
D4978 R; ...(4.9) I CA N'T see ball .
D4979 M; Mm.
D4980 B; X x .
D4981 M; <p @ @ p>
D4982 R; Look
D4983 MUMMY !
D4984 M; OH yes ,
D4985 I AM looking .
D4986 R; Look ,
D4987 Mum .
D4988 M; Mm .
D4989 R; X
D4990 M; LOOK !
D4991 Nezzie .
D4992 ...(3.0) LOOK ! ((M takes R's finger, points to objects in pictures))
D4993 ...(2.7) Loo=k .
D4994 R; ...(1.6) Boy .
D4995 M; Look .
D4996 What is that thing ?
D4997 ...(2.4) Look .

D4998 R; X X
D4999 That DOG .
D41000 M; It ... certainly IS .
D41001 R; ...(2.2) X X
D41002 Nezzie find EMU .
D41003 M; Oh= .
D41004 R; X Nezzie find boy .
D41005 M; ...(1.5) What 's THAT ?
D41006 ...(1.5) What 's that ?
D41007 R; X
D41008 M; It IS too .
D41009 And what 's ... THAT ?
D41010 R; Girl .
D41011 M; Yeah @ .
D41012 ...(1.5) Yeah .
D41013 R; ...(2.2) X
D41014 M; ...(3.9) Look !
D41015 Nezzie !
D41016 ...(2.1) LOOK ! ((M takes R's finger, points to ball))
D41017 ...(1.0) Look !
D41018 Look .
D41019 ...(2.1) LOOK !
D41020 <f What 's THAT ? f>
D41021 R; A ... dog .
D41022 M; That 's a BALL= .
D41023 R; A ... BALL .
D41024 Aa h ... (1.6) GIRL . ((Singing))
D41025 M; Hm mh . (affirmative)
D41026 That 's a gi=rl .
D41027 R; Boy .
D41028 M; Yeah that 's a boy .
D41029 ...(1.6) And ... uh ,
D41030 R; That 's ...that 's -- .
D41031 M; ...(2.7) <^ ThAT 's aNOTHer BOY ,
D41032 is n't it .
D41033 R; That 's a ... DOG .
D41034 M; You HAVE a dog .
D41035 R; Nezzie find boy .
D41036 ...(5.2) Boy .
D41037 X x .
D41038 M; What 's THAT ?
D41039 What 's THAT do ?
D41040 R; Emu .
D41041 M; Yeah= .
D41042 R; ...(2.4) Boy ... and girl= !
D41043 M; Ye=s @ .

D41044 That 's the boy and girl .
 D41045 ...(3.3) and they found the BALL .
 D41046 They 've FOUND the ba=ll .
 D41047 ...(13.2) <^ Would you like to see the Peggy and Me book ? ^>
 D41048 R; No .
 D41049 M; You want to keep ... with this book .
 D41050 Okay= .
 D41051 ...(4.0) <^ Have you seen my ball ? ^> ((M reads book all raised in pitch))
 D41052 <^ she said ... to the boy . ^>
 D41053 No= I CA N'T see your ball .
 D41054 ...(3.1) COW ... have you <^ seen the ball ? ^>
 D41055 ...(2.0) HORSE have YOU seen the ball ?
 D41056 ...(1.4) NO I CA N'T see the ba=ll .
 D41057 ...(1.3) DOG ,
 D41058 ...(1.0) can you see the BALL ?
 D41059 R; @ @
 D41060 M; Do n't rock . ((Returns to normal pitch))
 D41061 Just keep still .
 D41062 Just keep nice and still .
 D41063 R; ...(2.1) Nuh .
 D41064 M; <^ PIGGY ... can YOU see the ball ? ^> ((M returns to reading))
 D41065 R; @ @ @
 D41066 No !
 D41067 M; <^ NO= . ^>
 D41068 ...(1.5) In you go . ((Adjusting R's position))
 D41069 ...(1.4) Hang on a minute .
 D41070 We 've got two pages stuck together .
 D41071 ... There you go .
 D41072 ...(2.9) AH ... BOY ... can you see the ball ?
 D41073 R; @ @
 D41074 ... No .
 D41075 M; No= .
 D41076 ...(2.0) <^ Doggie ... can you see the ba=ll ? ^>
 D41077 R; @ @
 D41078 ... No .
 D41079 M; NO= .
 D41080 R; Mummy turn page .
 D41081 M; ...(1.9) <^ E=MU . ^>
 D41082 ...(1.9) Steady ,
 D41083 do n't rock .
 D41084 R; Emu ... Nezzie x x book .
 D41085 M; <^ No she says . ^>
 D41086 <^ I ca n't find the ball . ^>
 D41087 R; @
 D41088 M; <^ BOY , ^>

D41089 ... (3.0) <^ can you see the ball ? ^>
D41090 R; Down .
D41091 M; ... (2.8) Want me to lie it down . ((M refers to the book))
D41092 @ @ @
D41093 B; @ @
D41094 Start again . ((R turns book back to beginning))
D41095 M; Oh ... yeah, ((M to B))
D41096 It 's an exciting book this one .
D41097 ... (1.6) <^ Can YOU see the ball COW ? ^>
D41098 <^ NO I CA N'T see the ba=ll . ^>
D41099 ... (2.4) <^ Can YOU see the ball Horse ? ^>
D41100 R; No .
D41101 M; What 's this thing ?
D41102 R; E=mu .
D41103 M; <^ Can you see the ba=ll ... e=mu ? ^>
D41104 R; No . ((R 'guesses' text))
D41105 M; No . ((M reads))
D41106 ... (2.6) <^ Ca=n you see { the ball ... BOY ? ^> }
D41107 R; { @ @ @ }
D41108 @ @
D41109 M; ... (4.6) <^ Can YOU { see the ball } ... DOG . ^>
D41110 R; { @ @ @ }
D41111 Emu ... No .
D41112 M; @ No @ .
D41113 R; Lie down book !
D41114 M; Lie down book .
D41115 ... (2.6) Ahh , ((Finish story))
D41116 B; Start again ! ((R turns back to beginning again))
D41117 M; Start again .
D41118 B; @ @
D41119 ... (1.5) Ohh .
D41120 M; Ahh .
D41121 ... (4.4) Look down .
D41122 ... (1.7) Nose down . ((M tries to get R to focus on book))
D41123 ... (1.3) Good gir=l .
D41124 ... (1.3) Aah= .
D41125 B; See you ,
D41126 Nezzie .
D41127 M; B ... B 's going .
D41128 { <^ Turn around and look at B . ^> }
D41129 B; { See you later . }
D41130 R; Bye ,
D41131 B .
D41132 B; Do I get a kiss ?
D41133 ... (1.4) Whoa @ @ ((R hugs))
D41134 M; @ @

D41135 B; Eh !
 D41136 M; Ah ah .
 D41137 B; See you later !
 D41138 M; <^ Say BYE BRUNO ! ^>
 D41139 R; Bye ,
 D41140 B.
 D41141 B; <^f Bye , f^>
 D41142 <^f Nezzie ! f^>
 D41143 M; Look at ... look at B .
 D41144 B; { Bye bye ! }
 D41145 R; { Bye bye . }
 D41146 B; { BYE ! }
 D41147 M; { Bye . }
 D41148 See ya ,
 D41149 B= .
 D41150 B; See ya later @ @ .
 D41151 M; @ yeah .@
 D41152 Bye bye .
 D41153 B; Bye bye .
 D41154 R; Ma7 .
 D41155 M; <f She 's waving to you , f>
 D41156 <f B . f>
 D41157 B; Bye,
 D41158 N . ((From distance, outside house))
 D41159 R; ...(1.9) B 's GONE .
 D41160 M; Yes ,
 D41161 B 's go=ne .
 D41162 R; ...(2.5) Mummy ,
 D41163 B ... is gone .
 D41164 M; Yeah ,
 D41165 <^ B 's ^> go=ne .
 D41166 R; @ @ @ ((R returns to book))
 D41167 M; You 're getting very excited about this book .
 D41168 ...(10.8) @ @ ooh . ((M goes to door to stop B))
 D41169 No he 's gone .
 D41170 R; ..(3.6) Mummy bang ... the DOOR .
 D41171 ...(2.7) Mommy ,
 D41172 Bruno in --
 D41173 Mommy ,
 D41174 Bruno in CAR .
 D41175 M; He IS in the car ,
 D41176 is n't HE ?
 D41177 R; @ @ @
 D41178 ...(5.8) <p X x . p> ((R returns to book))
 D41179 ...(4.4) X BALL x x .
 D41180 M; @ haa . @

D41181 R; ...(3.7) A what .
D41182 M; Cow .
D41183 R; A cow .
D41184 M; Can you see the ball ... cow? ((M reads book again, R turns page))
D41185 ...(4.9) Can YOU see the ball ... HORSE ?
D41186 R; ...(2.6) NO .
D41187 M; ...(1.9) Hang on .
D41188 You 've got lots of pages together there .
D41189 R; ...(2.4) Who 's THAT ?
D41190 M; Steady ! ((R turns too many pages at once, too quickly))
D41191 R; Who 's THAT ?
D41192 ...(3.7) X
D41193 M; Can you see the ball ... DOG .
D41194 R; @ No .
D41195 M; @ @ @
D41196 Hang on ,
D41197 there 's too many pages there .
D41198 Go slower .
D41199 Go slower .
D41200 R; All gone . ((As R turns the page))
D41201 M; ...(1.6) Nezzie ask . ((M asks R to 'read' text))
D41202 ...(1.7) You ask ,
D41203 N .
D41204 R; ...(3.3) <p x x x emu . p>
D41205 M; NO ,
D41206 I CA N'T see the emu . ((R continues turning pages of book))
D41207 ...(26.1) That 's only one page .
D41208 That 's all right .
D41209 That one 's x .
D41210 R; X .
D41211 M; ...(10.5) You 're really stuck on this book ,
D41212 are n't you ,
D41213 N .
D41214 ...(3.1) It 's a BEAUTiful BOOK .
D41215 R; ...(7.3) <p Emu . p>
D41216 M; ...(8.1) <p N -- p> ((N goes on turning pages))
D41217 ...(11.5) That 's it .
D41218 ...(1.9) Carefully !
D41219 ...(1.7) Now you turn your hand OVER .
D41220 Turn your hand over .
D41221 <p Turn it the other way . p>
D41222 THAT 'S the way .
D41223 R; ...(15.4) Mummy mummy ,
D41224 { X , }
D41225 M; {Can} you see the ball COW ?
D41226 ...(3.7) Can you see the ball DOG ?

D41227 R; <p @ @ p>
 D41228 ... (5.9) <p Can you . p>
 D41229 Mummy ,
 D41230 Can you see ball ... Emu . ((R points to objects in picture))
 D41231 M; No=
 D41232 ... (3.2) Keep going,
 D41233 Keep GOing .
 D41234 There 's MORE HĒre .
 D41235 ... (3.5) Can you see the BALL ?
 D41236 R; ... (2.3) RIGHT there .
 D41237 M; Have a GOOD look .
 D41238 What 's that thing ?
 D41239 R; A ... (1.7) BALL !
 D41240 M; It 's a PIGgy .
 D41241 R; A pig .
 D41242 M; <^ Can you see the ball , ^>
 D41243 <^ PIG ? ^>
 D41244 R; ... (1.7) <p I 'll X X .p>
 D41245 Nezzie find emu .
 D41246 M; THERE 's the E=mu .
 D41247 There 's the emu .
 D41248 ... (2.9) <^ See the emu ? ^>
 D41249 R; It 's emu ,
 D41250 Nezzie find ... emu . ((R turns page backwards))
 D41251 M; Oh ... the other picture .
 D41252 ... (1.2) <^ Can YOU see the ball , ^>
 D41253 ... (2.2) <^ BOY ? ^> ((R turns page again))
 D41254 ... (3.5) Can YOU see the ball ,
 D41255 DOG . ((R turns page again))
 D41256 R; ... (6.4) Can= ,
 D41257 X ball .
 D41258 M; ... (1.5) No ,
 D41259 it CA NT . ((R turns page again))
 D41260 ... (5.9) <^ Can YOU see the ball , ^>
 D41261 <^ BOY ? ^>
 D41262 R; And girl .
 D41263 M; And the GIRL .
 D41264 R; Oh=
 D41265 M; <^ I think he MIGHT ... SEE ...
 D41266 <^ YES ! ^>
 D41267 <^ He CAN see the ball , ^>
 D41268 ... (1.9) YES !
 D41269 { Can } you see the ball ,
 D41270 Nezzie ?
 D41271 R; { X }
 D41272 M; Can YOU see it ?

D41273 POINT .
 D41274 You point to the ball .
 D41275 ... LOOK ,
 D41276 Look ... look around .
 D41277 ...(1.9) THAT 's a GIRL .
 D41278 Where 's the BALL .
 D41279 It 's RED and WHITE .
 D41280 ...(1.1) Pointing finger out= ,
 D41281 ...(2.2) BALL .
 D41282 ...(3.7) Nezzie find me the ball . ((R plays with pages))
 D41283 ...(1.8) WHERE 's the ball ,
 D41284 Nez ?
 D41285 <^ LOOK ... look look ! ^>
 D41286 <^ Look UP . ^>
 D41287 Look UP .
 D41288 ...(1.4) <^ Where 's the ball ? ^>
 D41289 R; No .
 D41290 M; <^ No ? ^>
 D41291 <^ Do n't want to find the ball . ^>
 D41292 All right .
 D41293 ...(2.6) umm .
 D41294 ...(12.9) Ahh .
 D41295 Nez ,
 D41296 ...(2.1) <^ I can see the BA=LL , ^> ((Singing))
 D41297 <^ I can see the BA=LL , ^> ((Singing))
 D41298 ... <^ Where 's the BA=LL . ^> ((R plays with page))
 D41299 ...(4.7) Use left hand .
 D41300 Use left hand with it .
 D41301 Use the left hand X X it .
 D41302 R; I see horse .
 D41303 ...(7.9) Eh= .
 D41304 ...(5.3) Everybody goes X
 D41305 M; @ !
 D41306 R; X
 D41307 M; <^ I CA n't . ^>
 D41308 <^ I CA n't see the BALL . ^>
 D41309 ...(1.3) Boy says
 D41310 R; ..(3.6) Boy says { yes .}
 D41311 M; { YES ! } ((M coughs))
 D41312 ...(5.7) LOOK !
 D41313 ...(3.1) LOOK !
 D41314 ...(1.5) That one 's X .
 D41315 Where 's the BALL ?
 D41316 ...(3.2) Ummmm ((M makes noise as finger hovers over picture))
 D41317 THAT 's the ball .
 D41318 ...(3.1) It 's a pretty ba=ll .

D41319 R; ...(11.2) Mummy ,
D41320 It 's a X X . ((R boasts about turning pages))
D41321 M; You are X X twinkle toes ,
D41322 are n't you .
D41323 R; @ @
D41324 M; <^ Are you my hungry girl ? ^>
D41325 ...(3.3) Are you my hungry girl ?
D41326 R; YA=Y ! ((R shouts while turning page))
D41327 ...(1.7) Yay= .
D41328 @ Yay ! @
D41329 M; LOOK at that . ((M draws attention back to pictures))
D41330 R; ...(2.4) Um=um .
D41331 It XX ! ((R struggles to turn page again))
D41332 M; Yes X X .
D41333 GOOD Grl .
D41334 R; ...(8.2) @ @
D41335 ...(3.4) Nezzie ... find Emu .
D41336 M; Okay ,
D41337 You look .
D41338 R; It 's emu .
D41339 M; Ah !
D41340 Yes .
D41341 <^ Can you find the ball ... emu ? ^>
D41342 R; ...(1.3) X .
D41343 M; ...(6.1) <l It 's a GREAT BIG BOOK , L>
D41344 is n't it .
D41345 R; ...(1.7) X X emu.
D41346 M; Ah he says <^ hello Nezzie . ^>
D41347 R; That 's Emu .
D41348 M; Yes it 's emu .
D41349 He says <^ hello Nezzie . ^>
D41350 R; @ @ ... @ @
D41351 Bye Emu . ((R closes book))
D41352 M; Bye Nezzie says emu .
D41353 ...(8.4) <^ Hel=lo . ^> ((R opens book again))
D41354 <^Can you find the ball ? ^>
D41355 ...(2.1) No I ca n't .
D41356 ...(6.1) <^ Hello cow , ^>
D41357 <^ Brown cow can you find the ball ? ^>
D41358 No= I ca n't .
D41359 ...(3.4) <^ Hello horse . ^>
D41360 <^ Can you find the ball ? ^>
D41361 R; ...(4.6) X X
D41362 M; ...(2.5) No= I ca n't said the dog .
D41363 R; ...(3.1) Nezzie find ... horse . ((R keeps turning pages))
D41364 M; You 'll have to go back the other way .

D41365 ...(11.4) WHAT 'S THAT ?
D41366 Nezzie look .
D41367 Nezzie look ?
D41368 Look look look look .
D41369 What 's THAT ?
D41370 R; That 's X .
D41371 M; That 's not X .
D41372 Have a GOOD look .
D41373 R; ...(2.3) X
D41374 M; What 's that thing ?
D41375 R; A ...(3.1) Emu .
End of tape

N1 ACTIVITY DESCRIPTION HOME CONTEXT

TIME	ACTIVITY	TALK
11:36	J & M play color bingo game	M asks J about color names, comments on progress through game, asks for counting
11:40	J & M finish game, get number lotto out, S sorts matching cards number begin playing game with dice	M offers J choice of game, reminds J of how lotto is played, asks for number recognition, M comments on activity, names of numbers
11:46	Give up on number lotto, J chooses box of puzzles from box, begins on them. Cat comes in, J does another two puzzles	Talk about cat which walks across playing area, J names colors, animals, makes animal noises, M talks little, J & M talk about cat again, labels puzzle pieces, some more extensive conversation about puzzle, some commentary
11:56	J goes to toy box, chooses book, then chooses another puzzle to do	M suggests book, talk about how the puzzle pieces fit in, M talks very little, some labels asked for
11:59	J begins doors puzzle, does it quickly	Little talk, some commentary, labels
12:02	J goes to toy box, gets elephant	M encourages J to stack elephant parts correctly
12:04	J goes to box to get book	M reads text, discusses as she reads
12:06	M reads another book <i>Always Arthur</i>	M asks questions, comments on book
12:10	M reads another book <i>Help!</i>	M discusses book, asks J real questions
12:12	M reads another book <i>Hide</i>	M comments, asks J real questions, labels
12:15	M & J role play with finger puppets J reached from toy box	Role play talk
12:17	J gets toy boat from box also, continue role play, add Big Bird to role play	Role play talk
12:19	J starts to play with Big Bird as vehicle toy it actually is	M continues role play comment, then comments on how Big Bird goes
12:20	J goes to her cat	
12:21	J gets color bingo to play again Name colors, comment on game progress	
12:24	J & M play a second game of color bingo	
12:28	Both choose a third bingo card to play again	Continue mostly naming colors, comment on whose turn, who'll win
12:32	M suggests lunch and packing up the game	M asks what J wants for lunch
12:33	J goes to kitchen to get something to eat	

N1 AT HOME

N11	M; { Green= . } ((J rolls green on dice))
N12	J; { Green . }
N13	M; You 've already had a GREEN one .
N14	J; Unhunh .
N15	M; ...(2.9) Blue . ((M comments on color she's rolled))

N16 ... (4.0) Unhunh. ((M places colored disc on board, hands dice to J))
 N17 J; ... (3.6) <f Yellow ! f>
 N18 M; Yellow .
 N19 ... (9.8) I got a YELlow one TOO= .
 N110 J; ... (1.8) I need a white= .
 N111 Umh ,
 N112 M; How many do you need ?
 N113 ... How many ?
 N114 You count them .
 N115 J; One two THREE .
 N116 M; That 's right .
 N117 How many do I need ?
 N118 ... (3.9) Can you count them ?
 N119 J; One two .
 N120 M; That 's right= .
 N121 ... (2.3) You have a go . ((J picks up the color dice))
 N122 ... (4.1) You 've already got a YELlow one . ((J rolls dice))
 N123 ... (2.9) Blue , ((M rolls color dice))
 N124 and I 've already got a blue one .
 N125 J; Yeah .
 N126 M; ... You need a blue one . ((J rolls dice))
 N127 ... (2.1) <f You 've got a blue one now= . f>
 N128 J; Mhm @ .
 N129 ... (6.6) X x x x .
 N130 M; ... (2.5) Green , ((M rolls dice))
 N131 I 've already got green .
 N132 J; @ @
 N133 M; ... (1.9) YOU 've already { got it too= . }
 N134 J; { @ @ }
 N135 <p @ @ . p>
 N136 M; ... Whi {te . }
 N137 J; { White . }
 N138 @ @
 N139 ... (4.4) Green= . ((J rolls dice))
 N140 M; Blue . ((M rolls dice))
 N141 J; You 're going to beat me .
 N142 M; ... (3.1) @
 N143 J; ... @
 N144 ... (1.4) You BEAT me . ((M puts color disk on bingo board))
 N145 M; OH= NO= .
 N146 J; I got one left .
 N147 M; How many ?
 N148 ... (3.3) How many is that ?
 N149 J; One two .
 N150 I 've got two left .
 N151 X x .

N152 M; That 's RIGHT .
 N153 J; Xx .
 N154 M; Do you want to play another game or can I read a book ?
 N155 Do you want me to read a book ?
 N156 J; No .
 N157 M; You want to play another game .
 N158 J; Yep.
 N159 M; What card do you want this time ? ((J wanders away from the game & M on the floor))
 N160 J; I do n't want to play that game there .
 N161 M; Oh .
 N162 ... Well what about we pack it up first ? ((J has not come back to the game & M))
 N163 J; All right .
 N164 I 'm getting it . ((J turns away from bingo game, keeps looking through toy box for a different game, get numbers lotto))
 N165 M; No ,
 N166 we is both of us .
 N167 ...(4.9) You 've got to help too .
 N168 ...(2.3) And put the dots away first . ((M puts colored dots into box))
 N169 ...(2.0) Okay ,
 N170 and then you put the cards away . ((M & J put bingo cards in box))
 N171 J; Uh .
 N172 M; ...(8.6) Okay ? ((M moves bingo box away))
 N173 ...(3.7) O=KAY . ((M reaches for lotto box))
 N174 ...Now= ,
 N175 you get one of these= , ((M reaches for number lotto boards))
 N176 Which one do you want ?
 N177 Do you want to have | THAT ONE ?
 N178 ...(2.6) THAT ONE ?
 N179 All right .
 N180 And I 'll have ... one with dots on it too ,
 N181 if there is one .
 N182 ... No ,
 N183 I 'll have the numbers one .
 N184 ... OKAY ?
 N185 J; Yeah .
 N186 M; ...(3.9) Better check to see if all the cards match first . ((M goes through stacks of cards to sort those that go with the boards they've chosen))
 N187 ...(5.5) <p That one does n't . p>
 N188 J; ...(22.6) Is that mine ?
 N189 M; Yep !
 N190 ...(1.5) Do you remember how to play this game ?
 N191 J; Yeah .
 N192 M; <^ Do ya ? ^>
 N193 J; Yeah .

N194 M; ...(1.2) YOU tell ME how to play it . ((J doesn't respond, just looks, then
 picks up dice and starts playing))
 N195 ...(21.6) That 's a number TWO . ((M looks at number dice J has rolled))
 N196 How many is number two ?
 N197 ...(2.6) Which one on these is number two ?((M points to J's lotto board))
 N198 You count how many dots is on them .
 N199 Which one has got two dots ?
 N1100 J; <I One two three= . I>
 N1101 M; Which one's got TWO ?
 N1102 J; ...(3.0) THAT one ?
 N1103 M; ...No= ,
 N1104 you count them .
 N1105 ...(5.6) { You count . }
 N1106 J; { X . }
 N1107 M; Which one 's got two ?
 N1108 J; Four= .
 N1109 M; ...No ,
 N1110 which one 's got two dots ?
 N1111 J; ...(3.4) That x x .
 N1112 M; You count them .
 N1113 J; One two .
 N1114 M; Okay .
 N1115 Now have a look in your card for which one matches .
 N1116 ...(1.1) Which one 's the same= ?
 N1117 ...(5.0) Which one 's the same ?
 N1118 ...(2.5) I think it is= . ((J points to a lotto card))
 N1119 J; ...(2.0) I x x .
 N1120 M; ...(5.8) That 's good , ((J puts correct lotto card on lotto board))
 N1121 is n't it ?
 N1122 J; ...YEP .
 N1123 M; Can I have the dice ?
 N1124 J; Yeah .
 N1125 You can have your own . ((Game comes with 2 dice numbered 1-6))
 N1126 M; Oh can I ?
 N1127 I can have my own .
 N1128 J; Yeah { x x . }
 N1129 M; { Well there you go . } ((M takes dice from J))
 N1130 That 's a number five= .
 N1131 That 's what that number looks like . ((M points to dice))
 N1132 J; @
 N1133 M; See ?
 N1134 ... They look the same ? ((M puts dice on a square on the board with
 number five))
 N1135 ...(5.0) Here it is . ((M finds matching lotto card to put on board))
 N1136 Okay ,
 N1137 your go .

N1138 J; ...(1.5) X biscuit X ! ((J picks up the biscuit she had been eating and left on floor))
 N1139 M; ...(8.5) That looks like a number TWO ! ((M comments on J's dice roll))
 N1140 You 've already HAD that one .
 N1141 ...(2.1) I 've alr-- I 've got my own .
 N1142 J; Oh .
 N1143 M; ...(2.4) That 's a number FOUR .
 N1144 J; Number four .
 N1145 M; That one there= . (M points to board, looks through cards, comments on her play))
 N1146 ...(5.3) There it is= . ((M finds correct card))
 N1147 Your go !
 N1148 ...(3.8) <^ Number two aGAIN= . ^>
 N1149 J; Uh !
 N1150 I'm not playing this game now 'cuz I do n't GET x .
 N1151 M; You do n't want to play it ?
 N1152 What about read a book ?
 N1153 ...(1.5) Read a story ?
 N1154 J; Yep .
 N1155 M; Hey ,
 N1156 ah WHOA . ((J goes over to toy box))
 N1157 Whoa whoa whoa whoa .
 N1158 What about we pack up first .
 N1159 J; I 'm having this game instead . ((Teasing voice, getting puzzle box out of toy box))
 N1160 ...(2.5) Ah= . ((Puzzle pieces fell out as she picked puzzles up out of box))
 N1161 X .
 N1162 M; ...(2.5) What about you help me pack up ?
 N1163 J; ...(3.0) I 'm busy .
 N1164 M; ...(3.6) Oh yeah .((M looks at puzzles J has brought over to her from box))
 N1165 That was one we could n't get last time .
 N1166 ... What about you { help me pack up . }
 N1167 J; { <f Hey where x x x . f>
 N1168 M; ...(8.6) What about you help me pack up ? ((J has started to look at puzzles))
 N1169 ...(1.9) You 're not helping .
 N1170 ...(4.0) @ ! ((To Tr whom cat has approached))
 N1171 ...(3.6) <^ What 's the matter with you ? ^> ((M to cat))
 N1172 ...(4.4) Checking it all out , ((M to cat))
 N1173 are you ?
 N1174 ...(4.0) Okay . ((To J, lotto is all packed out, M reaches for cat))
 N1175 ...(1.7) Get this one first . ((M to J, M grabs a puzzle, tips it out))
 N1176 Okay .
 N1177 There you go .

N1178 J; Hey !
 N1179 ... (1.5) <fl Do n't , lf>
 N1180 <fl go away . lf> ((To cat that walks across games area))
 N1181 M; ... (1.8) Do n't be rough with him .
 N1182 ... (2.9) Do you think you x x now ?
 N1183 ... (1.3) You show me how .
 N1184 J; ... (11.1) X . ((J picks up puzzle pieces, wooden animals, names colors on pieces))
 N1185 ... <l Red x blue . l>
 N1186 ... (9.7) <l Red red x black blue green red orange orange orange green brown brown . l> ((J holds pieces in her hands))
 N1187 M; That 's right= .
 N1188 ... Where does he go ? ((J has piece in her hand, puts in right space))
 N1189 ... (5.5) Well that 's CLEver .
 N1190 J; I already x x that .
 N1191 I do n't want to tell the things . ((Baby talk, doesn't want to name colors))
 N1192 M; No ,
 N1193 that 's { all right . }
 N1194 J; { X }
 N1195 M; Do you know what sort of animal that is ?
 N1196 J; X .
 N1197 M; What is it ?
 N1198 J; ... (2.0) Turtle ? ((N1aby talk))
 N1199 M; That 's right .
 N1200 J; ... (9.5) A goose= . ((J holds up puzzle piece, a wooden goose with a long neck))
 N1201 M; It IS a goose ,
 N1202 is it ?
 N1203 J; @ yeah . @
 N1204 @
 N1205 ... (1.8) @ It 's attacking me . @
 N1206 X x x x @ .
 N1207 @ @ A Pig .
 N1208 @hm .
 N1209 A PIG .
 N1210 Oink oink oink .
 N1211 M; That 's right= .
 N1212 { That 's what they say . }
 N1213 J; { @ @ }
 N1214 Um x x , ((J names puzzle pieces in baby talk as she puts them in the puzzle))
 N1215 ... (4.0) X ... x .
 N1216 ... (2.0) Kany= , ((J picks up puzzle piece of cat))
 N1217 <^ x x x . ^> ((Very high pitched baby talk to cat holding out puzzle piece))
 N1218 @ ((Cat walks around play area again, then towards Tr and video

camera))
 N1219 ... (3.2) Look at you . ((J refers to cat near Tr))
 N1220 Looking around . ((J watches cat))
 N1221 M; ... (1.8) @ @ ((M & J watch cat walk near camera))
 N1222 J; Looking around .
 N1223 ... (1.4) Looking around at you . ((J to Tr))
 N1224 ... (2.0) { <f Ah ! f> }
 N1225 M; { @ @ ! } ((N10th M & J watch cat))
 N1226 X furniture . ((M comments on cat and what it's doing))
 N1227 <f Kan , f> ((To cat))
 N1228 come here .
 N1229 J; Hey ,
 N1230 do n't go there= . ((To cat))
 N1231 M; @ @
 N1232 J; ... (10.6) Heehaw ! ((J has picked up donkey puzzle piece))
 N1233 M; Do you know what that is ?
 N1234 J; Heehaw !
 N1235 M; It 's a DONkey .
 N1236 J; Mhm .
 N1237 ... (1.9) X . ((To cat who came back))
 N1238 M; ... (2.6) You 're a real smoodger , ((To cat which is rubbing up to J))
 N1239 are n't you ?
 N1240 J; ... (3.3) X x cat .
 N1241 X x x . ((To cat))
 N1242 M; ... (3.5) Probably because he has n't got any dinner in his bowl .
 N1243 ... (2.5) Might be a bit hungry .
 N1244 J; ... X x . ((J's holding cat))
 N1245 X x .
 N1246 HEH ! ((J picks up another puzzle piece))
 N1247 M; What 's that ?
 N1248 J; ... A CHICKen .
 N1249 ... (5.0) X x x
 N1250 X x .
 N1251 ... (4.0) I got two ducks here= .
 N1252 M; Have ya ?
 N1253 J; No ,
 N1254 I got one duck .
 N1255 Oh ,
 N1256 sorry cat . ((J squeezes cat when she reaches for a puzzle piece))
 N1257 Oh= .
 N1258 ... put it down in there . ((J struggles to get piece in while holding cat on her lap))
 N1259 M; He 's starting to get a bit heavy ,
 N1260 is he ? ((M refers to cat on lap))
 N1261 J; Yeah . ((Cat remains seated on J))
 N1262 M; Mhm .

N1263 J; X x heavy ,
 N1264 are n't you .
 N1265 ...(4.7) X x ((J puts cat off her lap and beside her))
 N1266 Cat ! ((J holds cat puzzle piece towards Kan))
 N1267 <^f meow meow meow meow ! f^>
 N1268 ...(3.5) X { bite x . }
 N1269 M; { I think } he likes that cat .
 N1270 J; Cause it 's x .
 N1271 X x x .
 N1272 M; Is it ?
 N1273 J; X ,
 N1274 got one dog . ((J picks up puzzle piece))
 N1275 'Ruff ruff ! ' ((J makes barking noise))
 N1276 M; He 's got spots .
 N1277 That must be what his name is ,
 N1278 { Spot . }
 N1279 J; { Yeah . }
 N1280 M; Spot the Dog .
 N1281 J; And he x x x x other one .
 N1282 M; Oh .
 N1283 J; Hope the other one x x . ((J finishes off the wooden animal puzzle))
 N1284 M; <f You finished that one ? f>
 N1285 J; <f Do n't bite x ! f> ((J has picked up cat again.))
 N1286 X x x . ((J tips the pieces out of a plastic shapes puzzle))
 N1287 M; ...(4.1) Okay . ((M indicates to J that she can start on the new puzzle))
 N1288 J; ...(3.3) Christmas tree . ((J picks up tree shape to put in puzzle))
 N1289 Look ,
 N1290 we 've got a Christmas tree .
 N1291 M; That 's right= .
 N1292 J; X x x x= .
 N1293 ...(4.8) A city ,
 N1294 M; That 's a city ,
 N1295 is it ?
 N1296 J; Yeah .
 N1297 M; Looks like a CHURCH .
 N1298 J; @ @ ... a church= .
 N1299 M; What 's that one ? ((J responds by pretending to drink from puzzle piece))
 N1300 ...(2.3) It 's a KETtle ,
 N1301 is it ?
 N1302 J; Um , ((J pretends to sip from teapot shape))
 N1303 no= . ((To cat, who is lying beside J now))
 N1304 M; ...(3.4) Here you go . ((M pretends to pour using just her hand))
 N1305 J; @ @
 N1306 M; It 's a little TEApot .
 N1307 J; @

N1308 M; Do you remember { THAT song ? }
 N1309 J; { I x x x . }
 N1310 @ @ @
 N1311 Um .
 N1312 ...(1.7) X x .
 N1313 ...(3.2) Train= . ((J picks up another puzzle piece))
 N1314 <^ Toot toot ! ^>
 N1315 M; ...(2.7) That 's where your dad works ,
 N1316 does n't he ?
 N1317 He works { for the trains . }
 N1318 J; { Yeah . }
 N1319 He goes on | he went on the train sta ... um .
 N1320 M; Station .
 N1321 J; Station .
 N1322 M; That 's right .
 N1323 J; ...(3.7) X this x . ((J holds up puzzle piece, looks for where it goes))
 N1324 M; ...(3.0) What 's that one ?
 N1325 J; Clock . ((J holds up plastic alarm clock shape, puts it in place))
 N1326 Ding ding .
 N1327 Plane . ((J picks up plastic airplane shape, puts it in place))
 N1328 M; We 'll be going on one of those soon ,
 N1329 wo n't we ?
 N1330 J; Yeah .
 N1331 X x { Christmas x . }
 N1332 M; { A BIG one . }
 N1333 J; X x .
 N1334 M; X x x x x x .
 N1335 J; <f And pussy you wo n't come . f> ((J to cat))
 N1336 M; Unh7unh .
 N1337 She 's got to stay home and look after dad ,
 N1338 does n't she ?
 N1339 J; Yes .
 N1340 x x go away ,
 N1341 ... x pussy ,
 N1432 M; What 's that one ? ((M refers to puzzle piece))
 N1433 J; Where 's the CAR . ((The puzzle's nearly finished except for a couple of shapes))
 N1434 M; I do n't know= .
 N1435 J; ...(2.3) that 's x x x x x . ((J continues putting pieces in))
 N1436 M; Do you know what that is ? ((M points to shape J had put in puzzle))
 N1437 J; Nuh .
 N1438 M; That 's a ROCKet ship .
 N1439 It goes shhoo straight up in the sky .
 N1440 J; { X . }
 N1441 M; { See . } ((J finished the shapes puzzle, reaches behind herself))
 N1442 J; The x one is Mickey Mouse . ((J has picked up the Mickey Mouse

puzzle))

N1443 M; Ah this one 's a bit hard , ((M refers to next puzzle in the box))

N1444 is n't it ?

N1445 J; No ,

N1446 cause I tried it last night .

N1447 M; The other time . ((M refers to earlier taping session))

N1448 J; The other time .

N1449 M; N1etter empty it out =.

N1450 Go like that . ((M tips puzzle over so that pieces fall out))

N1451 J; Yeah .

N1452 { Get out of my way ,

N1453 Mickey Mouse . } ((J tries to make space for puzzle board amidst pieces on floor))

N1454 M; { Um , }

N1455 @ @

N1456 J; ...(1.1) @ !

N1457 M; Okay ?

N1458 Okay .

N1459 J; Yeah .

N1460 M; ...(1.3) Now ,

N1461 J; ...(3.6) x x x there . ((J starts to do Mickey Mouse puzzle))

N1462 M; He 's got big ears ,

N1463 has n't he ?

N1464 J; @ .. @

N1465 ...(4.0) There . ((J continues working on puzzle))

N1466 (7.1) Nope . ((J works on puzzle))

N1467 M; ...(18.1) It 's a bit HARD . ((J has some difficulty))

N1468 ...(15.5) THAT 's the WAY . ((J turns piece around until it fits))

N1469 ...(42.9) There= you GO . ((J puts last piece inplace))

N1470 J; It 's NOT ,

N1471 It 's NOT | I showed ya I showed ya it 's NOT hard .

N1472 M; It IS N'T hard ?

N1473 J; No= ,

N1474 cause x had a try .

N1475 M; You 're just a bit too CLEver ,

N1476 J; Yeah . ((J has gone back to toy box to look through it))

N1475 Um duh . (J considers toys in the box))

N1476 Wait . ((J picks up a toy, then puts it back in the box))

N1477 M; Do you want to read a book now ?

N1478 J; Oh yeah .

N1479 M; What book would you like to have read ?

N1480 ... THAT one ? ((J has picked a book out of the box))

N1481 J; No ,

N1482 not yet= .

N1483 M; <^f Do n't stand on the books= ! f^> ((J has walked around box, stands on objects on floor behind it, drops the book in her hand))

N1484 J; ...(5.2) This , ((J picks up bag with wooden man & sheep, & doors puzzle in it))
 N1485 ...(5.2) Mummy , ((J holds puzzle base out to M))
 N1486 M; All right .
 N1487 You can do that one .
 N1488 J; I 'm going to x .
 N1489 M; All right .
 N1490 You going to get the rest of them out ? ((M refers to puzzle pieces in the bag))
 N1491 J; Yep !
 N1492 ...(3.8) X x x x x . ((J goes back to get bag, has difficulty not dropping pieces))
 N1493 ...(3.6) X . ((J gets bag of pieces to floor where board is))
 N1494 M; ...(3.1) Okay= . ((Puzzle ready for J to start))
 N1495 J; X rubber band . ((J has found a rubber band on the floor & hands to M))
 N1496 M; { Oops that one x x . }
 N1497 J; { <f I just had your rubber band x x . }
 N1498 M; <^ Did ya ? ^>
 N1499 J; Yours .
 N1500 It 's x X .
 N1501 M; @ !
 N1502 ...Okay= .
 N1503 ...(2.0) Do you remember where they go ? ((J starts on old man & sheep puzzle))
 N1504 J; ...(3.2) I x x x x .
 N1505 ...(3.7) Ooh @ oh . ((J holds one piece up after another, turns each around))
 N1506 ...(3.4) X x x .
 N1507 ...(3.4) <^ @ Ha OOh ! ^>
 N1508 ...(1.5) X like that . ((J turns tree piece around to try to fit in))
 N1509 ...(4.5) That 's right !
 N1510 M; That 's right .
 N1511 ...Now= ,
 N1512 J; ...(2.5) X one .
 N1513 ...(6.4) @ @
 N1514 M; ...(11.7) Do you know what THAT is ? ((J keeps on working on puzzle))
 N1515 ...(5.8) Do you know what it is ?
 N1516 ...(1.8) It 's a GOAT .
 N1517 Do you know what goats say ?
 N1518 J; X .
 N1519 M; They say nah7h7h7h .
 N1520 J; @ @
 N1521 M; They DO .
 N1522 J; @
 N1523 M; ...(1.2) Do you know what THAT one IS ?
 N1524 J; No .

N1525 M; <^f You do= n't know= ? f^>
 N1526 J; No .
 N1527 M; That 's a sheep= .
 N1528 J; Sheep .
 N1529 M; He goes ba7a7a7 .
 N1530 ... (4.5) What 's the little sheep say ?
 N1531 J; ((squeal, high-pitched))
 N1532 ... @ @
 N1533 M; That 's a FUNny noise .
 N1534 J; @ @
 N1535 @
 N1536 ... (1.5) Do you want me to do it again= ?
 N1537 M; No you have n't FINished yet . ((? Mrefers to puzzle, J to her noise))
 N1538 J; ((Squeals again, louder))
 N1539 @ @ @ @
 N1540 ... (3.0) @
 N1541 M; Do you know what THAT is ?
 N1542 ... It 's an old man= .
 N1543 He 's a wobbly wobbly old man .
 N1544 J; @ @ .. @ ((J finishes off puzzle))
 N1545 M; Do you want to do the OTHER one ?
 N1546 J; Yep .
 N1547 ... (3.2) Mummy ,
 N1548 I need a help with this one x x .
 N1549 M; Do ya ?
 N1550 J; Yep .
 N1551 M; No ,
 N1552 you 'll be GOOD .
 N1553 X this one . ((M gets door puzzle out))
 N1554 J; Hm .
 N1555 M; ... You just got to put all= the doors on . ((J starts working on it))
 N1556 J; ... (10.1) I need a HELP .
 N1557 M; No ,
 N1558 you DO N'T .
 N1559 You 're CLEver .
 N1560 You can do this one .
 N1561 J; ... (4.0) I DO N'T know where to x it .
 N1562 ... (20.0) <p x x x x . p>
 N1563 M; ... Hm ?
 N1564 Not this one ,
 N1565 is it ?
 N1566 ... (2.0) No ,
 N1567 Wrong doors .
 N1568 J; ... (3.7) Uh . ((J keeps working on puzzle))
 N1569 M; .. (13.1) That one was easy , ((J gets one piece in without difficulty))
 N1570 was n't it .

N1571 J; ...(11.3) X x x .
 N1572 M; ...(9.8) Do you know what that bell says ? ((N1ell sounds in background))
 N1573 ...(1.7) That bell says it 's lunch time .
 N1574 ...(1.8) Did you hear the bell ?
 N1575 J; { Yeah . }
 N1576 M; { Going dong } ... dong .
 N1577 J; ...(1.4) I want to do this first .
 N1578 ...(7.2) X . ((J, and M a bit, work on puzzle))
 N1579 M; ...(17.5) There 's ONE bit missing . ((M points to spot on puzzle))
 N1580 ...(1.2) Have you seen it ?
 N1581 J; ...(2.1) No= .
 N1582 M; Might it be in the bag still ?
 N1583 J; <I Probably . I> ((J reaches for bag, looks in it))
 N1584 M; <^ Is it ? ^>
 N1585 J; ...(2.1) Yes= .
 N1586 M; ...(1.6) Which way does that go ?
 N1587 J; ...(2.3) Uh .
 N1588 M; ...(5.2) Is that RIGHT ?
 N1589 ...(1.2) Sure is= . ((J has finished puzzle))
 N1590 J; X x .
 N1591 M; Shall we go and make your lunch ?
 N1592 J; Not yet x . ((J turns back to look in toy box))
 N1593 M; Do you want to have a book read ?
 N1594 J; Yeah .
 N1595 M; Which book do you want ?
 N1596 J; ...(3.9) Piggy . ((J looks through toy box, picks up plastic stacking puzzle pig))
 N1597 M; You want to make THAT again ?
 N1598 J; Yeah .
 N1599 ...(1.4) X x x .
 N1600 M; What about if we read a book though ?
 N1601 J; In a minute , ((J has dropped part of pig, reaches for pieces))
 N1602 mum .
 N1603 ...(2.2) But I 've GOT to do this .
 N1604 ... X .
 N1605 M; ...(5.7) Do you remember how it goes ?
 N1606 J; ...(2.0) X .
 N1607 ...(3.8) This first= , ((J has picked up head part with squeaker on it))
 N1608 M; ...(4.0) Oh you can only do that when you 've finished it .
 N1609 Ca n't do it now .
 N1610 J; ...(8.6) @ ((J struggles to assemble it and keep it from tipping))
 N1611 ...(3.6) X x triangle . ((Pig puzzle reassembled according to shapes))
 N1612 M; <I Triangle . I>
 N1613 ...(1.2) Is it ?
 N1614 Is that what it is ?

N1615 J; Yep .
 N1616 ... (2.3) I have to x x up when x x x
 N1617 ... (2.0) Um .
 N1618 M; ... (16.5) NOW you can do it . ((J has finished assembling pig, starts to squeak top))
 N1619 ... (3.4) What about you have a book now ?
 N1620 J; Yes= .
 N1621 X x x x .
 N1622 M; Which book do you want ?
 N1623 J; Uh probably -- . ((J reaches for Where is Zip, book she had had earlier & dropped))
 N1624 M; <| Where is Zip ? |>
 N1625 Hop up here .
 N1626 J; ... { No ! }
 N1627 M; You can only have one at a time .
 N1628 ... I 'll read you the story .
 N1629 J; Um .
 N1630 M; Okay ?
 N1631 It says Where is Zip ?
 N1632 ... <^ Where is Zip ? ^> ((M begins reading book))
 N1633 <^ He 's not in here . ^>
 N1634 ... Can you see him ? ((To J))
 N1635 J; No .
 N1636 M; ... <^ Where did Zip go ? ^> ((M resumes reading))
 N1637 <^ Is he under there ? ^> ((To J))
 N1638 ... (1.6) <^ Where did he hide ? ^> ((M reads))
 N1639 He 's not in the pot plant , ((To J))
 N1640 is he ?
 N1641 ... (2.5) Zip can hop , ((M reads))
 N1642 but he 's not with the rabbit . ((M reads))
 N1643 J; ... (3.5) Is that Zip ?
 N1644 M; No .
 N1645 ... <^ Zip can swim , ^> ((M reads))
 N1646 <^ but he 's not in here= . ^>
 N1647 ... <^ Is he ? ^> ((To J))
 N1648 J; No .
 N1649 M; <^ Zip can 't run . ^> ((M reads))
 N1650 <^ Zip will not dig here= . ^>
 N1651 ... Do you think Zip 's a dog ? ((To J))
 N1652 J; Yeah .
 N1653 M; I do n't think he is .
 N1654 X and have a look .
 N1655 ... <^ Zip ca n't read . ^> ((M reads again))
 N1656 <^ Zip ca n't ride a bike . ^>
 N1657 ... (3.2) Do you still think he 's a dog ? ((To J))
 N1658 J; Yeah .

N1659 M; ... <^ Where is Zip ? ^> ((M reads again))
 N1660 ... (2.6) <^ Is he there ? ^> ((To J))
 N1661 ... (1.7) <^ Zip it 's you ! ^> ((M reads))
 N1662 <^ How did you get here ? ^>
 N1663 J; <f He 's a FROG ! f>
 N1664 M; YEAH !
 N1665 He was n't a DOG .
 N1666 J; ... (1.2) This one . ((J hands M another book))
 N1667 M; All right .
 N1668 There .
 N1669 ... (1.8) <l Always Arthur . l> ((M begins reading another storybook))
 N1670 ... That must be his name ,
 N1671 { Arthur . }
 N1672 J; { Yeah . }
 N1673 M; ... (8.0) What 's he doing ? ((M opens the book, looks at early pictures))
 N1674 J; ... X x .
 N1675 M; ... (2.6) <f When Bonzer suddenly appeared at the door , f> ((M begins reading))
 N1676 <f no one was happier than Arthur . f>
 N1677 That 's ARthur , ((M points to pictures in book))
 N1678 and that 's BOnzer .
 N1679 <f Mr . James put a lost and found notice in the newspaper , f> ((M reads))
 N1680 <f but no one answered it . f>
 N1681 <f So it was decided that bonzer should stay . f>
 N1682 He 's going to live there . ((To J))
 N1683 ... <f Arthur thought it was great fun having bonzer around . f> ((M reads))
 N1684 <f Now he had some to chew old slippers with , f>
 N1685 <f and share his bowl and his basket . f>
 N1686 ... (3.1) <f In the mornings when arthur and melanie went to the park , f>
 N1687 <f bonzer joined in . f>
 N1688 <f He always ran fast= , f>
 N1689 <f much faster than arthur . f>
 N1690 <f but arthur did n't mind . f>
 N1691 ... See ? ((To J, pointing to pictures))
 N1692 They 're <^ running . ^>
 N1693 That must be melanie .
 N1694 She 's got long hair like you .
 N1695 J; X .
 N1696 M; <f In the afternoons when arthur and melanie played games , f> ((M reads))
 N1697 <f bonzer joined in . f>
 N1698 <f He always jumped high to catch the ball , f>
 N1699 <f much higher than arthur , f>
 N1700 <f but arthur did n't mind . f>
 N1701 He does n't mind , ((To J))
 N1702 does he .

N1703 See him catching the ball ?
 N1704 ...(4.3) <f Bonzer loved joining in everything , f> ((M reads))
 N1705 <f and he always seemed to be much better than arthur . f>
 N1706 <f But arthur did n't mind . f>
 N1707 <f At least he did n't REALLY mind . f>
 N1708 <f Until ONE particular morning . f>
 N1709 See them reading the newspapers ? ((M to J and pointing at pictures))
 N1710 There 's GRANDpa ,
 N1711 ... and there 's MELanie .
 N1712 <f One particular morning melanie and bonzer went out .. went to the
 park without him . f>
 N1713 <f Arthur ran fast to catch up , f>
 N1714 <f only to find that bonzer was now melanie 's favourite dog , f>
 N1715 <f and that arthur minded VERY much indeed . f>
 N1716 ... I do n't think he LIKES bonzer much any more . ((To J))
 N1717 ...(2.0) <f So just after dinner he found his favorite old slippers , f>
 N1718 <f and secretly slid under the fence and away into the night . f>
 N1719 J; X x .
 N1720 M; <p The dog 's running away= . p>
 N1721 <p xxxx p>
 N1722 ...(2.3) <f It was not until late in the night that anyone had noticed arthur
 was missing . f>
 N1723 <f Maybe someone left a gate open said Melanie . f>
 N1724 <f Or maybe someone has stolen him . f>
 N1725 <f Or maybe he 's run away= , f>
 N1726 <f said grandfa | grandpa thoughtfully . f>
 N1727 ...(2.0) <f ALL of a sudden melanie knew why arthur had gone away . f>
 N1728 <ff Come on bonzer she called . ff>
 N1729 <ff We have to find arthur . ff>
 N1730 <f Melanie and bonzer ran to the park . f>
 N1731 <ff Arthur ! ff>
 N1732 <f called melanie . f>
 N1733 <f But arthur could n't hear . f>
 N1734 <f He was too= far= away . f>
 N1735 See she 's yelling out . ((M points out picture to J))
 N1736 Look at all her teeth !
 N1737 ...(3.5) <fl Arthur please come home . lf>
 N1738 See ? ((M points to picture))
 N1739 ...(4.1) <f The whole family looked down every street and lane for any
 sign of him .
 N1740 <ff Arthur please come home ff> <f they called . f>
 N1741 <f But arthur could n't hear= . f>
 N1742 <f He was still too far= away= . f>
 N1743 <f Suddenly grandpa had an idea . f>
 N1744 <f I know somewhere were we have n't looked . f>
 N1745 <f Let ME drive . f>

N1746 ... (3.0) <f Grandpa drove down the main street , f>
 N1747 <f and turned the corner near Mrs. Humber's pet shop . f>
 N1748 ... (1.2) <ff There he is grandpa in front of the shop ff>
 N1749 <f shouted melanie . f>
 N1750 <ff There 's ARthur . ff>
 N1751 ... (1.5) Sitting in front of the shop ,
 N1752 a pet shop .
 N1753 ... (3.1) <f Grandpa stopped the car and melanie jumped out , f>
 N1754 <f and rang to give arthur ... and ran to arthur and gave him the biggest
 warmest cuddliest hug ever . f>
 N1756 <f Please come home . f>
 N1757 <f I LOVE you said melanie . f>
 N1758 <f and she squeezed him tightly . f>
 N1759 <f I 'll always love you arthur . f>
 N1760 See ? ((To J, pointing at picture))
 N1761 She 's giving him a BIG hug .
 N1762 ... (2.3) <f Always . f> ((M reads))
 N1763 ... (5.5) <^ THE end . ^>
 N1764 J; ... (1.6) Um , ((J looks around, reaches for another book))
 N1765 M; ... (4.7) <^ THIS one ? ^> ((J hands M the picture book 'Help! '))
 N1766 J; Yes . ((J plays with small bean bag while M reads))
 N1767 M; What 's that ? ((M points to picture on cover of book))
 N1768 J; That 's a giraffe .
 N1769 M; ... (5.8) <f I can help you ... says the doctor . f>
 N1770 See the giraffe 's got a sore neck .
 N1771 J; Yeah .
 N1772 M; ... <ff Help= ! ff> the lady 's saying .
 N1773 Do you know why she 's saying help ?
 N1774 J; Why ?
 N1775 M; Cause there 's a fire in the house .
 N1776 J; Ooh .
 N1777 M; What else can you see ?
 N1778 ... (1.9) Can you see the cat ?
 N1779 Where 's the cat ?
 N1780 ... (1.8) Where 's the telephone ? ((M refers to telephone box in the
 picture))
 N1781 ... Can you see the telephone ?
 N1782 J; Um ,
 N1783 M; ... (2.7) Can you see the telephone box ?
 N1784 J; Uh= ,
 N1785 ... (3.0) here ?
 N1786 M; Where ?
 N1787 ... (1.4) That 's RIGHT !
 N1788 ... (2.6) The fire brigade came .
 N1789 <^ Can we help you ? ^> ((M reads))
 N1790 They said .

N1791 ..(1.1) Got their ladder .
 N1792 J; Um .
 N1793 M; And the hose with the water in it .
 N1794 J; Yes .
 N1795 M; Where 's the cat ?
 N1796 J; Um , ((J looks, then points to the picture))
 N1797 M; ...(7.6) <^f Help ! f^> ((M reads next page, different, unrelated scene))
 N1798 He 's fallen into the fridge at the <^ shop . ^>
 N1799 It 's a bit silly ,
 N1800 is n't it .
 ((J nods))
 N1801 M; ...(2.5) Ah !
 N1802 <^ There 's an elephant in the shop ! ^>
 N1803 He says <^ Can I HELP you ? ^>
 N1804 and he gets the man OUT .
 N1805 ... Have you ever seen an elephant in a shop when we go shopping ?
 N1806 J; No .
 N1807 M; No ,
 N1808 I do n't think there is ,
 N1809 { is there . }
 N1810 J; { @ } no .
 N1811 M; ... <^f Help= ! f^> ((M reads))
 N1812 The little boy 's getting blown away with the balloons . ((M comments on
 next picture))
 N1813 J; X
 N1814 M; He 's holding TOO many ,
 N1815 is n't he ?
 N1816 ...(2.3) <^ Can we help you ? ^>
 N1817 ... says the birds .
 N1818 No they do n't ,
 N1819 they say WE can help you .
 N1820 ...(1.8) See they 're popping all the balloons
 N1821 so that he can go down down down into the haystack .
 N1822 ...(1.2) What else can you see ?
 N1823 ...(5.1) That 's a pink bird . ((J points to part of the picture))
 N1824 That 's your favorite color ,
 N1825 is n't it ?
 N1826 J; I x x x .
 N1827 M; <^f Help ! f^> ((M reads next page with picture of man pulling
 vegetables))
 N1828 He 's having a hard time pulling it out .
 N1829 J; @ Yeah .
 N1830 M; How do you help the man when he 's pulling the vegetables out ?
 N1831 ...(1.7) Do you know ?
 N1832 J; No .
 N1833 M; You grab him and you pull= too .

N1834 J; Yeah . @
 N1835 M; What else do you want to read ? ((M reaches behind for another book))
 N1836 How about THIS one ?
 N1837 This one 's called HIDE .
 N1838 J; ...(1.2) Yeah .
 N1839 M; ...(2.8) HIDE . ((M reads title))
 N1840 ...(3.6) <l Mark will run . l> ((M begins reading book))
 N1841 ... See Mark ?
 N1842 J; Yeah .
 N1843 M; You 've got a friend called Mark X .
 N1844 ...(1.5) See the dog and the cat ?
 N1845 J; Yeah .
 N1846 M; ... <l Mark will hide . l> ((M reads))
 N1847 Where is he going to hide do you think ?
 N1848 ...(1.7) Gonna hide in the RUBbish bin . ((M points to picture))
 N1849 J; Yeah .
 N1850 M; <l Mark will hide in the bin= . l>
 N1851 J; ...(1.3) X x .
 N1852 M; <l King will run . l>
 N1853 King must be the dog 's name .
 N1854 ...(2.0) <l King will run and look here= . l>
 N1855 J; ...(1.7) He 's x x .
 N1856 M; ...(2.8) <l King will run and look in the bin . l> ((M reads))
 N1857 <^ He 's FOUND him ! ^> ((To J))
 N1858 ...(1.2) <^l Look King ! l^>
 N1859 ... Look what he 's got .
 N1860 He 's got a stick= .
 N1861 J; Xx .
 N1862 M; Look= !
 N1863 ...<^ Run King ! ^>
 N1864 ...(1.8) He 's going to throw the stick so that the dog can run and catch it .
 N1865 See ,
 N1866 there it is . ((M points to picture))
 N1867 <l Mark will run again= . l>
 N1868 J; Mummy ,
 N1869 I 'm just going to get something . ((J reaches into toy box next to her & gets Sesame Street finger puppets))
 N1870 ...(3.4) X x .
 N1871 M; ...(1.9) <l Mark will hide= again . l>
 N1872 Look where he 's HIDing .
 N1873 J; Mhm .
 N1874 ...(1.6) He would n't find him .
 N1875 M; <l And king will LOOK= . l>
 N1876 ... <l And king will look= aGAIN . l>
 N1877 J; Mhm .
 N1878 M; Do you think he 's going to FIND him ? l>

N1879 ... (2.6) <^ Will king run= ? ^>
 N1880 ... Do you reckon he 'll run= ?
 N1881 J; X.
 N1882 M; <^ Chase the cat ? ^>
 N1883 J; Yeah.
 N1884 M; Big truck . ((M comments on truck passing outside, noisy))
 N1885 ... (2.1) <l King will run and Mark will look . l>
 N1886 See ?
 N1887 King 's running and Mark 's looking .
 N1888 For him .
 N1889 <l And look . l> ((M reads))
 N1890 Is he in THERE ?
 N1891 ... (1.8) <l And LOOK ! l> ((M reads))
 N1892 <^ is he in the bushes ? ^>
 N1893 J; No .
 N1894 M; ... (1.5) <l Will Mark look here ? l> ((M reads))
 N1895 ... He 's on the PORCH ,
 N1896 where he was before . ((Book is finished, M puts it away behind her))
 N1897 J; Hm= .
 N1898 ... (2.3) I want be x x . ((J refers to finger puppets she's holding))
 N1899 M; Do ya ?
 N1900 J; You can be x Grouch .
 N1901 M; No ,
 N1902 that 's GROver .
 N1903 J; And you be Grover ,
 N1904 Mum .
 N1905 M; All right .
 N1906 ... (1.4) <^ Hello Ernie ! ^>
 N1907 J; <^ Hello ! ^>
 N1908 M; <^ Can I have a cuddle ? ^>
 N1909 J; <^ Yeah . ^>
 N1910 M; ... (2.2) <^ What have YOU been doing ? ^>
 N1911 J; ... <^ Anything . ^>
 N1912 M; <^ Anything ? ^>
 N1913 J; X= .
 N1914 M; <^ What did you do YESTerday ? ^>
 N1915 J; <^ Honk honk ! ^>
 N1916 M; <p @ @ p>
 N1917 ... (1.5) <^ What did you do YESTerday ? ^>
 N1918 J; Uh ,
 N1919 ... (1.1) Just sitting down= .
 N1920 M; Ah= .
 N1921 <^ Is that your bed= ? ^> ((J holds bean bag where she 'rests' her puppet))
 N1922 J; Yeah .
 N1923 M; ... (3.2) <^ Can I lie down too= ? ^>

N1924 J; Yes .
 N1925 M; ...(3.4) Must be night time .
 N1926 <^ Nigh nigh . ^>
 N1927 ((M pretends to snore, then reaches for a third finger puppet, Bert))
 N1928 J; ...(11.0) That 's { x , }
 N1929 M; { <^ ERNIE , ^> } ((M uses new puppet in role play))
 N1930 <^ Where are ya Ernie ? ^>
 N1931 ... <^ ERnie ? ^>
 N1932 ...<^ Where are you ? ^>
 N1933 J; ...(1.9) Here .
 N1934 M; <^ THERE you ARE ! ^>
 N1935 <^ What are you DOing ? ^>
 N1936 J; <^ x x sleep x x . ^>
 N1937 M; <^ Are { ya ? ^> }
 N1938 J; { X x . }
 N1939 M; ...<^ Oh= . ^>
 N1940 Well maybe I can lie down and have a nap too .
 N1941 J; All right .
 N1942 M; ((M pretends to snore, J pleased, smiling))
 N1943 ...(4.9) They snore loud ,
 N1944 do n't they ?
 N1945 J; @ yeah .
 N1946 M; ...(1.3) Time to wake up now .
 N1947 J; @
 N1948 M; Ooh= .
 N1949 ...(1.8) <^ Can we have some BREAKfast ? ^>
 N1950 J; Yes .
 N1951 M; <^ Can you cook it for us Ernie ? ^>
 N1952 J; Yes .
 N1953 M; ...(1.1) <^ Okay , ^>
 N1954 <^ that 'll be good . ^>
 N1955 Can I have some eggs on toast ?
 N1956 J; Yeah .
 N1957 M; And= .. and Grover would like some= WEETbix .
 N1958 J; X .
 N1959 ...<f Come on go on a boat so we can get some . f>
 N1960 M; <^ Going to go on a BOAT to get some breakfast ? ^>
 N1961 J; Yeah .
 N1962 M; <^You get BREAKfast in a KITchen , ^>
 N1963 <^ do n't ya ? ^>
 N1964 J; @ @ yes= .
 N1965 ... But you have to do it today= here= . ((J stacks puppets in toy plastic boat; they barely fit))
 N1966 M; All right .
 N1967 J; ... X= .
 N1968 M; ... Who 's gonna DRIVE ?

N1969 J; Ernie .
 N1970 M; Er=nie 's gonna drive .
 N1971 Oh no .
 N1972 J; @ ((J tries to squeeze, balance puppets in boat))
 N1973 M; Ah !
 N1974 Everybody keeps falling out cause Ernie 's drivin .
 N1975 J; @ @ @
 N1976 ...(4.3) X
 N1977 M; Oh= look OUT .
 N1978 Bert 's gonna fall over .
 N1979 J; @ @ ((J carefully stacks all three puppets))
 N1980 X X
 N1981 <f ((motorboat noises)) f>
 N1982 M; <^f Oh no ! f^>
 N1983 <^ He 's rolled over . ^>
 N1984 <^ You 're not a really good driver Ernie . ^>
 N1985 J; @ @
 N1986 @ @
 N1987 <f Hello ! f> ((playing voice))
 N1988 M; <^f No ! f^>
 N1989 You make me crash all the time .
 N1990 <^ Oh no , ^>
 N1991 <^ I 'm gonna fall over . ^>
 N1992 J; { ((Carlike motorboat noises)) }
 N1993 M; { <^f Help | help= ! f^> }
 N1994 { @ Oh no= . @ }
 N1995 J; ... { I 'm playing x } ((J reaches into toy box))
 N1996 M; ... { <^ Here comes the ambulance . ^> } ((M picks up toy ambulance,
 continues playing with puppets))
 N1997 ((M makes siren sound))
 N1998 Got to look after them , ((J joins M in play))
 N1999 Fix them all up .
 N11000 ... Fix fix fix fix .
 N11001 J; @ @
 N11002 M; <p Put them back in the car . p>
 N11003 { <p Fix fix fix fix . p> }
 N11004 J; { @ @ }
 N11005 ...(2.5) Now ERnie has to drive .
 N11006 M; ((M makes siren sounds))
 N11007 J; @ @ @
 N11008 M; <^ Here comes big bird . ^> ((M has picked up BigBird toy, uses it in
 role play))
 N11009 <^f What have you three been doing ? f^>
 N11010 J; Um ,
 N11011 We been driving .
 N11012 M; <^ Did you have an accident ? ^>

N11013 { <^ I heard } the ambulance . ^>
 N11014 J; { Yeah . }
 N11015 Yeah .
 N11016 We had to .
 N11017 M; <^ Who dro | who was driving when you had the accident ? ^>
 N11018 J; ERnie .
 N11019 M; <^ Oh he 's a SILly Ernie , ^>
 N11020 <^ is n't he ? ^>
 N11021 J; Yeah .
 N11022 { I know . }
 N11023 M; { Yeah . }
 N11024 J; <f I always do that thing= . f> ((J takes B.Bird to play with it as vehicle))
 N11025 M; @ @
 N11026 J; X
 N11027 M; Do you remember HOW ? ((J reaches for books for a track for B.Bird vehicle))
 N11028 J; Yes . ((J begins to set up track of books))
 N11029 ...(2.1) <l Like that x x . l>
 N11030 X x x . ((J continues arranging books, page of one falls out))
 N11031 M; ...(2.5) The PAGE has come out .
 N11032 J; ...(11.5) X x ? ((J mumbles to herself as she sets up track))
 N11033 x .
 N11034 X x x x .
 N11035 ...(6.2) X X x . ((J pushes down on B.Bird to make it move))
 N11036 M; @ ! ((N1N1ird stops suddenly between books))
 N11037 ... He crashed too= .
 N11038 He 's not a really good driver ,
 N11039 is he ?
 N11040 J; X= .
 N11041 ...(5.3) <f Mummy , f>
 N11042 <f you get the | ambulance.
 N11043 M; I get the ambulance ,
 N11044 will I ?
 N11045 J; Yeah .
 N11046 M; ((M makes siren noises again))
 N11047 J; ...(7.3) Do n't= .
 N11048 You do that ... Big bird is <l not gonna go= . l> ((J has trouble, M reaches for B.Bird and works with it))
 N11049 M; ...(6.7) Oh ! ((M gets B.Bird to go; it runs into her leg))
 N11050 J; @ @ ((J is playing with other small vehicle))
 N11051 ...(9.8) ((J makes high-pitched vehicle noise))
 N11052 Crash= !
 N11053 ...(1.2) @ @ .. @ .. @
 N11054 ...(1.8) Go . ((J pushes B.Bird along track))
 N11055 ...(3.5) <^ @ @ ^>
 N11056 ... Now= . ((J leaves B.Bird and her vehicle, looks in toy box, goes over

behind M))
 N11057 ... (2.9) Now we do what we x .
 N11058 We x --
 N11059 ... (1.7) <f What you do CAT . f> ((J talks to Kan the cat behind chair))
 N11060 ... (1.4) <^ Hm= ? ^>
 N11061 I want to do this spotty game .
 N11062 M; You want to do the spotty game ?
 N11063 J; Mhm . ((J walks over to get the color bingo game again))
 N11064 It 's= x imPORtant .
 N11065 M; It 's imPORtant ?
 N11066 J; Mhm .
 N11067 M; Oh= .
 N11068 ... You 're mixing them all UP . ((J is shaking the box))
 N11069 ... Sit down and play the spotty game .
 N11070 J; ... (1.6) Come on,
 N11071 Mum . ((J sits down next to M, thrusts box towards M, then opens it herself))
 N11072 ... (5.7) Put the ticket off . ((J takes instruction sheet out of box))
 N11073 M; Yep .
 N11074 J; You do n't | we do n't need that any more ?
 N11075 M; Do n't we ?
 N11076 J; You have that one . ((J hands M a bingo card))
 N11077 M; Oh ,
 N11078 can I have that one ?
 N11079 J; Do n't you beat me .
 N11080 M; @ Oh ,
 N11081 Are n't I allowed to beat you ?
 N11082 J; No= .
 N11083 M; You 're getting GOOD ,
 N11084 are n't ya ?
 N11085 J; Yeah .
 N11086 M; Okay ,
 N11087 you have first go .
 N11088 J; I have to have the pink one . ((J is looking around for a bingo card))
 N11089 M; Here it is . ((M hands board to J))
 N11090 Ready ?
 N11091 J; ... (2.2) I have to have the turn first ,
 N11092 do n't I ,
 N11093 mum ?
 N11094 M; You sure do .
 N11095 J; ... (1.5) WHITE ! ((M & J take turns throwing color dice, each calling out color they've thrown))
 N11096 M; ... (5.1) YELLOW !
 N11097 J; ... (2.1) YELlow=? @
 N11098 ... (3.7) Blue= .
 N11099 M; ... (7.2) RED .

N11100 J; Red .
 N11101 ... (3.6) YELLOW !
 N11102 M; ... (5.9) Green = .
 N11103 J; ... (8.8) @ @ ((Dice had landed in J's lap))
 N11104 @ Your play . @
 N11105 ... (2.9) @ @ .. @ !
 N11106 .. (2.7) GREE = N !
 N11107 M; @ Oh HAH !
 N11108 J; @ @ .. @
 N11109 ... @
 N11110 ... (3.4) Uh ,
 N11111 M; BLUE !
 N11112 J; @ @ @
 N11113 @ @
 N11114 @ x x x @
 N11115 @ @
 N11116 ... (3.7) RED = ! @
 N11117 M; ... (2.8) You 're going to BEAT me . ((M looks at J's bingo board))
 N11118 ... (1.6) <p Green , p> ((Comment on own throw))
 N11119 I 've already got green .
 N11120 J; ... (2.9) <p X xx .. x x x. p>
 N11121 M; What color do you need ?
 N11122 J; ... (2.2) <f Need a one = two = like me . f>
 N11123 M; No ,
 N11124 how many have you got ?
 N11125 J; ... (2.9) One .
 N11126 M; That 's right ,
 N11127 you 're winning .
 N11128 J; ... (3.1) <ff AY = , ff> ((J exclaims at color she's thrown on dice))
 N11129 M; <l SHOW ME . l>
 N11130 Ah HA HA !
 N11131 <l You BEAT ME . l>
 N11132 J; @
 N11133 M; ... (2.1) WHITE ! ((M keeps on playing, throwing color dice))
 N11134 J; X x @ .
 N11135 M; ... I need orange now .
 N11136 Can I get orange ?
 N11137 J; Yes .
 N11138 M; ... (1.6) No = ,
 N11139 that 's RED .
 N11140 J; @ @
 N11141 M; That 's GREEN = .
 N11142 J; @ @ @
 N11143 M; Red aGAIN .
 N11144 J; @ @ @
 N11145 M; ORange = !

N11146 J; @@
 N11147 M; No= ! ((M completes her bingo board))
 N11148 But you beat me .
 N11149 J; Mhm .
 N11150 M; You must be very clever .
 N11151 What do you want to play now ?
 N11152 Do you want to { have lunch ? }
 N11153 J; { Spotty game= . }
 N11154 M; Do you want to have lunch ?
 N11155 J; No .
 N11156 M; Not eating today .
 N11157 J; Spotty game still .
 N11158 M; ...(2.2) You have the YELlow one .
 N11159 J; No= !
 N11160 M; Yeah ,
 N11161 You have to have a DIFFerent ones .
 N11162 J; I have GREEN one .
 N11163 M; ... All right .
 N11164 ...(1.3) { X x . }
 N11165 J; { X x . }
 N11166 M; I 'll have the green one .
 N11167 J; NO= .
 N11168 M; All right ,
 N11169 I 'll have the yellow one .
 N11170 J; Yes .
 N11171 M; Hm .
 N11172 J; You want to pick one ,
 N11173 Mum ?
 N11174 M; No .
 N11175 I 'll have that one .
 N11176 M; ...(1.5) My go first .
 N11177 ...(2.3) BLUE ! ((M & J take turns, each calling out their throw))
 N11178 J; ... Blue .
 N11179 ...(3.1) WHITE !
 N11180 M; ...(6.3) WHITE !
 N11181 J; ... @ .. @ .
 N11182 ...(2.7) RED !
 N11183 M; ...(3.1) YELLOW !
 N11184 ...(6.8) { Orange ! } ((M calls out J's color))
 N11185 J; { ORANGE= ! }
 N11186 <I 'M close . l>
 N11187 M; ...(2.6) Red !
 N11188 J; Xx . ((J reaches for dice))
 N11189 M; ...(3.8) Your go .
 N11190 ...(3.7) { Blue . }
 N11191 J; { BLUE= ! }

N11192 ... (2.5) X x x .
 N11193 M; ... (3.9) Yellow !
 N11194 I 've already got yellow .
 N11195 J; <^ @ @ ^>
 N11196 M; You CA N'T beat me aGAIN= .
 N11197 J; X x x beat ya .
 N11198 ... (2.3) X x close .
 N11199 ... (4.1) <p X x x .. x x . p>
 N11200 ... (1.9) BLUE= !
 N11201 M; You 've already GOT blue= .
 N11202 ... (2.7) Red= !
 N11203 I 've already GOT red= .
 N11204 J; <^ @ @ ! ^>
 N11205 ... (7.0) <^ @ WHITE= . @ ^>
 N11206 M; ... (1.1) Green !
 N11207 J; ... (1.5) I 'm going to win ya . ((Teasing voice))
 N11208 M; Oh= I do n't KNOW= !
 N11209 J; ... (3.2) GREEN= !
 N11210 M; One left to go= .
 N11211 What color have YOU got ?
 N11212 .. To go ?
 N11213 J; ... Yellow .
 N11214 M; I 've got orange .
 N11215 I 've got to get an orange .
 N11216 J; <^ X x x x x . ^>
 N11217 ... Or=ange= ?
 N11218 M; That 's what <f I f> need .
 N11219 ... (1.6) <f Yay ! f>
 N11220 J; ... <f You win me , f>
 N11221 Silly .
 N11222 M; @ Ha ha ! @
 N11223 J; ... (4.1) <f Got ORange .. too . f> ((Teasing voice))
 N11224 X x x x .
 N11225 M; Yeah ,
 N11226 but you need YELlow .
 N11227 J; ... (4.5) Silly me= . ((J looks at her board again))
 N11228 M; Yep .
 N11229 J; ... (8.0) <f YELLOW= ! f>
 N11230 M; YAY !
 N11231 J; ... I win ya .
 N11232 ... (3.1) I x x spotty game .
 N11233 M; You want the spotty game .
 N11234 J; ... I want the ... pink . ((J reaches for a new bingo card))
 N11235 ... (1.6) @
 N11236 M; You 've already had the pink one .
 N11237 J; I= going to take the dog .

N11238 M; Okay ,
 N11239 I 'll have the pink one .
 N11240 J; ...(5.1) I 'm going to win ya .
 N11241 M; You go first .
 N11242 ...(2.0) How many is that ?
 N11243 J; One two three four five six . ((J counts the circles she needs to fill on the board))
 N11244 M; ...(1.3) How many have I got ?
 N11245 J; One= two= three= four five six seven .
 N11246 M; Oh seven ! @.
 N11247 X . ((M taps J on head with her board))
 N11248 ...Come on . ((M wants J to start play))
 N11249 M; ...(2.5) You tell DAD what you 're doing . ((Dad's returned home, stays in kitchen))
 N11250 J; <f DAD ! f>
 N11251 ...(2.3) <f Spotty game , spotty game ! f>
 N11252 <f I 've got a spotty game . f>
 N11253 M; ...(4.9) Orange= .
 N11254 J; EEaa= !
 N11255 M; ... Playing spotty game @ . ((Apparently to Dad in kitchen))
 N11256 ...(1.3) @ .
 N11257 J; ...(2.6) Ah ah= .
 N11258 ...(3.5) WHITE !
 N11259 ...(3.0) You x one .
 N11260 M; ...You x .
 N11261 ...(4.1) Gree=n .
 N11262 ...(3.1) <p Your go . p>
 N11263 J; ...(4.1) ORANGE= .
 N11264 ...(1.5) Very clo=se .
 N11265 One two three .
 N11266 M; YELLOW !
 N11267 J; Yellow ?
 N11268 M; ...(3.6) You 've already GOT red . ((J has thrown red, M uses singsong- y teasing voice))
 N11269 J; ...I 'm going to win this game .
 N11270 M; @ OH { ARE YA ! @ }
 N11271 J; { X . }
 N11272 M; Orange !
 N11273 I 've already got or=ange .
 N11274 J; @
 N11275 ...(6.1) <l I got WHI=TE . l>
 N11276 M; ...(2.0) YELlow .
 N11277 I 've already GOT that= .
 N11278 J; @ @ @
 N11279 M; ...(3.0) @ Mmm @ @ !
 N11280 J; Gree=n .

N11281 M; ...<f BLUE ! f>
 N11282 <f I do n't know= , f>
 N11283 I might BEAT ya .
 N11284 J; ...(5.9) <f Blue= . f>
 N11285 M; ...(4.8) You 'll have to be good to catch up= .
 N11286 ...(2.1) Aw= . ((M - to self - is disappointed with her throw))
 N11287 J; ...(4.5) Your x .
 N11288 M; ...(3.5) RED !
 N11289 ...(3.6) YELlow ? ((M comments on J's throw of color she needed))
 N11290 J; ...(3.7) <^p I 'm GOing to wi=n . p^> ((singsongy teasing voice))
 N11291 M; ... I do n't know= .
 N11292 I need a WHITE one now .
 N11293 J; ...(4.5) Um , ((J throws, hangs on to dice to throw again))
 N11294 M; ((Sigh))
 N11295 J; @ @ ((J holds dice away from M))
 N11296 M; <f My GO ! f>
 N11297 J; I want x this turn .
 N11298 ... Um .
 N11299 ... Oh I need x turn .
 N11300 M; No ,
 N11301 it 's MY TURN ,
 N11302 X !
 N11303 J; @
 N11304 ...(1.1) < @ @ .. @ @ ! >
 N11305 <^f I I 'm gonna do some green= . f ^>
 N11306 M; ...(2.6) My go .
 N11307 Come on ,
 N11308 you got to share= .
 N11309 J; <f I 'm going to { do green ! f }
 N11310 M; { <f You got } to share= . f } ((J holds onto dice, away from M))
 N11311 ...(5.0) MY go .
 N11312 J; <f @ No= . f>
 N11313 M; Come on= !
 N11314 J; @ No= .
 N11315 M; You 're CHEATing .
 N11316 Ca n't win if you 're cheating .
 N11317 ...(1.1) Ta= . ((J gives M dice who takes turn, hands dice back))
 N11318 J; ...(8.4) <f HA= ! f>
 N11319 ...(3.4) <f I WIN ! f>
 N11320 M; @ @ @ .
 N11321 <p @ @ p>
 N11322 J; ...(1.9) See= ?
 N11323 M; ...I do n't want to play spotty games any more .
 N11324 J; Why ?
 N11325 M; Cause you keep winning .
 N11326 J; No I do= n't . ((Teasing))

N11327 M; Yes ,
 N11328 you do= .
 N11329 J; <f You win all the time too= . f> ((J playfully, putting boards out of way))
 N11330 M; What about if we have lunch ?
 N11331 J; { No=! }
 N11332 M; It 's { ti=me . }
 N11333 ...It is time= .
 N11334 J; ...(1.4) Bickie .
 N11335 M; No ,
 N11336 lunch .
 N11337 Another spot . ((M points to color spot that needs to be picked up))
 N11338 And the dice . ((M points to dice on the floor))
 N11339 J; ...(3.0) X the dice . ((J puts dice in bingo box))
 N11340 M; You put it away .
 N11341 ... Come on ,
 N11342 put it away .
 N11343 Put { it in there= . }
 N11344 J; { <f X things first . f> }
 N11345 M; You CAN't
 N11346 Cause it 'll be all lumpy if you do . ((M wants spots, cards, dice packed away in order))
 N11347 There 's a card behind ya .
 N11348 J; ...(1.3) No not yet .
 N11349 X .
 N11350 M; See ,
 N11351 TOLD ya .
 N11352 And another card . ((M reaches to take another bingo board from J))
 N11353 J; I 'm going to do it . ((J puts it in box))
 N11354 M; ...(1.2) And that .
 N11355 ...(2.5) There you go . ((M closes bingo box))
 N11356 ...(1.7) Shall we go and get some lunch ?
 N11357 { Yep . }
 N11358 J; { Yeah . }
 N11359 M; What do you want for lunch .
 N11360 J; Neeya neeya . ((J has gone over to pig 3D puzzle, pushes squeaky top))
 N11361 M; What do you want for LUNCH ?
 N11362 J; I 'm going to tell Daddy .
 N11363 About this . ((J takes bingo box towards kitchen))
 N11364 M; No= ,
 N11365 Ah7 ah7 ah7 ah7 ah7 . ((Negative, waving J to come back))
 N11366 J; Daddy ,
 N11367 look . (Video ends)
 N11368 M; ...@ @
 N11369 J; X x .
 N11370 ...(1.5) X not here .

N11371 X.
N11372 M; Must be outside doing something to the car.
N11373 J; X.
N11374 M; X to fix it up this weekend,
N11375 has n't he?
N11376 J; Yep.
N11377 M; For x?
N11378 J; X x fixing it.
N11379 ...(2.0) X.
N11380 M; Xxx=.
N11381 Whoa.
N11382 No =.
Taping ends

N2 ACTIVITY DESCRIPTION HOME CONTEXT

TIME	ACTIVITY	TALK
10:33	Z & M get out number lotto, get out cards & sort, looking. Then they play, M demonstrating, explaining first, then helping letting Z help M, M gentle teach, playing, teasing, Z goes to get himself a hankie Z plays at not giving dice to M, Z threatens to tickle, then does, M gets dice, Z tired, excited,	M asks, then suggests they just play one game. Discuss boards by description, directives, responsiveness, real questns, comment on activity explanation, counting, directives, real q's, demonstrates, enlists Z's help, Assertive-event, QTest, q on Z's strategy, offers analogies Indirect: 'On X, you'll find a hankie.' Z giggles, Pretend argument
10:56	Z tries rough housing, M plays guessing game with dice	
10:57	M suggests story, pushes lotto. M gets <i>Always Arthur</i> , asks Z to make up story to it. Z tells story	Directives. M asks hypotheticals, 'what do you think they're saying?' M asks Real questns about Z's story, presses for clarification Z continues, E continues putting in QTest
11:04	Z picks up Big Bird book to read. M reads, stops frequently to ask QR and QTest, to M. Z asks M to start the story for him	
11:09	M picks up Cookie Monster puppet to play with Z, rough house with CM and a soft toy. set up little armies of soft toys, pretend battle, tickling	Role play with two 'soft toys', teasing, laughing
11:14	M picks up Grover finger puppet, continues battle with G	Z laughs very loud, M indirect directive
11:15	M suggests finishing story, M finds page where they stopped	M asks QTest to get attention back, discuss story, pictures, Big Bird's problems. Z tells story
11:18	Z gets <i>Help!</i> from box, tells story	QTest, QR, QTest, Assertives Events
11:21	Z hears noise, runs towards outside. Z returns to storytelling	Directives (for Z to return), QR, QTest, AE
11:24	Z gets <i>Where's Zip?</i> out of the box Changes to use Big Bird vehicle toy	Z starts to tell story, M asks about other toys, asks Z how they work
11:25	Z takes Big Bird to table to use, M & Z push along table to each other	EC, 'I can go faster' teasing, warns toy has crack, might break
11:28	M suggests Z does farm puzzle, Z complains it's difficult, but begins doing it anyway	Gentle directives, QTest, AS, Qtest, Directive when Z says something objectionable, M explains parts of puzzle
11:34	Z nearly finishes puzzle. Dad & other chn come home. Tape finishes.	

N2 AT HOME

N21	M; Which game,
N22	Zeb?
N23	Z; um,

N24 THAT game ...(1.0)
 N25 No=w ...
 N26 start ?
 N27 M; Want to play the NUMBERS ?
 N28 Z; I 'll get the NUMBER game out . ((Z & M play a numbers lotto game;
 dice are thrown, number lotto cards identified and placed on
 appropriate place on board))
 N29 M; Okay,
 N210 Let 's play ONE GAME ?
 N211 Z; Two games .
 N212 M; Okay ...
 N213 that 's the numbers .
 N214 Z; And I 'll ... take FOU=R -- ... (1.2)
 N215 Play ALL of them .
 N216 M; No, no, no, no .
 N217 Just one ... one game each .
 N218 We 'll play the same as last time ... that 'll be easier.
 N219 Z; But .. but I 'LL HAVE to hel p you .
 N220 M; Uh .. I 'm sure you will .
 N221 Z; AGAI=N .
 N222 M; Again .
 N223 Z; {Yeah} so have to ... um --
 N224 M; { Xx }
 N225 M; You do n't need to get them all OU=T .
 N226 Z; Why= ?
 N227 M; You only need the ONES that we 're going to U=SE .
 N228 Use ones ... use these ones ?
 N229 Z; THESE ones .
 N230 M; Which one is THAT one ?
 N231 Z; Um ,
 N232 M; ...(2.1)No ,
 N233 .. the numbers .
 N234 ...(1.3) See ?
 N235 Z; Um ... no .. uh ,
 N236 M; Which one is it ?
 N237 The one that 's got a=ll the SEA=SONS on it ?
 N238 Z; No ,
 N239 { one that 's got all the } ... all these --
 N240 M; { I think that might be too hard for you . }
 N241 Z; I 'll HELP' .. I 'll help ya .
 N242 M; Oh ... okay .. fine .
 N243 Z; And I 'll play this one .
 N244 M; I thought you were playing THIS one ?
 N245 Z; Yeah ,
 N246 and I 'm playing this one TOO= .
 N247 M; Isn 't this one yours ?

N248 We 're just playing one each ,
 N249 ... are n't we ?
 N250 Z; Just one ca=rd ?
 N251 M; Okay ,
 N252 just one card .
 N253 Z; What now ?
 N254 M; Find the right card first .
 N255 Z; I 'm looking for the one that 's .. goes to the water .
 N256 M; That 's not the right one then .
 N257 Wrong CA=RD .
 N258 Z; I know that .
 N259 M; @ You do now= .. anyway .
 N260 Z; There ,
 N261 ...(2.1) four .
 N262 I 've got some .. under here .
 N263 M; I can 't fi=nd it ,
 N264 Zeb .
 N265 Z; I CAN find it .
 N266 M; Can <^ YOU= ^> ?
 N267 Z; <^ ye=p ^> .
 N268 M; For <^ this ^> ga=me ?
 N269 Z; Yep .
 N270 M; Uhuh .. I found it ,
 N271 That was in the wrong one .
 N272 ...(1.5) Okay= ... are you ready ?
 N273 ... Put them together .
 N274 ... and put them back .. please .
 N275 ... Now .. who 's first ?
 N276 Z; Me= --
 N277 M; Okay ... fair enough .
 N278 We 'll just play with one dice .
 N279 Z; <p Yep p> .
 N280 M; Okay ... that one there .
 N281 Z; THIS one .
 N282 M; Okay ..
 N283 you roll first .
 N284 Z; Yep .
 N285 M; This is YOURS --
 N286 Now ... you loo=king ?
 N287 ... see= ?
 N288 Here is just one .. in that pile .. two hands ... three balls
 N289 we 'll go by the balls ,
 N290 .. one ball --
 N291 Z; Two balls ... three balls ... four balls --
 N292 M; Over this side -- ((M points to part of picture on card))
 N293 Z; Six balls --

N294 M; Yeah .. five ... six --
 N295 Z; Seven ... ei=ght ... ni=ne ... ten --
 N296 M; Right .
 N297 Now you match the pictures up with the numbers of balls .
 N298 That makes it ea=sier .
 N299 Okay- ?
 N2100 Z; Okay= .
 N2101 M; You could help me on MINE .
 N2102 Z; I have four .
 N2103 M; Where 's FOUR ?
 N2104 ... Oh .. did it roll over again .. did it ?
 N2105 Z; Yeah ... it rolled over .
 N2106 M; Okay .
 N2107 Well .. you find yours ,
 N2108 ... number four ?
 N2109 Z; I DID find it .
 N2110 M; Oh .. okay ,
 N2111 I 'll have a turn .
 N2112 ... Okay .. number two . ((M labels the number/symbol on the dice.))
 N2113 Z; No ... no ,
 N2114 it 's number ONE .
 N2115 M; No ,
 N2116 that 's number TWO= ,
 N2117 is n't it ?
 N2118 do n't you think ?
 N2119 Have a look at it .
 N2120 ... have a GOOD look .
 N2121 Z; Oh --
 N2122 ... this number ?
 N2123 M; No .
 N2124 you have to count the balls remember ?
 N2125 Z; o=ne ... { two= .. three= }
 N2126 M; { No= .. no= }
 N2127 you count the balls on here .
 N2128 Z; One .. two .. three .. four five .
 N2129 M; Yep .
 N2130 So it 's not number two= ,
 N2131 is it ?
 N2132 Z; No= .
 N2133 M; Okay .
 N2134 Z; One two three four five six ...(1.0) seven eight nine ten --
 N2135 M; No .
 N2136 just count them ... count them on each
 N2136 one as a sing ... as single .
 N2137 Do n't count them all up .
 N2138 ... Otherwise you get too hi=gh .

N2139 Z; Well I 'm just cou=nting in my MI=ND .
 N2140 M; Oh sorry .. all right .
 N2141 ...(2.3) U=mm ... N2an I help you with the first one ?
 N2142 .. <p Okay p> ...
 N2143 shall we first do the=se ?
 N2144 ... One .. two .
 N2145 You see ... one .. two ?
 N2146 This one 's a two ,
 N2147 ... is n't it ?
 N2148 Z; Yeah .
 N2149 M; There you are .
 N2150 YOU can do the next one .
 N2151 FOUR= . ((Z rolls the dice))
 N2152 Z ; Ah= .
 N2153 M; You can help me here can you please ?
 N2154 Z; Yep .
 N2155 Dub dub
 N2156 .. Fo=ur !
 N2157 M; Ah= very goo=d .
 N2158 That was fa=st .
 N2159 Now find number four .
 N2160 U=m .. let me see --
 N2161 Z; _ Du du ! ((Self-congratulatory))
 N2162 M; Ah=
 N2163 Gee you were fast .
 N2164 I could n't even FIND that .
 N2165 Uh YOUR turn .
 N2166 ...(1.8) Oh , what number is that ?
 N2167 Z; Four .
 N2168 M; Ah have you got four as WELL?
 N2169 Z; Yeah ,
 N2170 Same as you .
 N2171 M; mhm
 N2172 Z; Now where 's four ?
 N2173 M; Well .. you count up ,
 N2174 count up the ball .
 N2175 Have a look at --
 N2176 Z; Xx .
 N2177 M; Count on , count on here FIRST .
 N2178 Z; X x .
 N2179 M; Count up to, count up to four on here .
 N2180 Z; I 'm counting in my mind .. Mum .
 N2181 M; All right ,
 N2182 Well count on HERE in your mind .
 N2183 Show me the picture --
 N2184 ... and that 's one that has four balls on it .

N2185 Always got to start at the start -
 N2186 And put your finger on it and count it out loud .
 N2187 it 's really easy .
 N2188 ...(1.8) Ze=b ,
 N2189 You 're being si=lly .
 N2190 ..Yes you are .
 N2191 I can <^ TRICK ^> you .
 N2192 Number four ?
 N2193 But that 's number five ,
 N2194 is n't it ?
 N2195 Z; No .. number four .
 N2196 M; You Count four . ((M wants Z to put his finger on each ball))
 N2197 That 's .. that is correct there .
 N2198 Five .. five .
 N2199 But do this one .
 N2200 Look .. one two three <^ four ^> --
 N2201 And you 've got four on your dice -
 N2202 have n't you ?
 N2203 Not now= .
 N2204 you find .. you find number four .
 N2205 You count it out for me .
 N2206 Let 's see .. let 's come back to here .
 N2207 One two three FOUR .
 N2208 Ah there it is one two three .
 N2209 Do you see three balls ,
 N2210 Zeb ?
 N2211 Z; Xx.
 N2212 M; Now you look for that ... that picture and the same amount of balls .
 N2213 Can you see that ?
 N2214 ..um.. um.. getting hot ((Z points on board))
 N2215 Oh ... hotter ... yeah --
 N2216 Z; @
 N2217 M; Good boy .
 N2218 Okay , ((M takes her turn))
 N2219 Z; Ah --
 N2220 M; Five --
 N2221 ...Five...Can you see five ?
 N2222 Z; Here .
 N2223 M; Oh , thank you .
 N2224 GOOD BOY .
 N2225 That was fast .
 N2226 That must have been a bit easier .
 N2227 Your turn .
 N2228 Z; X x .
 N2229 M; Oh ... five -
 N2230 Z; X x .

N2231 M; Number five ,
 N2232 .. now .
 N2233 Z; Xx .
 N2234 M; Okay ,
 N2235 Now you had number five before ,
 N2236 did n't you ?
 N2237 Z; X x .
 N2238 M; Can you use your memory like you do with the card games with Nick ?
 N2239 No .. no no ,
 N2240 Remember .. start at the start .
 N2241 One two three four ...
 N2242 back to the start ((M moves finger))
 N2243 ... five ,
 N2244 .. this one ((M points to second lot in picture))
 N2245 seven eight nine ten .
 N2246 Okay ?
 N2247 Z; X .
 N2248 M; Now .. find number five .
 N2249 Count five out for me and then find the picture on the board .
 N2250 Z; This one ?
 N2251 M; No .
 N2252 Count them up for me ,
 N2253 Zeb
 N2254 Z; { One two }
 N2255 M; { One two }
 N2256 Z; Three four five .
 N2257 M; FIVE .
 N2258 Back to the start again .
 N2259 Z; One two three four five six ,
 N2260 M; No .
 N2261 But keep it going ... keep it going in your mind .
 N2262 Z; ... my mind
 N2263 M; What ?
 N2264 One two three four ,
 N2265 back here , ((M points to different part of board))
 N2266 FIVE .
 N2267 You do n't have to start at number one .
 N2268 I 'm just going to continue on from number four
 N2269 ... but back to this one .. the left hand
 N2270 five .
 N2270 See the left hand side ?
 N2271 You always start from the left hand side and go over to this side .
 N2272 Z; Xx
 N2273 M; X .
 N2274 Z; X x x .
 N2275 M; @ You could if you wanted to .

N2276 All right ,
 N2277 you find number five ?
 N2278 Z; X
 N2279 M; Uh ,
 N2280 Which picture is it ?
 N2281 Can you tell me which picture ?
 N2282 Z; X .
 N2283 M; @
 N2284 You 've already got number two . ((Z has rolled dice))
 N2285 You can have one more roll .
 N2286 ... Number FOUR .
 N2287 Ah ... you 've already got number four .
 N2288 MY turn .
 N2289 Thank you . ((Z hands M dice))
 N2290 Oh ... I 've got number four .. already .
 N2291 It 's your turn .
 N2292 Z; Uh I 've got --
 N2293 M; Number four @ .
 N2294 Have one .. no ... have another roll .
 N2295 Number three .
 N2296 Okay .
 N2297 Z; X .
 N2298 M; That was a good one .
 N2299 Okay --
 N2300 Z; Was that a good one ?
 N2301 M; Yes.
 N2302 Start at the start.
 N2303 Count .. count it .
 N2304 Loud so I can hear .
 N2305 Z; One --
 N2306 M; No .. no no no.
 N2307 Start at the start ,
 N2308 darling .
 N2309 Z; I am.
 N2310 M; No you 're not .
 N2311 Z; X .
 N2312 M; One ,
 N2313 Z; One ,
 N2314 M; X ,
 N2315 Z; How ?
 N2316 M; I think you 're playing tricks on me.
 N2317 Ah-ha.
 N2318 Yes you are .
 N2319 Z; @
 N2320 M; You 're very tricky ,
 N2321 Zeb .

N2322 Z; @
 N2323 M; Number six .
 N2324 Z; Number six .
 N2325 M; Number six .
 N2326 Z; X .
 N2327 M; I found it first this time.
 N2328 You can put it on .. though .. if you like .
 N2329 Z; X .
 N2330 M; Good boy,
 N2331 Your turn .
 N2332 .. Your turn .
 N2333 Z; X ?
 N2334 M; Just a bit .
 N2335 What number 's that ?
 N2336 Z; One .
 N2337 M; Ah.. very good .
 N2338 Z; Now that was easy .
 N2339 M; It is too .. but
 N2340 Z; @
 N2341 M; Ah—ha ,
 N2342 Z; @
 N2343 M; Ah I got number one as well .
 N2344 Du du . ((M makes congratulatory sound for herself))
 N2345 Z; Where's number one?
 N2346 M; Where 's number one on here ?
 N2347 Z; @
 N2348 M; Uhhh.
 N2349 Very good ,
 N2350 Zeb .
 N2351 Now i t 's your turn again .
 N2352 Z; One .
 N2353 M; Is i t my turn ?
 N2354 Z; No .
 N2355 M; Cause you've al ready got it ((ie. the number Z's just rolled))
 N2356 It 's not ?
 N2357 Uh .. one.
 N2358 It's my turn this time.
 N2359 Z; Cause I 've al ready got one . ((Now Z agrees))
 N2360 M; Ohh .. I 've already got number six .((M rolls))
 N2361 Your turn .
 N2362 Nuh . ((Z takes turn))
 N2363 Z; @
 N2364 M; Oh well .. we're back to number five .
 N2365 Well that 's interesting .
 N2366 Are you going to count up to number five ?
 N2367 Z; No .

N2368 M; You see if you 've got --
 N2369 No cheating ... no cheating .
 N2370 Look ,
 N2371 do you realize that you 've got all the tough ones ?
 N2372 See.
 N2373 C'mon .
 N2374 Z; ...I'll win.
 N2375 M; Win..that's right.
 N2376 Now I'm going to beat you because you 're cheating .
 N2377 C'mon .. number five , ((M wants to roll 5))
 N2378 Number five.
 N2379 A quick game is a good game.
 N2380 Z; X x .
 N2381 M; Why ?
 N2382 Five's easy .
 N2383 Z; Where's five ?
 N2384 M; Look at it.
 N2385 One two three four five.
 N2386 There you are .
 N2387 Z; @ Four five .
 N2388 M; Is it ?
 N2389 Z; Yeah .
 N2390 M; Number two for me . ((M rolls again))
 N2391 Z; ... x number for me .
 N2392 M; Aren't you going to help me ?
 N2393 Z; X x .
 N2394 M; umm Is this number two?
 N2395 Oh, no that 's seven .
 N2396 Z; X x .
 N2397 M; Number two ... a boy riding a bike .
 N2398 Z; X !
 N2399 M; You're too fast for me,
 N2400 Zeb .
 N2401 I never .. never get it .
 N2402 Z; And I'm tricky.
 N2403 M; X x .
 N2404 Z; X .
 N2405 M; X x .
 N2406 Nope .. number two .
 N2407 Z; Du DUU ! @
 N2408 Are you turning it off ? ((Z asks Tr about recording))
 N2409 Tr; Oh no.
 N2410 M; Four . ((M rolls dice))
 N2411 Your turn.
 N2412 Z; How come that's going around? ((Z asks about video camera))
 N2413 Tr; X x .

N2414 M; Focusing it in. ((M answers Z's question to Tr))
 N2415 Gets too close or too far .
 N2416 Z; X x x x.
 N2417 M; No I didn't.
 N2418 I missed out .
 N2419 Your turn .
 N2420 Number one.
 N2421 Z; I 've already got one .
 N2422 M; We'll use the two d .. two of them. ((M suggests Z adds the total on the two dice))
 N2423 Z; X x .
 N2424 M; Now you have to add them up. ((Z rolls again))
 N2425 Five plus one is six ,
 N2426 isn't it .
 N2427 Z; ...Five plus one .
 N2428 M; Number six .
 N2429 I've already got number six .
 N2430 Your turn .
 N2431 Z; I'll ... two this time .
 N2432 M; Okay .
 N2433 What 've you got ?
 N2434 Six and four ,
 N2435 Is that ten ?
 N2436 Can you add that up for me ?
 N2437 Six fingers . ((M holds up her hands))
 N2438 Z; Four five
 N2439 M; That 's not quite ,
 N2440 I think that might be ,
 N2441 Six plus four is ten .
 N2442 So yours is number ten ,
 N2443 Zeb .
 N2444 Can you see the one with the most ... most balls ?
 N2445 Z; X x .
 N2446 M;. ... you've got ten .
 N2447 Z; X x .
 N2448 M; Count up .. count up number .. number ten .
 N2449 Ohh .. very good .
 N2450 You know that's the last one ,
 N2451 do you ... ten ?
 N2452 Z; Yeah .
 N2453 M; Yeah .. I thought so .
 N2454 Um... oh eleven.. too big . ((M rolls dice))
 N2455 Z; X x .
 N2456 M; Your turn .
 N2457 Can't see what number is that .
 N2458 What number is that ?

N2459 Z; Four four ,
 N2460 M; Two fours .
 N2461 How many is that ?
 N2462 Z; X .
 N2463 M; Two fours.
 N2464 Can you add them up on my fingers ?
 N2465 Z; One two three four ,
 N2466 M; Good .
 N2467 And another four makes how many ?
 N2468 Z; X x ,
 N2469 M; No start ... keep going ... keep going .
 N2470 Start at the ... one .
 N2471 Z; One two three four
 N2472 M; Yes .
 N2473 Z; One ,
 N2474 M; No .
 N2475 What comes after four ?
 N2476 What comes after four ?
 N2477 Five ,
 N2478 does n't it ?
 N2479 Z; Yeah .
 N2480 M; You know that .
 N2481 So you start at the start and keep going right up till you finish .
 N2482 Z; One ,
 N2483 M; X ,
 N2484 Z; X x ,
 N2485 M; Five ,
 N2486 Z; Five six seven eight .
 N2487 M; Eight .
 N2488 See ... four plus four is eight .
 N2489 Z; X .
 N2490 M; Now .. number eight ((M looks at board))
 N2491 Z; I 've got four four .
 N2492 M; Yes .
 N2493 Two fours make eight .
 N2494 Z; X .
 N2495 M; So if you had four apples, then put another four apples, you'd have
 eight apples ,
 N2496 wouldn't you ?
 N2497 Z; X .
 N2498 M; Number eight .
 N2499 Can I help you ?
 N2500 Well .. you count with me .
 N2501 One ,
 N2502 Z; One two three four five six seven eight .
 N2503 M; Very good ,

N2504 eight ,
 N2505 and that's what we need .. number eight .
 N2506 Oh what is it ?
 N2507 What 's coming up soon ?
 N2508 A Christmas tree ,
 N2509 isn't it ?
 N2510 Z; It 's a Christmas tree .
 N2511 M; Look ,
 N2512 Zeb ,
 N2513 you 're nearly finished .
 N2514 Oh .. I 've got number five .. huh .
 N2515 And I 've already got number five .
 N2516 Your turn again .
 N2517 Ah six plus one . ((Z rolls dice))
 N2518 Is that right ?
 N2519 Yes .
 N2520 Want to count them up again on my fingers like I do with Nicholas ?
 N2521 Z; Okay .
 N2522 M; Count six .. you count six .
 N2523 No ... begin with number one .
 N2524 One .
 N2525 Z; X ,
 N2526 One two three four one ,
 N2527 M; Ah ,
 N2528 Silly ,
 N2529 Z; @
 N2530 M; Count them properly .
 N2531 Z; One two three four five ,
 N2532 M; Six .. there 's number six .
 N2533 Right , ((Z points))
 N2536 and add one more .
 N2537 Z; One two three four five .
 N2538 M; Five .
 N2539 Z; One two ,
 N2540 Six seven .
 N2541 M; Very good .
 N2542 So six plus one is seven .
 N2543 Z; @
 N2544 M; Okay ,
 N2545 Now count with me .
 N2546 Do you want me to help you or do you think you can do this one ?
 N2547 Z; No ,
 N2548 you do it .
 N2549 M; Okay .
 N2550 One ,
 N2551 Z; One two three f our five six seven .. ahhh ,

N2552 M; Number seven ,
 N2553 Z; @
 N2554 M; Nine .
 N2555 Number nine ,
 N2556 Zeb .
 N2557 Z; Here ..help find it . ((Z & M look through lotto cards))
 N2558 M; Uhh .. let 's see ,
 N2559 ten .. eight .. uhh ,
 N2560 Z; Seven .
 N2561 M; Seven .
 N2562 This is nine though ,
 N2563 isn 't it ?
 N2564 Z; Yep .
 N2565 M; Where's number nine .
 N2566 Can you see number nine ?
 N2567 ... Can you see number nine?
 N2568 Z; Yep .
 N2569 M; Good .
 N2570 Z; X x .
 N2571 M; I think you better ,
 N2572 Hey .. look .. on the bench you 'll find a hankie .
 N2573 Ahhh .. it 's a long day @
 N2574 Z; X x .
 N2575 M; Okay .. good boy .
 N2576 Z; Fast .
 N2577 M; You were very fast.
 N2578 Thank you .. umm
 N2579 Your turn .
 N2580 Z; Yep .
 N2581 M; You only have to get one more ... no two more .
 N2582 Eight ,
 N2583 That 's eight .
 N2584 Five plus two is eight .
 N2585 Z; Eight .
 N2586 M; Do you want to add up again ?
 N2587 Z; Now .
 N2588 M; On my fingers ?
 N2589 Z; No .
 N2590 M; Okay .
 N2591 Z; I 've already got --
 N2592 I did it .
 N2593 M; I think you cheat .
 N2594 That 's seven .
 N2595 Z; X x .
 N2596 M; No no no .
 N2597 Z; I need the --

N2598 M; Yes ,
 N2599 but you need number eight .
 N2600 Where 's number eight ?
 N2601 Z; X x x .
 N2602 M; One two three four five six seven ,
 N2603 You 've already got it .
 N2604 Ha ha ha . ((M teases))
 N2605 My turn .
 N2606 See .
 N2607 Z; X .
 N2608 M; You've already got that one as well .
 N2609 Good boy .
 N2610 Four .
 N2611 Oh I 've already got four .
 N2612 Your turn .
 N2613 C'mon you only need two and I need four .
 N2614 Seven.
 N2615 You 've already got it .
 N2616 Z; I need ten .
 N2617 M; Six .
 N2618 I 've got it .
 N2619 Look at that .. two threes .
 N2620 Z; I only need one .
 N2621 M; No ,
 N2622 you need the x and you need the x .
 N2623 Seven .
 N2624 Oh .. I have that .
 N2625 Z; X .
 N2626 M; Four .
 N2627 Your turn .
 N2628 We can have two turns each.
 N2629 Z; I'll get --
 N2630 M; Five.
 N2631 Another turn . Another turn because that 's five .
 N2632 You 've already got number five .
 N2633 Z; I need --
 N2634 M; Four . ((Z has rolled dice again))
 N2635 Z; I need a --
 N2636 M; X .
 N2637 Z; X .
 N2638 M; What number is that ?
 N2639 Come on .. come on . ((M wants the dice))
 N2640 Z; No .
 N2641 M; Come on= .
 N2642 Z; No .
 N2643 M; I'll tickle you .

N2644 Z; No !
 N2645 M; Zeb ,
 N2646 Z; @ No= @
 N2647 M; You know I will .
 N2648 Z; @ No ! @
 N2649 M; Give me the dice .
 N2650 Z; @ No ! @
 N2651 M; Give me the dice .
 N2652 Z; @ @
 N2653 M; Oh you 've got a loud scream .
 N2654 Z; @
 N2655 M; See ,
 N2656 Right .. my turn .
 N2657 @ @
 N2658 Seven .
 N2659 You 're a cheat ,
 N2660 Zeb .
 N2661 Seven .
 N2662 I 'll win this game .
 N2663 Z; X x .
 N2664 M; Ahh that 's not fair .
 N2665 That 's not fair .
 N2666 Z; @
 N2667 M; Come on now .
 N2668 Z; @ @ .
 N2669 M; Five .. seven .
 N2670 Z; X x .
 N2671 M; How sad ,
 N2672 Zeb .
 N2673 You miss out again .
 N2674 Z; X x .
 N2675 M; One more , ((M gives Z another turn))
 N2676 Zeb .
 N2677 Do n't throw it all over the place though .
 N2678 Z; X .
 N2679 M; Well that looks pretty good .
 N2680 What was that ?
 N2681 Oh .. no .
 N2682 One more turn .
 N2683 One more turn .
 N2684 Z; X .
 N2685 M; Maybe if you do 'em .. do it in a nice small little area you might get
 number eight or number six .
 N2686 Okay . ((Z was throwing the dice about too much))
 N2687 One more .. one more .. one more .
 N2688 Z; X x .

N2689 M; No no no no .
 N2690 Six and what number was that ?
 N2691 Z; Four .
 N2692 M; No ,
 N2693 That 's not four ,
 N2694 Is it ?
 N2695 Can you see closely there ?
 N2696 Shall I run out and get my glasses for you ?
 N2697 Thank you my turn ,
 N2698 Thank you .
 N2699 Z; @ @
 N2700 M; Zeb .
 N2701 Z; @ @
 N2702 M; Go on .
 N2703 Z; X .
 N2704 M; Have you had enough of this game have you ?
 N2705 Z; No .
 N2706 M; @ @
 N2707 Tickle you . ((M & Z tickle, "rough house"))
 N2708 Z; X !
 N2709 M; X x .
 N2710 Z; X x .
 N2711 M; Ooh what was that ?
 N2712 Are you all right ?
 N2713 Z; X x .
 N2714 M; You 've got loud laugh .
 N2715 Z; X !
 N2716 M; Trick .. trick .. trick .. trick .
 N2717 Z; @ @
 N2718 M; @ A trick .. a trick .
 N2719 Watch out for these . ((M teasing hiding dice in her hands))
 N2720 Don't want to . ((M comments on Z's response))
 N2721 Z; X .
 N2722 M; Hop up !
 N2723 Play a trick .
 N2724 Look .
 N2725 Which hand are they in? ((Guessing game))
 N2726 Z; X .
 N2727 M; No .
 N2728 Which hand are they in?
 N2729 Z; X .
 N2730 M; No .
 N2731 Choose .. choose .
 N2732 Z; X .
 N2733 M; If you .. if you guess right it 's your turn .
 N2734 Z; X .

N2735 M; Ready ,
 N2736 Z; @
 N2737 Oh I 'll get it .
 N2738 M; Righto .
 N2739 Which hand ?
 N2740 This hand do you think ?
 N2741 Z; @ @
 N2742 M; It 's my turn . ((M opens up her hands))
 N2743 Z; X .
 N2744 M; It 's your roll .
 N2745 Z; I 'll get it . ((The dice))
 N2746 M; All right .
 N2747 Da DA= !
 N2748 Z; I got it .
 N2749 M; It 's my turn .
 N2750 Z; No ,
 N2751 that means it 's my turn .
 N2752 M; It 's my turn .
 N2753 You guessed wrong .
 N2754 Z; X .
 N2755 M; My turn .
 N2756 Come on .
 N2757 I 'll read you a story .
 N2758 This is --
 N2759 I do n't even know where we are now .
 N2760 All right ,
 N2761 We 'll pack .. we 'll pack this up later .
 N2762 Z; (cough)
 N2763 M; Want me to read you a story ?
 N2764 This looks interesting . ((M picks up book))
 N2765 Look !
 N2766 Z; X .
 N2767 M; LooK .
 N2768 Is this like the dog that we used to have ?
 N2769 Do you want to have a look at this ?
 N2770 Zeb ,
 N2771 now be careful please .
 N2772 Z; Ahh, .. Boofhead !
 N2773 M; Beg your pardon ?
 N2774 Z; X x .
 N2775 M; Ah let me see . ((M looks at book trying to interest Z))
 N2776 Z; I 'll read it .
 N2777 M; Okay .
 N2778 You tell .. you know what you could do ?
 N2779 You could tell me the story to it .
 N2780 You know how we make up the story in bed ?

N2781 Z; Yeah .
 N2782 M; All right .. you tell me the story ,
 N2783 what .. what 's going on .
 N2784 what do you think is happening ?
 N2785 Z; Ca n't read the story 'cause there 's no ,
 N2786 M; There 's no writing .
 N2787 No but you look at the pictures and you make your own story up
 N2788 like we do when Nicholas and .. um Josh make up their story about
 Thomas or Spot .
 N2789 Z; X .
 N2790 M; This dog .. look ,
 N2791 What do you think he's doing over here ?((M points at picture in book))
 N2792 Z; Ah.. dog .
 N2793 M; Yeah .. a dog ,
 N2794 Z; Digging a hole .
 N2795 M; Yeah ,
 N2796 what 's he going to put in it do you think ?
 N2797 Z; Um a bone .
 N2798 M; Yes= .
 N2799 Is that the same dog ?
 N2800 Z; Nope .
 N2801 M; What do you think they're doing there ?
 N2802 You make up the story .
 N2803 Z; X x x .
 N2804 M; X .
 N2805 Z; X x .
 N2806 I'm magic .
 N2807 M; You are magic are n't you .
 N2808 Okay.
 N2809 What do you think they 're saying ?
 N2810 Z; Um they 're saying .. Who 's looking in that house ?
 N2811 M; <I Hello! How are you ? I> ((Role play character))
 N2812 <I I'm very well .. thank you . I>
 N2813 Z; X .
 N2814 M; Would you like to come in and have come in and have some dinner ?
 ((M continues role playing character))
 N2815 Z; Yes .
 N2816 M; Looks ,
 N2817 Could I come have some dinner .. please ?
 N2818 Okay .
 N2819 Gently with the book please . ((To Z))
 N2820 Ooh .. what 's happening now ?
 N2821 Z; I 'm having a sleep .
 N2822 Now be quiet .
 N2823 M; Okay .
 N2824 all right .

N2825 Z; And I 'm going to .. I 'm going to run and run until I get away from that big dog .
 N2826 M; Good boy .
 N2827 Uh= what do I see in the tree ?
 N2828 What can I see in the tree ?
 N2829 Z; What did I see in the tree .. said Grandpa .
 N2830 Might be a kookaburra or something .
 N2831 M; Huhm very good .
 N2832 Z; If I caught that ball I could play a game with it ... with my kid .
 N2833 M; That 's very good ,
 N2834 Zeb .
 N2835 That 's probably what they 're saying .
 N2836 Z; X .
 N2837 That dog is not allowed to come back again .
 N2838 M; Why not ?
 N2839 Z; Cause I said so .
 N2840 M; Oh .
 N2841 Was he doing something wrong ?
 N2842 Z; Yes
 N2843 M; What did he do ?
 N2844 Z; Umm out of the garbage bin .
 N2845 M; Ah .. very good .
 N2846 Z; And do you know why he said uh now I 'm someone 's special friend ?
 N2847 M; No .
 N2848 Why ?
 N2849 Z; Cause they love him bringing the bones up for my brother .
 N2850 M; You 're a good boy .
 N2851 Z; And when they did that naughty big dog ,
 N2852 see him stuck in the gate ?
 N2853 M; Is that a gate or a fence ?
 N2854 Z; A fence .
 N2855 M; Umm .
 N2856 Z; I mean ,
 N2857 M; And is it .. uh .. is it .. is the sun up or is the moon up ?
 N2858 Is it night time or daytime ?
 N2859 Z; Night .
 N2860 M; Right .
 N2861 Z; And it sat up all night .
 N2862 M; Good boy .
 N2863 Z; All the people know that all the men were woken up by the Nicholas dog .
 N2864 M; Good boy ,
 N2865 and look .
 N2866 Are they a .. are they a mummy or a daddy or a grandma or a grandpa do you think ?
 N2867 Z; Girl and dad .

N2868 M; X .
 N2869 Z; The girl and grandad were very annoyed .
 N2870 M; Very annoyed were they ?
 N2871 Z; Yep .
 N2872 M; Okay .
 N2873 Well what about --
 N2874 Z; And after that the ((Z starts screaming/giggling))
 N2875 M; @@
 N2876 Z; Until Arthur fell .. fell over and the car was going .
 N2877 M; Do you think he fell over or do you think he 's sniffing looking for the other dog ?
 N2878 Z; Sniffing .
 N2879 M; Looking for Arthur .
 N2880 Z; Yeah .
 N2881 And that 's why it .. and the car going very fast ,
 N2882 M; Umm .
 N2883 Z; And they were going over .. they were going to run over Arthur they were thinking .
 N2884 M; Ahh .
 N2885 Z; And the baby --
 N2886 M; Is it .. are they --
 N2887 And the baby was screaming was it ?
 N2888 Z; And the baby was screaming .
 N2889 And Arthur went .. and that 's the end of the story .
 N2890 M; Well maybe not .
 N2891 You have a good look at that picture .
 N2892 Z; And um ,
 N2893 M; Look ,
 N2894 Z; After --
 N2895 M; I look .. see
 N2896 You have a look down here.
 N2897 Look the lights are still on .
 N2898 It might not be that ... it might be that they 're still saying Arthur please come home .
 N2899 Do you think they might be saying that ?
 N2900 Because see the .. look ,
 N2901 See the big big writing there ?
 N2902 Think that might be meaning something like they want him to come home ?
 N2903 Z; Yep .
 N2904 M; That one.
 N2905 Z; X .
 N2906 M; Okay your turn .
 N2907 Z; And xx day time Arthur Arthur was going somewhere else so that dog could n't hurt little pup again

N2908 But Arthur thought that the big dog was going to hurt the little dog but it would n't .

N2909 M; Zeb ,

N2910 Z; And after then the dog came back to our house .

N2911 M; Umm .

N2912 And who was very pleased ?

N2913 Z; They were very pleased .

N2914 M; Yes.

N2915 Her name was Melanie .

N2916 Can you say Melanie ?

N2917 Z; Melanie .

N2918 M; Yes ,

N2919 cuddled Arthur ,

N2920 did n't she ?

N2921 Z; Why ?

N2922 M; But do you think she kissed Arthur ?

N2923 Z; @ No= @

N2924 M; Uhh that would n't .. that wouldn't taste very nice ,

N2925 would it ?

N2926 Z; No .

N2927 M; Yuk .

N2928 Z; No I 've gotta --

N2929 M; Oh I 'm sorry

N2930 I thought you 'd read that part .

N2931 Z; No .

N2932 Um the car .. all the people in the car were very happy .

N2933 M; Humm .

N2934 Z; That 's the end .

N2935 Arthur decided to stay home .

N2936 M; And they lived happily ever after .

N2937 Z; Ever after .

N2938 The end .

N2939 M; Very good ,

N2940 Zeb .

N2941 I enjoyed that .

N2942 That was pretty close ,

N2943 was n't it ?

N2944 Z; Now we're going to read this .

N2945 M; Uh yes .

N2946 Who 's that ?

N2947 Who is it ?

N2948 Z; Ernie .

N2949 M; Ernie .

N2950 Z; Yep .

N2951 M; Oh ho ho !

N2952 Z; @

N2953 M; I 'm --
 N2954 Z; X x .
 N2955 M; Who is it ?
 N2956 Z; Bert @
 N2957 M; Big Bird .
 N2958 Z; Big Bird .
 N2959 M; Okay .
 N2960 Z; Big Bird .
 N2961 M; Okay .
 N2962 Z; X .
 N2963 M; I 'm ready .
 N2964 I 'm waiting .
 N2965 ... (1.8) Sir ,
 N2966 read me my story please .
 N2967 Z; All right ,
 N2968 I 'll just --
 N2969 M; Yes it 's stuck . ((M refers to pages in book))
 N2970 I 'll help you .
 N2971 That one 'll fall out . ((Page is very loose))
 N2972 Ahh .
 N2973 Z; mhm .
 N2974 M; Do you want me to hold it just 'till we get past the part ?
 N2975 Z; mhm .
 N2976 M; Okay .
 N2977 Z; You read that bit .
 N2978 M; Oh do you want me to read the story to you or just start it for you ?
 N2979 Z; Just start it .
 N2980 M; Just start it .
 N2981 Big Bird liked to play with his friends .. but playing with them was
 hard for Big Bird beCAU=SE -
 N2982 Why do you think ? ((M addresses Z))
 N2983 Z; Cause he was BI=G !
 N2984 M; Great ,
 N2985 Their jump ropes were far too short , ((Reading))
 N2986 See him trying to skip some rope ?
 N2987 You see them outside clapping hands ?
 N2988 Z; Yes .
 N2989 M; X x .
 N2990 Z; Yes ... big .
 N2991 M; What 's wrong with him ?
 N2992 Z; He 's too= big .
 N2993 M; Too= big .
 N2994 and he ca n't go under their hands ,
 N2995 Z; { X x }
 N2996 M; { Ca n't do anything . }
 N2997 Z; _ No .

N2998 M; X a game for Big Bird to play .
 N2999 Z; X .
 N21000 Big Bird was trying to .
 N21001 ... Ow !
 N21002 M; Sorry .
 N21003 Okay .
 N21004 Z; And he was tryin' to play ,
 N21005 so he tried hiding behind the tree , but along came x x finded him .
 N21006 M; Would come and find him .
 N21007 Why do you think they --
 N21008 Do you think he could hide very well behind that tree ?
 N21009 Z; No .
 N21010 M; No .
 N21011 _ He 's so BIG
 N21012 ... is n't he ?
 N21013 Z; Yep .
 N21014 M; That 's right .
 N21015 Z; He 's supposed to FLY .
 N21016 M; Ooh ,
 N21017 Big Bird fly ?
 N21018 Z; Yeah .
 N21019 M; Never seen the Big Bird fly .
 N21020 Z; @
 N21021 M; Bit like Dumbo .
 N21022 Z; @
 N21023 M; @
 N21024 Okay .
 N21025 Z; X .
 N21026 M; Okay .
 N21027 Z; And then .. he decided .. NOT to go again .
 N21028 It was too hard to to xx lift ,
 N21029 was 'nt it ?
 N21030 M; Yeah .
 N21031 Very good ,
 N21032 Zeb .
 N21033 Z; And .. the only .. and he started to cry .
 N21034 M; Yes .
 N21035 Poor Big Bird .
 N21036 Z; Yep .
 N21037 M; Cause he did n't think there was any games for him to play ,
 N21038 did he ?
 N21039 Z; No .
 N21040 M; This is a sad book .
 N21041 Maybe it will get happier ... as we go along .
 N21042 { Oh , }
 N21043 Z; { X x }

N21044 M; Who 's that ?
 N21045 Z; Do n't know .
 N21046 M; True for you ?
 N21047 He was on Sesame -
 N21048 Was he ON Sesame Street this morning ?
 N21049 Z; No .
 N21050 M; Snuffleoughegus ?
 N21051 Snuffleoughegus .
 N21052 Z; <f Yep f>
 N21053 M; That 's Snuffleoughegus . . . that 's it .
 N21054 Okay ,
 N21055 Tell me what .. what he 's thinking about .
 N21056 Z; Um ,
 N21057 He said cheer up Big Bird ,
 N21058 I 'll play a game with you .
 N21059 And then he started looking happy again .
 N21060 Then he .. then he ((turns page))
 N21061 The other one --
 N21062 That one 's called someone else .
 N21063 Okay .
 N21064 M; No .
 N21065 That 's still Snuffleoughegus ,
 N21066 is n't it ?
 N21067 Z; No ,
 N21068 That 's Snuffleoughegus and that 's Snuffle .
 N21069 M; I think it might be just a different color .
 N21070 I think it 's the same person .
 N21071 Z; { No . }
 N21072 M; { X same animal . }
 N21073 Z; No see he 's gray and he 's not gray .
 N21074 M; Huh ,
 N21075 ...(1.2) Okay ,
 N21076 that 's fair enough .
 N21077 Okay .
 N21078 Z; Um .. Snuffleoughegus and the other big bird ,
 N21079 you see the other big bird 's his friend ,
 N21080 the other big bird .. and then .. well the other big bird x stand back for
 his mate .
 N21081 his mate 's called Snuffleoughegus .
 N21082 M; uh7oh .
 N21083 Z; and then <^ Bird ^> had n't have a game any more .
 N21084 They could n't have a game any more ,
 N21085 a lot of people had <^ left . ^>
 N21086 M; Hm , { that 's - }
 N21087 Z; { X x }
 N21088 M; What 's .. uh ...(1.1) Bert doing ?

N21089 Z; Hm .. Bert 's hm tying the ropes together .
 N21090 M; unhunh .
 N21091 That 's interesting .
 N21092 Why 's he tying them both together ?
 N21093 Z; Um more .
 N21094 M; To make it bigger .
 N21095 So maybe Big Bird can jump ,
 N21096 do you think ?
 N21097 That might make Big Bird very happy .
 N21098 Z; mhm Mum --
 N21099 M; Okay .
 N21100 Now next page and then we might see .
 N21101 Z; Yes .
 N21102 M; Oh -
 N21103 Z; Ah !
 N21104 M; Ah ... hello ,
 N21105 Zeb . ((M picks up Sesame finger puppet matching characters in the book))
 N21106 Z; Hey .. get out of my --
 N21107 M; @ @
 N21108 Z; Hey I 'm .. I 'm ((Both play with finger puppets))
 N21109 M; { Oh ! }
 N21110 Z; { I 'm -- }
 N21111 M; Oh you 're hurting my head .
 N21112 Z; X .
 N21113 M; You 're hurting my head .
 N21114 Z; X .
 N21115 M; X x .
 N21116 Z; You !
 N21117 M; Ow !
 N21118 Z; @
 N21119 M; Give me a kiss .. give me a kiss !
 N21120 Z; No @ @
 N21121 Yuk .
 N21122 M; Oh give me a kiss .
 N21123 Z; @ yuk @
 N21124 M; I like you .
 N21125 Z; @ yuk @
 N21126 Go first .
 N21127 M; I like you little boy . ((M role plays with puppets))
 N21128 Oh !
 N21129 Z; @ Stopi it ! @
 N21130 No @ @
 N21131 M; You 'll pay for that .
 N21132 Z; @ no @
 N21133 M; Oh no .

N21134 Z; @ Stop it @ stop it ! @
 N21135 M; Is that the same person ?
 N21136 Z; @
 N21137 M; Same animal ?
 N21138 Z; @
 N21140 Stop it ... you @ big monster
 N21141 M; { ((roaring noise)) }
 N21142 Z; { @ @ }
 N21143 M; ((roar))
 N21144 Z; @ no no @
 N21145 M; ((roar))
 N21146 Z; @ @ @ @
 N21147 M; X !
 N21148 Z; @
 N21149 M; I 'm very grouchy .
 N21150 Z; X
 N21151 You !
 N21152 M; Oh -
 N21153 Your turn . ((In puppet play))
 N21154 Z; No ... I took it .
 N21155 M; You did 'nt ... did you ?
 N21156 Z; Yes .
 N21157 M; You did ,
 N21158 okay .
 N21159 Z; X .
 N21160 Now I 'm going to do this to <^ YOU ^> !
 N21161 M; No WAY ! ((a rough-house game with puppets begins with M & Z
 attacking each other eventually, much laughing, screaming))
 N21162 Z; { @ @ @ }
 N21163 M; { @ @ @ }
 N21164 I 'll get Bullwinkle on to you ! ((M refers to another bigger puppet))
 N21165 Z; @@@
 N21166 @ @ @
 N21167 M; { Hello .. my name 's Bullwinkle . } ((Roleplay))
 N21168 Z; { @ @ @ }
 N21169 Bullwinkle !
 N21170 @ Oh no ! @
 N21171 @ @ @ @
 N21172 M; Bullwinkle 's the strongest ,
 N21173 Z; { @ @ @ }
 N21174 M; { of everybody . }
 N21175 Z; @ @
 N21176 @ @
 N21177 Ah ... got ya ! ((Z "attacks" back with his puppet))
 N21178 (scream)
 N21179 @ @

N21180 <^ I got ya ! (scream) ^>
 N21181 <^ I got ya ! (scream) ^>
 N21182 M; Bullwinkle says -
 N21183 Z; @ @ (scream)
 N21184 M; Do n't scream !
 N21185 Z; { <^ Got ya ! ^> }
 N21186 M; { X nice little boy . }
 N21187 Z; Bullwinkle ,
 N21188 Bullwinkle .
 N21189 M; Ahh, (crying as though hurt)
 N21190 Z; Oh Bullwinkle , ((Z speaks as he attacks M with puppet))
 N21191 { Bullwinkle , }
 N21192 M; { (crying) }
 N21193 Z; Oh Bullwinkle ,
 N21194 { Bullwinkle , }
 N21195 M; { (crying) }
 N21196 Z; Bullwinkle ,
 N21197 M; Oh you 're too rough . (crying)
 N21198 Z; I do like you .
 N21199 M; (crying) Oh you 're too rough . (crying)
 N21200 Z; <^ You 're too rough . ^>
 N21201 M; (crying) It 's just that you were rough to me little boy .
 N21202 { X . }
 N21203 Z; { I 'm no little boy . }
 N21204 I 'm a GIRL .
 N21205 M; Oh you 're a girl .
 N21206 Is that why you were rough to me ?
 N21207 Z; No ,
 N21208 you were rough .
 N21209 Cause you --
 N21210 M; That was so I could -- (scream) ((Z lunges forward))
 N21211 Z; (scream) @ @ @
 N21212 (roar)
 N21213 M; @ @
 N21214 Z; (roar) @ @ @
 N21215 (roar) @ @ @
 N21216 M; @ @
 N21217 Z; (roar) @ @
 N21218 M; @@
 N21219 @ uh70h @
 N21220 Z; { x }
 N21221 M; { @ crack your x }
 N21222 Z; X .
 N21223 M; Oh --
 N21224 You 're biting .. on my nose .
 N21225 @ @

N21226 Z; X .
 N21227 M; @ @
 N21228 Z; @ @ (scream)
 N21229 @ @ @
 N21230 <f I 've got your Bullwinkle now ! f>
 N21231 ... (2.3) Ohh .
 N21232 M; I 've only got three legs left he says .
 N21233 Z; ... (1.3) Ahh .
 N21234 M; _ Ah we 'll have to wrap him up .
 N21235 We 'll have to call for reinforcements .
 N21236 <f mhm f>
 N21237 Ah !
 N21238 What 's Nicholas doing here ? ((Z's brothers & dad return home))
 N21239 Z; Ahh .
 N21240 M; Ooh hoo ... ooh hoo
 N21241 Z; { @ @ }
 N21242 M; { ooh hoo ... ooh hoo .. ooh hoo .. ooh hoo . }
 N21243 Z; { @ @ }
 N21244 M; { ooh hoo .. ooh hoo .. ooh hoo . }
 N21245 Z; @ @ @
 N21246 M; wooh .. wooh .. wooh .. wooh .
 N21247 Z; @ @
 N21248 M; wooh ... wooh ... wooh !
 N21249 Z; (scream) @
 N21250 M; Did n't you have any lunch ? ((To dad))
 N21251 Z; @ @ (scream)
 N21252 M; X x .
 N21253 Z; @ Ahh @
 N21254 Oh I forgot my monster .
 N21255 M; Good ! ((M attacks Z again))
 N21256 Z; (scream) @ @
 N21257 (scream) @ @
 N21258 M; X ((Z screams loudly))
 N21259 Z; @ No @
 N21260 M; Are you a little girl ?
 N21261 Z; @ No @
 N21262 M; Boop ... boop ... { boop ... boop . }
 N21263 Z; { @ no @
 N21264 @ stupid @ }
 N21265 M; Boop ... boop ... boop ... boop .
 N21266 Z; I 'm not a girl .
 N21267 M; X .
 N21268 Z; <f You 're x . f>
 N21259 M; { @ @ }
 N21260 Z; { (scream) }
 N21261 M; Oh Lord you 'll give me a @ headache @ }

N21262 Z; { (scream) }
 N21263 M; Oh --
 N21264 Z; X .
 N21265 M; Oh --
 N21266 Z; ...(1.5) Ooh .. Ooh ... ooh .
 N21267 M; Look ,
 N21268 Zeb ,
 N21269 Grover is going to get a whipping soon .
 N21270 Z; { @ (roar) @ @ }
 N21271 M; { @ (roar) }
 N21272 Z; Gottcha !
 N21273 Oh ,
 N21274 Oh got ya .
 N21275 M; I 'll have to call on my dinosaur @ friends @ in a moment . ((M refers
 to other stuffed toys))
 N21276 Z; X x dinosaur war .
 N21277 M; You will ?
 N21278 Z; I 'm going to get a --
 N21279 M; I 'm waiting .
 N21280 I 'm waiting .
 N21281 Z; I 've got my dinosaur .
 N21282 M; I 've got my reinforcements .
 N21283 Ooh .. right .
 N21284 You 've got the stegosaurus .
 N21285 Z; X x .
 N21286 M; Please do n't eat me little boy . ((Roleplay))
 N21287 Z; Oh ... don 't ,
 N21288 do n't eat all the people .
 N21289 Then he wo n't hurt ya .
 N21290 M; But you re hurting me first .
 N21291 Z; @ (roar)
 N21292 M; @ @
 N21293 You 're a .. you 're a .. you 're a false friend .
 N21294 You PRETEND you 're a friend ,
 N21295 ...(1.1) Stegosaurus .
 N21296 Z; (roar)
 N21297 I 'm going to get my bigger dinosaurs than yours .
 N21298 M; I 'll get Littlefoot on to you .
 N21299 Z; Littlefoot 's ANCIENT anyway .
 N21300 M; Ancient ?
 N21301 Z; (roar)
 N21302 (roar)
 N21303 M; <p Oh= I think I might eat you up for lunch . p>
 N21304 Z; (roar)
 N21305 <f I might eat you up ! f>
 N21306 @ @

N21307 M; { I might just tickle you= . }
 N21308 Z; { @ @ }
 N21309 M; Oh .. look it ,
 N21310 { spiders crawling up your leg . }
 N21311 Z; { @ @ }
 N21312 @ @
 N21313 (scream)
 N21314 (scream)
 N21315 @ @
 N21316 M; ...(1.3)Oh= @ no @
 N21317 Not Bullwink --
 N21318 ...(1.6) That Grover is just the nastiest person I 've ever seen .
 N21319 Z; Oh= -
 N21320 M; Who 's this ?
 N21321 Z; Grover .
 N21322 M; Is this Grover too ?
 N21323 Z; { Yes . }
 N21324 M; { Who 's Cookie Monster ? }
 N21325 Is this one Cookie Monster ?
 N21326 Z; Yep !
 N21327 M; Oh .. well .
 N21328 Z; { @ @ }
 N21329 M; { You look like a giant cookie little boy . }
 N21330 Z; { @ @ }
 N21331 M; { I might just eat you all up . }
 N21332 Z; @ @
 N21333 M; (roar)
 N21334 Z; @ @
 N21335 M; (roar) (roar)
 N21336 Z; { @ @ }
 N21337 M; { (roar) (roar) }
 N21338 Z; X x .
 N21339 M; Oh= .
 N21340 Z; X .
 N21341 M; Ah= .
 N21342 Z; X .
 N21343 M; Oh -- @
 N21344 Oh -- @
 N21345 Z; Oh--
 N21346 M; I think Grover 's a bit of a guts , ((M threatens Z with Grover puppet))
 N21347 do n't you ?
 N21348 Z; { <f No ! f> }
 N21349 M; { He eats everything . }
 N21350 Z; <^ Ah= ^>
 N21351 M; Oi= !
 N21352 Z; Ooh=

N21353 M; Do n't be too rough .
 N21354 Z; Oh= --
 N21355 M; Settle down .
 N21356 ...(1.3) You 're getting a bit carried away .
 N21357 Do n't be too rough .
 N21358 Z; X .
 N21359 M; All right ,
 N21360 Well back to our story .
 N21361 What happens to it ?
 N21362 Z; Oh -
 N21363 { X x }
 N21364 M; { No , }
 N21365 No ,
 N21366 we have to see if Big Bird can do it .
 N21367 Let me see .. where were we up to ?
 N21368 You going to finish that for me ?
 N21369 Ah Darling
 N21370 ...(2.1) bit rough .
 N21371 You 're getting a bit silly now ,
 N21372 are n't you ?
 N21373 Z; No .
 N21374 M; Let 's settle down .
 Tape finishes.

N3 ACTIVITY DESCRIPTION HOME CONTEXT

TIME	ACTIVITY	TALK
11:06	B gets out drawing materials, draws with pencil between teeth	Directives, EC
11:07	B decides to do puzzle instead	M asks Qtest for labels of puzzle parts, their colors. M sets up expectation of B naming each piece
11:09	M chooses wooden animal puzzle, B works on it, stops, resumes	Directives, M offers labels, B tells her not to
11:12	B goes back to drawing with pencil in teeth again	M asks what drawing is, little talk
11:14	M helps B get out B's puzzle cards requiring B to match 2 halves forming 1 animal	Directives. Little talk. Qtest for labels, request to say 'X'.
11:19	B gets <i>Dumbo</i> story book out, M asks B to read but B doesn't want to	QTE, B labels pictures, M reads story, stopping to ask labels of pictures, colors Qtest
11:23	B gets <i>Little Mummy</i> from her books	M reads story, B offers parts, M asks colors, labels for pictures, share comments on story, M asks B to label letters, to count
11:28	B gets Mickey Mouse book to read to M	B tells story to pictures, M asks q's on B's story, corrects names of Disney characters, explains characters to B
11:30	B gets <i>Santa's Toy Shop</i> to read Practice reading title again after	M helps B read individual words, M labels pictures as B 'reads', QTest
11:37	B gets Roadrunner book to read	M comments on pictures, labels. B. 'reads'. M directs B to continue when she departs from text
11:40	B gets color balloon bingo from my box. B offers M choice, M responds	AOA; directives, Qtest for color names, EC, teasing related to game
11:46	B gets number lotto from box, M sorts cards, M & B play	Directives, EC, counting, QTE, B teases, M 'labels' numbers on dice
11:59	Game finishes, L & B pack it away	Little talk, some directives
12:00	B gets puzzles from box, takes out of another box 1 by 1 and comments; then does Mickey Mouse puzzle	EC, M comments little, Directive
12:03	B starts wooden animal puzzle	B labels, M Directives, Qtest labels, AOL
12:06	B gets doors puzzle and wooden sheep puzzle from box, begins on doors puzzle	Very little talk
12:07	Tape finishes	

N3 AT HOME

(M and R (N3) are in living room, begin with R drawing a picture as though she is Mr. Squiggle. R occasionally uses 'baby talk' though her language is normal. It seems to be part of her relating to M)

- N31 M; What color are those ? ((M refers to crayons R has))
 N32 R; Unh unh -- ((R begins to answer))

N33 uhh ,
 N34 M; Tell me when you 're starting . ((To Tr))
 N35 Tr; It 's going .
 N36 M; Oh ,
 N37 righto . ((To Tr))
 N38 @ @
 N39 R; X draw .
 N310 M; All right ,
 N311 what are you going to draw ?
 N312 R; Um ,
 N313 no .
 N314 M; <| What are you going to draw ? |>
 N315 R; This .
 N316 M; Yeah ,
 N317 go on .
 N318 R; Um ,
 N319 M; Want to draw a bed ?
 N320 R; Mhm mhm . (affirmative)
 N321 M; Come on then .
 N322 ... (1.0) No= ,
 N323 with your HANDS . ((R has taken crayon in teeth))
 N324 R; ... (2.2) <^ Um . ^>
 N325 You | you hold my hands with me . ((R is shy, wants help with
 drawing))
 N326 M; @ No= . @
 N327 R; You could .
 N328 M; @ No ,
 N329 on that side there . ((M indicates where R should be drawing))
 N330 R; .. (2.3) <^ Um . ^>
 N331 M; The lady can 't SEE . ((M wants R to move so the camera picks up what
 R is drawing))
 N332 R; Um ?
 N333 M; Come around here . ((M signals R to move around on the floor a bit))
 N334 Go around that way a bit .
 N335 Here ,
 N336 go on around .
 N337 ... (5.0) You ca n't see the YELlow . ((R is drawing with a yellow
 pencil))
 N338 Why don't you do a darker color .
 N339 ... (1.0) Ca n't see the yellow too much . ((R gets new crayon))
 N340 ... (8.9) Nuh . ((R has difficulty with crayon in teeth, M impatient))
 N341 Let 's do a game | play a game .
 N342 R; ... (5.4) Uh . ((R draws with crayon in mouth, uses hand a bit))
 N343 M; You 're cheating .
 N344 @ @ @
 N345 R; No= .

N346 M; ...(5.6) Can you do a bird ?
 N347 { For Jeannie ? }
 N348 R; { No . }
 N349 M; Try= .
 N350 R; NO= .
 N351 M; Come on ,
 N352 play a game .
 N353 Here .
 N354 R; Uh .
 N355 M; Found a new one . ((To Tr as M gets single pieces puzzle out of box))))
 N356 @ @
 N357 Want to play with them ? ((M tips pieces out))
 N358 ...(1.2) X X .
 N359 ...(4.2) What 's THAT ? ((M refers to parts of puzzle R plays with it.
 The following conversation is about individual puzzle pieces.))
 N360 R; What 's that ?
 N361 A hare .
 N362 M; No= .
 N363 ... You look at it .
 N364 R; A hare .
 N365 M; No= .
 N366 R; A HARE !
 N367 M; Look at it .
 N368 R; Tick tock .
 N369 M; What is it ?
 N370 R; Tick tock .
 N371 M; A CLOCK .
 N372 R; { X x . }
 N373 M; { All right ,
 N374 what else ? }
 N375 R; Tick tock .
 N376 That 's for ... No= .
 N377 M; Come on put it in .
 N378 ...(2.7) What 's that ? ((M asks about piece R is putting in))
 N379 ...(2.2) What 's THAT ?
 N380 ...(3.2) <^ What IS it ? ^>
 N381 R; { It 's a }
 N382 M; { A <^ rocket ? ^> }
 N383 R; Rocket .
 N384 M; What color is it ?
 N385 ...(2.0) What color are they ?
 N386 R; ...(1.2) X
 N387 M; And what 's THAT ?
 N388 R; ...(1.1) A X ,
 N389 M; Mhm .
 N390 ...(1.7) { and= , }

N391 R; { a x . }
 N392 M; Yeah ,
 N393 teapot .
 N394 R; Yes .
 N395 M; What 's THAT ?
 N396 R; A x .
 N397 M; And what color is THAT ?
 N398 R; Um ,
 N399 M; ...(3.2) @ What color is it ?
 N3100 ...(1.1) You know what color .
 N3101 You just said it with the crayons .
 N3102 ...(1.3) What color ? ((R looks at M, doesn't answer))
 N3103 ...(4.0) All right ,
 N3104 put another one in .
 N3105 R; Yellow .
 N3106 M; Right= .
 N3107 ...(1.5) What 's THAT ?
 N3108 R; Boat .
 N3109 M; Yeah .
 N3110 ...(1.6) And= ,
 N3111 R; Green .
 N3112 M; Church= .
 N3113 R; Church .
 N3114 ... And a train .
 N3115 ... X a train track .
 N3116 M; TRAIN .
 N3117 R; TRAIN track .
 N3118 M; It 's NOT a train track .
 N3119 R; A train track .
 N3120 M; A train .
 N3121 What 's { that ? }
 N3122 R; { A train x . }
 N3123 M; What color is that ?
 N3124 R; ...(5.8) <p x there . p>
 N3125 M; ...(6.2) What 's that ?
 N3126 R; A x x .
 N3127 M; Right= .
 N3128 ...(1.8) There . ((R finishes putting all the pieces in))
 N3129 Can you give me the other one ? ((M refers to another puzzle nearby))
 N3130 R; ...(1.6) Ye=p .
 N3131 M; ...(1.3) Pass it x . ((M asks for wooden animal puzzle))
 N3132 ...(1.8) Eh !
 N3133 NO you 're NOT .
 N3134 Bring them over please . ((M refers to pieces left behind on floor))
 N3135 ...(5.7) Becky= ,
 N3136 NO !

N3137 Pick it UP please . ((Another piece))
 N3138 R; Um .
 N3139 M; Pick it up .
 N3140 R; A X !
 N3141 M; ...(3.3) All right .
 N3142 Put it on .
 N3143 ...(2.5) What 's THAT ?
 N3144 R; ...(1.1) A sheep .
 N3145 Do n't tell me .
 N3146 M; All right .
 N3147 ...(9.0) What 's that ?
 N3148 R; ...(2.8) Do n't TELL me . ((R continues working on the puzzle))
 N3149 M; ...(13.0) What 's that ?
 N3150 ...(3.0) @ @ @ @ @
 N3151 ... Can you DO it ?((Ie. finish the puzzle;R has slowed down))
 N3152 ... Come back here .
 N3153 Finish it please .
 N3154 FINish it . ((R appears to have given up half-way, stops trying))
 N3155 All right ,
 N3156 start again . ((M takes all the pieces out again))
 N3157 ...(1.5) I wo n't talk now .
 N3158 ... I wo n't talk . ((R works silently on puzzle))
 N3159 ...(55.5) Can I talk now ? ((R has finished puzzle))
 N3160 R; No= .
 N3161 M; @ @ @
 N3162 What else do you want to play ?
 N3163 QUICK !
 N3164 R; A drawing . ((R gets out drawing equipment again))
 N3165 M; What ? ((Real question))
 N3166 ...(6.6) Come over here then ,
 N3167 ...and draw PROPERly ,
 N3168 ...(1.8) with your hands ?
 N3169 R; ...(1.0) No= .
 N3170 M; Have a lie= , ((R lies on stomach on floor in front of 'easel'))
 N3171 ...(3.5) and then draw= .
 N3172 ...(6.2) Nuh . ((R turns sheet of paper on easel over but hasn't clipped it on))
 N3173 Pass the clip over . ((M refers to clip on floor to be used on easel))
 N3174 Pass the clip .
 N3175 R; I do it .
 N3176 M; All right . ((R is having difficulty))
 N3177 ...(2.9) Let me hold it then . ((M tries to help R set up 'easel'))
 N3178 R; No ,
 N3179 I 'll hold it .
 N3180 M; ...(4.3) WOW ! ((R gets paper clipped on))
 N3181 X !

N3182 R; ...(1.7) I 'm not going to do writing .
 N3183 M; You do n't have to write .
 N3184 Do what you want .
 N3185 R; <p x x . p> ((R works on drawing))
 N3186 M; ...(22.3) What is it ?
 N3187 What is it ?
 N3188 ...(1.5) x x draw ?
 N3189 R; A bee . ((R is speaking with crayon in her mouth))
 N3190 M; Is it a bee ,
 N3191 is it .
 N3192 R: No ,
 N3193 BEAR .
 N3194 M; Bear .
 N3195 Where 's his EARS ?
 N3196 R; <p @x@ p>
 N3197 M; Come on . ((R pauses in drawing))
 N3198 ...(6.4) <p x . p>
 N3199 What 's your problem ?
 N3200 That lady is n't x -- ((M refers to Tr taping and takes box of picture cards which R knows well out of the box for R to play with instead of drawing))

 N3201 R; ...(5.9) Da daeh !
 N3202 M; The EAR ,
 N3203 is it ?
 N3204 R; Yeah .
 N3205 M; Here how about you do these ? ((M points picture cards which are 2-piece puzzles to get R to play with these instead of drawing))

 N3206 ...(1.0) Can you do them ?
 N3207 R; Hm .
 N3208 ...(1.0) Uhuh .
 N3209 ... Oh7oh . ((Cards are tipped out, but they're all completed puzzles))
 N3210 M; Unh7unh . ((R takes picture/word puzzles out of box already made up. M separates pieces so that R has to begin again))

 N3211 X
 N3212 ...(2.6) X that one in .
 N3213 ...(3.3) Put them away | from the box . ((M & R spread pictures out on floor))

 N3214 R; X
 N3215 M; ...(5.8) Put them away
 N3216 then you 've got them together . ((Picture/word cards had been put away with puzzles complete))

 N3217 ...(2.4) Quickly ! ((M wants R to reassemble picture puzzles quickly))
 N3218 ...(4.9) x x top on . ((R picks up box looks at top for help))
 N3219 ...(5.9) <^ Okay ? ^>
 N3220 ...(5.5) You put them together .
 N3221 R; I know that . ((R works while M spreads pieces out to be seen more

clearly))

N3222 M; ...(6.5) Good .

N3223 ...(10.5) NOW | put them together .((Task is to match picture and word))

N3224 ...(18.5) What 's THAT ? ((M refers to picture-word pair))

N3225 R; ...(1.7) X .

N3226 ...(1.8)I 'm not going to tell you .

N3227 M; No ,

N3228 you gotta tell me what they ARE .

N3229 You tell me what they are .

N3230 R; ...(1.2) DO n't tell { x . }

N3231 M; { All right . }

N3232 ...(1.8) Just say what is THAT then .

N3233 R; ...(1.1) No= . ((R continues working on puzzle pairs))

N3234 M; ...(26.0) Gotta ta=lk . ((R works silently until she completes pairs))

N3235 ...(1.24.2) @ Finished ? ((R looks up from task, smiling))

N3236 Pack them away now ?

N3237 ...(2.8) Nuh ,

N3238 that way . ((M turns box around so cards fit in better))

N3239 ...(2.4) Like that .

N3240 Antelope .

N3241 Can you say the name ,

N3242 say antelope ?

N3243 ... say antelope ?

N3244 R; X

N3245 M; ((Sighs)) ((R slowly puts all picture puzzle cards away in box))

N3246 ...(48.4) X ((M reaches for well-known picture story book))

N3247 What 's that ? ((M asks about picture on the cover))

N3248 Who 's that ?

N3249 ...(1.4) Who is it ?

N3250 ...(1.6) Is that Mickey Mouse ? ((M asks knowing the answer is negative))

N3251 R; No .

N3252 M; Who is it ?

N3253 R; Dumbo .

N3254 M; Ah= .

N3255 ...(1.0)You going to read the story ?

N3256 ...(7.5)Do you know the Dumbo story ?

N3257 R; Mhm .

N3258 M; Do ya ?

N3259 ...(2.0) What 's it see | say ? ((M corrects self, points to words in title))

N3260 R; Dumbo .

N3261 M; ...(3.2)Who is he ?

N3262 Who is it ?

N3263 R; <f Dumbo . f>

N3264 M; It 's a ELEphant .

N3265 R; That not ELEphant . ((Baby talk))
 N3266 M; Yes it is .
 N3267 R; That ... mum . ((Baby talk))
 N3268 { That }
 N3269 M; { That 's his } mum .
 N3270 R; That ...(1.2) bubby .
 N3271 M; That 's DUMbo ,
 N3272 cause look at his big ea=rs .
 N3273 R; Mhm .
 N3274 M; Can you READ it ?
 N3275 ...(1.9) Mummy read it or you read it ?
 N3276 R; Um= um ,
 N3277 M; EH ?
 N3278 R; { Um , } ((R hands book to M))
 N3279 M; I 'll read it x .
 N3280 DUMBO .
 N3281 R; Dumbo .
 N3282 M; Baby dumbo was born in the spring ((M begins reading story book))
 N3283 and his mother was proud ,
 N3284 but oh my what big big ears he had .
 N3285 ... Look at the big ears .
 N3286 { Where } are his big ears ? ((M asks R, refers to picture))
 N3287 R; { Um . }
 N3288 M; Yeah .
 N3289 R; X .
 N3290 M; You x x ,
 N3291 did n't you .
 N3292 R; Mhm .
 N3293 M; Mhm .
 N3294 When the circus parade marched through town , ((M reads again))
 N3295 the people laughed at dumbo .
 N3296 He ca n't be an elephant ,
 N3297 He must be a clown they said .
 N3298 <^ Is he a clown ? ^>
 N3299 R; Yeah .
 N3300 M; <^ No he was n't . ^>
 N3301 R; { @@ }
 N3302 M; { <^ HE 's a ELEphant . ^>
 N3303 The ring master put a funny costume on dumbo ((M reads again))
 N3304 and made him a clown .
 N3305 Dumbo tried to do tricks ,
 N3306 But he tripped over his ears and fell down .
 N3307 ... Poor dumbo , ((To R))
 N3308 he 's crying ,
 N3309 is n't he ?
 N3310 Eh ?

N3311 R; Mhm .
 N3312 M; The audience thought the clowns were funny ,
 N3313 but dumbo wanted to be an elephant ,
 N3314 not a clown .
 N3315 <^ Where 's a clown ? ^> ((M asks R to find in the picture))
 N3316 R; Um ? ((R points quickly))
 N3317 M; Yep .
 N3318 Timothy mouse felt sorry for dumbo , ((M reads again))
 N3319 I 'll make you a star of the circus he said .
 N3320 Your ears are big as wings
 N3321 so I 'll teach you to fly .
 N3322 <^ Where 's timothy the mouse ? ^>
 N3323 <^ ...(1.6) Timothy the mouse ? ^>
 N3324 <^ Where is he ? ^>
 N3325 There . ((Affirmative))
 N3326 What 's his NAME ?
 N3327 R; The mouse .
 N3328 M; Timothy .
 N3329 With Timothy riding on his hat , ((M reads again))
 N3330 dumbo practiced running and jumping and hopping .
 N3331 He 's ... he flapped his ears as hard as he could ,
 N3332 but he could n't get off the ground .
 N3333 <v Poor dumbo . v>
 N3334 R; He 's CRYing . ((R points to picture))
 N3335 M; Yeah= .
 N3336 R; Poor dumbo .
 N3337 M; Some crows decided to help ((M reads again))
 N3338 We 'll teach baby
 N3339 We teach baby crows to fly by giving them a big feather to hold on to .
 N3340 Here 's one for DUMbo .
 N3341 <^ Where 's the big FEATHER ? ^>
 N3342 ...(1.4) <^ Where 's the feather they 're going to give him ? ^>
 N3343 Mhm . ((Affirmative))
 N3344 What color is THAT ?
 N3345 R; Um ,
 N3346 M; What color is it ?
 N3347 R; Bah . ((baby talk))
 N3348 M; Black .
 N3349 R; Black .
 N3350 Da=ck .
 N3351 M; Dark color ,
 N3352 yeah .
 N3353 ...(1.4) He flew high above the treetops , ((M read again))
 N3354 and circled and looped and dived .
 N3355 ... <p Look some crows are flying with him . p>
 N3356 R; Hm= .

N3357 M; Back at the circus the ringmaster made dumbo a clown again .
 N3358 ... (1.1) <v Does n't like being a clown , v>
 N3359 <v does he . v>
 N3360 R; No= .
 N3361 M; No= .
 N3362 R; No .
 N3363 M; But when it was time for the clown act , ((M reads again))
 N3364 dumbo flew .
 N3365 Around and around and up and down he flew .
 N3366 The audience cheered .
 N3367 <v He 's flying there , v>
 N3368 <v is n't he . v>
 N3369 R; Yeah= .
 N3370 M; ... (2.0) Now people come from miles around to see dumbo fly , ((M reads))
 N3371 and nobody laughs at him any more .
 N3372 Dumbo is the star { of the circus . }
 N3373 R; { X X X . }
 N3374 M; That 's the end of the story .
 N3375 Do you want to <^ read it ^> ?
 N3376 R; No .
 N3377 M; What else do you want to do ? ((R goes to stack of books on shelf behind and gets one; she hands it to M and lies against M to read it))
 N3378 There 's a mummy . ((M points to picture in book))
 N3379 X a mummy .
 N3380 R; ... (2.8) X X that .
 N3381 M; What 's it called ?
 N3382 R; It 's called BAGGY .
 N3383 M; No . ((M points to title of book))
 N3384 <^ Little -- ^>
 N3385 R; Little --
 N3386 M; Mummy .
 N3387 R; Mummy .
 N3388 M; She 's feeding her baby ,
 N3389 is n't she .
 N3390 R; Yeah .
 N3391 ... (1.0) She 's X .
 N3392 M; Do you want to read it to mummy ?
 N3393 R; Unh7unh .
 N3394 M; This is my house and I am the mummy . ((M begins reading the rhyming text))
 N3395 My children are anabel betsy and bonnie . ((M turns page))
 N3396 ... (3.4) They are good little children and do just as I say .
 N3397 R; She 's saying goodbye !
 N3398 M; HE 's saying goodbye .
 N3399 I put on their coats and they go out to play . ((M reads again))

N3400 Billy is daddy he works in the city
 N3401 He has a new car is n't it pretty .
 N3402 <v What color is the car ? v>
 N3403 R; Um blue .
 N3404 M; Yeah .
 N3405 R; Cat ! ((R points to picture in story))
 N3406 M; Mhm ,
 N3407 the cat 's playing with the butterfly .
 N3408 R; No .
 N3409 M; Yeah LOOK !
 N3410 R; No um ,
 N3411 one two three four five six seven eight nine ten eleven
 N3412 M; Ah right .
 N3413 R; X
 N3414 M; I do the dishes and sweep the floor . ((M reads again))
 N3415 <v Where are the kids ? v>
 N3416 ...(1.5) Where 's the BAby ?
 N3417 R; ...(2.4) Do n't know .
 N3418 M; Oh look !
 N3419 They 're out playing outside .
 N3420 R; Yeah= .
 N3421 M; I wipe the fingerprints off the door .
 N3422 ...(1.5) <v She 's cleaning the house , v>
 N3423 is n't she . v>
 N3424 R; Yeah= .
 N3425 M; I wash the clothes in my washing machine . ((M reads again))
 N3426 I scrub them with soap and rinse them clean .
 N3427 Then I hang them on the line to dry .
 N3428 I 'll have to { iron them } by and by .
 N3429 R; { X . }
 N3430 M; Doing { the washing . }
 N3431 R; { Yeah she 's } doing that ,
 N3432 and she 's doing that ! ((R points to different parts of picture))
 N3433 M; Mhm .
 N3434 R; X x.
 N3435 M; My children like to go for a ride ((M reads again))
 N3436 They sit in the buggy side by side.
 N3437 ...(1.0) <v Taking them for a walk . v>
 N3438 R; Yeah= .
 N3439 M; Can you say that ? ((M points to word in book))
 N3440 What 's that letter ?
 N3441 ...(2.6) "A" ,
 N3442 R; "A" ,
 N3443 "B" ,
 N3444 M; Now we 'll teach you the "ABC" 's ((M reads again))
 N3445 and who can count to ten for me ?

N3446 Can you count to ten ? ((To R))
 N3447 ... (2.6) Have a look . ((M refers to book))
 N3448 Can you count ?
 N3449 R; <fl one two three four five six seven eight nine TEN . If>
 N3450 M; Ye=ah .
 N3451 ... (1.3) I think it 's time for me to bake ((M reads again))
 N3452 I 'll make some cookies and ginger cake .
 N3453 Where 's the cookies ? ((To R))
 N3454 R; Um , ((R points to picture in book))
 N3455 { There . }
 N3456 M; { How many } 're there ?
 N3457 R; One two three four .
 N3458 M; That 's right= .
 N3459 ... (3.0) My neighbour comes for a cup of tea ((M reads again))
 N3460 We have a party by the cherry tree .
 N3461 Where 's the cherries ? ((To R))
 N3462 ... (1.4) Hm cherries , ((R then M point to parts of picture))
 N3463 and the tree .
 N3464 ... (4.9) Oh dear I 'm afraid betsy is ill ((M reads again))
 N3465 I 'll put her to bed and give her a pill .
 N3466 I 'll call on the phone for doctor dan .
 N3467 he says he 'll come as soon as he can .
 N3468 ... She 's sick , ((To R))
 N3469 is she ?
 N3470 R; Yes .
 N3471 M; <p Yeah . p>
 N3472 Danny is doctor and he comes in a hurry . ((M reads again))
 N3473 He takes her temperature and says do n't worry .
 N3474 She 'll be well as quick as a wink
 N3475 I 'll just ... it 's just the ... (1.0) mumbly bumps ... I think .
 N3476 ... (3.5) Dinner is ready do n't be late .
 N3477 Put on your bibs and sit up straight .
 N3478 We 'll have potatoes and blueberries too .
 N3479 Now eat your spinach it 's good for you .
 N3480 ... (1.7) What are they having for tea ? ((To R))
 N3481 What 's this ? ((M points to picture))
 N3482 R; X green .
 N3483 M; ... (2.6) Sit on my lap it 's story time . ((M reads again))
 N3484 I 'll read a poem and a nursery rhyme .
 N3485 It 's bath time now for my little dears ,
 N3486 I 'll scrub their necks and wash their ears .
 N3487 R; @@ She reading my book .
 N3488 M; She 's reading a story to them
 N3489 isn 't she .
 N3490 R; She 's reading a story like that .
 N3491 M; Ah= .

N3492 R; And one two , ((R points to part of picture))
 N3493 M; They 're having a bath .
 N3494 R; Yeah = .
 N3495 they 're having a bath= .
 N3496 M; Yeah .
 N3497 I 'll pop them in bed and sing them a song , ((M reads again))
 N3498 and they 'll be asleep before very long .
 N3499 ...(1.5) They 're going to bed ,
 N3500 are n't they .
 N3501 R; Yeah .
 N3502 M; That 's the end of the story .
 N3503 R; X x . (R smiling puts book away))
 N3504 M; Hey ,
 N3505 do you want to do some other puzzles or something ?
 N3506 <^ Want to play a game ? ^>
 N3507 R; No .
 N3508 M; <^ You pick a game . ^>
 N3509 ...(2.4) Reading ,
 N3510 mhm . ((To Tr as R picks up another book))
 N3511 R; { Mickey Mouse . }
 N3512 M; { Ah , }
 N3513 <f^ You can read NOW . ^f>
 N3514 You sit down and you read to mummy .
 N3515 R; <p No . p>
 N3516 M; Go on .
 N3517 R; <p x x . p>
 N3518 M; Do you want me to ?
 N3519 R; Nah .
 N3520 M; All right .
 N3521 R; One day Mickey Mouse ((R reads title; story set in different time on
 each page))
 N3522 ...(5.8) One day x x x ((R had turned several pages & then started))
 N3523 going back in the
 N3524 X X banging . ((Picture of Mickey M & other in Western town))
 N3525 M; Banging a gun is he ?
 N3526 R; Yeah . ((R turns page))
 N3527 ...(4.6) One day rocket come .
 N3528 M; Goes in his rocket .
 N3529 Is going up to the moon
 N3530 is he ?
 N3531 R; Yeah .
 N3532 One day going in that ROCKet . ((R uses babytalk again))
 N3533 He going the MOON .
 N3534 M; Go TO the moon .
 N3535 R; Yeah ((R turns page.))
 N3536 ...(2.0) One day ,

N3537 M; Who are they ? ((M points to picture. M interrupts reading with
 questns))
 N3538 Who is that ?
 N3539 ...(1.0) That 's minnie mouse .
 N3540 R; Minnie mouse .
 N3541 One day minnie mouse and x x x . ((R 'reads' again))
 N3542 M; Is she dressed up as a princess ?
 N3543 R; Yeah ,
 N3544 she 's dressed up PRINcess .
 N3545 M; She 's pretty .
 N3546 R; One day goofy --
 N3547 M; No= ,
 N3548 R; Um ,
 N3549 M; that 's PLUTO .
 N3550 ...(1.0) I think .
 N3551 R; One day goofy x x
 N3552 M; PLUTO ,
 N3553 ...(1.0) { <f That 's PLUTO . f> }
 N3554 R; { <f NOT X= . f>
 N3555 M; LOOK look look . ((M turns back through pages in book, point to
 picture))
 N3556 There 's goofy .
 N3557 Where 's goofy . ((To self as she looks for another picture))
 N3558 That 's GOOfy .
 N3559 R; Um ,
 N3560 M; And that 's PLUTO . ((M points to two pictures))
 N3561 R; Um .
 N3562 PLUTO , ((R resumes 'reading' story where she was))
 N3563 M; Mhm .
 N3564 R; CRAB . ((Picture of Pluto and a crab on the sand))
 N3565 { x x crab. }
 N3566 M; { Mhm . }
 N3567 R; ...(3.3) One day he tried to find a fish .
 N3568 ...(2.0) He tried to BITE him . ((R refers to picture))
 N3569 M; They bite him on the toes do they ?
 N3570 R; Yeah= .
 N3571 M; @ @ ((R turns pages))
 N3572 R; ...(4.2) One day going to fish .
 N3573 M; Who 's THAT ?
 N3574 R; <f Donald Duck . f>
 N3575 He 's going x him .
 N3576 and xx x were there .
 N3577 M; What ARE they ?
 N3578 What 're they ?
 N3579 R; They 're paddle boats .
 N3580 ...(3.8) One day donald duck coming .

N3581 M; And donald and minnie and mickey ,
 N3582 R; Um .
 N3583 One day dress him up and he 's got a hat
 N3584 and he 's got a shoes .
 N3585 M; They 're going out .
 N3586 R; Yeah .
 N3587 M; Yeah .
 N3588 That 's the end ,
 N3589 is n't it .
 N3590 R; That 's the end PAGE !
 N3591 Ahh . ((Sigh))
 N3592 M; NOW
 N3593 let 's play a GAME . ((R goes to stack of books behind))
 N3594 R; { On top . }
 N3595 M; { Ah= aNOTHer } book .
 N3596 @ @
 N3597 R; ...(1.7) I 'll read this santa claus .
 N3599 { x . }
 N3600 M; { She 's all right } with the book ? ((To Tr))
 N3601 R; SAN=ta claus .
 N3602 Santa claus is coming to town . ((R sings part of song))
 N3603 M; Careful . ((R lies back against M))
 N3604 ...(3.2) Look at all the TOYS= . ((M points to cover of book))
 N3605 Look .
 N3606 Come on ,
 N3607 you going to read ?
 N3608 That says <^ santa 's ^ ,
 N3609 R; Santa 's ,
 N3610 M; <^ toyshop . ^>
 N3611 R; Toyshop .
 N3612 Um ,
 N3613 M; @ WHAT ! @
 N3614 @ What are you going to do ?
 N3615 R; @ @
 N3616 M; What ?
 N3617 You going to read it ?
 N3618 R; Yep .
 N3619 ...(3.5) Called ,
 N3620 M; ...(2.2) SANta 's , ((M points to each word in the title))
 N3621 R; <p Santa 's , p>
 N3622 M; TOY ,
 N3623 R; <p Toy , p>
 N3624 M; SHOP .
 N3625 R; Shop .
 N3626 M; Uhuh .
 N3627 That 's where they make the TOYS .

N3628 R; { x }
 N3629 M; { Go on } then .
 N3630 R; ...(1.8) Y= !
 N3631 M; Yeah ,
 N3632 that 's a 'y' .
 N3633 R; Where 's 'b' ?
 N3634 M; There 's no 'b' .
 N3635 R; ...(2.2) Where 's a { x ... x x }
 N3636 M; { NOW , }
 N3637 do you want to read it now ?
 N3638 R; YEAH !
 N3639 @
 N3640 ...(6.9) One day ,
 N3641 going to have a TOY . (R begins 'reading' the story)
 N3642 One day .
 N3643 M; They 're going to MAKE some toys .
 N3644 R; Yeah= ,
 N3645 they 're going to MAKE the toys .
 N3646 Xx !
 N3647 ...Going to x x .
 N3648 M; Hm ?
 N3649 R; One day x x going to ... Christmas tree ,
 N3650 Christmas tree be coming ... to TOWN .
 N3651 M; SANta claus ... is coming to town .
 N3652 Look at that . ((M point to picture))
 N3653 All these elves ... are making the toys .
 N3653 Where 's all the elves ? ((M asks about picture))
 N3654 They 're elves ... helping Santa ,
 N3655 are n't they ?
 N3656 R; Yeah= .
 N3657 M; There 's MRS. SANta .
 N3658 R; ...(1.0) { Yeah . }
 N3659 M; { Making some biscuits . }
 N3660 R; UnhUnh .
 N3661 X X X
 N3662 X making the biscuits .
 N3663 M; Mhm .
 N3664 R; ...(4.4) One day x x
 N3665 Santa Claus be coming to town .
 N3666 xxx there .
 N3667 M; That 's his helpers .
 N3668 R; Yeah .
 N3669 M; Yeah .
 N3670 R; One day they have a christmas day time= .
 N3671 ...(2.6) One day they have a christmas x x.
 N3672 M; Look at the BIG BAG of TOYS .

N3673 R; Yeah= .
 N3674 M; Who 's he going to take them to ?
 N3675 R; { Him , } ((R points to picture))
 N3676 M; Who 's he going to give the toys to ?
 N3677 R; { Them , } ((R points to picture))
 N3678 M; All the children .
 N3679 R; Yeah= .
 N3680 M; Mhm .
 N3681 R; One day christmas came ... to TOWN . ((R turns page))
 N3682 M; ...(3.4) Oh= ,
 N3683 who are THEY ?
 N3684 ...(1.0) What are they ?
 N3685 R; They 're christmas tree big x .
 N3686 M; No ,
 N3687 Who ARE they ?
 N3688 ...(1.0) They 're REINdeer .
 N3689 R; Reindeers .
 N3690 M; Mhm .
 N3691 R; ...(1.1) One day ... in x x --
 N3692 M; Reindeers .
 N3693 R; x time and the REINdeer .
 N3694 M; ...(4.8) { They 're flying . }
 N3695 R; { One day - }
 N3696 Yeah ,
 N3697 look at they FLYing .
 N3698 M; In the SKY .
 N3699 R; In the sky .
 N3700 Twinkle little star ,
 N3701 how I wonder what you are .
 N3702 ... One day Christmas was COMing .
 N3703 And Tommy can 't reach it . ((R points to figure in picture))
 N3704 M; @ @ Oh yes ,
 N3705 he 's standing on a little ... cushion ,
 N3706 is n't he .
 N3707 { On a stool . }
 N3708 R; { He 's standing on a X ! }
 N3709 @
 N3710 ...(2.0) One day x TOYS ,
 N3711 and he LEFT the friends their toys .
 N3712 ...(10.9) X X
 N3713 M; What 's in the BAG ?
 N3714 There 's a BALL .
 N3715 R; Yeah .
 N3716 M; What 's THAT ?
 N3717 R; ...(1.5) Um ,
 N3718 FireX .

N3719 M; FIRETRUCK .
 N3720 R; Firetruck .
 N3721 M; { There 's STOCKings . }
 N3722 R; { Um - }
 N3723 M; You have n't LOOKED ,
 N3724 Firetruck 's HERE .
 N3725 STOCKings . ((M points to another part of the picture))
 N3726 R; Yeah= .
 N3727 One day one time
 N3728 xx is going up in the X .
 N3729 M; Chimney .
 N3730 R; He 's going THERE .
 N3731 M; Yeah .
 N3732 R; ...(1.7) Is he going THERE ?
 N3733 xx ((whisper))
 N3734 One day He xx he ca n't reach .
 N3735 M; The plane ... flying around . ((M points to parts of picture))
 N3736 The tree ...
 N3737 R; Yeah= .
 N3738 M; The train track ,
 N3739 R; ...(1.1) TRAI=N TRACK ... <^ TOOT TOOT ! ^>
 N3740 ...(5.3) One day= ... going over them ,
 N3741 going them .
 N3742 One day= Christmas reading a BOOK . ((?'Christmas' = 'Father
 Christmas'??))
 N3743 He got a feather . ((Pointing to picture))
 N3744 And that 's the end of the story .
 N3745 It 's called called , ((R looks for title of book , but on back cover))
 N3746 M; What 's it say here ? ((M turns book over to show R the front))
 N3747 What 's it say ?
 N3748 R; REINdeer .
 N3749 M; No= .
 N3750 R; Christmas .
 N3751 M; SANTA 's. ((M points to words in title))
 N3752 R; Santa 's.
 N3753 M; TOY SHOP !
 N3754 R; Toy shop !
 N3755 M; Yeah .
 N3756 Right .
 N3757 R; Toy= SHOP !
 N3758 M; Shop .
 N3759 R; { Sho=p . }
 N3760 M; { TOY= } toy ,
 N3761 R; Toy ,
 N3762 sho=p .
 N3763 M; Right .

N3764 Where 's santa ? ((M asks R to point to word))
 N3765 Santa .
 N3766 Where 's santa SAN=ta 's . ((M asks R to recognize words))
 N3767 R; OH X .
 N3768 M; TOY SHOP .
 N3769 R; Toy shop .
 N3770 M; All right ,
 N3771 what else do you want to do ?
 N3772 ...(3.2) <f Not another STORY . f>
 N3773 <f Go and try a GAME . f>
 N3774 <f Go and get a game . f>
 N3775 R; <^ Oh look ! ^> ((R has found book))
 N3776 M; ((sigh))
 N3777 R; Yogi bear= .
 N3778 M; Yeah .
 N3779 Who 's THAT ?
 N3780 ...(1.7) That 's the ROAD RUNner .
 N3781 R; Road runner .
 N3782 M; And coYOte .
 N3783 R; Coyote .
 N3784 ...(1.7) One day ... coyote wait wait
 N3785 <^f Wait for x ME . f^>
 N3786 <v x x x x= . v> ((R hugs M, talks into her body))
 N3787 ...(4.5) X x x { x= . }
 N3788 M; { Yeah . }
 N3789 ...(1.9) { Who 's HE ? }
 N3790 R; { X . }
 N3791 M; That 's that ROAD runner .
 N3792 R; Right .
 N3793 M; And who 's HE ?
 N3794 R; He 's { KY= ! }
 N3795 M; { CoYOte . }
 N3796 CoYOte .
 N3797 R; Coyote .
 N3798 M; Yeah .
 N3799 He 's running away from him ,
 N3800 isn 't he .
 N3801 R; Yeah= .
 N3802 ...(1.0) One day he @
 N3803 M; No ,
 N3804 COYOTE .
 N3805 R; COYOTE= ,
 N3806 he come x x RUNning .
 N3807 He x RUNNING the X ,
 N3808 he got a claws= .
 N3809 { One day= , }

N3810 M; { Look they 're going to fall off the CLIFF ! }
 N3811 R; Yeah= .
 N3812 M; They 're gonna fall DOWN= .
 N3813 R; ...(3.2) One day=
 N3814 he come and one time and don't go through .
 N3815 M; x x x he fell .
 N3816 x hurt his big toe= .
 N3817 R; Yeah= .
 N3818 ...(5.2) One day= he come
 N3819 and run run x OFF .
 N3820 He can x x x off= .
 N3821 M; He fell off ,
 N3822 did he ?
 N3823 R; Yes he fell ALL x off x x .
 N3824 M; ...(5.1) @ @ @ .
 N3825 R; When he got PRICKles ,
 N3826 Coohcooh .
 N3827 M; They 'd hurt ,
 N3828 would n't they .
 N3829 R; Yeah .
 N3830 They hurt him .
 N3831 M; You like them ,
 N3832 do n't you .
 N3833 You like CACTuses .
 N3834 R; Yeah .
 N3835 M; @ @
 N3836 R; X
 N3837 M; Cactus .
 N3838 R; Cactus .
 N3839 One day= ,
 N3840 cactus ,
 N3841 ...(1.9) OW ! ((R puts finger on cactus in picture several times, then
 whole hand on picture on opposite page))
 N3842 Ow .
 N3843 M; They hurt you ,
 N3844 do they ?
 N3845 Come on .
 N3846 R; Ow .
 N3847 ...(1.8) Ow !
 N3848 M; Come ON .
 N3849 R; Ow !
 N3850 Ow7 ow7 !
 N3851 M; ...(1.8) She likes cactuses . ((To Tr))
 N3852 Any time we go into Coles ,
 N3853 she always .xxxxgoes in there ,
 N3854 she always wants to go there for your cactuses .

N3855 R; Mhm .
 N3856 I go into TOY world .
 N3857 M; Mhm .
 N3858 R; ...(1.4) I want to go into toy world to see the BOOKS
 N3859 and see the LAWN ,
 N3860 { x x x x x . }
 N3861 M; { The LAWNmower . }
 N3862 No= .
 N3863 R; I want to x x x the LAWNmower .
 N3864 M; NO !
 N3865 R; YES= .
 N3866 M; Can you read this STOrY ?
 N3867 R; Yeah .
 N3868 One day and x x
 N3869 ...(1.0) and x x RUNning TURning FASter .
 N3870 M; Good .
 N3871 R; x x to x them .
 N3872 ...(2.0) One day= ... let GO .
 N3873 and the { x x . }
 N3874 M; { Yeah },
 N3875 what 's his NAME ?
 N3876 Well who 's he= ?
 N3877 R; I do n't know .
 N3878 M; A COYote .
 N3879 R; Caytee .
 N3880 M; Co yo te .
 N3881 R; One day come oh one um x . ((R turns page))
 N3882 ...(5.1) One day= and come ,
 N3883 and he YELL= . ((R turns page again))
 N3884 ...(3.1) And that 's the end of the STOrY .
 N3885 M; Yeah ,
 N3886 Now you play a GAME now . ((R goes to toy box))
 N3887 Get a dice game .
 N3888 ...(4.0) How about the BALLOON one . ((M refers to color bingo
 game))
 N3889 That 's it .
 N3890 Oh .
 N3891 ...(2.4) And you pick a card .
 N3892 Which card do you want ?
 N3893 R; Um ,
 N3894 ...(1.6) x X= .
 N3895 X x .
 N3896 M; <p Oh ! p> ((Like a sigh))
 N3897 R; ...(17.0) x x you WANT . ((R sorts out bingo picture cards and color
 circles))
 N3898 ...Now what do you want ?

N3899 Do you want that one or that one or that one or that one ?
 N3900 M; ...(2.1) The one with the BASKet .
 N3901 R; Mhm .
 N3902 M; Thank you .
 N3903 Which one are you having ?
 N3904 R; Uh ... I 'll have ...(2.2) THAT one .
 N3905 M; All right .
 N3906 Give me the other --
 N3907 Can I have the other two ?
 N3908 ...(4.0) All right .
 N3909 R; Yep !
 N3910 M; Here !
 N3911 You throw your dice first . ((Dice have colors, not numbers on them))
 N3912 R; Mhm .
 N3913 ...(4.2) YELlow please . ((R wants a yellow circle to put on her board))
 N3914 ...(2.3) That go there ?
 N3915 Oh yeah .
 N3916 M; All right .
 N3917 My go= ?
 N3918 R; Yeah !
 N3919 M; Oh | sorry !
 N3920 What color is THAT ?
 N3921 ...(2.0) What was THAT ?
 N3922 R; @ GREEN .
 N3923 M; Look at it .
 N3924 R; GREEN .
 N3925 M; What color is it ?
 N3926 R; It 's= GREEN !
 N3927 M; <^ LOOK at it . ^>
 N3928 R; Green .
 N3929 M; No it 's not .
 N3930 ...(2.5)Is it RED ?
 N3931 R; Red .
 N3932 M; ...(2.0) Your go .
 N3933 R; ...(5.2) O=range .
 N3934 Get o=range . ((R throws dice, finishes turn, M's turn))
 N3935 M; ...(6.6) Uh7 ,
 N3936 I 've had it I 've had that color .
 N3937 Your go .
 N3938 NO ,
 N3939 It 's YOUR GO .
 N3940 What color is THAT ?
 N3941 R; ...(2.6) Red .
 N3942 M; Yeah ,
 N3943 now you KNOW .

N3944 All right my | your go .
 N3945 R; ...(5.2) Red .
 N3946 M; Now she knows= . ((To Tr))
 N3947 @ @
 N3948 ...(3.2) My play .
 N3949 R; Blue !
 N3950 I got | blue= .
 N3951 M; THANK you .
 N3952 Your go .
 N3953 ...(5.4) You got yel | you got yellow .
 N3954 R; <p X . p>
 N3955 M; ...(1.1) My go= .
 N3956 @ @ Go away @ @ .
 N3957 ... I 've got red .
 N3958 Your go .
 N3959 ...(4.1) You got yellow .
 N3960 R; YELLOW !
 N3961 M; See you 've got yellow alREADY .
 N3962 @
 N3963 Yellow .
 N3964 R; { x }
 N3965 M; { Yeah }
 N3966 Pass yellow to mummy please .
 N3967 ...(1.7) Thank you .
 N3968 { Now } all right ,
 N3969 R; { I x -- }
 N3970 M; ...(2.5) All right ,
 N3971 your go .
 N3972 R; ...(2.5) When I got yellow ,
 N3973 ... NO= , ((R got yellow again))
 N3974 M; Do that again . ((M tells R to throw again))
 N3975 R; ...(2.2) Hm !
 N3976 M; No !
 N3977 No .
 N3978 Throw your { dice -- }
 N3979 R; { x got } orange .
 N3980 M; You 've GOT orange .
 N3981 R; ...(2.6) X .
 N3982 M; What 's THAT color ?
 N3983 R; ...(2.4) BLACK .
 N3984 M; No ,
 N3985 R; White= .
 N3986 M; White .
 N3987 R; White .
 N3988 M; Right .
 N3989 ...(9.0) <p Yellow . p>

N3990 Yellow .
 N3991 Your go .
 N3992 ... (5.1) @ You got RED . ((M comments on dice throw))
 N3993 ... You 've GOT red= . ((M comments on R's board already))
 N3994 R; ... (1.7) { Hey ! }
 N3995 M; { X }
 N3996 @ Red . @ ((M throws red on dice too)) ??
 N3997 ... (1.0) Your go .
 N3998 R; You 've got red .
 N3999 M; Yes ,
 N31000 I 've got red .
 N31001 ... (2.4) Orange , ((M comments on dice throw))
 N31002 you 've got orange .
 N31003 R; <f I 'll f> do it .
 N31004 M; HEY !
 N31005 No !
 N31006 MY turn .
 N31007 R; I turn .
 N31008 M; Red .
 N31009 Come on your go .
 N31010 ... (3.8) Yellow .
 N31011 You got yellow .
 N31012 ... White ,
 N31013 x got white
 N31014 Have I got it ?
 N31015 No .
 N31016 ... (1.7) Your go .
 N31017 ... (1.8) <f Your go . f>
 N31018 R; ... (5.6) Ahh .
 N31019 M; What color ?
 N31020 <f What color ? f>
 N31021 R; Green .
 N31022 ... (3.3) x color .
 N31023 M; Yeah .
 N31024 ... (2.3) Uh7oh .
 N31025 xxx
 N31026 x Orange ?
 N31027 R; ... (6.6) x was n't funny .
 N31028 M; <f Come on , f>
 N31029 <f you try and get a green now . f>
 N31030 Both of us got to get a green .
 N31031 R; ... (1.8) I get .
 N31032 M; Nuh . ((R doesn't roll a green))
 N31033 R; Nuh .
 N31034 M; What color ?
 N31035 Orange .

N31036 Your go .
 N31037 R; ...(1.5) HUH . ((R sighs))
 N31038 I need= ... x x .
 N31039 M; ...(1.6) Nuh .
 N31040 HEY HEY HEY HEY !
 N31041 MY= TURN .
 N31042 R; I= ,
 N31043 M; All right , ((M takes turn))
 N31044 your go .
 N31045 ...(1.5) @ Do n't cheat , @
 N31046 @ No . @
 N31047 No !
 N31048 <f Your turn . f>
 N31049 R; X you got .
 N31050 M; NO I did n't .
 N31051 I got WHITE .
 N31052 No .
 N31053 <f Come on you try and get GREEN . f>
 N31054 ...(4.6) @ No . @
 N31055 Cheater .
 N31056 ... I got GREEN !
 N31057 Ah hah !
 N31058 I won this time .
 N31059 R; HEY ,
 N31060 M; Ah hah !
 N31061 ...(1.1) Right .
 N31062 R; Hey I 've got { X . }
 N31063 M; { Want to play aNOTHer } game= ?
 N31064 ... You CHEAT . ((R rigs ending to her game))
 N31065 R; @ @
 N31066 ... Ha ha ha ha . ((Sing song))
 N31067 M; Huh huh huh . ((M mimics))
 N31068 R; Ha ha ha ha .
 N31069 M; Do you want to play another game or do you want hmm ?
 N31070 Do you want to play another game ?
 N31071 R; Yep !
 N31072 M; ...(5.3) Oh this one . ((R has gone to get numbers lotto from toy box))
 N31073 @ @ @
 N31074 R; ...(2.1) @ @ @ !
 N31075 M; @ @ @ @
 N31076 R; @ @ @ @
 N31077 M; All right ,
 N31078 R; I 'll do it . ((R tries to get the rubber band off the lotto box without help))
 N31079 M; Ah7 !
 N31080 You 'll hurt yourself .

N31081 R; Ah .
 N31082 M; Wait .
 N31083 R; ...(2.7) There7 !
 N31084 One= ,
 N31085 ...(2.7) X X .
 N31086 ...(1.5) x x the other way .
 N31087 M; How do you play THAT ?
 N31088 R; Three .
 N31089 M; Oh ,
 N31090 all right .
 N31091 ..(6.9) Wait wait , ((R has picked lotto boards, got dice and then starts to close box))
 N31092 you 've got to get the cards out . ((M refers to matching lotto cards still in box))
 N31093 R; Mhm ,
 N31094 I had to get THAT .
 N31095 M; ...(1.9) NO ,
 N31096 you have n't got them ones . ((R has picked up cards to match a different lotto board))
 N31097 R; Mhm ?
 N31098 M; You got THEM ones .
 N31099 R; Mhm .
 N31100 M; That 's your ones . ((M points to stack of matching cards in box))
 N31101 Leave them there .
 N31102 Hold on .
 N31103 R; Mhm .
 N31104 ...(1.4) { That x . }
 N31105 M; { That 's that one . }
 N31106 Yeah ?
 N31107 ...(3.2) Put the x .
 N31108 Go on ,
 N31109 roll the dice then .
 N31110 R; ...(3.5) <% Oh dear . %>
 N31111 M; Roll the dice !
 N31112 Did you roll it ?
 N31113 ...(3.6) Three . ((M comments on number R has rolled.R looks for picture card))
 N31114 ...(6.8) Aah7uh7 ! ((R passes over correct card))
 N31115 R; What ?
 N31116 M; That 's three .
 N31117 That says ... one ... two ... three !
 N31118 Where does that go ?
 N31119 R; ...(2.6) <p x x . p> ((Many of R's utterances become p, ? uncertain))
 N31120 M; What ?
 N31121 LOOK at it .
 N31122 R; ...(3.5) <p x x . p>

N31123 M; ... Is it the SAME as THAT one ?
 N31124 R; ... <p Yes . p>
 N31125 M; ...(4.2) THREE !
 N31126 R; YEP !
 N31127 YEP !
 N31128 M; <p x x carry over . p> ((M takes turn rolling dice))
 N31129 R; ...(3.1) Mummy ,
 N31130 I 've got um --
 N31131 M; <p Three . p> ((M comments on her own throw))
 N31132 Your go .
 N31133 R; <p x x x . p>
 N31134 Got four= .
 N31135 ... I knew that ,
 N31136 M; What 's that ?
 N31137 Look at it .
 N31138 R; FIVE .
 N31139 M; Five= .
 N31140 ... Where 's five ?
 N31141 R; No ,
 N31142 I 'LL do it .
 N31143 M; Mhm .
 N31144 R; Is that FIVE ? ((R holds up card for M to check))
 N31145 M; No .
 N31146 R; Hm .
 N31147 Is THAT --
 N31148 ... is { that } FIVE ?
 N31149 M; { Count , }
 N31150 you count them .
 N31151 R; ONE ... TWO ...
 N31152 M; Mhm .
 N31153 R; THREE ... FIVE .
 N31154 M; ONE ,
 N31155 ... ONE ,
 N31156 R; ONE ... TWO ... THREE ... FOUR ... FIVE .
 N31157 M; RIGHT !
 N31158 Put it on the five= .
 N31159 R; X !
 N31160 M; ...(1.1) Where IS it ?
 N31161 R; ...(5.8) THERE !
 N31162 M; Yeah= .
 N31163 ...(2.2) Four . ((M comments on dice throw))
 N31164 R; I got four .
 N31165 M; ...(2.3) Your go .
 N31166 R; ...(4.0) Five= .
 N31167 No= ,
 N31168 I got { five= . }

N31169 M; { What 's } THAT ?
 N31170 No ,
 N31171 what was it ?
 N31172 It was a three= .
 N31173 ... And you 've got three .
 N31174 R; Oh . ((?Disappointed))
 N31175 M; ... Six . ((M has picked up dice, throws))
 N31176 ... (3.4) <p That one . p> ((M puts card on board))
 N31177 R; ... (4.5) No ,
 N31178 x .
 N31179 M; FIVE ,
 N31180 ... you got five= .
 N31181 R; ... (1.3) I already got five .
 N31182 M; One . ((M comments on another throw))
 N31183 R; <p x . p>
 N31184 M; ... (6.0) ROLL your dice .
 N31185 ... (1.5) Oh ,
 N31186 all right .
 N31187 ... (2.2) NINE .
 N31188 R; FIVE ... (2.4) FOUR . ((R points to the numbers on each of the 2
 dices))
 N31189 M; ... (2.0) Nine= .
 N31190 { Count -- }
 N31191 R; { X -- }
 N31192 M; Count them .
 N31193 R; ONE ,
 N31194 M; HERE .
 N31195 R; ONE TWO THREE FOUR FIVE SIX SEVEN EIGHT NINE { TEN. }
 N31196 M; { NINE= . }
 N31197 Put it on the NINE= .
 N31198 ... (3.4) Have a look at it !
 N31199 ... (2.5) { Right= . }
 N31200 R; DUH DUH !
 N31201 ... You x roll .
 N31202 M; I 'll get nine= . ((M rolls dice, puts card on board))
 N31203 ... (3.7) Right ,
 N31204 your go .
 N31205 ... (5.2) FOUR . ((M adds up numbers on dice))
 N31206 R; ... Four= .
 N31207 { Five , }
 N31208 M; { That 's } THREE and ONE . ((M labels numbers showing))
 N31209 ... { Can 't } you count them .
 N31210 R; { Three , }
 N31211 Four .
 N31212 M; Count them .
 N31213 X count .

N31214 R; ONE...(1.0) FOUR .
 N31215 ... (1.6) Hm ,
 N31216 M; Which is your number four one ?
 N31217 R; Hm ,
 N31218 M; ...(2.3) You count the money . ((M refers to picture on board))
 N31219 Count the money in them .
 N31220 Count the money in that one .
 N31221 R; ONE TWO THREE FOUR FIVE SIX SEVEN ,
 N31222 M; Seven .
 N31223 No ,
 N31224 R; EIGHT .
 N31225 M; Count THAT one . ((M points to another picture))
 N31226 R; ...(1.5) ONE TWO THREE FOUR ,
 N31227 M; { FOUR= . }
 N31228 R; { X , }
 N31229 { I TOLD ya . }
 N31230 M; { Now put it , }
 N31231 here you are ,
 N31232 put it on your four .
 N31233 ...(7.8) SEVEN . ((M comments on dice throw))
 N31234 R; My turn .
 N31235 ... My turn .
 N31236 M; All right your go .
 N31237 R; No= . ((Moan))
 N31238 ...(3.0) FOUR= !
 N31239 M; Yes ,
 N31240 EIGHT .
 N31241 ...(1.3) FOUR and four is EIGHT .
 N31242 { You got eight . }
 N31243 R; { Four= , }
 N31244 Four= ,
 N31245 M; Yeah= ,
 N31246 Why do n't you count THEM .
 N31247 R; ...(2.1) X x X= .
 N31248 M; COUNT them .
 N31249 R; <p hm . p>
 N31250 ...(1.4) Christmas tree . ((R refers to picture in which objects to count are))
 N31251 M; Yeah ,
 N31252 it 's a CHRISTmas tree .
 N31253 You count the MONEY that 's { under it . }
 N31254 R; { ONE= } TWO THREE FOUR FIVE SIX SEVEN EIGHT ,
 N31255 M; EIGHT .
 N31256 R; EIGHT .
 N31257 M; Now you put on your eight= .
 N31258 R; NINE ,

N31259 ... (4.5) There !
 N31260 M; ... (1.1) Yeah .
 N31261 R; ... (3.3) HEY ,
 N31262 ... THAT WAY .
 N31263 THAT 'S NOT THAT .
 N31264 M; Oh= ,
 N31265 you SAID it .
 N31266 R; ... That one .
 N31267 ... (2.2) I X X { x x x , }
 N31268 M; { HEY ! } ()
 N31269 MY turn .
 N31270 ... (1.8) ((Sigh))
 N31271 ... WAIT .
 N31272 EIGHT .
 N31273 <p I 've got eight , p>
 N31274 <p have n't I ? p>((M to self, comment while she looks))
 N31275 No ,
 N31276 Eight .
 N31277 R; I turn .
 N31278 M; Yeah ,
 N31279 it 's your turn now .
 N31280 R; I turn .
 N31281 M; ... (9.7) What 's that ? ((M refers to dice throw))
 N31282 ... (1.7) AH7 AH7 AH7 AH7 AH7 ! ((R picks dice up without
 answering))
 N31283 { that } was SIX .
 N31284 R; { X= . }
 N31285 I x got THAT .
 N31286 M; Six= .
 N31287 You count --
 N31288 count THEM .
 N31289 R; ONE TWO THREE FOUR FIVE SIX ,
 N31290 M; Six= !
 N31291 And where does that go ?
 N31292 ... (3.0) MY go .
 N31293 ... (4.2) SEVen .
 N31294 Ah ,
 N31295 ... I 've got SEVen .
 N31296 Your go .
 N31297 R; ... (2.0) X x .
 N31298 M; Cheater !
 N31299 R; HEY @ ,
 N31300 HE 's cheating ,
 N31301 you turkey .
 N31302 ... (2.8) CHEATer .
 N31303 M; That 's THREE= .

N31304 You 've GOT three= .
 N31305 R; Ohh .
 N31306 M; ...(2.3) Four= .
 N31307 ... <p I 've got four= . p>
 N31308 R; <p X x x { x . p> }
 N31309 M; { Your go . }
 N31310 ...(3.7) TWELVE .
 N31311 They have n't got TWELve .
 N31312 Two sixes . ((M comments on dice throw))
 N31313 R; <p X x . p>
 N31314 M; NINE .
 N31315 Got nine !
 N31316 Your go .
 N31317 ...(1.1) You have to get a ONE and TWO ,
 N31318 R; THREE ,
 N31319 M; and a SEVEN and a TEN !
 N31320 R; Hey ! ((agreed delight, like /ee/))
 N31321 ...(1.7) Big Xter .
 N31322 M; ...(1.7) EIGHT .
 N31323 R; Eight .
 N31324 M; You got EIGHT .
 N31325 Ta to mummy . ((M asks for dice))
 N31326 ...(2.0) Ta ,
 N31327 thank you= .
 N31328 ...(3.2) EIGHT ,
 N31329 I got EIGHT .
 N31330 Go on !
 N31331 ...(5.5) FOUR= .
 N31332 ...(1.4) You 've got FOUR .
 N31333 R; DA7 !
 N31334 I --
 N31335 M; SIX .
 N31336 <^f Do n't you pick them up ! f^>
 N31337 <^f Just wait . f^>
 N31338 I 've got six .
 N31339 Your go .
 N31340 R; ...(3.1) Hey !
 N31341 Um ,
 N31342 M; ...(2.1) Six ... NINE . ((M adds up dice))
 N31343 You got nine .
 N31344 ...AH7 .
 N31345 You 've got NINE .
 N31346 ...(1.3) X x .
 N31347 ...(3.4) Six .
 N31348 R; X x x x help me .
 N31349 THAT one .

N31350 ... (5.0) That ... one .
 N31351 X { x , }
 N31352 M; { You CHEATing ? }
 N31353 R; Hey ?
 N31354 M; You 're cheating .
 N31355 R; I 'M NOT= !
 N31356 M; X { GO= . }
 N31457 R; { X x x x } x x X .
 N31458 ... (1.5) You CHEATing .
 N31459 M; ... (1.9) Ten= .
 N31460 R; ... (1.0) Da7 !
 N31461 ... ((Sigh))
 N31462 M; Yeah ,
 N31463 it 's THAT one .
 N31464 You COUNT them .
 N31465 No= ,
 N31466 ... No= ,
 N31467 ... I think you 're CHEATing .
 N31468 Give me THAT one .
 N31469 R; { HEY= ! }
 N31470 M; { Becky ! }
 N31471 R; <f Are you CHEATing ? f>
 N31472 M; @ You 're CHEATing ! @
 N31473 <^ Come on ! ^>
 N31474 R; You 're cheating .
 N31475 M; My go= .
 N31476 ... Yep .
 N31477 That one goes on there= .
 N31478 ... (2.5) <p Six , p>
 N31479 <p I got six . p>
 N31480 Come on !
 N31481 Your go !
 N31482 ... (4.8) God you 're cheating .
 N31483 THAT7 ... goes on there= .
 N31484 You got x= .
 N31485 ... (3.6) Eight !
 N31486 You "ve got eight .
 N31487 Ha ha .
 N31488 ... (2.5) <p Nine , p>
 N31489 <p I 've got nine . p>
 N31490 R; ((Squeal))
 N31491 HEY ,
 N31492 M; Quick .
 N31493 ... (4.7) TWELve .
 N31494 R; YEP !
 N31495 ... (3.2) { x x X . }

N31496 M; { Nine= . }
 N31497 You just throw one dice now .
 N31498 ...(3.5) One= .
 N31499 R; One .
 N31500 Ah !
 N31501 M; ...(6.4) Five= .
 N31502 Hah !
 N31503 <p Good one . p> ((M comments on her own throw))
 N31504 ...(4.2) One= .
 N31505 ... Ah7 ah7 ah7 ah7 !
 N31506 Ah7 .
 N31507 @ x away= . @
 N31508 ...(1.3) Three= .
 N31509 No .
 N31510 Your go .
 N31511 R; Da7 !
 N31512 ...(5.6) FIVE .
 N31513 That { one -- }
 N31514 M; NO !
 N31515 ... THAT 'S TWO .
 N31516 <f You gotta get TWO . f>
 N31517 You just throw one dice ,
 N31518 so you can either get --
 N31519 Ah7 !
 N31520 ... Your go .
 N31521 ...(4.6) One= .
 N31522 No= .
 N31523 R; DA7 !
 N31524 DA7 !
 N31525 M; Ah7 !
 N31526 Six .
 N31527 ...(2.3) Here you are .
 N31528 R; THANK you ,
 N31529 Mum .
 N31530 <f I x . f>
 N31531 X { x . }
 N31532 M; { No } you do n't .
 N31533 Come on= !
 N31534 R; X xing .
 N31535 M; <^ Will you just play ? ^>
 N31536 ...(1.6) PLAY= .
 N31537 ...(4.2) Seven .
 N31538 <p x one . p>
 N31539 ... AH7 !
 N31540 ...(1.1) Five .
 N31541 No .

N31542 Throw it !
 N31543 THROW it !
 N31544 <f Try and get a TWO . f>
 N31545 ...(2.9) TWO= .
 N31546 Thank GOODness .
 N31547 R; HA7 !
 N31548 ...(1.1) HEY= ,
 N31549 M; That 's it .
 N31550 R; You 've been CHEATing .
 N31551 M; Yeah= ?
 N31552 R; ...(1.5) hm ,
 N31553 TURkey .
 N31554 ...(1.8) DO N'T do THAT .
 N31555 ...(4.2) X x x x .
 N31556 M; Here y'are .
 N31557 R; I 'LL do it .
 N31558 ... I 'll do it quickly .
 N31559 M; ...(2.8) <p x x . p>
 N31560 ...(14.0) @ @
 N31561 R; ...(1.5) Hey !
 N31562 M; Put it in THERE please .
 N31563 ...(14.8) Put the CARD away .
 N31564 R; ...(3.8) x x got x , ((Tape breaks slightly))
 N31565 ...(8.0) x x x it x .
 N31566 x SANTA CLAUS .
 N31567 @ @
 N31568 ...(6.8) Oh LOOK= ! ((R takes out a puzzle))
 N31569 M; Yeah= !
 N31570 It 's like { YOUR ONE . }
 N31571 R; { x got xs . }
 N31572 M; Yeah= .
 N31573 ...What are ya going to --
 N31574 Going to do Mickey Mouse ,
 N31575 are ya ?
 N31576 R; Yeah= .
 N31577 ...(1.8) X x x . ((R describes part of puzzle in box, like a puzzle she owns))
 N31578 M; Yeah .
 N31579 ... And a boat .
 N31580 R; X x boat .
 N31581 ...(1.7) And x x a CAR .
 N31582 M; Mhm .
 N31583 R; ((Sneezes)) Ooh .
 N31584 M; Bless ya .
 N31585 R; ...(3.3) Mum ,
 N31586 I 'll do mi=ne .

N31587 M; All right .
 N31588 R; Do n't x x .
 N31589 M; No= .
 N31590 R; <p x x x . p>
 N31591 ... (1.6) Put IN x x . ((R works on puzzle))
 N31592 ... (4.3) TRAIN .
 N31593 X X x x ((R continues putting pieces in puzzle))
 N31594 ... (11.3) There 's a SHIRT .
 N31595 ... (1.5) Hey= ,
 N31596 M; { X -- }
 N31597 R; { x x x FIT= . }
 N31598 M; It GOES in .
 N31599 You just ... turn it around a bit .
 N31600 R; Like that ?
 N31601 M; No .
 N31602 R; ... (1.5) Like this ?
 N31603 ... (1.9) Yeah= !
 N31604 M; ... (4.4) { X , }
 N31605 R; { X x . }
 N31606 Yep .
 N31607 ... (2.0) HEY !
 N31608 ... (4.8) Hey= .
 N31609 M; ... (1.2) What about the OTHER side ?
 N31610 R; THAT ?
 N31611 M; No .
 N31612 The other foot .
 N31613 R; ... (1.1) There ?
 N31614 M; The OTHER FOOT .
 N31615 R; ... (3.6) Hey= !
 N31616 ... (2.0) Um .
 N31617 <pl That 's not right way . lp>
 N31618 ... (14.9) Um .
 N31619 ... (5.1) This ?
 N31620 M; Mhm .
 N31621 R; ... (3.6) Um ,
 N31622 x ,
 N31623 ... (6.6) THIS IT ?
 N31624 M; Does it look LIKE it ?
 N31625 R; Yep . ((R continues working on puzzle))
 N31626 M; ... (5.0) There= ,
 N31627 you made it .
 N31628 R; ... (1.4) Hey !
 N31629 M; Yeah ,
 N31630 it 's BROken .
 N31631 R; Yeah .
 N31632 ... (1.2) X x x x .

N31633 M; X x THIS one ?
 N31634 R; That ?
 N31635 M; This one .
 N31636 It 's like your one ,
 N31637 is n't it ?
 N31638 ...(11.5) { Can I } talk= ?
 N31639 R; { X , }
 N31640 Mum ,
 N31641 I= I= did see that x .
 N31642 M; Did ya ?
 N31643 R; Yep . ((R has finished a puzzle that had a damaged piece and got
 another puzzle of single animal shapes. M asks a lot of questions,
 often asking an obviously wrong question, eg. asking R is a shape is a
 rabbit when R is holding a different animal piece.))
 N31644 ...(1.5) That x ... x X= .
 N31645 ...(1.8) See that STUCK .
 N31646 M; Stuck .
 N31647 R; Stuck over .
 N31648 ...(2.9) x x x x
 N31649 ...(4.3) DUCK !
 N31650 CHICKEN !
 N31651 M; ...(3.5) You did n't get them all out= .
 N31652 Look ,
 N31653 look at these two .
 N31654 R; Ohh= .
 N31655 ...(2.3) Are you turkey or x ?
 N31656 M; No .
 N31657 R; X x tur=key .
 N31658 ... Hey ,
 N31659 that 's turkey .
 N31660 M; Now you 're going to put them away now .
 N31661 R; ...(1.5) Oh .
 N31662 ...(1.2) Go there ?
 N31663 <p Aah ... go there . p>
 N31664 ... DOG ! ((R continues working on puzzle))
 N31665 ...(1.6) A RAT .
 N31666 M; No .
 N31667 ... { What is it ? }
 N31668 R; { A RAT . }
 N31669 M; It 's a TURtle .
 N31670 R; Rat !
 N31671 M; ...(2.8) What 's that ?
 N31672 R; <l A tur=tle . l>
 N31673 M; ...(2.0) You KNOW what it is .
 N31674 ...(2.1) That 's a RABbit ,
 N31675 is n't it ?

N31676 R; Uh ?
 N31677 M; That 's a rabbit ,
 N31678 is n't it ?
 N31679 R; ...(1.8) RABBIT ?
 N31680 M; Yeah= .
 N31681 R; RABBIT ?
 N31682 M; <^ Is it a rabbit ? ^>
 N31683 R; ...(1.2) <^ This ? ^>
 N31684 M; Yeah ,
 N31685 is that a RABbit ?
 N31686 ...(1.4) Is that a rabbit ?
 N31687 R; ...(1.4) Huh ?
 N31688 M; ...(1.1) <l Is that a RABbit ? l>
 N31689 R; ...No .
 N31690 M; What is it ?
 N31691 R; It 's --
 N31692 a CAT .
 N31693 M; Mhm .
 N31694 ...(1.8) { What 's that ? }
 N31695 R; { POOP ! } ((? ?))
 N31696 ...It 's a --
 N31697 DOG !
 N31698 ...(3.2) <p This , p>
 N31699 M; Sheep .
 N31700 R; @ Sheep . @
 N31701 Uh .. TURtle ,
 N31702 turtle .
 N31703 M; ...(3.2) What 's that ?
 N31704 ...(1.4) Nan 's got one of them ,
 N31705 { has n't she ? }
 N31706 R; { Donkey . }
 N31707 M; Yeah= ,
 N31708 ...(2.6) What 's that ?
 N31709 R; That 's a cow .
 N31710 I can do that . ((? ?))
 N31711 M; ...(2.8) That 's a goose , ((? ?))
 N31712 I think .
 N31713 R; No ,
 N31714 it is n't . ((Playful))
 N31715 M; Pig .
 N31716 ...(3.5) That 's a RABbit ,
 N31717 is n't it ?
 N31718 R; Hm ?
 N31719 M; Is that a rabbit ?
 N31720 R; Huh ?
 N31721 M; What 's THAT ?

N31722 R; ...(1.1) It 's a CHICKen .
 N31723 M; Aah= .
 N31724 THAT 's a RABbit .
 N31725 R; Huh ?
 N31726 M; That 's a RABbit .
 N31727 R; <fl Not that rabbit . lf>
 N31728 ...(1.7) Look ,
 N31729 THAT 's a RABbit .
 N31730 M; ... How about a HORse then ?
 N31731 R; ...(3.2) DO N'T DO that .
 N31732 M; ...(2.7) Well what IS it ?
 N31733 R; ...(2.4) A RABbit .
 N31734 I said it .
 N31735 M; That 's a TURtle .
 N31736 ...(3.3) What is it ?
 N31737 R; DO N'T do that .
 N31738 M; Well you TELL me what it is .
 N31739 I do n't know what it is .
 N31740 R; Um a CHICKen .
 N31741 M; It 's a ROOster .
 N31742 R; Rooster .
 N31743 M; Mhm .
 N31744 R; CHICKen .
 N31745 M; THAT 's a ROOster .
 N31746 ...(1.4) But what else ,
 N31747 { what else ? }
 N31748 R; { a x rooster x . }
 N31749 X ... x
 N31750 M; <p Aah that goes in there . p>
 N31751 R; ...(5.3) Hey ! ((R goes to toy box to get another toy))
 N31752 M; Bring the bag out . (There are a few puzzles in a bag))
 N31753 R; <p x x x p>
 N31754 ...(3.5) x x x x
 N31755 M; Yeah= .
 N31756 { X x }
 N31757 R; { OH ho ho ! }
 N31758 ...Aw= .
 N31759 M; He stayed in , ((A puzzle piece didn't fall out when tipped over))
 N31760 did n't he .
 N31761 R; Huh ?
 N31762 M; He stayed in .
 N31763 ...(2.6) { X x . }
 N31764 R; { X x . }
 N31765 x TOYs= .
 N31766 M; Here you are .
 N31767 R; Hey !

N31768 THAT one Xs .
N31769 ...(6.0) X !
N31770 { That -- }
N31771 M; { You going } to do that one first ,
N31772 are you ?
N31773 R; That ... one .
N31774 ...(8.6) <p Hey . p> ((??))
Tape finishes

N4 ACTIVITY DESCRIPTION HOME CONTEXT

TIME	ACTIVITY	TALK
11:40	D does puzzle	M makes very little comment
11:41	M & D get another puzzle out	D comments on own activity
11:43	D gets another (Mickey Mouse) M smiles, nods, comments little puzzle out	
11:45	Put all 3 puzzles back in box	
11:46	D gets number lotto from toy box. M & D try to figure out how game is played. (T explains game.) Find dice, begin play: throw dice, count, look for matching picture card	Discussion on how to play Comments on game, M teaching matching, questions to guide D
11:53	D starts packing up her lotto board. M suggests an easier lotto board. They continue playing maths lotto game, working out a system for D to add up total shown on dice.	Tr explains again, M 'breaks down' task, asking D to count fingers M holds up.
12:04	D goes to chase dice which fell off table. Then game resumes	
12:07	Finish games, pack away. D looks back through lotto boards.	
12:09	D goes to toy box, gets bag of puzzles. D starts doors puzzle.	
12:10	D gets distracted, reaches for Big Bird in toy box.	M reminds D to finish puzzle.
12:12	D finishes puzzle. D refuses to tell story, reaches for another puzzle.	M asks for story about puzzle.
12:14	D finishes second puzzle. M & D read <i>Hide</i> .	D reads book to M. M gives mostly non-verbal comment.
12:17	D looks at another book. D & M each look at a book.	D 'reads' her book to M.
12:19	D gets another book which she 'reads'	M comments on D's story.
12:21	D 'reads' another book, a story about Big Bird.	D asks a few questions of M.
12:28	D finishes book, goes to look in toy box while M goes to look for something in D's room. D plays alone with Cookie Monster puppet, then goes to her toom.	
12:29	Both out of room, in D's room. D returns to go through toy box again.	
12:30	M returns with some of D's books. D wants to keep looking at toys in box instead of reading story.	
12:31	D plays with different toys in box.	M suggests book reading again.
12:35	Pack toys up.	
12:37	D reaches for her drink, M gets another puzzle out.	D complains about drink. M & D argue about activity. D gets spoon from kitchen (?for spanking)
12:39	D & M start puzzle	

N4 AT HOME

N41 D; Do one of these . ((D picks up one of puzzles))
 N42 M; No ,
 N43 I 'm not .
 N44 D; This one goes= ... THERE .
 N45 ... does it ?
 N46 M; Uhuh
 N47 D; ... This one goes= ...(2.5) HERE .
 N48 ...(7.8) This one goes ... ((D points to place in puzzle))
 N49 ...(1.8) X one this one . ((D looks to M for help who just smiles))
 N410 Where 's that ? ((D points to place in puzzle))
 N411 M; Ah ... might be missing .
 N412 Finish these ones ,
 N413 then we 'll see ,
 N414 ...(2.8) what 's missing .
 N415 ...(18.8) Good girl .
 N416 D; ...(1.1) Is this it ?
 N417 M; Yep !
 N418 ...(3.2) Good girl .
 N419 Tip these ones out ? ((M reaches for another puzzle))
 N420 D; Yep .
 N421 <f There 's Mickey Mouse after that ! f> ((D refers to puzzle below in bo
 N422 I saw if before anyway.
 N423 M; Did ya ?
 N424 D; 'Cause I took this one off when I X . ((D refers to puzzle on top of MM))
 N425 M; This looks pretty hard .
 N426 D; I know .
 N427 M; There . ((M finishes taking pieces out))
 N428 D; A duck | a DUCK . ((D points to animal puzzle piece and puzzle spot))
 N429 Right that one goes there ,
 N430 that one goes there ,
 N431 ...(6.8) @ this goes there @ ,
 N432 This is tricky game .
 N433 That goes there .
 N434 ... And what 's this one ?
 N435 Chook .
 N436 So that one goes , ((Holding piece over different spots))
 N437 ...(2.8) Tricky ,
 N438 that 's VERY TRICKY @ ,
 N439 THERE .
 N440 ...<p Where 's this go ? p>((D picks up another piece))
 N441 Tricky .
 N442 There down the bottom .
 N443 @ Where does THIS go ? @((D finds the place for another piece))
 N444 ...(1.2)<p Where does this go ? p>

N445 It goes XX .
 N446 Where does this go ? ((D picks up another piece))
 N447 ... TRICKY .
 N448 M; Tricky ?
 N449 I don't think it IS ,
 N450 Danielle .
 N451 You 're doing it pretty quick .
 N452 D; @ I Know @
 N453 M; ...(2.5) You 're just trying to trick me .
 N454 D; @ I know . @
 N455 ... Where 's another one . ((D looks for last piece))
 N456 A DUCK ! ((D puts last piece in))
 N457 M; That was easy .
 N458 D; X back . ((D hands puzzle to M to put away))
 N459 Now we get to do MICKEY Mouse .
 N460 M; This 'll be a hard one .
 N461 D; Thumb 's broken ,
 N462 look !
 N463 M; uhuh .
 N464 D; ... Does n't matter .
 N465 This is heavy .
 N466 M; Turn it upside down ?
 N467 Get them all out ?
 N468 D; ...(1.8)<p Mickey . p> ((D takes pieces out))
 N469 This hand is broken . ((Holds up broken puzzle piece))
 N470 M; Okay ,
 N471 D; All done . ((D has removed all the pieces))
 N472 M; where are you going to start ?
 N473 D; The head . ((D picks up head piece))
 N474 That goes there .
 N475 ...(4.5) The hand goes up the top .
 N476 ...(2.3) That 's silly .
 N477 Where is this supposed to go ?
 N478 ...(1.7) That 's silly .
 N479 How come he 's putting his hand up there ?
 N480 Who drew there ? ((D looks at T and points to puzzle piece))
 No answer from T, M shrugs shoulders
 N481 M; ...(5.3) Do you want a tissue ,
 N482 Danielle ? ((D has put hand to nose))
 N483 ...(1.8) Do you want a tissue? ((D shakes head indicating 'no'))
 N484 D; ...(4.3) This is a bit tricky.
 N485 I do n't know X .
 N486 M; You 're doing all right .
 N487 D; What 's this one .
 N488 ...(27.2) Where does this go ?
 N489 M; Look carefully .

N490 What do you think that might be ?
 N491 D; Maybe after that one . ((D reaches for another piece))
 N492 There .
 N493 M; ...(1.7) There we go .
 N494 That 's it ,
 N495 Good girl .
 N496 That was n't too bad ,
 N497 Was it ?
 N498 D; No .
 N499 M; What else we going to do now ?
 N4100 D; ...(3.7) That 's it . ((M puts puzzle away
 N4101 M; @
 N4102 D; ...(1.8) Oh= ,
 N4103 <p X p> ((Together D & M close up box of puzzles))
 N4104 M; Want to close this one up ? ((M puts lid on box))
 N4105 What else do you want to play ? ((D goes to toy box))
 N4106 ...(5.0) Have we got different surprises in there today,
 N4107 Danielle ? ((M refers to T's box of toys))
 N4108 D; ...(15.1) X ! ((D opens up number lotto box))
 N4109 M; ...(1.2) Ooh this looks interesting .
 N4110 D; That 's your one . ((D hands M a lotto board))
 N4111 M; Oh is it ?
 N4112 Have you played this before ?
 N4113 D; No I haven 't .
 N4114 That 's my one.
 N4115 M; What have we got to do first ? ((M holds up lotto boards))
 N4116 D; Find each and ,
 N4117 You have to find each and you put it on .
 N4118 M; Eh ?
 N4119 D; Will you put that on that ? ((D hands M a small lotto picture to put on
 board))
 N4120 M; Yep ,
 N4121 ...(2.3) but you 've got to do something with this dice here too ,
 N4122 Danielle .
 N4123 D; @
 N4124 You 're tricking .
 N4125 M; Where 's the instructions ?
 N4126 D; ...(2.5) Now ,
 N4127 What do we do ?
 N4128 This is my X .
 N4129 You first ,
 N4130 Mum .
 N4131 M; I 'm first ?
 N4132 D; Uhuh
 N4133 T; X ((M asks T how number lotto game is played))
 N4134 M; But there 's no numbers .

N4135 T; X
 N4136 M; On the dice , but there 's no numbers ...((To T))
 N4137 T; X ((T comes over to show))
 N4138 M; Ahh !
 N4139 I see . ((To T))
 N4140 Aah ,
 N4141 There we are .
 N4142 D; Ah I got ONE .
 N4143 M; Oh ... we get a dice each ?
 N4144 Is that what you want to do ?
 N4145 Or do we play with two dice ?
 N4146 D; Oh ... I have one
 N4147 M; All right
 N4148 D; You ... you 're first .
 N4149 M; Well give me two ,
 N4150 'cause I think we need to play with two dice .
 N4151 D; Yes ? ((To T))
 N4152 You 're right , ((To M))
 N4153 Two dice .
 N4154 M; One and five ... (1.5)is six . ((M throws dice, counts))
 N4155 Where 's six fingers up ? ((M looks on lotto board for child holding up
 6 fingers. D looks at board, points))
 N4156 Yep .
 N4157 Nope
 N4158 One two three four five six { but there 's six people. } ((M points to card
 N4159 D; {I have n't got any . }
 N4160 M; Nope .
 N4161 ... (2.4) There 's six ,
 N4162 This one ((M finds picture on board she's looking for))
 N4163 See she 's got five fingers ... and one ,
 N4164 See ... five and one .
 N4165 Your turn
 N4166 D; Whoops . ((D drops dice))
 N4167 M; She 's got FIVE ,
 N4168 Five fingers ,
 N4169 And FOUR .
 N4170 You 've got the NUMBER one , ((Referring to D's (different) lotto card)
 N4171 Danielle ,
 N4172 So you 've got to find FIVE and FOUR .
 N4173 ... (1.4) X one two three four ,
 N4174 One two three four five .
 N4175 THERE ,
 N4176 THAT one .
 N4177 ... (1.1) No ,
 N4178 D; ... (9) Which one ? ((M then hands D the correct matching picture))
 N4179 ... (1.0) Hmh ?

N4180 ... (1.1) This one ,
 N4181 is it?
 N4182 M; Mhm .
 N4183 D; Yep .
 N4184 M; My turn . ((M throws dice))
 N4185 Five and six .
 N4186 Have you got five and six ,
 N4187 Danielle ?
 N4188 D; Um= ,
 N4189 X ((D reaches for cards to looks through, offers M one))
 N4190 M; Nuh .
 N4191 ... (1.5) X little X ((M looks through different stacks of lotto cards))
 N4192 ... (1.4) No .
 N4193 Okay . ((M matches card to board))
 N4194 Your turn .
 N4195 D; You check it if -- ((D asks M to look for appropriate lotto card))
 N4196 M; All your lot are in this section I think . ((M picks up different stack of
 Lotto cards for D.))
 N4197 X
 N4198 D; Dice ? ((D picks up dice and then drops them))
 N4199 Oh .
 N4200 Ahh .
 N4201 ... (1.1) Dropped one dice ,
 N4202 Now I dropped one more .
 N4203 X .
 N4204 .. (1.2) I got these two numbers . ((D picks up dice and sets on table
 carefully))
 N4205 M; Okay what have you got ?
 N4206 You got six and two .
 N4207 D; Actually two--
 N4208 M; You got two sixes ?
 N4209 Okay ... see where's theres two lots of sixes ,
 N4210 Danielle .
 N4211 Count here one two three four five , ((M counts on pictures on board))
 N4212 { one two three four five }
 N4213 D; { one two three four five }
 N4214 M; No that 's no good .
 N4215 Have you got six anywhere ,
 N4216 Danielle ?
 N4217 D; ... (1.5) X get it .
 N4218 M; You 've already got it though .
 N4219 One two three four five six seven eight | nuh ,
 N4220 You 've got to lose a turn ,
 N4221 It 's my turn .
 N4222 Five and six AGAIN . ((M throws dice))
 N4223 Your turn .

N4224 D; ...(1.1) @ Nuh @ ((Dice fall from hand))
 N4225 M; That 's a good one .
 N4226 How many ... what 's that ? ((M refers to dice on table))
 N4227 { One , }
 N4228 D; { One , }
 N4229 M; And TWO,
 N4230 So you 've got to find ONE ,
 N4231 And TWO . ((M holds out both hands for D to count fingers))
 N4232 Have a look .
 N4233 Which one do you think it is ?
 N4234 That 's only got one and one . ((M points to card D hold up))
 N4235 Look again . ((M spreads cards out to help D look))
 N4236 D; Where ?
 N4237 Which one 's got one and two .
 N4238 That 's it . ((As D finds correct card. Then M throws dice again))
 N4239 M; Good girl .
 N4240 One and three .
 N4241 ...(9) um ,
 N4242 D; You 've already got that one .
 N4243 M; Yeah ,
 N4244 But I 've got to find one and three ,
 N4245 And I ca n't find it .
 N4246 I have n't got it .
 N4247 Your turn .
 N4248 D; No , ((D points to lotto card))
 N4249 Is it THAT one.
 N4250 M; Oh no , ((M finds the card she was looking for)
 N4251 FOUR .
 N4252 I do n't have to go separate ,
 N4253 do I ? ((M matches card to D's board))
 N4254 D; ...(1.8) { X }
 N4255 M; { It looks different to yours . }((M isn't sure she's found the right match))
 N4256 We 're missing -- ((M looks through cards on the table for some time,
 Sorting them according to picture))
 N4257 ...(2.1) What am I looking for ,
 N4258 Danielle ?
 N4259 <p The one in the X . p> ((M talks while going through cards))
 N4260 ...(1.9) <p X p >
 N4261 ...(1.2) You know what I think ?
 N4262 Why do n't we find a different board ?
 N4263 D; <^ There ! ^>
 N4264 Look ,
 N4265 look what I found . ((D holds out card to M))
 N4266 M; X goes there , ((M sorts some of the 6 short stacks of cards))
 N4267 X makes X .
 N4268 D; ...(9) Look at THIS !

N4269 M; Good girl .
 N4270 Thank you .
 N4271 The rest of these have got to go in X separately .
 N4272 X
 N4273 D; ...(2.1) Who 's got this one ,
 N4274 have you ?
 N4275 M; ...(.9) Yep .
 N4276 That goes { there , }
 N4277 D; { I X }
 N4278 Um ,
 N4279 ...(2.6) Actually I do n't want to do this card .
 N4280 { I want to do THIS one . }
 N4281 M; { Okay . }
 N4282 D; X
 N4283 M; ...(1.0) XX
 N4284 D; Hmh --
 N4285 M; ...(1.1) Why do n't you do this one ? ((M shows D another lotto board))
 N4286 This might be easier .
 N4287 ...(.9) It 's already got the numbers ,
 N4288 And all you have to do is copy the number off the dice ,
 N4289 See ?
 N4290 See the six ? ((M shows D a picture on the board showing number))
 N4291 See the two ,
 N4292 Eh ?
 N4293 X ,
 N4294 Danielle .
 N4295 So we do n't need these . ((M puts one set of pictures away))
 N4296 D; X
 N4297 M; Is it your turn ?
 N4298 D; Yep .
 N4299 ...(.9) Now I have to see which NUMBER ! ((D looks at dice which has
 fallen on floor))
 N4300 ...(1.1) <f Is that it ? f> ((D holds dice up to M))
 N4301 M; Nine . ((M looking elsewhere, not at D's dice))
 N4302 D; Is that it ?
 N4303 M; Now . ((To self, as she finishes sorting cards))
 N4304 This is your lot ?
 N4305 D; Is this it ? ((D tries to match to board))
 N4306 M; What have you got ?
 N4307 Four and four .
 N4308 ...(1.2) Let 's add up the four and four .
 N4309 Find number four ,
 N4310 Danielle .
 N4311 You 've got to find --
 N4312 You 've got to find ... add them up .
 N4313 Add them .

N4314 Righto .
 N4315 Four plus four | equals eight .
 N4316 Look ,
 N4317 Danielle .
 N4318 Four plus four
 N4319 Look ,
 N4320 Four fingers | plus four fingers ((M holds up eight fingers))
 N4321 Can you count them all up ? ((D throws dice again))
 N4322 ...(1.5) You 've got FIVE fingers | plus two .
 N4323 Look ,
 N4324 Count up how many fingers have I got up ,
 N4325 Danielle ?
 N4326 D; One two three four five ,
 N4327 M; Six seven .
 N4328 D; Seven .
 N4329 M; Seven .
 N4330 You 've only got to find number seven , ((Looking amongst cards for match))
 N4331 And seven looks like ... this one . ((Pointing to 7 on the lotto board))
 N4332 You put that on the card where it belongs .
 N4333 X
 N4334 D; X
 N4335 M; My turn ?
 N4336 D; What 's THAT FOR ?
 N4337 M; Mine 's one and two .
 N4338 X
 N4339 D; What 's this for ?
 N4340 M; X put three .
 N4341 Okay your turn .
 N4342 You got THREE | and ONE .
 N4343 How many fingers have I got ? ((M holds up 3 fingers 1 hand, 1 the other))
 N4344 D; One two three ... one .
 N4345 M; Good ,
 N4346 Three plus one equals ? ((M holds up four fingers on one hand))
 N4347 How many now ?
 N4348 All together ?
 N4349 D; One two three ,
 N4350 M; ...(1.1) There 's another one . ((M wiggles finger D forgot to count))
 N4351 D; Where ?
 N4352 ...(1.2) WHERE ?
 N4353 M; Count them again .
 N4354 Start again .
 N4355 D; One= two= three four .
 N4356 M; Good girl .
 N4357 Now you 've got to find number four.

N4358 This is what number four looks like .
 N4359 See if you can find number four.
 N4360 X number four ?
 N4361 D; ...(.9) WHERE . ((D puts card on board))
 N4362 M; No ,
 N4363 look at the number ,
 N4364 and see if you can find one that 's the same
 N4365 ...(.1.4) That 's it ,
 N4366 Good girl ! ((D puts card on correct picture))
 N4367 X my turn . ((M rolls dice))
 N4368 I got four plus four .
 N4369 You had that before ,
 N4370 No you did n't ,
 N4371 Swapped it .
 N4372 I 've got EIGHT .
 N4373 ...(.1.3) <p That 's it . p> ((M puts card on board))
 N4374 D; THAT ONE ... jumped in the pool , ((D points to a picture on the board))
 N4375 a frog ... a fish .
 N4376 { A HAA ! }
 N4377 M; { X }
 N4378 D; ...(.1.3) Whoops ! ((D picks up dice to roll, drops one))
 N4379 M; hmh , ((M comments on the dice D has rolled))
 N4380 we 've had that before ,
 N4381 Have n't we ?
 N4382 Only this time it 's this way . ((M holds out fingers to count))
 N4383 How many fingers have I got ?
 N4384 D; One two three four .
 N4385 M; You 've already got four ,
 N4386 Have n't you .
 N4387 That 's my turn . ((M picks up dice to roll))
 N4388 ...(.2.2) Ooh I got ten ,
 N4389 Six and four equals ten .
 N4390 How many fingers have we got on our hands ... on both hands ,
 N4391 Danielle ?
 N4392 This is ten . ((M holds up 10 fingers, D mirrors but doesn't comment))
 N4393 ...(.5.35) How many fingers have we got ?
 N4394 D; X
 N4395 M; Ten .
 N4396 One two three four five --
 N4397 six seven eight nine ten . ((M counts fingers D holds out.))
 N4398 ...(.1.8) X ((D picks up dice and rolls;M & D both shake heads 'no.'))
 N4399 ...(.1.2) My turn ?
 N4400 D; @ Yeah .
 N4401 M; ...(.1.1) Five .
 N4402 X one here .
 N4403 Your turn .

N4404 D; ...(.9)Show me what that one is there under your -- ((D points to card M just picked up.))
 N4405 M; Five fingers . ((M describes lotto card))
 N4406 ...(.9)Your turn . ((D shakes and rolls dice))
 N4407 ...(.1.2) Ooh ,
 N4408 three plus three ,
 N4409 three fingers plus three fingers ,
 N4410 How many fingers have you got altogether ? ((D counts M's fingers))
 N4411 ...(.1.5) How many ?
 N4412 D; One ... two ... three ...four ... eight ,
 N4413 M; _ five ,
 N4414 D; Where's five ? ((M wriggles fifth finger))
 N4415 M; Five , ((as D points to finger))
 N4416 D; Five , { six . }
 N4417 M; { Six . }
 N4418 Right .
 N4419 Now we have to find number six .
 N4420 That 's number six ,
 N4421 Danielle .
 N4422 See if you can find that number there . ((M hands D right card;D searches board for match.
 N4423 ...(.1.2)Good girl. ((M rolls dice))
 N4424 I 've got EIGHT AGAIN .
 N4425 I have n't GOT any more EIGHTS .
 N4426 Your turn .
 N4427 D; ...(.1.2) Too close to the EDGE .((D moves her drink cup away from edge of table, picks up dice and rolls them))
 N4428 M; Ohh ,
 N4429 you 've got FIVE and FOUR .
 N4430 Five fingers ... PLUS FOUR .
 N4431 Count 'em ... Count them UP . ((M holds out fingers on table))
 N4432 D; Oh .
 N4433 <f One two three four f> ... { one}
 N4434 M; { Five , }
 N4435 D; Five { one }
 N4436 M; { Six , }
 N4437 Seven ,
 N4438 D; Seven { eight nine }
 N4439 M; { Eight nine . }
 N4440 Find number NINE .
 N4441 THAT one . ((M points to lotto card))
 N4442 ...(.1.4) That 's a girl .
 N4443 Does it look the same ?
 N4444 D; ((Shakes head))
 N4445 M; <^ Does n't it ? ^>
 N4446 Why ?

N4447 D; ...(9) Cause they 're riding in a BOAT .
 N4448 M; Hmh ,
 N4449 D; ...(1.5) <p @@ p> ((putting matching card on board, smiling at M))
 N4450 M; You tricked me . ((smiling))
 N4451 My turn . ((M picks up dice and rolls))
 N4452 Ooh ,
 N4453 EIGHT .
 N4454 ...(9) I 've already done eight .
 N4455 Here you are ,
 N4456 D.
 N4457 ...(1.0) You 're going to BEAT me .
 N4458 ...(1.3) FIVE and TWO ,
 N4459 You 've DONE that .
 N4460 ... Do you remember what that was ?
 N4461 D; @ Your turn . @
 N4462 M; Can you remember what { five and two } was ?
 N4463 D; {What ? }
 N4464 What ?
 N4465 M; That number THERE .
 N4466 ... Seven .
 N4467 ...(1.1) Nine . ((M rolls dice))
 N4468 <^ Yeah , ^>
 N4469 That one .
 N4470 ...(1.7) There ,
 N4471 your turn .
 N4472 D; ...(1.4) N4ow much have you got to do now ?
 N4473 M; Three .
 N4474 How many have you got ?
 N4475 D; ((Holds up four fingers))
 N4476 M; ...(1.1) Actually I 'll give you ... I'll give you two goes ,
 N4477 Danielle ,
 N4478 Cause I had a head start ,
 N4479 Cause you changed your mat .
 N4478 ...(1.6) Three . ((D reaches across to count M's cards))
 N4479 Your turn .
 N4480 You can have two goes .
 N4481 D; X
 N4482 M; Three and two is --
 N4483 D; @@
 N4484 M; Look , ((M holds out fingers for D to count))
 N4485 D; <^That 's a X one XX . ^>
 N4486 M; { Look , }
 N4487 Look ,
 N4488 D; ONE ... TWO ... THREE FOUR FIVE .
 N4489 M; GOOD GIRL !
 N4490 That 's NUMBER five THERE .

N4491 D; OHH !
 N4492 M; How old are you going to be next year ,
 N4493 Danielle ?
 N4494 D; Five .
 N4495 M; Good girl .
 N4496 See the number ?
 N4497 That 's how old you 're going to be next year .
 N4498 D; Where goes this one ? ((D holds up card to put on board))
 N4499 M; I wonder . ((D places card on board))
 N4500 Uh huh .
 N4501 ...(1.4)Here you are .
 N4502 Have another go .
 N4503 ...(1.1) Five and five .
 N4504 Here , ((M holds up hands))
 N4505 How many fingers have we got altogether ?((D holds up her fingers))
 N4506 X X ? ((D goes to count M's fingers which are held up to her))
 N4507 <^ Do you remember ? ^>
 N4507 D; <| One two three four five six seven eight nine ten ! |>
 N4508 M; Good girl !
 N4509 Good GIRL ,
 N4510 TEN .
 N4511 ...(9) That 's number TEN . ((M hands card to D who puts it on
 appropriate square on lotto board))
 N4512 ...(1.1) I 'll give you one more go and then it 's my turn . ((D rolls dice))
 N4513 ...(1.5) Do you know what that number is ? ((M holds up 4 fingers))
 N4514 D; One two three four .
 N4515 M; You 've already GOT four ,
 N4516 Have n't you ?
 N4517 Do you know which one it is ? ((Looking at board))
 N4518 D; ...(9) What ?
 N4519 M; This one . ((M points to card on board, then rolls dice))
 N4520 ...(1.9) TWO .
 N4521 Your turn .
 N4522 D; @
 N4523 M; Five and four .
 N4524 That 's nine .
 N4525 Have another go .
 N4526 You 've already got that .
 N4527 That 's number nine there .
 N4528 X
 N4529 You need number one two three or an eight ,
 N4530 D .
 N4531 D; UH7 ! ((D rolls dice))
 N4532 M; ...(2.1) How are you { going to get number one with } two dices ?
 N4533 D; { X ! }
 N4534 M; Well you 've got number one there ,

N4535 D . ((M points to one of the dice))
 N4536 ...(1.9) Here you are . ((M hands card to D))
 N4537 ...(1.0) Here you go .
 N4538 ...(1.1) Which one 's number one ? ((M refers to lotto board))
 N4539 X
 N4540 D; X ?
 N4541 M; Hm .
 N4542 D; He 's got ONE .
 N4543 M; Mhm .
 N4544 Good girl .
 N4545 Is it my turn or yours ?
 N4546 D; @ ((D picks up the dice, shakes and then drops them on floor))
 N4547 ...(2.1) THEY DROPPED !
 N4548 Who 's going to pick them up ?
 N4549 M; You are .
 N4550 D; Nah ! @ ((D goes to get the dice))
 N4551 X X NUMBER .
 N4552 ...(2.3) Got ONE ... and TWO .
 N4553 M; You got one and two ?
 N4554 ...(9) Two did you say ? ((M arranges dice on table))
 N4555 One and two ?
 N4556 D; Yeah .
 N4557 M; One and two , ((M holds up fingers))
 N4558 how many have you got ?
 N4559 D; X ((D picks dice up off the table))
 N4560 { X }
 N4561 M; { X right . }
 N4562 No no ,
 N4563 you 've got that one .
 N4564 You 've got it the right way .
 N4565 D; X
 N4566 M; Here ! ((M wriggles fingers she's holding up for D to look at))
 N4567 D; One two THREE .
 N4568 M; Good GIRL .
 N4569 Now you 've got to pick three .
 N4570 Number three .
 N4571 Number three is this one . ((M points to card))
 N4572 ...(1.4) That 's a girl . ((D puts card on board))
 N4573 My turn .
 N4574 I 'd better hurry up .
 N4575 You 've got two left and I 've got two left . ((M rolls dice))
 N4576 Nine .
 N4577 X X ((M looks at board))
 N4578 ...(1.1) Nuh ,
 N4579 your turn .
 N4580 I 've already got it .

N4581 D; Why have n't --
 N4582 { you X }
 N4583 M; { I thought this } one was empty but ,
 N4584 it 's ... already filled up .
 N4585 D; What one 's ... to that ? ((D points to board))
 N4586 M; { No , }
 N4587 D; { and that one 's to that , } ((D points to cards and to board))
 N4588 M; but I 've got to get ... a seven or a one .
 N4589 ... (1.0) Oy !
 N4590 You 've got it ,
 N4591 D !
 N4592 Look !
 N4593 Six . ((M holds up fingers))
 N4594 D; One six , ((D points to M's fingers))
 N4595 uh ... one ,
 N4596 M; Hang on ,
 N4597 Hang on ,
 N4598 Wait a minute .
 N4599 Six plus two ((M holds out fingers)) ,
 N4600 Right now you 've got to count all these fingers .
 N4601 D; One two three four eight nine twenty ninety
 N4602 M; No ,
 N4603 Take your time .
 N4604 Start again .
 N4605 D; One ... two ... three ... four ... EIGHT
 N4606 M; FIVE ,
 N4607 D; Five !
 N4608 Five ,
 N4609 M; Six ,
 N4610 D; Six ... seven ... eight ,
 N4611 M; Right !
 N4612 Eight !
 N4613 There 's number eight .
 N4614 Um you 've got X .
 N4615 D; <^ I get { another one ! } ^> ((D reaches for dice))
 N4616 M; { No you } DO N'T .
 N4617 It 's MY turn .
 N4618 D; ... (1.3) you are going to put X --
 N4619 M; I 've got to get seven or a one .
 N4620 ... (1.1) I got five .
 N4621 Now it 's your turn .
 N4622 D; @
 N4623 M; <^ Well you got a TWO . ^>
 N4624 <^ Is that the same as THIS one ? ^>
 N4625 D; ((Nods yes, puts card on lotto board))
 N4626 M; ... (1.2) Have you FINISHED ?

N4627 D; ((Nods yes))
 N4628 It 's your turn .
 N4629 M; See if I can get it . ((M picks up dice and rolls))
 N4630 D; Yep .
 N4631 M; Four , ((Rolls dice))
 N4632 Nuh .
 N4632 I got a ONE .
 N4634 So I can use that one as a ONE . ((Points to one of dice))
 N4635 Try and get , ((M rolls dice again))
 N4636 a seven .
 N4637 And that 's --
 N4638 Ten .
 N4639 Nuh ... you WON .
 N4640 D; ((Nods agreement))
 N4641 M; Did you like that one ?
 N4642 Do you want to play it again with ... a different board ?
 N4643 D; No ,
 N4644 I want X .
 N4645 M; X
 N4646 D; @@
 N4647 ...(.9) It 's a bit hard for me .
 N4648 M; Not REALLY .
 N4649 You got to LEARN your numbers .
 N4650 D; @ I know . @
 N4651 M; You count up to ten by yourself before .
 N4652 D; Last time I did .
 N4653 M; Yeah I know .
 N4654 Do you want to count again for me ?
 N4655 ...(.1.0) um ?
 N4656 D; No ,
 N4657 I 'm sick of telling you that .
 N4658 M; You 're what ?
 N4659 D; I 'm sick of telling you .
 N4660 M; Sick of telling me .
 N4661 ...(.1.3) X over here . ((M and D sort and pack up cards and boards))
 N4662 N4ave another counting game AFTER ?
 N4663 D; ((No reply))
 N4664 M; All right .
 N4665 ...(.2.1) No the dice the dice the dice . ((M wants D to wait before putting
 the lotto boards in the box))
 N4666 D; I 'll pick up these ((D looks at different boards before putting them
 back in box))
 N4667 THAT 's the one I had before .
 N4668 M; Mhm .
 N4669 ...(.1.2) We might do this one afterwards .
 N4670 This way you can count your houses ,

N4671 you can count the birds ,
 N4672 okay ?
 N4673 D; ((D nods yes))
 N4674 M; Leave that one up the top ,
 N4675 this way we can do that one after . ((Putting board on top of pile in box)
 N4676 What else would you like to play ?
 N4677 D; Um ,
 N4678 X play it last time . ((D looks at toys in toy box))
 N4679 M; Want to play it again ?
 N4680 D; Oh ,
 N4681 this one LAST time . ((D looks at another toy in the box))
 N4763 <p X p> ((D leaves a piece in place))
 N4764 M; Getting a head start ,
 N4765 are you ?
 N4766 D; <p yeah . p>
 N4767 This X , ((D rests piece on puzzle))
 N4768 he goes , ((D puts another piece in))
 N4769 that X , ((D puts another piece in))
 N4770 Where does this go ? ((D looks to M for help))
 N4771 M; Well what 's a man doing in a tree ? ((D works on puzzle, sorts out a
 mistake she 'd made))
 N4772 ...(3.5) That 's better .
 N4773 D; ((D nods, smiles, picks up another piece))
 N4774 Where does this one go ?
 N4775 X X FIRST ,
 N4776 M; <p X X p>
 N4777 D; Then that one goes ,
 N4778 ...(2.0) and then one goes , ((D fits two bird pieces in to puzzle))
 N4779 ...(1.1)<^ two birds . ^>
 N4780 <^ That 's RIGHT ? ^>
 N4781 M; Not quite .
 N4782 D; ...(2.1)THAT 'S .
 N4783 M; What 's HE doing there ? ((M points to piece resting on puzzle))
 N4784 D; ...(1.2) Where does HE go ?
 N4785 M; I do n't know .
 N4786 I have n't done this puzzle before .
 N4787 D; Point to it .
 N4788 M; Eh ?
 N4789 D; Point to it .
 N4790 M; It goes here . ((M points to wrong place on puzzle))
 N4791 D; Point THERE . ((D shakes head 'no,' indicates correct place on
 puzzle))
 N4792 M; @@
 N4793 D; There .
 N4794 M; Is THAT where it goes .
 N4795 D; Finished .

N4796 M; Now ,
 N4797 D; Book ,
 N4798 M; Do you want to get a book and read it yourself and you read it to me ?
 N4799 You can be the teacher today ?
 N4800 D; I might read THIS one .
 N4801 M; Which one ?
 N4802 That one .
 N4803 D; What 's this ? ((D points to cover))
 N4804 M; It 's called HIDE .
 N4805 D; ...(1.1) Called HIDing ?
 N4806 M; HIDE .
 N4807 D; Hide . ((M nods)) ((D tells story from pictures in book. M nods occasionally, indicates non-verbally that she is attending. Recording unclear.))
 N4808 M; ((partly through story)) The dog 's gone looking for him ?
 N4809 D; And the cat stayed there . ((Recording unclear))
 N4810 And the cat runned this way and the dog runned that way .
 N4811 XX up a tree . ((Recording unclear))
 N4812 X when the next morrow comes .
 N4813 M; The next DAY .
 N4814 D; The next day .
 N4815 And it was getting broken .
 N4816 M; What WAS ?
 N4817 D; The tree .
 N4818 M; Oh was it ? ((D continues telling story, only parts of which were picked up in the recording. M nods, smiles, shows attention))
 N4819 D; and something ... something makes a noise <f WHOOO f> .
 N4820 M; A ghost ,
 N4821 was it ?
 N4822 Do you want me to read it now to you ?
 N4823 D; No ,
 N4824 read another one .
 N4825 M; Well how about you get one of YOUR books .
 N4826 D; NO .
 N4827 M; Heh ?
 N4828 D; I want these ones ,
 N4829 These are ,
 N4830 Cause I like these ones .
 N4831 M; All right then .
 N4832 D; I 've got THAT book .
 N4833 M; Have you ?
 N4834 ...(1.6) This one 's called DO N'T CRY BIG BIRD .
 N4835 D; I know .
 N4836 M; You know .
 N4837 D; 'Cause I 've got that book ... Big Bird CRY.
 N4838 M; ...(1.3) This one 's called HELP . ((M picks up another book.))

N4839 D; ...(1.1) NO ! ((D looks over, pushes M's book closed.))
 N4840 M; Right .
 N4841 D; Let 's do that one when we finish doing this one .
 N4842 M; All right .
 N4843 D; The girl come down the stairs and look at the BOX . ((D starts 'reading'
 the book she's holding))
 N4844 ...(1.4) X for the FROG .
 N4845 M; Hm .
 N4846 D; X look in the GARDEN in the ... for the FROG out of it .
 N4847 M; Frog out of the GAR DEN ?
 N4848 D; And then ,
 N4849 X X the FROG .
 N4850 M; Did she get into trouble ?
 N4851 D; Yep .
 N4852 Actually she put him up THERE . ((D points to place in picture))
 N4853 M; Ah she put him back { did she ? }
 N4854 D; { Put him } up THERE ,
 N4855 X can climb on the fence .
 N4856 And the rabbits X X
 N4857 X could n't get over the WATER .
 N4858 ...(1.1) There 's the WATER . ((D points to pond in picture))
 N4859 M; Mhm .
 N4860 D; There 's the WRITING . ((D points to text, M smiles))
 N4861 ...(1.5) X
 N4862 M; X like X rabbit ,
 N4863 is n't it ?
 N4864 D; X in the pool .
 N4865 ...(1.4) X the POOL ,
 N4866 Max went in the pool ,
 N4867 and the dog falled in the pool .
 N4868 @ There are two dogs .
 N4869 No ... there 's one dog falled in the pool ,
 N4870 and one dog in the boat falled in the pool X .
 N4871 M; The dog FELL ... in the POOL .
 N4872 D; Yep .
 N4873 And they ride the bike . ((D turns page to picture with bicycle))
 N4874 And then they ALL go X .'
 N4875 M; Oh she found the frog . ((M comments on picture in book))
 N4876 Well that was a happy story ,
 N4877 was n't it ?
 N4878 D; ((D nods agreement))
 N4879 Um ,
 N4880 ...(1.8) a ZOO story . ((D picks up another book, non-narrative picture
 collection))
 N4881 X X the mouse looks at a ZOO animal ,
 N4882 M; Yeah ,

N4883 and what 's that zoo animal called ?
 N4884 Do you know ?
 N4885 D; ...(1.1) A GIRAFFE !
 N4886 M; Good girl .
 N4887 D; ... and the poLICE , ((D looks at next page))
 N4888 and he said ... the girl said <^f HELP HELP ! f^>
 N4889 There 's <^f FIRE FIRE ! f^>
 N4890 X
 N4891 ...(1.9) FIRE truck man . ((D turns page to different picture))
 N4892 ...(2.1) He called <^f HELP HELP HELP ! f^> ((D turns page again))
 N4893 M; Why ?
 N4894 what happened to him ?
 N4895 D; Falled in the fridge .
 N4896 What is that ? ((D points to part of picture))
 N4897 M; Yeah ,
 N4898 It 's the it 's the big fridges that um are at the supermarkets ,
 N4899 Danielle .
 N4900 D; Oh .
 N4901 { X X }
 N4902 M; { X } the freezers .
 N4903 D; and then he falled in and then { he } goed oooh . ((D crosses arms over chest and pretends to shiver))
 N4904 M; { FELL in . }
 N4905 Ooh , ((imitating D's noise))
 N4906 he was cold ,
 N4907 was n't he ?
 N4908 D; ...(1.7) He said <^f HELP HELP ? f^>
 N4909 M; ...(1.1) Anyone come and get him ?
 N4910 D; An elephant pulled him .
 N4911 M; An eiephant got him out .
 N4912 Where 'd the elephant come from ?
 N4913 D; { @ @ } I do n't know . @
 N4914 M; { @ @ @ }
 N4915 D; And then X said , ((D turns page to next picture))
 N4916 <^f Oh Mum the balloons have blown away ... and the boy . f^>
 N4917 <^f Help help ! f^>
 N4918 The SKY @ ,
 N4919 that would be DANgerous .
 N4920 M; Mhm .
 N4921 ...(1.4) And what happens then ?
 N4922 D; The birds break --
 N4923 M; { pop the balloons . }
 N4924 D; { the balloons . }
 N4925 Popped the balloons .
 N4926 One went popped .
 N4927 All of them went POPPED .

N4928 And he falled down the traffic X and he got runned over .
 N4929 M; Did he get run over ?
 N4930 That 's a sad story .
 N4931 D; And then someone pulled a weed a carrot out . ((D turns page))
 N4932 M; That looks like Daddy trying to pull a carrot out . @@
 N4933 D; @ No no @ .
 N4934 M; @
 N4935 D; That 's the end of the zoo .
 N4936 M; That 's the end ,
 N4937 is it ?
 N4938 Do n't cry Big BIRD ? ((D reaches for another book))
 N4939 D; Yeah ,
 N4940 <^ BIG ^> BIRD .
 N4941 ...(1.2) Pooh bird ,
 N4942 Pooh Big Bird .
 N4943 Ahh ... oh ... MU= M . ((D lifts out torn page))
 N4944 Who broke this story ? (D looks at T, asks))
 N4945 T; uh ... my boy .
 N4946 D; And then what happened ?
 N4947 T; I got cross . ((D looks at T, then M))
 N4948 M; ...(1.1) That 's all right .
 N4949 We can fix it later .
 N4950 D; Yeah ,
 N4951 Cause me and mummy have got STICKY tape .
 N4952 M; X .
 N4953 Are you going to read your book ?
 N4954 D; X X ((D begins 'reading' story, tape unclear))
 N4955 This make him happy ... SKIPPING rope ,
 N4956 but he was X X .
 N4957 X X this page . ((D turns page))
 N4958 M; We 'll see what happens .
 N4959 D; One two three numbers ,
 N4960 M; Yeah ,
 N4961 they 're playing hopscotch .
 N4962 D; Yeah .
 N4963 M; Do you remember we tried playing that at the beach ?
 N4964 on the sand ?
 N4965 D; And I played it at KINDER .
 N4966 M; Did you ?
 N4967 D; And then X said let 's play HIDE AND SEEK ! ((D returns to reading story))
 N4968 M; Mhm .
 N4969 D; And then they went on the see saw .
 N4970 And X X the bird .
 N4971 X X Big bird ... do n't cry .
 N4972 M; Why 's he crying ?

N4973 D; Cause ... cause he did n't like the see saw .
 N4974 M; He did n't like the see saw .
 N4975 D; And so 's the girl . ((D points to picture))
 N4976 M; Hm ,
 N4977 They 're both sad .
 N4978 D; Cause they did n't like it .
 N4979 So the next morning ,
 N4980 Oh this page X ((D points to tear and loose page))
 N4981 M; X fix it after .
 N4982 D; No that 's ... a page is ripped out .
 N4983 M; No I do n't think so ,
 N4984 Is it ?
 N4985 Is there numbers in this book ?
 N4986 No it 's X .
 N4987 It 's just come out of the staples , ((M looks more closely at book))
 N4988 D .
 N4989 It 's all right .
 N4990 D; All right .
 N4991 ...(1.3) Anyway you 've got staplers @ and I 've got sticky tape .
 N4992 M; Hmh ,
 N4993 So ... one way or the other we 'll fix it ,
 N4994 Wo n't we .
 N4995 D; Do n't use the stapler all right .
 N4996 You can use the sticky tape .
 N4997 M; All right .
 N4998 D; For two pages . @@
 N4999 XX ((D continues story))
 N41000 Talking elephant comes .
 N41001 M; Is that what it is ?
 N41002 Has it got a name ?
 N41003 D; Um ... yep !
 N41004 M; What is it ?
 N41005 D; It 's ...
 N41006 M; Snuffle .
 N41007 D; SNUFFLE !
 N41008 M; Is it ? ((M looks at book more closely))
 N41009 Yep !
 N41010 D; And then ,
 N41011 X X ... happy . ((D continues story))
 N41012 M; Does he make him happy again ?
 N41013 D; Makes him HAPPY !
 N41014 M; He 's got a big smile on his face now .
 N41015 D; X X ((D continues with story, unclear on tape))
 N41016 X ?
 N41017 M; Oh not aGAIN .
 N41018 D; Next morning , ((D turns page again))

N41019 ... (2.1) what 's the name of these ?
 N41021 M; Uh ... Bert and Ernie .
 N41022 D; Bert and Annie ... { Angie , }
 N41023 M; { @ Ernie , @ }
 N41024 D; @ Ernie @
 N41025 M; Ernie . @
 N41026 D; What 's THAT one ? ((D points to character in picture))
 N41027 M; I think that one 's Ernie .
 N41028 D; Maybe THAT one 's Ernie .
 N41029 M; Oh ,
 N41030 is it ? @
 N41031 D; Which one 's Ernie ? ((D addresses T))
 N41032 T; The little one .
 N41033 D; THAT one .
 N41034 M; That 's ERNIE .
 N41035 And that 's BERT .
 N41036 D; THAT 'S Bert.
 N41037 ERNIE ... Bert
 N41038 I would X X X happy. ((D starts to tell story based on picture book))
 N41039 so ... ((D looks at M for help))
 N41040 M; Ernie ,
 N41041 D; Ernie ... said ... NO .
 N41042 M; WHY ?
 N41043 D; ... No ,
 N41044 Ernie said ... YES .
 N41045 So off they WENT .
 N41046 M; Um huh . ((affirmative))
 N41047 D; They had the rope ,
 N41048 And X makes him happy ,
 N41049 And then got sad again .
 N41050 M; What are these ?
 N41051 These X X .
 N41052 D; NO .
 N41053 M; Oh X .
 N41054 It 's a jumping rope .
 N41055 D; No ,
 N41056 That 's that ... that 's that ... that brown stuff .
 N41057 M; Umm .
 N41058 D; That 's chalk
 N41059 M; Oh .
 N41060 D; Someone drew on it .
 N41061 M; Oh I see .
 N41062 D; And HE made him happy then he was sad again ,
 N41063 so THEM two made him happy .
 N41064 M; By playing skipping rope with him .
 N41065 D; YEP !

N41066 M; See , ((M points to picture))
 N41067 they made the hopscotch bigger for him .
 N41068 D; So he can PLAY with them .
 N41069 M; So that 's why he was sad ,
 N41070 Cause Big Bird was too big to play a lot of the games .
 N41071 So they made him a bigger skipping rope ,
 N41072 and a bigger hopscotch .
 N41073 D; ... Now he can HOP .
 N41074 M; Hmm . ((affirmative))
 N41075 And look how many people got on the see saw , ((M points to book))
 N41076 So they could lift up Big Bird in the air .
 N41077 That 's why he was sad before X seesaw ,
 N41078 Danielle .
 N41079 D; That little girl is sad . ((D points to picture))
 N41080 M; Yeah the girl is sad .
 N41081 D; X
 N41082 X the GIRL happy .
 N41083 M; Mhm .
 N41084 D; X X X
 N41085 ... X X
 N41086 M; The girl is happy because he got her the kite .
 N41087 D; ... And they all seem happy ... X .
 N41088 M; And they all lived happily ever after .
 N41089 D; YEP .
 N41090 FINISHED !
 N41091 M; Finished ,
 N41092 read that one . ((M looks at another book with D))
 N41093 Do you want to go and get your nursery book ?
 N41094 D; umm= which ?
 N41095 M; The one with the um ,
 N41096 cow jumped over the moon ?
 N41097 D; I 'm gonna play aNOTHer game .
 N41098 M; All right ,
 N41099 which one ? ((D goes to look through box))
 N41100 I 'll just go see what you 've got ,
 N41101 Danielle . ((M leaves table to go look in D's room))
 N41102 D; ...(2.8)I 've got two of these koalas . ((to T;D holds up stuffed toy from box))
 N41103 ...(2.4) <^f Look what I 've got ! f^> ((D runs to bedroom to show M))
 <^f Cookie { Monster . f^> }
 N41104 M; { Oh= ,
 N41105 puppet. }
 N41106 D; Um it goes on my hand .
 N41107 M; Okay ,
 N41108 I found a few good books .
 N41109 D; No= ,

N41110 I do n't want ... to read books .
 N41111 <^f I do n't want books . f^>
 N41112 M; What happened to those cards we had the other day ,
 N41113 Danielle ?
 N41114 D; I do n't know .
 N41115 I ... I X THIS .
 N41116 M; X . ((D runs from bedroom back to kitchen area))
 N41117 D; X X
 N41118 ... (3.2) What does this do ? ((D holds up toy from box, asks T))
 N41119 M; Do you want to pretend you 're uh ... one of the teachers at kinder ?
 N41120 And read me this book ?
 N41121 Come on .
 N41122 D; No .
 N41123 M; And get your little stool ?
 N41124 D; ((shakes head indicating 'no'))
 N41125 M; No ?
 N41126 What would you LIKE to do then ?
 N41127 D; What does this do ? ((D holds up another toy from box))
 N41128 ... (1.1) Does that go there ? ((D tries putting truck inside toy Duplo boat))
 N41129 T; No ,
 N41130 just roll it .
 N41131 M; Just push it ,
 N41132 Danielle .
 N41133 D; Does THAT go in there ? ((D tries to put finger puppet in Duplo boat))
 N41134 M; That 's a finger puppet .
 N41135 Remember ? ((M puts puppet on her own finger, moves it))
 N41136 D; Oh I see .
 N41137 M; You can tell a story .
 N41138 D; Which ones goes in there ? ((D tries to put finger puppet on her hand))
 N41139 You 've got a bigger thumb .
 N41140 Big people ought to do this cause I have n't got a bigger thumb . ((D hands to M))
 N41141 M; Too big for your fingers .
 N41142 D; ... (3.2) X this other one X in the boat . ((D puts another puppet in the boat))
 N41143 M; X can put them in the boat if you like .
 N41144 X X
 N41145 D; Oh !
 N41146 Dropped them out . ((Puppets fell out of the boat))
 N41147 X X X puppet .
 N41148 X X and put them on your hands .
 N41149 M; Okay .
 N41150 D; I 'm going to find some more and put them in the boat .
 N41151 I thought they had Big Bird X puppet . ((D looks through box))
 N41152 X X
 N41153 X X

N41154 M; No more ?
 N41155 D; And the sailor man X X ,
 N41156 and put them to bed .
 N41157 M; Put them back in there ?
 N41158 D; NO , you have to leave them X . ((M fixes figures & hands back to D))
 N41159 ... (3.2) and off they went back to Lucy @ . ((D hands boat with
 puppets & sailor figure to M))
 N41160 Oh ,
 N41161 they falled off .
 N41162 M; I want to read one of these books ,
 N41163 Danielle .
 N41164 D; I do n't want to .
 N41165 M; X you like stories .
 N41166 D; I want another game to play .
 N41167 M; What other game would you like to play ?
 N41168 D; ... (2.1) Umm X . ((D goes to look through box))
 N41169 M; Here let 's play this then . ((M gets box of games, holds up one))
 N41170 D; No ,
 N41171 not THAT game .
 N41172 M; The cards I mean .
 N41173 D; No= .
 N41174 M; No ?
 N41175 Why not ?
 N41176 D; ... (1.1) THIS game . ((D pulls toy from box))
 N41177 ... (2.8) Let 's do ,
 N41178 We 'll do that one after .
 N41179 M; All right . ((M continues sorting cards))
 N41180 D; No we 'll do them after THIS .
 N41181 M; Okay .
 N41182 D; And= ((D hums to herself as she constructs toy elephant))
 N41183 ... (3.4) one X is that .
 N41184 X X ((D continues humming, singing, constructing))
 N41185 and there 's his little bum . ((D taps piece of elephant))
 N41186 That 's his little bum .
 N41187 X X that bit .
 N41188 M; Going to put his head on ?
 N41189 D; Yeah ,
 N41190 that . ((D finished elephant, pushes hat to squeak it.))
 N41191 Does n't make the noise anymore . ((Squeak doesn't work))
 N41192 M; X is it broken ? ((M reaches to try, then D makes it work))
 N41193 Nah it works .
 N41194 D; ... (2.0) That sounds like baby sound . ((D squeaks elephant several
 times))
 N41195 M; Baby noise .
 N41196 What would you like to play ,
 N41197 Danielle ?

N41198 Want to get one of your dolls or ? ((M holds out hand puppet))
 N41199 D; ...(1.2) Nuh .
 N41200 M; Nuh ?
 N41201 Oh we have n't played this today ,
 N41202 have we ? ((M reaches for toy))
 N41203 Match the balloons ,
 N41204 the one with the dice . ((M holds out color bingo game))
 N41205 D; We already played that last time ,
 N41206 did n't we ?
 N41206 M; Oh= yeah we did .
 N41207 D; Let 's have a look .
 N41208 M; Do you want to play it again ?
 N41209 D; I want to have a look first .
 N41210 ...(1.7) No , ((D looks in box))
 N41211 we played that last time .
 N41212 X X box . ((D puts box back))
 N41213 M; Maybe we should join the toy library ,
 N41214 Danielle .
 N41215 You get sick of toys pretty quick ,
 N41216 do n't you .
 N41217 D; Yeah .
 N41218 M; Yeah .
 N41219 Once you 've played one game that 's enough .
 N41220 D; X X
 N41221 M; Want to do this one ? ((M reaches for toy))
 N41222 This was a good one ,
 N41223 was n't it ?
 N41224 Want to do this one ?
 N41225 D; ((Shakes head indicating 'no'))
 N41226 M; No .
 N41227 What ?
 N41228 Want to do the numbers again ?
 N41229 D; What 's in here ? ((D crawls across table to point to a box))
 N41230 M; That 's the puzzles .
 N41231 Do you want to do the puzzles ?
 N41232 D; Let me -- ((D looks into box))
 N41233 Give them here . ((D reaches for another puzzle box))
 N41234 M; Do you want to do your puzzle ,
 N41235 the one you were doing with Justin ?
 N41236 D; The X ?
 N41237 M; Not the X one .
 N41238 The A B C one .
 N41239 D; <p Okay . p>
 N41240 M; Well ... I think we 'll have to pack some of this stuff up ,
 N41241 Danielle .
 N41242 X we wo n't have any room on the table .

N41243 X these ones separate ,
 N41244 Oh it does n't matter ,
 N41245 any way put them all in the BOX .
 N41246 D; Oh oh ,
 N41247 they 're mixed up .
 N41248 M; Does n't matter .
 N41249 We 'll sort em out afterwards .
 N41250 D; No ... I know how to sort them out !
 N41251 This one goes with THEM ,
 N41252 M; All right .
 N41253 D; and this one goes to you . ((D indicates to T))
 N41254 No wait ! ((D separates books and takes one by one))
 N41255 That one goes to you ,
 N41256 that one goes to you ,
 N41257 that one goes to you ,
 N41258 and that one goes to you .
 N41259 M; All right .
 N41260 D; There .
 N41261 M; I 'll put these back in the BOX ?
 N41262 D; X other books .
 N41263 M; Are they all yours ?
 N41264 Yeah .
 N41265 And THESE ? ((M shows games before putting them in box too))
 N41266 D; Yep .
 N41267 M; Gotta get your X . ((M leaves table to get D's puzzle))
 N41268 D; X the CARDS .
 N41269 M; X the cards .
 N41270 D; <^ Coffee ! ^> ((D refers to M's coffee cup still on table.M is out of room))
 N41271 X X ((D talks to self quietly as she puts a few things in the box))
 N41272 Oh Mummy , ((D speaks as M returns while she,D, reaches for her drink))
 N41273 you made this go cold .
 N41274 M; ME ?
 N41275 D; Yep .
 N41276 M; I 'll make you another one later .
 N41277 D; Good ,
 N41278 thanks .
 N41279 M; Here , ((M stands behind chair D had been sitting in))
 N41280 You going back to this chair ?
 N41261 Do you want to do this one by yourself , ((M takes puzzle out of bag))
 N41262 Or do you need a ... do you need help ?
 N41263 D; X X this one .
 N41264 M; Oh is this a hard one ?
 N41265 D; Uh huh .
 N41266 Ah did you forget it ?

N41267 M; What ?
 N41268 D; The dice .
 N41269 M; You do n't need the dice with this one .
 N41270 D; Yes you do .
 N41271 M; No you DO N'T .
 N41272 D; YES you DO !
 N41273 M; No you DO N'T !
 N41274 D; X X with it . ((D reaches for paper puzzle board))
 N41275 M; If you rip it you 'll get a smack .
 N41276 D; I 'll give YOU a smack .
 N41277 M; Yeah you try it .
 N41278 D; I know where the wooden spoon is . ((D runs to kitchen drawer & looks))
 N41279 M; I know where there 's a bigger one ,
 N41280 Danielle .
 N41281 D; ...(2.3) I got the two BIG ones .
 N41282 M; Well I know where there 's another one .
 N41283 D; I do ... I got two . ((D hits spoons together in M's face))
 N41284 M; You going to help me do this ? ((M works on puzzle))
 N41285 You need the dice .
 N41286 M; You do ?
 N41287 Why ?
 N41288 What do you do with the dice ?
 N41289 D; You need to get the box out of there . ((D points to T's toy box))
 N41290 M; Why ?
 N41291 D; Cause you need one ,
 N41292 Cause I lost my other one .
 N41293 M; But this one ... you do n't need a dice ,
 N41294 Danielle .
 N41295 D; <p Yes you do . p>
 N41296 M; Tell me why you need the dice .
 N41297 D; Cause ,
 N41298 M; Yeah what do you do with it ?
 N41299 D; You X <p X X X p>
 N41300 M; What ?
 N41301 Whatever number it turns on you get you 've got that many goes ?
 N41302 D; ((D nods in agreement))
 N41303 M; All right ,
 N41304 if that 's the way you want to play ,
 N41305 Okay .
 N41306 Start .
 N41307 D; Now you have to put ... do the puzzle first . ((D reaches for a puzzle))
 N41308 X X put this one in . ((D holds up puzzle piece))
 N41309 M; I do n't know .
 N41310 Let me have a look at it .
 N41311 X

N41312 D; X cause the puzzle 's got a little bit of this puzzle on it . ((D points to
 frame of puzzle))
 N41313 M; Ahh . ((M yawns))
 N41314 D; The board . ((D taps frame))
 N41315 M; I 'm a bit tired today .
 N41316 Okay ,
 N41317 what we 'll do we 'll try to find all the umm _
 N41318 D; What 's that X ?
 N41319 M; all the edges .
 N41320 D; Ohh X .
 N41321 M; You do this better than me ,
 N41322 Danielle .
 N41323 D; <p I X . p>
 N41324 M; There you are . ((M puts a piece in))
 N41325 And this must go up here , ((M puts another piece in))
 N41326 D; X X
 N41327 M; You 're not HELPing .
 N41328 D; Cause I CAN 't ,
 N41329 You have to do it all by yourself .
 N41330 Show me ,
 N41331 Mum .
 N41332 M; WHY ?
 N41333 D; Cause I do n't know how to do it .
 N41334 M; WHY do n't you know how to do it ?
 N41335 D; Cause Justin told me
 N41336 And I and I did n't watch him
 N41337 Cause I was busy watching cartoons .
 N41338 M; Oh is that what you were doing ?
 N41339 D; Actually ... you can
 N41340 You can make one of these into , ((D holds up 2 wooden spoons))
 N41341 Which one can you um ... make something ?
 N41342 Which one is to smack people that X X ?
 N41343 M; Do you want to play with your playdoh ?
 N41344 ... (1.1) Eh ?
 N41345 D; Yeah ,
 N41346 M; All right .
 N41347 D; Let 's pack this up first .
 N41348 M; All right .
 N41349 Well I 'll go and do the puzzle ,
 N41350 D; And we 'll have to put those back in . ((D hands M some dice))
 N41351 M; Yeah ,
 N41352 I 'll do that .
 N41353 You go and get your playdoh ,
 N41354 And your rolling pin and whatever else you need to use .
 N41355 D; Ahh but I lost it .
 N41356 M; Should be in the cupboard .

N41357 D; I lost it ,
N41358 Mum ,
N41359 Cause me and Cherie were playing inside with it .
N41360 M; Inside ?
N41361 D; With it and then we lost it .
N41362 M; Oh well go and see what you can find out there
N41363 So you can make shapes and things with your playdoh .
N41364 D; Oh X X ((D runs outside to look in her play house))
Tape ends.

Appendix 4: Activity Descriptions and Transcripts from kindergarten setting

D1 ACTIVITY DESCRIPTION KINDER CONTEXT

TIME	ACTIVITY	TALK
9:07	R sits in book corner behind bookcase	No adult talk
9:09	R goes to paint stamping table.	M explains process to chn.& mum. explains a second time to R, shows materials, labels Comment on activity
9:13	H sits at table, helps R	Mum talks about activity to R, directives
9:14	A mum at table, too	M comments on R's new haircut
9:16	R leaves table, wanders	Mum asks R if she's finished, real quest
9:18	R goes to paint at easel, leaves	R addresses M repeatedly, can't make her herself understood
9:19	R goes to M at table. VT comes to kinder to see other child R attracted to baby with its mum who have just arrived at kinder. R plays around with pusher. 3 adults intervene to stop R pushing	VT greets R Mum comments on baby's clothing to R, 'quick cover him up', thanks R for attentn 'looking after', talks about putting cap on. baby, directives, going to walk home, 'nice day for walking'
9:22	Mum with pusher leaves, R follows outside	Farewells, directives to come back inside
9:24	M & R at drawing table	Directives re: her own drawing, labels
9:26	R sits at table with VT	QTest, labels,
9:29	R addresses M	Directives repeated, then 'you'll lose them all', more directives, QTest 'who is this a picture of?'
9:33	R goes to play with computer	R talks with another child, directives from other child
9:38	H comes to computer	H asks about a problem other chn had reported, 'what's wrong , R?What do you want to do,' then comments on computer activity
9:40	R leaves computer, goes to washroom, out again	In passing, Mum asks R if she wants fruit QR
9:41	R goes to morning tea table, sits, waits	
9:45	Mum offers R a drink	QR, later thanks R for putting glass away (Many chn address directives to her)
9:48	R goes to block corner where she plays for a while	
9:55	R goes to collage materials corner, plays with sticky tape	No adult talk
10:02	R goes back & forth along book-case sticking sticky tape on it	
10:06	H came to stop R	Directives
10:08	R sits at collage table. Work experience std. there too	R greets, std suggests R get scissors to do activity (Sharp contrast here between an on-going conversation between std and non-delayed chn), directives to R to not do something

D1 AT KINDERGARTEN

For first two minutes of taping session R is on her own in a book corner. She says something unclearly to another child, but no adult approaches or addresses her. She wanders over to a table where the Asst. is explaining a construction task to some chn.

- D1KG1 AD; We're going to x them together and then we're going to ,
D1KG2 ... we're going to x them together ((a child has interrupted))
D1KG3 take hold of that one ,
D1KG4 and that one 's yours
D1KG5 here you are ,
D1K6 R .
D1K7 R; UH ! ((a shout, meaning unclear; Asst distracted by another child))
D1K8 ...(4.4) (/ shih= ! /)
D1K9 (/ shih= ! /)
D1K10 AD; Fish .
D1K11 It 's a fish .
D1K12 And you 've got TWO fish .
D1K13 You need to do this one .. and this one .
D1K14 Okay ?
D1K15 ... Two of them .
D1K16 R; X x . ((Then Asst turns to help other chn, leaves table; a mum sits with
chn, explains task, then helps R who has been just sitting & watching))
D1K17 ...(50.5) (/ wah ! /)
D1K18 Mt; Your name ,
D1K19 on yours= . ((Mt distracted by others, then writes name on papers for a
couple of chn))
D1K20 ...(14.9) Will I put your name on your on the top ?
D1K21 R; Yep .
D1K22 Mt; Where is that ?
D1K23 R; (/ uh dih . /)
D1K24 Mt; Up there .
D1K25 Right .
D1K26 ...(2.5) And this one x too ? ((On another piece of paper))
D1K27 ...(2.4) Now you 've got lots of work to do .
D1K28 Now you do some x x x .
D1K29 ...(1.3) You 've got to do some x first .
D1K30 You do this one ,
D1K31 R . ((And then Mt tells another child to do the next one. M helps
another child, then leaves table, chn continue working. Tch
approaches table, sits briefly, goes, Mt and asst do same, R tries to get
Asst's attention unsuccessfully just by calling out her name, then R
leaves table, wanders. Approaches Asst))
D1K32 R; ...(5:11.5) (/ uhOH= . /)
D1K33 VT; Hello you 've had your hair cut . (VT was at kinder to see another
child))

D1K34 Mt; ...(6.5) R , ((Mt had been at table with R doing construction task))
 D1K35 are you finished ?
 D1K36 R; Yeah .
 D1K37 Mt; Finished ?
 D1K38 Oh= . ((Mt picks up work and looks at it,distracted by other child, back to R))
 D1K39 ...(4.5) All finished now ?
 D1K40 R; Yeah= . ((Mt takes work away to hang, let paint dry. R wanders to easels, M indicates))
 D1K41 Mt; ...(18. 5) R , ((M points towards smock; nudges R who goes to get smock on; R paints for a while))
 D1K42 R; ...(1:09.5) Duh DAH !
 D1K43 Mt; Are you finished ?
 D1K44 R; @ @
 D1K45 ...(6.5) M= , ((R address Mth by Asst's name; mth ignores))
 D1K46 ...(2.1) No ,
 D1K47 M , ((Mth ignores, R wanders off to table where Asst is talking to other chn))
 D1K48 (/ ah= neeh . /)
 D1K49 ...(3.8) M= ,
 D1K50 M= ,
 D1K51 M !
 D1K52 ...(1.8) M .
 D1K53 ...(3.9) M= ,
 D1K54 ... M= ,
 D1K55 AS; Yes .
 D1K56 R; (/ X ay wen dih . /)
 D1K57 (/ muh= ! /)
 D1K58 AS; You can do one of these in a moment .
 D1K59 R; ((Shouts))
 D1K60 AS; You what x ?
 D1K61 R; (/ whah== ih . /)
 D1K62 AS; You what ?
 KB63 R; (/ pah= . /)
 D1K64 AS; What does that mean ?
 D1K65 R; No= .
 D1K66 AS; Do n't want to ?
 D1K67 R; (/ wuh= ..noh= . /)
 D1K68 ...(1.9) (/hah meh . /)
 D1K69 ... (/ hah meh . /)
 D1K70 AS; Oh .
 D1K71 R; (/ hah= . /) ((R leaves table, wanders to Mt who has just arrived at kinder with child and baby in pusher which she left near door. R pushes the baby towards mother,stops, looks at baby.))
 D1K73 Mt2; Hello ,
 D1K73 R .

D1K74 R; ...(1:05.3) Look= ! ((R has pulled blanket back off baby))
 D1K75 Mt2; He 's got no socks on !
 D1K76 Quick cover him up .
 D1K77 It 's a bit cold here for taking that off .
 D1K78 ...Cover his little feet up . ((Mt covers baby again))
 D1K79 R; @ @ .. @ @ ((R start playing with pusher, opening and closing the top
 hood, rocking the pusher from the back handle, etc.))
 D1K80 Mt2; ...(34.5) Thank you for looking after him . ((Mt pushes pusher over to a
 table nearby, R follows, resumes playing with pusher, tilting it. There
 are 3 or 4 adults, Tch, Visit.Tch, Mt, Mt2))
 D1K81 R; ...(2.7) (/ wih wuh= . /)
 D1K82 ... @ @ !
 D1K83 Mt; No no . ((Mth wants R to stop tilting the pusher))
 D1K84 ... No .
 D1K85 R; <p @ @ p>
 D1K86 Mt; R ,
 D1K87 R .
 D1K88 No= .
 D1K89 Mt2; ...(4.2) We 've got to go now , ((Mt2 = mother of baby))
 D1K90 R .
 D1K91 R; (/ dih duoh . /)
 D1K92 (/ dih duoh . /)
 D1K93 Mt2; R !
 D1K94 R; (/ aihm ! /)
 D1K95 Mt2; Oh that 's a good idea .
 D1K96 We SHOULD put his hat on .
 D1K97 You want to slip that on ?
 D1K98 R; Yeah= deeh .
 D1K99 @ @ @ .
 D1K100 Ah dah7 !
 D1K101 Mt2; Do n't worry about { x . }
 D1K102 R; { (/ da eeh= ! /) }
 D1K103 Mt2; Here .
 D1K104 <^ Do you want to put it on ? ^>
 D1K105 R; huh hih .
 D1K106 Mt2; Just stop pushing it .
 D1K107 R; ...(1.8) @ @
 D1K108 R , ((R hasn't stopped))
 D1K109 do n't .
 D1K110 R; ...(3.8) (/ dah ! /)
 D1K111 Mt2; Bye . ((Mt2 starts to leave kinder))
 D1K112 See you .
 D1K113 R; Bye .
 D1K114 T; Good girl ,
 D1K115 R .
 D1K116 R; (/ Mah ! /)

D1K117 Mt2; We 're off .
 D1K118 We 're going . ((Mt2 starts to leave, R follows))
 D1K119 ... hoo roo .
 D1K120 R; ... (2.3) GO !
 D1K121 Bye !
 D1K122 Mt2; Bye bye .
 D1K123 R; NO BACK .
 D1K124 ... (1.8) NO .. BACK = . ((R keeps following out door of kinder))
 D1K125 ... (14.3) (/ bei yih . /)
 D1K126 @ @
 D1K127 T; ... (1.2) Wait here , ((T goes to door))
 D1K128 R .
 D1K129 R; Nuh !
 D1K130 T; No that 's not the baby 's . ((Outside ??R puts something in pusher))
 D1K131 You put it in the x .
 D1K132 R; ... (3.1) (/ houh . /) ((?? Means 'home'))
 D1K133 T; ... (2.2) We 're going to stand here and wave good-bye to the baby .
 D1K134 Okay .
 D1K135 R; Bye !
 D1K136 T; @Bye bye ! ((To Mt2 and baby))
 D1K137 R; (/ houh . /)
 D1K138 Mt2; Ta ta .
 D1K139 R; ... (1.2) (/ WAH ... KAH . /)
 D1K140 T; Yep ,
 D1K141 she 's going to walk home .
 D1K142 R; ... (/ HOUH . /)
 D1K143 T; Nice day for walking .
 D1K144 R; (/ Beih . /)
 D1K145 ... (/ beih ! /)
 D1K146 T; See you later . ((To Mt2 as gate closes))
 D1K147 R; ... (1.8) (/ kouh . /) ((?? 'closed' R & T go back inside; R goes over to table where several chn are cutting & pasting, Asst & V.T. are seated))
 D1K148 AD; ... (1:0) You can do yours in a minute ,
 D1K149 okay R ?
 D1K150 Do your { drawing ? }
 D1K151 R; { Nuh . }
 D1K152 AD; Your book ?
 D1K153 ... And this is not yours .
 D1K154 This is .. A 's photo .
 D1K155 Okay ?
 D1K156 R; (/ ahm . /)
 D1K157 AD; Yes ,
 D1K158 A 's . ((Asst repeats name as though R had tried to say it))
 D1K159 R; (/ houh = . /)
 D1K160 AD; Not taking them home today ,
 D1K161 but you can do your draw=ing ,

D1K162 Okay ?
 D1K163 ... <^ All right ? ^>
 D1K164 R; ...(10.8) (/ uo pae eeh . /)
 D1K165 AD; ...(2.8) That 's A 's . ((Then Asst talks to other chn))
 D1K166 R; ...(10.1) Me= .
 D1K167 AD; Yes you .
 D1K168 I 've got yours . ((Chn at table are making booklets with photos in them. R's is amongst those on the table))
 D1K169 I 'll get yours ready . ((R can't sit down immediately because table is crowded and there's no place))
 D1K170 ...(1.3) This is R 's .
 D1K171 R; Hah7 !
 D1K172 AD; ...(2.8) X x name ?
 D1K173 R; R R . ((Says 2 syllables of her name clearly))
 D1K174 AD; R .
 D1K175 is n't it .
 D1K176 R; Yeah .
 D1K177 ...(8.1) X !
 D1K178 AD; What is it ?
 D1K179 R; (/ houh . /)
 D1K180 AD; What is it ?
 D1K181 R; R R . ((Again articulates name clearly, and rhythmically))
 D1K182 AD; R .
 D1K183 R; X !
 D1K184 AD; I 've x x now .
 D1K185 You can go and sit with S
 D1K186 ... hang on .. hang on .
 D1K187 ..(3.8) R ,
 D1K188 you can do a drawing there ,
 D1K189 okay ?
 D1K190 R; Yeah .
 D1K191 ...(4.9) (/ te=h . /)
 D1K192 AD; Oh here you are sit down sit downhere . ((R finds a seat between a boy and the VT who is working with G))
 D1K193 R; (/ peih= . /)
 D1K194 ...(/ peih= . /) ((R is looking at photo, later kissing photo))
 D1K195 VT; ...(48.5) Who is it ? ((VT looks at R's photo with her))
 D1K196 R; R R . ((Again clear, rhythmically))
 D1K197 VT; R .
 D1K198 ...(2.8) And who 's { x x x . }
 D1K199 R; { (/ daeh7 . /) } ((VT distracted by boy next to R))
 D1K200 ...(5.2) XX ! ((R calls out a few times, but VT continues talking to boy))
 D1K201 VT; ...(18.9) Who 's that ? ((Back to R's photo/booklet))
 D1K202 Oh yes I know .
 D1K203 That 's x x x .

D1K204 She 's got a ,
 D1K205 what has she got now ?
 D1K206 R; (/ beih= . /)
 D1K207 VT; She 's got a .. baby .
 D1K208 X she . ((Then boy interrupts again, & VT returns to helping G. R sits watching & listening & playing with her own booklet, then gets up & goes around to Asst whose attention she tries to get several times))

 D1K209 R; ...(1:23.7) M= !
 D1K210 ...(34.5) M= ,
 D1K211 ...M ,
 D1K212 ...(1.9) M ,
 D1K213 ...(1.3) M= ,
 D1K214 ...(4.2) M ,
 D1K215 (/ dai . /)
 D1K216 AD; Do n't take the photos out .
 D1K217 R; X .
 D1K218 ...(4.2) X= .
 D1K219 AD; No ,
 D1K220 sorry ,
 D1K221 R .
 D1K222 ...(3.3) Do n't take them all out .
 D1K223 R . ((R started to walk away with photos; Asst calls her back to table))
 D1K224 R . ((Asst asks boy to move so R can sit next to her))
 D1K225 ...(5.6) R ,
 D1K226 do n't take the photos out .
 D1K227 R; (/ heih ? /) ((R sits next to Asst))
 D1K228 AD; Well you 'll lose them .
 D1K229 R; Um .
 D1K230 AD; You lose them all .
 D1K231 ...(28.7) R , ((R has started to leave table again with photos))
 D1K232 R ,
 D1K233 sit down please .
 D1K234 ...(3.5) Do n't put it in your mouth .
 D1K235 R; ...(3.8) (/ behuh . /)
 D1K236 AD; Your drawing .
 D1K237 Do some more drawing .
 D1K238 R; (/ aow wih . /)
 D1K239 AD; Okay ? ((Asst turns to another child))
 D1K240 R; ...(28.1) M !
 D1K241 AD; Just a moment .. just a moment . ((M is helping another child with her booklet))

 D1K242 R; ...(35.6) M ,
 D1K243 (/ mee . /) ((R holds her book up, Asst continues working with J))
 D1K244 ...(6.1) M ,
 D1K245 (/ dih= ... dih= . /)
 D1K246 AD; ...(43.2) Now , (Asst turns to R's work))

D1K247 ... who 's this a picture of ?
 D1K248 R; X= .
 D1K249 AD; Who ?
 D1K250 R; R R . ((Names self clearly, rhythmically))
 D1K251 AD; This is R ? ((Asst writes a sentence under the picture; R gets up, leaves table, goes to computer where another child is; R has been playing inappropriately with computer & chn have been reprimanding her. Asst calls out))

 D1K252 AD; ...(3:28.) No ,
 D1K253 that 's wrong ,
 D1K254 R ,
 D1K255 what do want to do ?
 D1K256 R; No . ((Then Asst distracted by chn at table where she is. Later T comes to table))

 D1KG257 T; ...(10.1) Do you want me to help you ? ((T walks around computer table))

 D1K258 ... Can you play it , ((R has been at computer with chn))
 D1K259 R ?
 D1K260 R No .
 D1K261 T; Here 's how you do it . ((T stands behind chn, demonstrates))
 D1K262 Oh= pick it up .((T demonstrates mouse & computer; all chn start taking part, R withdraws a bit, T talks with other chn))

 D1K263 R; ...(41.2) No x . ((R leaves computer table))
 D1K264 ... R , ((T calls to R as she leaves))
 D1K265 In the bathroom .
 D1K266 Wash your hands in the bathroom . ((R goes to washroom, comes back to T at table))

 D1K267 R; ...(35.6) X= .. no x ! ((T continues talking to other chn at computer))
 D1K268 ...(9.7) X=
 D1K269 T; What do you want ,
 D1K270 R .
 D1K271 I 'm busy now . ((R leaves computer table, runs length of room, back, into washroom. R wanders, gets mic fixed, goes to fruit table to wait. Mth came, prepared for fruit. Chn tried to put mat at R's place; she kept pushing it away. Table was adjacent to boys' block track which R bent down to disturb a few times. A lot of calling of R's name))

 D1K272 Mt; ...(4:20) R,
 D1K273 do you want some fruit ?
 D1K274 R; X . ((Shakes head for no.))
 D1K275 Mt; Water ? ((M reaches for glass and water jug behind her))
 D1K276 ...(12.7) Want me to help you ? ((Mt has water jug, given R a glass, R tries to pour))

 D1K277 ... Can you pour it ,
 D1K278 R ?
 D1K279 R; No .
 D1K280 Mt; You can do it . ((Mth reaches to help R pour))

D1K281 Ooh .. that 's enough . ((Mt helps outhen chn, R sits, looks at boys with blocks, drinks, looks across towards Asst))

D1K282 R; ...(1:30.) M= !

D1K283 Mt; What do you want ,

D1K284 R ?

D1K285 She 's busy now .

D1K286 They 're making x x x x x x.

D1K287 ...(48.4) R , ((R has started to get up & walk away with glass in hand))

D1K288 are you finished ?

D1K289 R; No .

D1K290 Mt; Sit down .

D1K291 ... Sit down with your glass . ((R doesn't sit down but walks around to put glass on tray))

D1K292 ...(3.6) You 've had enough ,

D1K293 have you ? ((R hands Mth glass and walks away to block corner. After 7 minutes she goes to Collage corner. Stands, looks, plays with collage material cart. Eventually starts getting long strips of sticky tape and sticking it everywhere - bookcases, etc. Engages in play with boy who pulls it off. After several minutes, T comes, talks to R& boy.))

D1K294 T; ...(17:48.) R ,

D1K295 ... No ! ((R is sticking tape wherever))

D1K296 No ,

D1K297 R .

D1K298 R ,

D1K299 We do n't do that .

D1K300 No ,

D1K301 look at me .

D1K302 That 's wasting sticky tape .

D1K303 Okay ,

D1K304 no more sticky tape . ((Then another child tell T how R put it in her hair. R walks away, works on collage standing up, eventually sits at collage table. Student and chn at table. No one talks to R))

D1K305 R; ...(8:30) (/ kah uh . /) ((??Pack up))

D1K306 St; No not yet .

Tape ends.

Chn in each activity use R's name a lot as reprimand. Impression of most talk directed to her by chn is directive. R not uncooperative, but doesn't interact. Some behaviours (eg. with collage materials, computer) immature, destructive.

D2 ACTIVITY DESCRIPTION KINDER CONTEXT

(D2's mother stays for a while when she drops him off)

TIME	ACTIVITY	TALK
1:00	S playing with figures, house parts on floor with M	Naming figures, attributes, comment on activity, directives
1:05	M leaves. S stays on floor alone	No adult talk (S talks to self)
1:06	T comes to work with S	T asks for labels (Qtest)
1:07	T leaves, S continues playing alone	(S talks to self)
1:08	S goes to bookshelf, sits alone	No adult talk, (S talks to self)
1:14	S walks over to table with street map, picks up vehicle, having left book on floor	No adult talk
1:17	Asst approaches S, S puts book away	Asst asks S to put book back on bookshelf, praises his cooperation
1:18	S plays in block corner, pushing plastic containers of people & cars off bookcase after playing with some on top.	
1:21	T asks S to put cars & people back in plastic boxes, sort them S doesn't do it	Directives, labelling 'cars'
1:26	Asst approaches S, helps with task T joins, then leaves again, Asst stays	Directs S back to task of picking up, keeps reminding, directives, T comes, labels 'another car' Asst labels 'truck'
1:28	Asst & S count & name toys, reminds S of task, S tries to paint instead, Asst brings back to task	Labelling, naming 'grader' 'truck' etc., more directives; Asks for colors of vehicles, praises right answers
1:31	S plays with cars on top of bookcase	Asst labels, 'broken fence', comments on activity, QTest, counting, directives
1:33	Asst & S get down on floor, put cars in containers	Asst helps S count cars
1:34	S walks over to other table, wanders to mat	No adult talk
1:38	S heads outside, T follows	T asks S to say 'bike'
1:40	S comes back in to block corner	No adult talk
1:41	S wanders to house corner; role play meal, S serving; S then plays with dolls	No adult talk (chn in role play)
1:49	T comes to corner, S & T put dolls to bed dressing baby, , tucking in	T directs, asks labels, 'give baby kiss', 'night night,' 'put the baby in the big bed?' (Directive)
1:52	S continues on his own in house corner, role play alone	No adult talk
1:55	T comes to house corner	T asks about role play
1:56	Asst, S & others at picture concentration game table	Asst asks S labels, to repeat words. count 1, 2 asks for colors
2:00	Asst takes S to toilet	Asst suggests toilet, talks through process
2:01	Tape finishes	

D2 AT KINDERGARTEN

At the beginning, mum stays with S and plays with him on the mat. There are puzzles and a car track to be assembled, various vehicle, manipulative toys. Note: Mum's lang may be more demanding, not representative.

- D2K1 M; Car= .
D2K2 S; (/aex . /)
D2K3 M; And there 's the mummy taking the baby for a walk in her pram .
D2K4 S; ...(/ uhp7 . /)
D2K5 M; Yeah ,
D2K6 that 's the ROOF .
D2K7 ...(1.1) And here are the BEDS .
D2K8 The BEDS ?
D2K9 Here you go ,
D2K10 look .
D2K11 X x .
D2K12 Put it on the floor ?
D2K13 S; (/euh . /)
D2K14 M; Floor ? ((Pieces of toy house for construction tipped out))
D2K15 S; ...(4.5) (/ auh= . /)
D2K16 M; On the floor .
D2K17 S; (/ auh. /)
D2K18 M; The house ,
D2K19 yeah ,
D2K20 Got to build a house .
D2K21 ... Dad 's there ,
D2K22 S; Um . ((nearly overlaps))
D2K23 M; See the wall= ?
D2K24 S; Umf um= .
D2K25 M; The walls ?
D2K26 ... You do some .
D2K27 you do some .
D2K28 Come on .
D2K29 S; (/ ae . /)
D2K30 M; You put the wall up there .
D2K31 S; (/ um muh ! /)
D2K32 M; You can do it .
D2K33 ...(3.3) Along here .
D2K34 Along here ?
D2K35 S; No .
D2K36 M; Right on the edge .
D2K37 On the edge .
D2K38 Like that .

D2K39 Take this
 D2K40 Good boy .
 D2K41 S; (/ mou . /)
 D2K42 M; X you do some more .
 D2K43 Make { x . }
 D2K44 S; { (/ mou . /) }
 D2K45 ... (1.3) (/ ihsh aesh . /)
 D2K46 M; ... x this .
 D2K47 Good .
 D2K48 Push it down .
 D2K49 Push .
 D2K50 S; ... (3.7) (/ uhs aeuh . /)
 D2K51 M; Push it down .
 D2K52 Another wall .
 D2K53 S; ... (/ uuh uuh uuh uuh uuh . /)
 D2K54 M; Another one .
 D2K55 S; (/ uuh . /)
 D2K56 M; Nice= .
 D2K57 ... (1.9) Get some more walls ,
 D2K58 S ?
 D2K59 More walls ?
 D2K60 ... (3.8) There we go .
 D2K61 X x x x .
 D2K62 S; (/ aeuh . /)
 D2K63 M; Go that way .
 D2K64 ... (5.4) Here ,
 D2K65 S . ((Voc))
 D2K66 S ((Xx, louder))
 D2K67 Here .. here .
 D2K68 S; X .
 D2K69 M; You put the wall make a wall .
 D2K70 Good boy .
 D2K71 Push it down .
 D2K72 That 's it .
 D2K73 S; ... (7.1) (/ daeh . /)
 D2K74 M; Have you got a DOG !
 D2K75 Umm .
 D2K76 S; Woo woo woo . ((Then S looks for more pieces))
 D2K77 M; ... (1.9) There 's the FIREplace .
 D2K78 S; (/ Ouu7 . /)
 D2K79 M; Fireplace over HERE ?
 D2K80 S; Woo woo .
 D2K81 ... (/ wauh . /)
 D2K82 M; The dog= ?
 D2K83 S; Uh .
 D2K84 M; Can you find some CHAIRS ?

D2K85 S; (/ uh wou . /)
D2K86 M; <^ Can you find some chairs ? ^>
D2K87 S; ...(3.8) X ,
D2K88 M; That 's the fire= . ((S continues looking through pieces))
D2K89 ...(10.1) No do n't tip it out .
D2K90 You leave it in the bowl .
D2K91 S= . ((Directive?))
D2K92 ...(2.5) Leave it in the bowl .
D2K93 You just pick out the ones you want .
D2K94 S; (/ waeh . /)
D2K95 (/ weih= . /)
D2K96 M; S 's little man= .
D2K97 S; (/ weih . /)
D2K98 M; You 've got a MAN .
D2K99 X x .
D2K100 ...Put him in there= .
D2K101 S; Maeh! ((Then mum distracted by another child who joins them))
D2K102 ...(6.5) (/ ma uh . /)
D2K103 M; Man going inside ?
D2K104 S; ... (/ uh uh= . /)
D2K105 M; That 's for the KITchen ? ((S hands mum object from bowl))
D2K106 S; ...(5.1) (/ buu wuh . /)
D2K107 (/ uMUH= . /) ((While Mum talks with other child))
D2K108 ...(/ uhuh . /)
D2K109 M; The car doesn't go in the house= .
D2K110 Hey ?
D2K111 You put it in the loungeroom .
D2K112 S; (/ uh . /)
D2K113 (/ uh . /)
D2K114 M; ...(3.9) Wait a minute . ((S has started to take mic off))
D2K115 We leave it on .
D2K116 S; (/ auh7 . /)
D2K117 M; We leave it on today . ((Mum & Tr fix mic again))
D2K118 ...(19.2) Where you going to put the man ,
D2K119 S ? ((Voc))
D2K120 ...(1.2) You got a Xx ?
D2K121 ...(2.8) You x x x CHAIR .
D2K122 ... Oh look there 's some CUPboards ,
D2K123 Cupboards and DRAWers .
D2K124 ...(4.1) Look there 's an AERIAL for the TV= .
D2K125 S; (/ uh=7 . /)
D2K126 M; An AERial .
D2K127 Shall we put it up { here on the } roof ?
D2K128 S; { (/ uh= . /) }
D2K129 (/ uup . /)
D2K130 M; X .

D2K131 <^ This is the roof ? ^>
D2K132 S; (/ uh= ! /)
D2K133 M; There we go .
D2K134 S; (/ uh7 . /)
D2K135 M; X x .
D2K136 <^ Put the aerial up there ? ^>
D2K137 S; (/ nuh aeh . /)
D2K138 M; <^ TV= . ^>
D2K139 S; (/ aeh= . /)
D2K140 M; That 's right ,
D2K141 up on the roof .
D2K142 Good boy .
D2K143 <^ There you go ! ^>
D2K144 @ @
D2K145 S; Good bye .
D2K146 M; All right ,
D2K147 Mummy x a kiss .
D2K148 Give me a kiss .
D2K149 ((Kiss))
D2K150 You have a nice time ,
D2K151 Darling .
D2K152 ... There 's a chair= . ((Pointing on floor as she gets up to go))
D2K153 S; ...(2.5) (/ uh waeh= ! /) ((Mum leaves;S remains playing with house on
mat, vocalizes occasionally, Tch comes over))
D2K154 T; ...(1:21.) Oh S ,
D2K155 Look at the DOG !
D2K156 <^ What 's this ,
D2K157 S ? ^>
D2K157 S; ...(/ aeh . /)
D2K158 T; That 's the DOG .
D2K159 That 's the DOG ,
D2K160 S .
D2K161 S; (/ uuwuh . /)
D2K162 T; Woof woof .
D2K163 S; <p (/ wea weuh . /) p>
D2K164 T; Oh and who 's this ?
D2K165 S; (/ wuu wuu . /)
D2K166 T; <^ Is this DADdy ? ^>
D2K167 Is it DADdy ?
D2K168 S; (/ uh7 . /)
D2K169 T; Where 's the DADdy ?
D2K170 S; (/ uh gee . /)
D2K171 T; Where 's <^ MUMmu ? ^>
D2K172 S; (/ aeu gee . /)
D2K173 ... (/ ah7 . /)
D2K174 ...(1.8) (/ mai . /)

D2K175 (/ main . /) ((T distracted, attention demanded by other child. S stays playing for a minute or so, then wanders to get a book, sits on floor and reads to himself. A mum says hello in passing))

D2K176 Mth ...(3:08.) Hello ,
;

D2K177 S .

D2K178 S; (/ uh DAE ! /)

D2K179 Mth Ooh you 've got a x ,
;

D2K180 is it ?

D2K181 X 's got this. ((S sits with books, sometimes just looking around, then Leaves book on floor, walks to a table where there is a street map on the Table. Picks up a box of vehicles and puts it on the table, chooses a vehicle to play with. Asst comes over eventually and picks up a book S had brought with him to the table.

D2K182 AD; ...(6:52.7) S ,

D2K183 ...(4.4) <p S , p>

D2K184 put the book on the shelf .

D2K185 ...(1.8) On the BOOK shelf .

D2K186 The book .

D2K187 Ah7 ah7 ah7 ! ((S heads in the opposite direction.))

D2K188 S ,

D2K189 on the SHELF .

D2K190 ...(14.8) Good boy .

D2K191 ...(2.1) Good boy . ((Asst adds Makaton sign to her utterance))

D2K192 ...(12.1) S ,((S wanders from bookshelf to block corner where he plays with cars from plastic container on top of shelves forming the corner))

D2K193 car= . ((Asst distracted; S vocalizes and plays, then pushes the whole container off the shelves. Tch approaches))

D2K194 T; ...(4:43.) S ,

D2K195 come and pick it up .

D2K196 That 's the way . ((Ironic;S hasn't done it yet))

D2K197 ...(2.2) The CARS ,

D2K198 come and pick up the CARS .

D2K199 ...(2.5) Put them in here .

D2K200 All the cars= .

D2K201 S .

D2K202 ...No ,

D2K203 the man goes in there .

D2K204 The man goes in there ?

D2K205 See the man in there= ?

D2K206 And the cars= ,

D2K207 in there .

D2K208 ...(2.2) Car= ?

D2K209 S; (/ aeh . /)

D2K210 T; Car .

D2K211 Put more in the box . ((Then T is distracted by child who wants to show painting, which T discusses with her. T leaves S and the mat area. Asst comes over to where S has been playing))

D2K212 AD; ...(2:54.8) S ,
D2K213 we have n't picked up the toys yet .
D2K214 S; (/ muh wuu . /)
D2K215 AD; Yes .
D2K216 Come and pick up the cars= .
D2K217 S , ((Asst takes S by arm to lead him around to other side of shelves))
D2K218 Come and pick up the cars .
D2K219 ... All the cars go in here ,
D2K220 darling .
D2K221 You put all= the cars in there . ((S sits by container and cars on floor))
D2K222 Good boy . ((?Anticipatory? Difficult to see if he started. Asst leaves him with task. Tch approaches to show him something in her hand))

D2K223 T; ...(15.4) S ,
D2K224 look .
D2K225 Another car . ((T hands it to S))
D2K226 ...(1.5)<^ Thank you .^>((Models response, turns away. Asst returns))
D2K227 AD; ...(14.2) Put the car --
D2K228 You have n't got them all ,
D2K229 darling .
D2K230 There 's MORE cars= .
D2K231 Put the TRUCK in .((Asst leaves S to task;S works well putting cars in))

D2K232 ...(27.8) We 've got some more to pick up over here .
D2K233 S; (/ jai . /) ((S looks up clearly at Asst))
D2K234 AD; Jan . ((J touches S's face; S gently touches her chest))
D2K235 ...(4.8) Soft ,
D2K236 is n't it ?
D2K237 ...(3.6) S ,
D2K238 listen . ((Makaton as well))
D2K239 X some more cars .
D2K240 ...(5.9) One , ((Asst counts as S puts them in container))
D2K241 ...(2.8) two ,
D2K242 S; ...(1.8) (/ aeb bae . /)
D2K243 AD; You love that one .
D2K244 S; (/ uh BAE ! /)
D2K245 AD; <l grader . l>
D2K246 S; (/ uh bae7 . /)
D2K247 AD; It 's the grader ?
D2K248 S; (/ buh ! /)
D2K249 AD; TRUCK ,
D2K250 is it ?
D2K251 No it 's a grader ,
D2K252 is n't it ?

D2K253 ... Hang on , ((S starts to get up, walk away with toy))
 D2K254 you can have that when you pick up all of these ,
 D2K255 darling .
 D2K256 We 've got a bulldozer .. a BULLdozer ,
 D2K257 right . ((Another child discusses bulldozer, S tries to head off))
 D2K258 ...(12.8) Put all these in and then
 D2K259 ... and then you 'll get the grader .
 D2K260 S; ...(1.7) (/ nei . /) ((S stands up with grader))
 D2K261 AD; In here . ((Asst pulls on his sleeve))
 D2K262 S; ...(3.8) (/ nei . /) ((S stands up))
 D2K263 AD; ...(1.4) You put them in there please= . ((Asst points to container on floor))

 D2K264 Thank you . ((S does it))
 D2K265 Good boy .
 D2K266 ... <l Good boy . l> ((Asst uses Makaton as well))
 D2K267 ...(5.9) Some more . ((Asst draw attention to more cars))
 D2K268 Please= . ((S stands up, turns around, picks up pencil tied to easel behind him. Asst pulis on his arm to turn him around))

 D2K269 ...(8.2) S ,
 D2K270 listen ,
 D2K271 you put the pencil down .
 D2K272 Pick up the cars and put in here please .
 D2K273 ...(1.6) Put the BLUE car in .
 D2K274 ...(2.9) Find the BLUE car .
 D2K275 That 's the WHITE car .
 D2K276 ... Where 's the BLUE car ?
 D2K277 ...(4.8) <^ What color 's that one , ^> ((As S holds car up to drop in))
 D2K278 S ?
 D2K279 ...(1.2) What color 's that one ?
 D2K280 S; (/ ouh= . /)
 D2K281 AD; Yellow ,
 D2K282 good boy .
 D2K283 ...(5.8) What color ? ((Asst holds S's arm from dropping in until he's named color))

 D2K284 S; (/ ai eeyuh . /)
 D2K285 AD; What color is it ?
 D2K286 S; (/ bee7 . /)
 D2K287 AD; Blue .
 D2K288 S; (/ buu . /)
 D2K289 AD; Blue .
 D2K290 What color is the TRUCK ?
 D2K291 S; (/ uh DUH . /)
 D2K292 AD; Red .
 D2K293 Good boy .
 D2K294 S; (/ wehd . /)
 D2K295 ...(1.8) (/ aeh . /)

D2K296 AD; What color is it ? ((Holds up vehicle))
D2K297 S; (/ dee7 . /)
D2K298 AD; ((Shakes head indicating no))
D2K299 S; (/ buu . /)
D2K300 AD; Blue .
D2K301 Good boy .
D2K302 ...(3.8) What color ? ((Holds up vehicle))
D2K303 S; ... (/ buu . /)
D2K304 AD; White .
D2K305 S; (/ whaht . /)
D2K306 AD; White .
D2K307 S; ...(/ uh DEH7 . /)
D2K308 AD; Red .
D2K309 Good boy .
D2K310 Red with green on it .
D2K311 ...(1.8) Good boy . ((All the vehicles are in the container now))
D2K312 ...(2.8) One <^ more . ^> ((Asst picks up one from behind herself))
D2K313 S; (/ muh . /)
D2K314 (/ aeh= . /)
D2K315 AD; <^ What color is THIS one ? ^>
D2K316 S; (/ ae DUH7 . /)
D2K317 AD; No ,
D2K318 that one 's red . ((Pointing to one in S's hand))
D2K319 What color is THIS one ?
D2K320 S; (/ ae DUH7 . /)
D2K321 AD; No .
D2K322 S; ..(/ buu . /)
D2K323 AD; Blue .
D2K324 Good boy . ((Asst moves away.))
D2K325 S; ...(1.8) (/ ae MUH . /) ((S stands up to play with construction toys on top of the shelves))
D2K326 ...(9.8) (/ NEI ! /) ((S to self as he plays. Asst is observing))
D2K327 AD; ...(10.2) FENCE . ((Asst names object S has in his hands))
D2K328 ... Brown FENCE .
D2K329 ... FENCE .
D2K330 S; ... (/ uh nyae . /)
D2K331 AD; Oh .. BROKEn .
D2K332 The FENCE is BROKEn .
D2K333 S; ...(1.5) Uh7 uh7 uh7 uh7 uh7 . ((S starts playing with bulldozer/grater and plastic fence, putting the machine on top of the fence))
D2K334 ...Uh7 uh7 uh .
D2K335 AD; Up .
D2K336 S; Uh7 uh7 uh7 .
D2K337 AD; Up .
D2K338 S; Uh7 uh7 uh7 .
D2K339 AD; Make it go DOWN . ((S takes machine off fence post))

D2K340 ... Good boy .
 D2K341 S; .. (/ <f mouh ? f> /)
 D2K342 AD; More ,
 D2K343 yeah .
 D2K344 ... UP . ((S lifts machine up))
 D2K345 S; Uh7 .
 D2K346 AD; TWO= , ((Asst starts counting as S moves machine from fence post to post))
 D2K347 S; Uh7 .
 D2K348 AD; THREE= .
 D2K349 S; (/ ee= . /)
 D2K350 AD; DOWN . ((AD comments on S's activity))
 D2K351 S; ...(/ uh MWUH . /)
 D2K352 .. (/ uh nwuh . /) ((S begins again putting machine on top, moving from post to post of fence))
 D2K353 AD; ...(2.1) One= ,
 D2K354 ...(1.8) Down= .
 D2K355 S; ...(/ MWUH . /)
 D2K356 AD; <^ More , ^>
 D2K357 <^ yes , ^>
 D2K358 <^ more . ^>
 D2K359 ...(1.4) One= ,
 D2K360 ...(1.2) You COUNT it .
 D2K361 S; (/ uhmuu . /)
 D2K362 AD; Two= .
 D2K363 S; (/ uu= . /)
 D2K364 AD; Down= . ((S lowers machine from fence to top of bookcase))
 D2K365 S; ...(1.5) (/ mouhmuh . /)
 D2K366 ...(/ uh duh duh duh dee . /) ((S gestures, 'talks' to Asst))
 D2K367 AD; What 's that ?
 D2K368 S; (/ muh . /) ((S appears to point to someone/something on the other side of the bookshelf))
 D2K369 AD; That 's ROBERT . ((Then Bradley walks from behind S to move between S and Asst))
 D2K370 Who 's this ?
 D2K371 S; (/ uh mih . /)
 D2K372 AD; BRADley .
 D2K373 S; (/ uh mee . /)
 D2K374 AD; You say BRADley .
 D2K375 ... BRADley . ((Then Asst stops to talk to Bradley))
 D2K376 S; ...(11.4) (/ MOU UH ! /)
 D2K377 (/ mou uh . /)
 D2K378 AD; MORE ?
 D2K379 All right ,
 D2K380 put it up , ((S holds machine up but doesn't leave it on top))
 D2K381 ...(2.9) put it up ,

D2K382 ... (1.4) up on top .
D2K383 ... FENCE . ((Asst points to post top so S will put machine up there))
D2K384 ... (1.8) Up on the FENCE .
D2K385 S; (/ uh7 . /) ((S moves machine along top of fence))
D2K386 (/ ee= . /)
D2K387 AD; Three ,
D2K388 good boy=
D2K389 S; (/ uh uu= . /) ((Then Asst starts talking to someone else))
D2K390 ... (5.1) (/ ou wuh . /)
D2K391 AD; Four= , --
D2K392 More= . ((Then Asst shifts her position on the floor))
D2K393 ... (3.8) <^ Count the cars= , ^>
D2K394 <^ S . ^>
D2K395 ... (1.7) <^ Count the cars . ^>
D2K396 S; (/ uh mwuh . /)
D2K397 AD; ... One , ((Asst encourages S to sit down on floor with her where
container of cars is; he watches, then sits down))
D2K398 S; ... (2.8) (/ uuh .. uh7 . /)
D2K399 .. (/ ee= . /)
D2K400 AD; Good boy=
D2K401 S; X .
D2K402 AD; Four=
D2K403 S; X .
D2K404 AD; ... What 's that one ? ((Asst holds car out to S))
D2K405 S; X .
D2K406 AD; Five=
D2K407 ... (1.5) Six .
D2K408 Count them agAIN .
D2K409 S; (/ Yuh ! /)
D2K410 AD; Yes ,
D2K411 .. yes . ((S points to more vehicles on shelves behind him))
D2K412 S; (/ mo wuh . /)
D2K413 AD; More ?
D2K414 Let 's count these .
D2K415 ... (3.7) One=
D2K416 S; ... (/ uu . /) ((Asst holds up cars one by one & S counts them))
D2K417 ... (/ ee , /)
D2K418 ... (/ ouwuh , /)
D2K419 ... (wuh .. uh . /)
D2K420 AD; FIVE=
D2K421 S; (/ wu7 . /)
D2K422 AD; FIVE= . ((Then another child gets Asst's attention with a toy))
D2K423 ... (7.1) S ,
D2K424 look at it SPIN .
D2K425 S; ... (/ <f auwh= . f>
D2K426 AD; ... (1.5) Spin aROUND .

D2K427 S; (/ uh wae h . /) ((Another child approaches Asst to ask permission; she continues to be distracted; S gets up, wanders away))
 D2K428 T; ... (43.0) <^f S , f^> ((T calls out as S walks her way))
 D2K429 <^f what have you got ? f^>
 D2K430 <^f Come and show me . f^> ((S has a toy in his hands))
 D2K431 <f S , f> ((T beckons))
 D2K432 ... <^ Come over here and show me x . ^> ((S ignores, walks on; T smiles. S walks over into corner, T turns attention to other chn with her on mat. S sits in corner playing, gets up, heads outside; T brings him back in. Radio didn't pick up outside talk/noise))
 D2K433 T; ... (3:43.) S ,
 D2K434 S ,
 D2K435 say bike .
 D2K436 ... <^ Say bike ? ^> ((Then T explained to Tr how S had said /k/ sound as though he was trying to say 'bike' while outside. S wouldn't, headed off to block corner to play with vehicles, look at paintings on wall, then wanders into house corner & plays with other chn & alone for long time. T comes to corner))
 D2K437 ... (10:01.) X the baby .
 D2K438 Pick up the CRAdle . ((To right it))
 D2K439 S ,
 D2K440 hold the baby .
 D2K441 Hold the baby .
 D2K442 And we 'll pick up the cradle . ((A cradle had tipped over. T & S then work on putting doll in cradle and covering it))
 D2K443 ... (3.1) S ,
 D2K444 looking ,
 D2K445 ..put the baby into the BED ?
 D2K446 ... (1.8) With the pillow ?
 D2K447 S; (/ ouwuu . /)
 D2K448 T; ... x the BABy .
 D2K449 S; (/ auw wee . /)
 D2K450 T; Put the baby in the BED .
 D2K451 ... (1.8) <^ Put the baby asleep night night ? ^>
 D2K452 ... (2.4) And a BLANket ?
 D2K453 S; ... (/ aes kwuh . /)
 D2K454 T; ... (3.8) <^ Shall we DRESS the baby , ^>
 D2K455 <^ S ? ^>
 D2K456 <^ Put on her trousers ? ^>
 D2K457 <^ Look , ^>
 D2K458 <^ S , ^>
 D2K459 <^ look at the baby 's legs . ^>
 D2K460 Look at the legs= .
 D2K461 <^ X the legs there ? ^>
 D2K462 S; ... (1.9) (/ au7 . /)
 D2K463 T; Yes= ,

D2K464 put the OTHer LEG in here= .
 D2K465 ...(3.7) Tuck in the baby ,
 D2K466 <^ S love , ^>
 D2K467 <^ tuck in the BABy . ^>
 D2K468 <^ Pull up the trousers . ^>
 D2K469 <^ Pull up ^> that 's the way ,
 D2K470 Good .
 D2K471 <^ Pull up the trousers . ^>
 D2K472 ...(1.5) X the baby back into bed .
 D2K473 ...(4.8) Tuck in the blanket .
 D2K474 <^ Where 's the other BLANket ? ^>
 D2K475 ...(1.3) THERE we go .
 D2K476 ...(8.8) Good boy .
 D2K477 ...(10.2) Night night ..night night ?
 D2K478 ...(8.9) <^ Another doll ? ^> ((S has picked up another, bigger doll. T points to another bed for that doll, S turns to go over))
 D2K479 <^ Do you want to put the dolly into the BIG BED ? ^>
 D2K480 ...(2.1) <^ Look at the bed , ^>
 D2K481 <^ S . ^>
 D2K482 <^ Put the baby in the xx ? ^>
 D2K483 ...(1.3) Into THAT BED ? ^> ((T starts picking up items on floor, tidying, watching S from a slight distance))
 D2K484 S; ...(9.7) (/ uh wuh7 . /)
 D2K485 ... (/ <f uh WAU= . f> /)
 D2K486 T; ...(1.2) Some TROUSers ,
 D2K487 S .
 D2K488 <^ Some TROUSers . ^> ((T hands S something to put on the doll as she continues tidying, heads away with some paintings in her hands))
 D2K489 X x x x
 D2K490 S; ...(2.4) (/ uu . /)
 D2K491 (/ uh uu . /)
 D2K492 ...(1.9) (/ uh ou .. ou . /) ((S stays in house corner, wanders outside, T comes))
 D2K493 T; ...(2:21) <^ S , ^>
 D2K494 <^ you 've got the PLATE . ^>
 D2K495 <^ Are you eating , ^>
 D2K496 <^ S ? ^>
 D2K497 <^ Look at K , ^>
 D2K498 <^ looking , ^>
 D2K499 <^ EATING ? ^> ((T makes Makaton sign for eat))
 D2K500 ...(1.9) Good boy .
 D2K501 Bring it inside and put in on the TABLE .
 D2K502 We 'll go outside and x x x.
 D2K503 S ,
 D2K504 you 're all caught up , ((Mic antenna is dragging))
 D2K505 sweetheart ,

D2K506 are n't you .
 D2K507 We 'll just pop that down the back cause it 's getting in the way , ((T
 fixes mic antenna))
 D2K508 is n't it .
 D2K509 There .
 D2K510 <^ Right ? ^>
 D2K511 S; { (/ rae . /) }
 D2K512 T; { We 'll go } and put the plate on the TABLE ,
 D2K513 S . ((They head inside house corner))
 D2K514 ...(10.2) X the PLATE .
 D2K515 .. <l Go and put the plate on the TABLE . l>
 D2K516 S; (/ buu . /)
 D2K517 (/ buu . /)
 D2K518 ...(3.8) (/ buu . /) ((S puts plate down, wanders out to table where Asst
 is playing with other chn))
 D2K519 AD; (...16.6) S ,
 D2K520 ...no , ((Asst reaches out, S climbs up on her lap))
 D2K521 S; ...(3.5) (/ouh7 . /)
 D2K522 AD; JACKET . ((Asst is helping chn play card game concentration))
 D2K523 ...(1.4) <^S , ^> ((Voc)) ((Asst hold something up for S to name.
 Another child offers name))
 D2K524 ...(6.4) HAT . ((Asst, S & chn sit playing))
 D2K525 ...(13.8) R got the TRUCK .
 D2K526 .. the TRUCK .
 D2K527 S; (/ yuk . /)
 D2K528 AD; TRUCK . (Asst encourages chn to keep playing))
 D2K529 ...(3.8) <f No not your turn ye=t , f>
 D2K530 <f S . f>
 D2K531 ...(2.2) What have we got on here= ?
 D2K532 S; (/ x buu . /)
 D2K533 AD; RABBIT .
 D2K534 Yeah=
 D2K535 it 's a RABbit . ((Asst monitors play, turn-taking))
 D2K536 ...(31.4) Turn two ,
 D2K537 S . ((S turns two cards over))
 D2K538 ...(2.5) <^ You got a PAIR= . ^>
 D2K539 <^ Look , ^>
 D2K540 <^ S ! ^>
 D2K541 ...(1.3) <^ Good boy= ! ^>
 D2K542 Turn two more .
 D2K543 ...(5.0) One= ,
 D2K544 ...(2.3) Two= .
 D2K545 BAD= luck . ((Then Asst nominates next child's turn))
 D2K546 ...(1:33.7) What kind of flowers, ((Asst asks about a card turned over))
 D2K547 S ?
 D2K548 ...(3.6) uhm= ,

D2K549 I think we 'll go to the toilet ,
 D2K550 S .
 D2K551 ...Can I take you to the toilet ?
 D2K552 ...(9.1) No leave that !
 D2K553 Come and do .. sit on the toilet .
 D2K554 ...(4.7) I think you might do POOHS . ((In restroom))
 D2K555 ...(8.7) OOPS .. a DAIsy ! ((Asst helps S onto toilet))
 D2K556 ...(19.1) X x x finished ?
 D2K557 ...(3.6) Xx X ? ((Then Asst helps S to wash hands))
 D2K558 ...(3.3) Try ,
 D2K559 try hard .
 D2K560 ...(1.1) Good boy .
 D2K561 ...(3.8) X ? ((Go back to main room to table where chn have finished
 concentration game, Asst chats with them about game))
 ...(54.) Taping finishes.

D3 ACTIVITY DESCRIPTION KINDER CONTEXT

TIME	ACTIVITY	TALK
9:01	T in house corner.	T talks on telephone alone
9:07	T goes to cutting table, begins working on cutting task set out, making snakes for show bag	Tch offers T a chair, later brings T's scissors, tells T how to do task, talks as they do, directives, ('in your locker' often); comments on activity T likes, how to hold scissors Tch keeps asking T to put snake in locker
9:14	T & Tch go to pasting table.	
9:15	T & Tch go to locker	
9:16	T goes to drawing table	No adult talk
9:17	T goes to painting corner	No adult talk
9:19	B goes to painting corner	Suggests to T she do painting at particular easel
9:20	Tch goes to painting corner; T gets paint on self	Tch encourages T to do painting; comment on activity, comments on all the spots T's done
9:24	T finishes painting	No adult talk
9:25	T gets Tch, shows painting to her	Tch names parts of painting, reminds T she needs to put name on (get from box of names), gets T to thank girl who gets name for her, directs process for sticking name on, praises T Tch reminds T to get paper
9:27	T get smock, goes to paint stamp table	Tch tells T to pull sleeves up, directs to task and to pick up a stamping block several times; name colors; tells T to get off floor
9:31	Tch joins T at paint stamp table	Tch tells T to get block, take smock off, wash hands
9:35	T leaves table, Tch follows	
9:37	T goes out to washroom to wash hands	
9:39	Asst follows to help with washing	Comments on finished painting, color used, directs how to wash hands, comments on towel falling off hook
9:42	T came to sit with me in block corner	No adult talk; T sings to self
9:43	T went to house corner, climbed in cradle, other girls covered her. T stayed in house corner. Girls gave T book which she read to herself. B came to house corner briefly	No adult talk; other girls talk (role play); Asst didn't address T, addressed others. Chn argued with intruders
9:58	T climbs in cupboard in house corner	
10:00	T leaves corner with handbag	T asks T if she wants help to open, asks what's inside QTest
10:02	Tape finishes	

D3 AT KINDERGARTEN

For the first 7:32, T plays alone in the house corner, at first pretending to iron, then spending several minutes 'talking' on the telephone. Nearby there is a cutting and pasting table where some children are working and where an adult comes and goes. Eventually, T goes to that table and the teacher joins the group.

D3K1 Tch; T, ((T is standing at end of table watching other cut & paste))
 D3K2 would you like a chair ? ((Tch goes to get a chair so T can join the
 table, leaves again))
 D3K3 ...(1:01) Here you are , ((Tch comes to sit and help))
 D3K4 T .
 D3K5 I 've got your SCISsors . ((Tch hands special scissors to T, sits down,
 other child attracts attention))
 D3K6 ...(3.8) Right there ,
 D3K7 where you are now . ((T begins to cut on line))
 D3K8 That 's fine .
 D3K9 Do n't x it .
 D3K10 X x x .
 D3K11 That 's fine .
 D3K12 Good girl= .
 D3K13 Now the only thing we need to do is x this end here . ((Another child
 distracts Tch))
 D3K14 ...(3.1) Cut it off there .
 D3K15 X .
 D3K16 This one 's for the RUBbish ,
 D3K17 and we 'll get a box .
 D3K18 We 're going to put all these ((another child distracts, aide brings a box
 tch has asked for))
 D3KG19 ...(18.4) We 'll put our snakes in the box .
 D3KG20 They 're for the show bags . ((Child distracts Tch; tch attends to
 different chn, doing different tasks, then turns to T to help her use
 special scissors, cut on line to make snake))
 D3K21 T: ..(1:07.3) (/auw ! /)
 D3K22 Tch; You going to cut ,
 D3K23 xx ?
 D3K24 Huh ?
 D3K25 Shall we cut ?
 D3K26 T; (/auw . /)
 D3K27 Tch; ...(1.5) Right .
 D3K28 ...(1.4) Ready ,
 D3K29 we might put these fingers in the x .
 D3K30 T; (/ au wa ih { x x . } /)
 D3K31 Tch; { Got them ? }
 D3K32 You might x them right .
 D3K33 ...Got x hold there .
 D3K34 ...(4.1) Good girl= .
 D3K35 X x x x .
 D3K36 ... Well what about this x ?
 D3K37 T; (/ dauw . /)
 D3K38 Tch; You like tearing ,
 D3K39 do n't you ,
 D3K40 T .

D3K41 T; (/ dau7 . /)
 D3K42 Tch; ... We try cutting again ?
 D3K43 T; (/ nuh7 . /)
 D3K44 Tch; What about we do a little { bit of cutting ? }
 D3K45 T; (/ nau= . /) ((Tch distracted by another child, then turns back to T))
 D3K46 ...(21.8) (/ dauw ! /) ((T holds paper up to tch))
 D3K47 ... { (/ da . /) }
 D3K48 Tch; { X x . }
 D3K49 X x the lines .
 D3K50 That x . ((Tch interrupted by another child))
 D3K51 ...(7.3) What do we x x x PAPER ?
 D3K52 Can T help with the scissors ?
 D3K53 ... You put your fingers in there .
 D3K54 ...These two ?
 D3K55 Hold on ,
 D3K56 T . ((tch talks to another child briefly))
 D3K57 ...(10.8) Are you finished , ((T starts to get up from table))
 D3K58 T ?
 D3K59 Have you finished ?
 D3K60 Would you like ,
 D3K61 can you put these in your locker ? ((Tch tries to hand T her work))
 D3K62 ... You put these in your locker with the x . ((T leaves table, tch follows))
 D3K63 You going to your locker ?
 D3K64 T; (/ nau nuh neh nuh . /) ((T heads off across room))
 D3K65 Tch; ...(2.3) In your locker please .
 D3K66 T; No .
 D3K67 Tch; Into your locker ,
 D3K68 T .
 D3K69 ..Over { here . }
 D3K70 T; { (/ u weh7 . /)
 D3K71 Tch; Where 's T 's locker ? ((T sits down at table instead of going to locker))
 D3K72 T; (/ uh weh . /)
 D3K73 Tch; Into your locker please .
 D3K74 T; No= . ((Tch distracted by another child's questions))
 D3K75 Tch; ...(16.8) Now where 's T 's locker ?
 D3K76 T; No= .
 D3K77 Tch; ...(6.7) Where 's T 's locker ?
 D3K78 T; (/ nai nuh , /)
 D3K79 Tch; In your locker please .
 D3K80 T; (/ nou nuh . /)
 D3K81 Tch; ...(1.9) Where 's T 's locker ?
 D3K82 ...(7.3) Where 's T 's locker ?
 D3K83 T; (/ neh nih nih . /) ((whispering))
 D3K84 Tch; Where 's your locker ?
 D3K85 T; ... (/ ih eh . /) ((whispering)) ((Tch attends to several other chn))

D3K86 Tch; ...(22.4) T ,
D3K87 have you finished ?
D3K88 This goes in your locker please .
D3K89 ...In your locker please .
D3K90 T; No .
D3K91 Tch; ...(12.7) T ,
D3K92 you need to put your snake in the in your locker
D3K93 ... please .
D3K94 ...(4.1) No ,((T resists, picks up toys on table where she has sat down))
D3K95 that 'll break .
D3K96 Be gentle .
D3K97 ...(11.7) T , ((Tch reaches for T who tries to walk away from table))
D3K98 ...(5.4) in your locker please= .
D3K99 ...(2.1) Put it in your seal .((The symbol marking T's locker is a seal))
D3K100 ...Where 's your locker ? ((Tch takes T's hand and walks towards lockers))
D3K101 ... Where 's T 's locker ?
D3K102 ..Where 's your locker ?
D3K103 T; <p (/ uh nuh .) >p
D3K104 Tch; Put your snake in your locker .
D3K105 T; (/ nuh . /)
D3K106 (/ uh wuh uh . /)
D3K107 Tch; Where 's your seal ?
D3K108 T; (/ ah . /)
D3K109 Tch; Where 's your SEal ?
D3K110 X your locker ? ((T & tch walk along pointing to lockers & symbols to find T's))
D3K111 ...(5.0) That 's Karen 's koala . ((Other chn come up to watch & show things as T & tch look))
D3K112 ...(6.1) This is Karen 's .
D3K113 One more . ((locker))
D3K114 Thank you ,
D3K115 T . ((Tch distracted, T wanders, eventually going to table to draw), then wandering again)
D3K116 ...(2:03.3) (/ guh guh ga ga .. ga ga. /) ((T has wandered over to painting easels, intonation sounds like comment))
D3K117 AD; ...(1:59.8) Oh ,
D3K118 xxx a painting ,
D3K119 T ?
D3K120 X x x this side . ((Asst wants T to come to easel on opposite side))
D3K121 T; Uh uh .
D3K122 (/ ih um . /)
D3K123 (/ uh wauh= ! /)
D3K124 AD; ...(10.8) Around this side .
D3K125 ...(2.9) <f T ! f>
D3K126 Come on . ((T doesn't follow, Asst is distracted))

D3K127 Tch; T ,
D3K128 would you like to do a painting ?
D3K129 ...Over here ?
D3K130 T; Nuh .
D3K131 Tch; ...(9.8) And there 's one for T . ((Tch organizes paper for T & other child))
D3K132 T; ...(39.7) Uh oh . ((T comments to self as she paints))
D3K133 Tch; Oh ,
D3K134 you 've got paint on your fingers .
D3K135 ...Do you think we need to you 'll have to wash your hands when you 've finished your painting ?
D3K136 T; (/ uh7 deh dah . /)
D3K137 Tch; ...(4.7) Try these ones ?
D3K138 T; (/ wuhduh wuhduh fihnihs ? /)
D3K139 Tch; Why do n't you try the small ones ? ((Tch holds out small paint brushes))
D3K140 T; (/ NUH . /)
D3K141 Tch; We 'll put two in and see if you like two .
D3K142 T; (/ wuh duhdih wuh duhdih dih DAA ! /)
D3K143 Tch; You try the little ones .
D3K144 T; (/ naewouh ! /)
D3K145 (/ uh duhn wa=nuh . /)
D3K146 Tch; Look ,
D3K147 Jason 's done TWO . ((Tch moves towards J's, then other child's painting, then walks off. Asst approaches T from behind, sees the paint brushes))
D3K148 AD; ...(13.7) <^ Put that one in there ? ^> ((Asst puts brush away, goes into office, comes back to painting corner, Tch & Asst in corner, T & chn painting))
D3K149 Tch; ...(1:08.8) What 's on T 's painting ,
D3K150 T ? ((Tch addresses T from across drying racks))
D3K151 T; (/ wa .. eih ? /)
D3K152 Tch; What 's that x ?
D3K153 T; (/ <f dae . f> /)
D3K154 (/ da . /) ((T answers, Tch carries on with something else, T continues painting, finishes, takes smock off, goes to get Tch to show her the painting))
D3K155 T; ...(1:31.5) <f (/ dae da ! /) f>
D3K156 Tch; Yes ,
D3K157 T . ((T walks over towards painting))
D3K158 ...(3.7) Look at your painting .
D3K159 T; (/ dae uw . /)
D3K160 Tch; ... I can see your spots .
D3K161 What else do you have on your painting ?
D3K162 T; (/ dau da7 . /)
D3K163 Tch; Spots .

D3K164 ... Are n't they ?
 D3K165 And what are the=se ?
 D3K166 ...(1.2) Remember our x ?
 D3K167 Spots .. and stripes= .. and ,
 D3K168 ...SWIRrles .
 D3K169 T; ...(1.8) Nauw .
 D3K170 Tch; What do you need in the corner ? ((Tch points to upper corner where
 name is written, waits for T to identify her written name))
 D3K171 T; (/ waea7 . /)
 D3K172 Tch; <^ What do you need on your painting ? ^>
 D3K173 T; Um ,
 D3K174 (/ dae7 . /)
 D3K175 Tch; You need to have ?
 D3K176 T= . ((Tch says T's name))
 D3K177 T; (/ dae . /)
 D3K178 Tch; You need T 's name .
 D3K179 ...(2.4) <^ Would you like to show Melissa where your name is ? ^>
 ((Tch keeps printed name labels for chn's work in tiny drawers along
 the wall. Chn typically get one and stick it on their work))
 D3K180 ...<^ Can you show Melissa where your name is ? ^>
 D3K181 ...(2.2) Where 's T 's name ? ((Tch interrupted by another child))
 D3K182 ...(8.3) <^ Where 's T 's name ? ^>
 D3K183 ...(2.7) You 'll have to go and find it .
 D3K184 I wonder if Melissa 's found it .
 D3K185 ...(3.5) You go and get your name ? ((Tch keeps chn's name labels in
 storage tray for them to put on finished work))
 D3K186 Chd Here it is ! ((Child has gone to tray to get 1 of T's name labels))
 D3K187 Tch; ...(6.6) T ,
 D3K188 look what Melissa 's found= .
 D3K189 T; No .
 D3K190 Tch; What 's THAT ?
 D3K191 <^ What 's that ? ^>
 D3K192 ...(3.3) Would you like to put it on your painting .
 D3K193 In fact ... what do we say ?
 D3K194 T; <l (/ dae yuw . /) l>
 D3K195 Tch; Thank you .
 D3K196 T; (/ dae yuw . /)
 D3K197 Tch; Good girl .
 D3K198 T; (/ ai yuh . /) ((Then T goes to reach up to corner of painting to put
 name on it))
 D3K199 Tch; ...(4.2) Dob a bit of paint on the back .
 D3K200 ...(2.9) You put a bit of paint on the back .
 D3K201 T; ... No .
 D3K202 Tch; Will it fit on the point ? ((Tch holds up paint brush to T who has
 name))
 D3K203 ... Dab a little bit on the back .

D3K204 T; ...(6.1) (/ dae! /) ((T turns around & puts name on painting))
 D3K205 Tch; There we are .
 D3K206 We stick you name on now ? ((T reaches up & sticks name on, then turns & gets paint brush))
 D3K207 ...(2.8) X x put that one in NOW .
 D3K208 That 's the GREEN . ((T turns & paints up by name label))
 D3K209 T; ...(7.5) (/ dae dih= . /)
 D3K210 Tch; Good girl= .
 D3K211 Well done ,
 D3K212 T .
 D3K213 x x x dry . ((Tch takes painting off easel to hang to dry, T turns around & puts smock on to sit to do painting stamping))
 D3K214 ...(18.9) Do you need some paper ,
 D3K215 T ?
 D3K216 Hm ?
 D3K217 Where 's the paper ?
 D3K218 T; Um ,
 D3K219 Tch; x x x over here .
 D3K220 Can you see the paper ?
 D3K221 T; (/ ah dah . /)
 D3K222 Tch; ...(4.8) Would you like to come and get some paper ?
 D3K223 T; ... (/ nuhp . /)
 D3K224 Tch; Where 's the paper ?
 D3K225 T; (/ daeh . /)
 D3K226 Tch; ...(2.5) T 's got one of these ,
 D3K227 does n't she .
 D3K228 T; Yaeh .
 D3K229 Tch; You 're wearing your smock .
 D3K230 T; ... X x x x .
 D3K231 Tch; Why do n't you come and get some paper ?
 D3K232 T; Nah . ((Then Tch interrupted by other chn, T just sits))
 D3K233 Tch; ...(14.2) What 's this ,
 D3K224 T ?
 D3K225 ...eh ?
 D3K226 T; ...(2.3) X x .
 D3K227 Tch; ... Would you like to get some paper and come and do a x ?
 D3K228 X do a xx on some paper . ((Tch walks away towards a shelf, T sits for a while, then goes and gets some paper, sits down & starts working))
 D3K229 ...(1:30.7) x x the paper .((T has started to stamp paint on the child next, to her))
 D3K230 ...(5.5) x on the paper . ((T continues painting, gets up from table to get paper from floor, Tch helps other child with smock, sleeves, turns to T))
 D3K231 ...(1:03.9) T , ((Tch stands over T trying to help her))
 D3K232 would you like to pull your sleeves up ?
 D3K233 T; (/ wuh ? /)

D3K234 Tch; Pull your sleeves up ?
 D3K235 ... Would you like to pull them up ?
 D3K236 T; Nuh .
 D3K237 ... Nuh nuh .
 D3K238 Tch; Want to pull them up ?
 D3K239 T; Nuh .
 D3K240 Tch; ...(4.2) Come around this way . ((Tch leads T back to seat))
 D3K241 X x x x . ((A lot of chn noise, and T making a noise))
 D3K242 Now you come around this way ,
 D3K243 x x x x .
 D3K244 X get your block ,
 D3K245 ... and put it back on the x .
 D3K246 ...(2.4) Round this side first ,
 D3K247 come and get your block .((For paint stamping))
 D3K248 Come around here ,
 D3K249 Get your other block .
 D3K250 T; AEH= !
 D3K251 Tch; You 're stuck on the CHAIR . ((T's chair had fallen over))
 D3K252 T; Aha ha . ((Breathy /aehaeh/))
 D3K253 Tch; Come and get your block . ((Then Tch explains what T's doing to other child))
 D3K254 T; ..(2.2) AEH= .
 D3K255 Tch; Come and get your block . ((T had thrown or dropped a stamping block over on the floor))
 D3K256 Over here get your block ,
 D3K257 and then you can bring it back .
 D3K258 T; ((Shouting))
 D3K259 Tch; { x x x }
 D3K260 You get that block and pick it up please .
 D3K261 Your other block first .
 D3K262 T; ((Shouting))
 D3K263 Tch; Over here .
 D3K264 ...(2.8) You come and get this one here first .
 D3K265 See this one ?
 D3K266 ...(2.8) Come and pick it up .
 D3K267 T; ((Shouting))
 D3K268 Tch; And then you can do some more printing .
 D3K269 And we 'll get ,
 D3K270 please ,
 D3K271 and we 'll x it back and { x x x . }
 D3K272 T; (/ um MEI= . /)
 D3K293 Tch; ...(4.7) Come and get the pink block .
 D3K294 ... and then we 'll do some more printing .
 D3K295 T; Uh .
 D3K296 Tch; What 's THIS ? ((T points to block she's holding))
 D3K297 T; Uh .

D3K298 Tch; It 's orange .
 D3K299 ... (2.1) Where 's your pink block ?
 D3K300 Where 's your pink x block ?
 D3K301 ... Where 's the pink block ?
 D3K302 T; Uh no .
 D3K303 Tch; Come and get that first= .
 D3K304 See your pink block ? ((Tch points, turns T's body towards))
 D3K305 You have to look and see your pink block ,
 D3K306 and you bring it back to the paper .
 D3K307 T; No .
 D3K308 Tch; ... (2.3) And then you can use some orange .
 D3K309 T; Uh NO . ((Tch distracted by 2-3 other chn with questions, comments))
 D3K310 Tch; ... (22.5) Where 's your pink block ?
 D3K311 ... Go and get ,
 D3K312 T ,
 D3K313 can you see your pink block ?
 D3K314 ... Look .
 D3K315 Over there .
 D3K316 There 's one on the floor= , ((tch keeps pointing))
 D3K317 we need to pick that up .
 D3K318 Come and get your pink block .
 D3K319 .. Over that way . ((T doesn't move))
 D3K320 Get that one and put it back ?
 D3K321 ... Over there . ((Another child interrupts Tch, talks with her))
 D3K322 ... (19.8) Where 's your pink block ?
 D3K323 T ,
 D3K324 ... (2.9) T ,
 D3K325 pink block ,
 D3K326 over here .
 D3K327 Where 's your pink block ?
 D3K328 We need to bring that back to the table .
 D3K329 T; No ! ((Two other child attract Tch's attention))
 D3K330 Tch; ... (16.8) Where 's your block ?
 D3K331 T; UmN0 .
 D3K332 ... NO= . ((Tch stops to comment on work a child has brought to show her))
 D3K333 Tch; Come and get your block please .
 D3K334 ... (26.2) No ,
 D3K335 on the paper . ((T tries to press paint stamping block on teacher's shirt))
 D3K336 We 're going to get the block . ((Tch points over towards block))
 D3K337 ... (2.8) Get the block . ((T gets down on floor to get block))
 D3K338 ... (1.9) Up you get !
 D3K339 ... (2.1) Up you get and wipe your hands .
 D3K340 ... (3.9) Come on . ((T has got up, heads across room (with the block?)))

D3K341 ... (2.9) T , ((T goes across room, Tch follows, T stops, drops to floor, drops block?))
 D3K342 ... (5.3) Go and get your block .
 D3K343 Then we 'll wash your hands .
 D3K344 T; Nauh . ((throaty))
 D3K345 Tch; X x x wash your hands .
 D3K346 T; Um= . ((T lies on floor, other children attract Tch's attention but Tch stays nearby))
 D3K347 Tch; ... (48.8) There we are , ((T has got up from floor))
 D3K348 good girl .
 D3K349 Where 's your block ,
 D3K350 T ?
 D3K351 T; No= .
 D3K352 Tch; You go and get it and then you can x x x .
 D3K353 We need to x x x and wash your hands .
 D3K354 T; Ooh .
 D3K355 Tch; Come on we 'll x x x .
 D3K356 T; No .
 D3K357 Tch; This way .
 D3K358 T; No .
 D3K359 X x x .
 D3K360 Tch; You have to do that if you want { x x x . }
 D3K361 T; { NO= . } ((T turns away from Tch who looks quickly at other chn nearby))
 D3K362 Tch; ... (11.5) X x x and then you can wash your hands .
 D3K363 X x away and then go back to the x and get your block .
 D3K364 And put it back on the x .
 D3K365 T; X .
 D3K366 X x .
 D3K367 ... (5.1) X x xx . ((T takes smock off, hands to tch, goes back towards table, but walks past it, tch follows, T eventually goes to washroom))
 D3K368 Tch; T ,
 D3K369 ..T ,
 D3K370 ... (6.9) T ,
 D3K371 ... (31.9) T ,
 D3K372 T ,
 D3K373 do n't forget to put your smock back when you finish . ((Tch has brought smock to T in washroom, puts it on table for her to return to its place))
 D3K374 T; (/ nou wih . /)
 D3K375 ...no= .
 D3K376 (/ nou wuh wuh . /)
 D3K377 AS; ... (40.9) Finished your painting , ((Asst comes into washroom with T's painting to check on T))
 D3K378 T ?
 D3K379 ...<^ T ! ^>

D3K380 What color have you used?
 D3K381 ... (2.8) Pink ? ((T has got paint on herself and Asst goes to help her wash up.))
 D3K382 ... (6.6) Need to pull up these . ((Asst helps T pull her sleeves up))
 D3K383 Rub hard . ((T gets ready to wash hands and forearms))
 D3K384 Rub them HARD ,
 D3K385 really har=d .
 D3K386 T; No !
 D3K387 AS; X x x x x ? ((Other chn's noise obscures speech))
 D3K388 That 's it .
 D3K389 Then rub them with the tow=el .
 D3K390 T; No !
 D3K391 AS; Yes ,
 D3K392 come on .
 D3K393 You come with me I'll wash . ((Asst takes T over to another tap to help her))
 D3K394 ...Ooh no Water .
 D3K395 ...<^ No water in the taps today . ^>
 D3K396 <^ Where has it gone ? ^>
 D3K397 ... (3.8) You 've got paint on your nose . ((Mirror above taps))
 D3K398 <^ Do n't you ? ^>
 D3K399 <^ X on your nose ? ^>
 D3K400 Come on we 'll wash it off .
 D3K401 ...Come on ,
 D3K402 T .
 D3K403 T; No .
 D3K404 AS; X x and find your towel= ,
 D3K405 Where 's your towel ?
 D3K406 X ?
 D3K407 ... (17.8) X paint off your nose , (Asst wipes T's face))
 D3K408 ... on your MOUTH as <^ well . ^>
 D3K409 ... X <^ OFF ! ^> ((Asst talks briefly to other chn))
 D3K410 ... (14.9) Get your name and paste it on your painting . ((Asst & T leave washroom to go to 'chest' where name tags are kept. Asst carries painting. Then T heads to house corner and block mat where she stays alone, then to house corner where there are other chn who play at serving her at the table))
 D3K411 ... (13:10.8) Is Terry the BAby ? ((Asst has come to house corner and addresses quest to T on possible meaning of role play))
 D3K412 Baby ? ((Asst signs baby))
 D3K413 ...Hm ? ((T ignores, talks to self, continues play at table & in corner with chn. Eventually takes some handbags from closet, plays with them and then carries them across the room to where the teacher is))
 D3K414 Tch; ... (10:48) What have you got ?
 D3K415 T; (/ ah wah . /)
 D3K416 Tch; What 's inside ? ((Tch points to one of handbags))

D3K417 ... (3.6) Would you like some help to open it ?
D3K418 T; Hm .
D3K419 Tch; ... (3.8) What 's insi=de ?
D3K420 ... (1.8) X see .
Taping ends.

D4 ACTIVITY DESCRIPTION KINDER CONTEXT

A teacher aide, M, is with R for the entire time, commenting constantly on activity and addressing a lot of directives to R.

TIME	ACTIVITY	TALK
1:13	R & M at playdoh table	Comment on activity, R directed to look at & greet other chn
1:15	R & M go to physiotherapy ball in block corner	M encourages R in her exercises, engages other chn to help
1:21	R & M go to painting easels, M gets R's special chair	M suggests painting activity, other chn's work
1:27	M puts smock on R, R begins painting	M comments on colors, encourages R to reach up high on paper
1:37	Tch comes to easel	Tch asks R to explain painting
1:38	R takes smock off, change activity	
1:40	Tch, R & M do picture lotto at table	Labelling
1:46	M & R return to physiotherapy ball	Comment on activity, encouragement. R makes up 'song' about bouncing, Tch joins in
1:56	M & R go to sit on mat with chn	
1:58	On mat, chn listen to tape, then book	Whispered exchange with M
2:13	Tape finishes	

D4 AT KINDERGARTEN

R has a full-time aide at kinder (AD). R is not ambulant and is carried from activity to activity by her aide. R has serious visual problems, receives many reminders to attend visually and uses hands unequally. Her speech is not clear.

D4K1	AD;	You look to your right .
D4K2	R;	No ,
D4K3		M ,
D4K4		take him off . ((R refers to radio mic transmitter on her shoulder))
D4K5	AD;	X .
D4K6	R;	I 'm going to take him .
D4K7	AD;	Oh no ,
D4K8		we 've got to leave that on .
D4K9		That 's just a microphone ,
D4K10		darling .
D4K11		That 's just a microphone .
D4K12		It wo n't hurt R .
D4K13		Yeah .
D4K14		You just forget it 's there .
D4K15		And you talk to Jeffrey .

D4K16 R; Hello ,
 D4K17 Jeffrey .
 D4K18 AD; Are you looking at Jeffrey ?
 D4K19 R; Hello ,
 D4K20 Jeffrey .
 D4K21 AD; What 's Jeffrey playing with ? ((J has some play dough))
 D4K22 R; X
 D4K23 AD; What is it ?
 D4K24 R; ...(1.6) A xx .
 D4K25 AD; You tell me Mary what 's that ?
 D4K26 R; A x .
 D4K27 AD; What is it ?
 D4K28 R; A ,
 D4K29 ... a x= x .
 D4K30 AD; Have a look .
 D4K31 Would you like to have a feel ?
 D4K32 R; No .
 D4K33 AD; You would n't like to feel it ?
 D4K34 R; X .
 D4K35 AD; What color is it ? ((AD hands piece of playdoh to R))
 D4K36 R; X x x .
 D4K37 AD; Lovely COior .
 D4K38 R; X x red .
 D4K39 AD; <^ Good girl ! ^>
 D4K40 R; X x x x .
 D4K41 AD;
 D4K42 Good . ((R holds hand out towards J.))
 D4K43 J, here 's some playdoh for you .
 D4K44 Oh ! ((To J as R hands playdoh towards him))
 D4K45 What do you say ? ((To J))
 D4K46 Thank you, R. ((AD models for J))
 D4K47 ...(5.1) Look !
 D4K48 What 's Jeffrey making ?
 D4K49 Looking ! ((R is distracted, looking around))
 D4K50 R; ...(4.3) X x mum .
 D4K51 AD; Mummy 's gone ,
 D4K52 darling .
 D4K53 Mummy had to take back pa ,
 D4K54 uh because you have n't got your car today .
 D4K55 Did you come in pa 's car ?
 D4K56 R; Yeah .
 D4K57 AD; Look at all this .
 D4K58 Looking at this ,
 D4K59 R .
 D4K60 What 's Jo making ?
 D4K61 Look .

D4K62 R; A x .
 D4K63 AD; ...(6.8) Ah well ,
 D4K64 We 'll say goodbye .((AD starts to get up from table with R in her arms))
 D4K65 R; Goodbye .
 D4K66 AD; Who ?
 D4K67 ...This boy 's name ?
 D4K68 R; X Mum .
 D4K69 AD; No ,
 D4K70 this boy that you said hello to .
 D4K71 What 's his name ?
 D4K72 ...(1.5) You look at him .
 D4K73 Looking ,
 D4K74 ... looking ,
 D4K75 What 's that boy 's name ?
 D4K76 ...(2.1) Okay , ((Someone else says name))
 D4K77 goodbye Jeffrey .
 D4K78 R; Goodbye ,
 D4K79 Jeffrey .
 D4K80 AD; Good . ((AD & R get up from the table, leave))
 D4K81 ...(3.5) R ,
 D4K82 you might have a go on the ball . ((AD refers to big physio balancing ball as she prepares to carry R over to it))
 D4K83 You go and have a .. have a go on the ball
 D4K84 and then we can come back and do a painting ?
 D4K85 ...is that all right ?
 D4K86 Yes ? ((AD & R move towards ball, stopping to talk to a mother at a table))
 D4K87 <| And do you know who 's on DUTY ? |>
 D4K88 Do you know who 's on duty ?
 D4K89 M?; Hello ,
 D4K90 R .
 D4K91 R; Xx .
 D4K92 AD; Who is it ?
 D4K93 R; Xx .
 D4K94 AD; That 's another x ,
 D4K95 and that 's SARah 's mummy .
 D4K96 ..And she 's on duty .
 D4K97 R; Yes .
 D4K98 AD; Yes .
 D4K99 And did x x come to kinder today ?
 D4K100 ...(2.2) Lesley ,
 D4K101 R; Lesley .
 D4K102 AD; And Xx .
 D4K103 These two are brother and sister .
 D4K104 Right .

D4K105 All right ,
 D4K106 we 'll go over here . ((AD leaves mother at table, goes to physio ball))
 D4K107 ...Look who 's on the mat .
 D4K108 Look who 's on the mat !
 D4K109 What 's x x call x ?
 D4K110 R; X x .
 D4K111 AD; Have a look .
 D4K112 Who 's this ?
 D4K113 R; ...X x .
 D4K114 AD; What is it ?
 D4K115 A box .
 D4K116 And what 's in the box ?
 D4K117 ...(1.5) What 's in the box ?
 D4K118 R; A x .
 D4K119 AD; What ?
 D4K120 R; X .
 D4K121 AD; That 's Xx .
 D4K122 And he 's making something .
 D4K123 What 's he making ?
 D4K124 R; Xx .
 D4K125 AD; You have a look .
 D4K126 ...(2.1) What do you think THAT is ?
 D4K127 R; X ... a x .
 D4K128 AD; ...(2.4) Ah .. a train goes on it .
 D4K129 ...Do you think that 's a train track ?
 D4K130 R; Train track .
 D4K131 AD; Yeah ,
 D4K132 train track .
 D4K133 Yeah . ((AD addresses and chats with another child who set up track))
 D4K134 ...(10.0) I wonder where Holly is ? ((To R after other child mentions Holly))
 D4K135 Have you seen Holly ?
 D4K136 ((AD explains that R will get on ball and see track from ball))
 D4K137 You might be able to touch the tracks . ((To R as AD lays R over large orange physio ball))
 D4K138 ... Now ,
 D4K139 how 's that ,
 D4K140 R ?
 D4K141 Are you comfortable ?
 D4K142 ...Right= , ((AD comments to self))
 D4K143 now ,
 D4K144 R; Take x .
 D4K145 AD; Yeah ,
 D4K146 you lay back there ,
 D4K147 <^ good girl ^>

D4K148 and= .. hands right down . ((AD rolls ball so that R head and hands go nearer floor))
D4K149 Hands right down .
D4K150 Can you touch that track ,
D4K151 R.
D4K152 ...Can you touch the track ?
D4K153 Hands right down .
D4K154 ...Right down .
D4K155 Look at that !
D4K156 There 's the new girl Kiralie .
D4K157 Is R touching the track ,
D4K158 X ? ((To other child))
D4K159 She 's not ? ((To other child))
D4K160 I think she can= . (To other child))
D4K161 Can you touch that track ,
D4K162 R ?
D4K163 R; Go see mum .
D4K164 AD; Mummy 's gone with pa ,
D4K165 love .
D4K166 R; ...(2.4) Mummy x x x .
D4K167 AD; ... Hands right down ,
D4K168 R; X .
D4K169 AD; Right down .
D4K170 R; X= .
D4K171 AD; Touch the track !
D4K172 Are you --
D4K173 Good girl !
D4K174 Look at those hands ! ((As R reaches down))
D4K175 They 're lovely .
D4K176 R; Ooh .
D4K177 AD; Did you see Leon 's train tracks ?
D4K178 Huh ?
D4K179 ..Oh here she comes again , ((To L))
D4K180 Leon .
D4K181 R; Go see { mum . }
D4K182 AD; { Here she comes again . }
D4K183 R; Mum go x .
D4K184 AD; You know Leon might pass you a nice train= .
D4K185 Would you like to hold a train ?
D4K186 R; Yeah .
D4K187 AD; Good girl= .
D4K188 Good !
D4K189 ... Thank you , ((To L))
D4K190 Leon . ((To L as he hands train to R))
D4K191 ... What do you say ,
D4K192 R ?

D4K193 R; ...(1.2) Thank you .
 D4K194 AD; Good= girl .
 D4K195 They 're lovely manners .
 D4K196 ...(7.5) What have you got now ,
 D4K197 R ?
 D4K198 <^ What have you got ? ^>
 D4K199 A train .
 D4K200 ...What color ?
 D4K201 R; ...(1.8) Ah ..
 D4K202 AD; What color train ?
 D4K203 R; Yellow and red .
 D4K204 X; A yellow one and a red one . ((Other child chimes in))
 D4K205 AD; They 're nice trains= .
 D4K206 See ?
 D4K207 They 're nice trains .
 D4K208 Wee= .
 D4K209 Wee= . ((AD makes noise as she moves ball with R on it))
 D4K210 ...Do you think you could put one on the track ,
 D4K211 R ?
 D4K212 Can you put one of those trains on the track ?
 D4K213 We 'll have to bring the ball up a bit .
 D4K214 ...(1.7) We 'll sit you up ,
 D4K215 and we 'll bring the ball a bit CLOser , ((AD adjusts physio ball and R on it))
 D4K216 and then you might be able to put one of the trains on the track ,
 D4K217 ...might n't you ? ((AD wants R to reach down again from ball))
 D4K218 ...Hm ?
 D4K219 ...Right ,
 D4K220 down you go .
 D4K221 ...(3.3) Now= ,
 D4K222 can you put a train on the track ,
 D4K223 R ? ((AD tries to look around the ball to see how R is managing))
 D4K224 ...(5.7) How are you going ,
 D4K225 R ?
 D4K226 ...(8.1) Did you put it on the track ?
 D4K227 X; Yes . ((Other child answers for R))
 D4K228 AD; Do you think you can take the train OFF the track ?
 D4K229 X; Take it off !
 D4K230 Go R .
 D4K231 AD; Did you take it off ,
 D4K232 R ? ((Then AD talks to L))
 D4K233 ...(8.1) R ,
 D4K234 put it on the track .
 D4K235 ...Put the red one on the track .
 D4K236 ...(1.7) That 's it !
 D4K237 Oh= ,

D4K238 good girl= !
 D4K239 <I WELL DONE . I>
 D4K240 That was VERY GOOD .
 D4K241 R; X off .
 D4K242 AD; That wo n't fall off ,
 D4K243 love . ((AD refers to mic transmitter))
 D4K244 All right .
 D4K245 You going to sit up ?
 D4K246 ...(1.7) You going to sit up for a minute and have a bounce ?
 D4K247 Up= you come .
 D4K248 ...(1.2) Right =
 D4K249 <I hands on your HEAD . I>
 D4K250 Hands on your head . ((R reaches up towards head))
 D4K251 <^ Good girl ! ^>
 D4K252 Balancing ,
 D4K253 ...balancing .
 D4K254 @ oh oh oh oh @ !
 D4K255 look at that !
 D4K256 You 're balancing beautifully .
 D4K257 Hm ?
 D4K258 Hands on your knees .
 D4K259 ... Where 's your knees ?
 D4K260 ...Hm ?
 D4K261 Good girl= .
 D4K262 Wee .
 D4K263 Good .
 D4K264 ... Right- ,
 D4K265 ...(1.2) What would you like to do now ,
 D4K266 R ?
 D4K267 Would you like to do a painting ?
 D4K268 Or would you like to do a pasting ?
 D4K269 ...(1.4) Hm ?
 D4K270 R; Painting .
 D4K271 AD; <^ A painting ! ^>
 D4K272 Oh that 'll be fun .
 D4K273 Do you know that the girls 're painting lovely spring flowers ?
 D4K274 ... Right= . ((AD picks R up and carries her across room))
 D4K275 Let 's go and have a look at some spring <^ flowers . ^>
 D4K276 ...(4.2) Look !
 D4K277 X x over here .
 D4K278 Oh= look at your friend here= .
 D4K279 ...(1.6) Who 's this ?
 D4K280 ... Who 's that ?
 D4K281 R; ...(1.6) Kerah .
 D4K282 AD; It 's Kelly .
 D4K283 Look at Kelly 's lovely painting .

D4K284 ... Oh= ,
 D4K285 ...(2.5) Can you tell me what they are ?? ((Asst points to painting))
 D4K286 Looking ,
 D4K287 R; X x .
 D4K288 AD; Look .
 D4K289 Can you see what that is ?
 D4K290 Looking at Kelly 's painting ,
 D4K291 Look .
 D4K292 R; Xx .. xx .
 D4K293 AD; Would you like to tell R what you 're painting ? ((To K))
 D4K294 K; X x x x .
 D4K295 AD; That 's a tree ,
 D4K296 is it ,
 D4K297 K ? ((K nods in agreement))
 D4K298 And what have you got on your tree ,
 D4K299 K ?
 D4K300 R; ...(2.1) Go x mum . ((K has not begun answering Asst's question))
 D4K301 AD; No ,
 D4K302 mum 's not here ,
 D4K303 darling .
 D4K304 She 's gone with pa= .
 D4K305 K 's going to tell us what 's on the tree= .
 D4K306 ... Look ! ((Asst points to picture, answers own quest as K hasn't))
 D4K307 Pretty !
 D4K308 Blossom tree .
 D4K309 ... Would you like to paint a blossom tree ,
 D4K310 R ?
 D4K311 R; No .
 D4K312 AD; You would n't ? ((Asst points to picture,has brief exchange with K))
 D4K313 ...(3.1) But look at the pretty blossoms !
 D4K314 There 's a white blossom ,
 D4K315 and what color is THAT blossom ? ((Asst points to picture))
 D4K316 R; That 's xx .
 D4K317 AD; You tell me ,
 D4K318 what color is that pretty blossom ?
 D4K319 R; Red .
 D4K320 AD; Red= ,
 D4K321 ... it 's a PINKY red .
 D4K322 Yes= .
 D4K323 Ah= look ,
 D4K324 And do you know --
 D4K325 Ask K how she made that blossom . ((K has paper and other blossoms
 pasted on her painting))
 D4K326 R; All right .
 D4K327 AD; You ask her ... <^ How did you make it ? ^>
 D4K328 R; Uh ... oh ,

D4K329 AD; I think it 's made out of--
D4K330 K; PAPER .
D4K331 AD; <^ It 's made out of PAPER . ^>
D4K332 ...Did you know that ?
D4K333 And you have a feel .
D4K334 You feel that one ,
D4K335 it 's lovely and soft ,
D4K336 that white blossom .
D4K337 Would you like to feel= it ?
D4K338 ...(1.5) X !
D4K339 That white blossom is cotton wool .
D4K340 ... do you like the feel ? ((R reaches for a different blossom))
D4K341 It 's soft .
D4K342 You feel it again .
D4K343 Soft= .
D4K344 Is n't it a lovely soft blossom .
D4K345 Do you like soft blossoms ?
D4K346 R; X x x . ((R doesn't look at picture))
D4K347 AD; Yes ,
D4K348 soft blossom .
D4K349 And you feel THIS one ,
D4K350 R .
D4K351 ... Feel this one .
D4K352 ...Just gently ,
D4K353 you feel it .
D4K354 ...(1.8) Is that as soft ?
D4K355 R; Soft .
D4K356 AD; No ,
D4K357 feel it again .
D4K358 R; Soft .
D4K359 AD; Soft ?
D4K360 It 's a little bit harder ,
D4K361 because that 's PAPER .
D4K362 See .
D4K363 Did n't K make a good job of her blossom tree !
D4K364 Hm ?
D4K365 T; Is R going to make a blossom tree too ,
D4K366 M ? ((T to Asst who is holding R))
D4K367 AD; We 'd like , ((To T))
D4K368 we 'd like R look ,
D4K369 .. she 'd like to do a painting ,
D4K370 but we thought ,
D4K371 would you paint a blossom tree ?
D4K372 Hm ?
D4K373 R; X x .
D4K374 AD; No ?

D4K375 What would you like to do ?
 D4K376 T; Let 's do a painting . ((T chimes in with suggestion))
 D4K377 Would you like the ladder back chair to paint ? ((R needs special
 supportive chair))
 D4K378 AD; All right ,
 D4K379 good .
 D4K380 T; Like we did last time .
 D4K381 AD; Right . ((Asst & T go away to get chair, work to set it up correctly,
 position R))
 D4K382 ...(37.5) What are we going to put on ,
 D4K383 R ? ((Asst refers to smock all chn wear for painting))
 D4K384 ... A beautiful smock ?
 D4K385 R; Yep .
 D4K386 AD; @
 D4K387 Where 's a BEAUTiful smock ? ((Holding smock in her hands))
 D4K388 Will that make a difference .. going over ? ((To Tr re: smock &
 microphone))
 D4K389 No .
 D4K390 T; Here 's beautiful smock to put on to keep that lovely tracksuit clean
 D4K391 It 's a RED smock like your RED tracksuit ,
 D4K392 is n't it ?
 D4K393 ...(2.7) One hand into here ,
 D4K394 Good girl ,
 D4K395 R ! ((R holds hand out as T tries to pull arm through armhole))
 D4K396 ...(1.8) and out .. coming through the armhole.
 D4K397 Oops ,
 D4K398 the x is caught up .
 D4K399 And we 'll put the other hand in too.
 D4K400 ...Right= .
 D4K401 X x x x so we do n't poke you in the eye .
 D4K402 AD; ...(14.7) Good girl= , ((Asst & T pull smock on, adjust, move to set
 chair up))
 D4K403 you 've got that BEAUTiful smock on .
 D4K404 T; ...(3.7) There we go .
 D4K405 Good .
 D4K406 Now you 're ready to PAINT . ((T & AD talk about setting up chair,
 locating paints etc.))
 D4K407 ...(16.1) <^ What color do you think you 'd like , ^>
 D4K408 <^ R ? ^>
 D4K409 <^ Can you see the colors ? ^>
 D4K410 R; Sarah 's . ((R looks towards paint pots))
 D4K411 T; Yes ,
 D4K412 Sarah 's going to share it with you .
 D4K413 Which color would YOU like ?
 D4K414 R; Green .
 D4K415 T; Green .

D4K416 You 've got BLUE right there .
 D4K417 Would you like blue ? ((Then T & Asst are distracted by another child))
 D4K418 AD; ...(5.7) Ahh ,
 D4K419 look at the BEAUTiful painting ! ((Asst turns attention back to R))
 D4K420 T; ...(3.5) and I 'll put R's name here . ((T comments to Asst as she writes names on different children's paintings))
 D4K421 <^ What 's it going to say , ^>
 D4K422 <^ R ? ^>
 D4K423 <^ What 's my writing going to say ? ^>
 D4K424 R; R F . ((R gives first name and surname))
 D4K425 T; <l Well DONE . l>
 D4K426 <l R F l> ((T repeats after she's written name))
 D4K427 Well done.
 D4K428 You 're doing a beautiful BLUE painting . (T comments and turns to walk away))
 D4K429 AD; ...(2.1) Now= ,
 D4K430 Good= girl= ,
 D4K431 R . ((R keeps putting paint on paper very clumsily))
 D4K432 We 'll x x x bit ,
 D4K433 eh ?
 D4K434 That bit ?
 D4K435 ... Ahh !
 D4K436 What color ?
 D4K437 ...(1.8) What color ,
 D4K438 what color is it ?
 D4K439 R; X x .
 D4K440 AD; What color is on your brush ?
 D4K441 ..Hm ? ((Then Asst is distracted by another child))
 D4K442 ...(4.8) Right= , ((Asst turns back to R who's been dabbing paint on))
 D4K443 Stand up tall . ((Asst helps R be more erect))
 D4K444 X x x your name ?
 D4K445 Right .
 D4K446 Changing hands , ((R put paint brush in other hand))
 D4K447 changing hands ?
 D4K448 Look !
 D4K449 Ahh= !
 D4K450 My word that 's tall . ((R reaches up towards top of painting))
 D4K451 I think x x x .
 D4K452 ... X x x x ? ((Asst spoke straight into mic causing distortion))
 D4K453 NO ?
 D4K454 What are you painting , ((R dobs a lot on painting))
 D4K455 R ?
 D4K456 ...Hm ?
 D4K457 Hm ?
 D4K458 ...(2.3) Is it blue for the sky ?

D4K459 ..Hm ?
D4K460 Is it blue for the sky ?
D4K461 ...(1.8) What else is blue ?
D4K462 ..Hm ?
D4K463 What else is blue ?
D4K464 ...(5.1) Hm ?
D4K465 Is it the blue sky ?
D4K466 ...(1.2) X ?
D4K467 Would you like another color ?
D4K468 R; Nother color .
D4K469 AD; Right .
D4K470 Good girl= . ((R reaches over to put paint brush back))
D4K471 I 'll pick up the .. the paint brush .
D4K472 Good girl . ((R looks over to paints and brushes))
D4K473 What color would you like ?
D4K474 ...Do you x the colors ?
D4K475 ...Can you see all the colors ?
D4K476 What color would you like now ?
D4K477 ...What color is that= ?
D4K478 R; Green x x .
D4K479 AD; No ,
D4K480 that 's a PINK= .
D4K481 Pink ?
D4K482 Oh= ,
D4K483 BEAUTiful pink= .
D4K484 ... Standing up tall , ((Asst helps R reach up, be more erect))
D4K485 ... that 's it ,
D4K486 Oh= nice= .
D4K487 Aah !
D4K488 What lovely colors .
D4K489 R; X x x x . ((R dobs paint on paper))
D4K490 AD; I think you're doing pretty flowers .
D4K491 Are you painting pretty flowers ?
D4K492 ...(1.2) Huh ?
D4K493 ...Daddy 'll be proud of this painting ,
D4K494 wo n't he ?
D4K495 ...Huh ?
D4K496 You 're painting for Daddy ?
D4K497 ...(1.8) Oh look !
D4K498 Nice and ,
D4K499 <f Oh lovely 1 f> ((R reaches up towards top of painting paper))
D4K500 reaching up high .
D4K501 Reaching up high ?
D4K502 Oh lovely !
D4K503 ...Oh= ,
D4K504 that 's great .

D4K505 ... (4.8) You 've x blue .. blue and pink .
D4K506 ... You tell M. ((Asst refers to self))
D4K507 What are they ?
D4K508 ... Huh ?
D4K509 What are they ?
D4K510 ... (1.5) Hmh ?
D4K511 ... (1.8) What do you think you 're painting ?
D4K512 ... (1.1) Hmm?
D4K513 Ah !
D4K514 You 're going x there . ((R starts to paint very low on the painting))
D4K515 Oh !
D4K516 X on the PAPER ?
D4K517 Paint on the PAPER .
D4K518 ... (1.5) <^ Good girl= ! ^>
D4K519 Nice and tall .
D4K520 Stand up tall .
D4K521 R; Up .
D4K522 AD; Up ,
D4K523 that 's right .
D4K524 R; Down .
D4K525 AD; And down= .
D4K526 Up , ((R reaches back up towards top of paper))
D4K527 ooh that 's really tall . ((Asst distracted then by another child))
D4K528 R; ... (10.0) R paint . ((R comments on self as she reaches down to paint pots))
D4K529 AD; Do you need some more paint ?
D4K530 Or a different color ?
D4K531 R; Other color .
D4K532 AD; All right .
D4K533 right ,
D4K534 yes , ((R reaches down, putting paint brush back in pot))
D4K535 xx ,
D4K536 good .
D4K537 Now what color would you like ?
D4K538 Look at the colors .
D4K539 ... What color ?
D4K540 (1.1) Ooh ,
D4K541 what color is that one ?
D4K542 R; Green .
D4K543 AD; Green .
D4K544 ... (2.0) Do you want to use green ?
D4K545 ... (1.5) Oh= LOVEly .
D4K546 Right= .
D4K547 That 's it .
D4K548 You 're going to change your hand .
D4K549 Lovely .

D4K550 ... Great .
D4K551 Ahh ! ((R dabs paint on picture again))
D4K552 ...(2.1) X x x x x ,
D4K553 do you think ?
D4K554 R; Christmas tree .
D4K555 AD; <^ Oh it 's a Chrissy tree ! ^>
D4K556 Ahh= ,
D4K557 BEAUTiful Chrissy tree .
D4K558 R; ((Squeal))
D4K559 AD; Eh ? ((Asst doesn't understand R, real quest for clarification))
D4K560 R; That a Chrissy tree !
D4K561 AD; <^ It 's a Chrissy tree . ^>
D4K562 <^ And it 's lovely . ^>
D4K563 ...Up
D4K564 { Up tall . }((Asst tries to get R to be more erect, hold herself up better))

D4K565 R; { Chrissy tree ! }
D4K566 AD; How high can you paint ?
D4K567 Hm ?
D4K568 R; Up .
D4K569 AD; Stand right up .
D4K570 Go up high .
D4K571 Oh you want to sniff it . ((R is leaning close to painting))
D4K572 Hm ,
D4K573 Oh lovely .
D4K574 R; Nice Chrissy tree .
D4K575 AD; Nice .
D4K576 Here .
D4K577 Can you paint your name .
D4K578 Paint over your name . ((Asst seems to be trying to get R to reach))
D4K579 Right up high .
D4K580 Look .
D4K581 Where M's finger is . ((ie. Asst's finger))
D4K582 Can you reach there ?
D4K583 ...Right up high .
D4K584 ..High .
D4K585 <^ Look ? ^>
D4K586 <^ Up high ? ^>
D4K587 R; <f Dah= ! f>
D4K588 There 's a CHRISSY tree !
D4K589 AD; It 's a Chrissy tree !
D4K590 R; X x .
D4K591 AD; You going to put some lights on it ?
D4K592 R; No .
D4K593 AD; No lights ?
D4K594 R; X x x= xx .

D4K595 AD; Good girl !
 D4K596 All right .
 D4K597 We 've got to change colors ,
 D4K598 If you want brown .
 D4K599 What color are you using now ?
 D4K600 R; Green .
 D4K601 AD; That 's green ,
 D4K602 right .
 D4K603 Now come back here ,
 D4K604 this side . ((Asst helps Rlean over to side where paint pots are))
 D4K605 Over .. to .. your ,
 D4K606 Where does your green go ?
 D4K607 Over ,
 D4K608 R ,
 D4K609 What color -- (Asst diverts, makes request of another child))
 D4K610 R ,
 D4K611 What color did you want ?
 D4K612 R; ...(2.1) Brown .
 D4K613 AD; Brown .
 D4K614 All right ,
 D4K615 we 'll have to turn that round ,
 D4K616 Can you see the brown ?
 D4K617 ...Looking ,
 D4K618 looking .
 D4K619 No= .
 D4K620 What color is that ,
 D4K621 Darling ?
 D4K622 R; A ax x X .
 D4K623 AD; Purple .
 D4K624 R; Purple .
 D4K625 AD; And what 's x to it ?
 D4K626 Hmm ?
 D4K627 R; Brown .
 D4K628 AD; Brown .
 D4K629 So it 's that brush .
 D4K630 Can you take that brush ?
 D4K631 ...(2.8) Yep ,
 D4K632 that 's the brown brush .
 D4K633 ... No , ((R reaches for wrong brush))
 D4K634 this brush here .
 D4K635 ... Good .
 D4K636 How about if you take it with this hand ?
 D4K637 ..Your right= hand .
 D4K638 .. <^ Good girl ! ^>
 D4K639 Oh= there 's the brown you wanted . ((As R begins to dab brown on her painting))

D4K640 ... (2.8) X x .
 D4K641 Oh= look .
 D4K642 R; A Chrissy tree .
 D4K643 AD; A christmas tree ! ((Asst turns away to discuss R's painting with another child))
 D4K644 R; ... (9.5) Chrissy tree .
 D4K645 AD; What color ?
 D4K646 What color are you using now ?
 D4K647 ... what color is this ?
 D4K648 R; Brown .
 D4K649 AD; Brown ,
 D4K650 that 's right .
 D4K651 You can put brown right up near your name .
 D4K652 Up tall .
 D4K653 Ah= right up !
 D4K654 Up !
 D4K655 Yep .
 D4K656 Put some brown spots . ((Then Asst looks away towards another child))
 D4K657 R; X x Mum .
 D4K658 AD; ... (1.9) R ,
 D4K659 ... (1.1) What about over here ,
 D4K660 R ?
 D4K661 Put some brown spots over here ? (Asst points to other top corner)
 D4K662 ... Oh !
 D4K663 Well done ! ((R has put a spot on the other side of the paper))
 D4K664 ... Well= done= ! ((Then other child attracts Asst's attention))
 D4K665 ... (8.1) Who did that over there . ((R appears to be looking at the next painting))
 D4K666 That ?
 D4K667 Hm ?
 D4K668 R; Sarah .
 D4K669 AD; Sarah .
 D4K670 Did she ?
 D4K671 X Sarah was talking to Anne .
 D4K672 ... Ah= !
 D4K673 Look at that lovely brown . ((R is dabbing paint on again))
 D4K674 Hm ?
 D4K675 ... (1.2) Standing up tall . ((Asst tries to adjust R's position))
 D4K676 ... Standing up tall ?
 D4K677 R; R doing painting .
 D4K678 AD; R 's doing a painting .
 D4K679 That 's very nice ,
 D4K680 R .
 D4K681 I love your painting .
 D4K682 R; One= .

D4K683 AD; Oh ,
 D4K684 what are you counting ?
 D4K685 ...What are you counting ,
 D4K686 R ?
 D4K687 R; Two= .
 D4K688 AD; Two .
 D4K689 R; ...Um ,
 D4K690 ... three .
 D4K691 AD; Three .
 D4K692 R; X x .
 D4K693 AD; X x .
 D4K694 You want to finish your Chrissy tree ?
 D4K695 Can you see it ? ((Asst moves R back a bit from painting so that she
 can see it better))
 D4K696 Eh ?
 D4K697 Right= .
 D4K698 Well we've got to put the x in the x x .
 D4K699 Right over .
 D4K700 Oops .
 D4K701 X the x .
 D4K702 Lov=ely !
 D4K703 R; X x .
 D4K704 Want to see x .
 D4K705 AD; You want to have a look .
 D4K706 R; Look .
 D4K707 AD; What do you think of your painting ?
 D4K708 R; It x x nice .
 D4K709 AD; Want to see your name ?
 D4K710 Can you see your name ?
 D4K711 R; Want to see name .
 D4K712 AD; All right .
 D4K713 Look up high . ((Asst points up towards top corner))
 D4K714 where M's finger is ,
 D4K715 And what does that say ?
 D4K716 R; R . F .
 D4K717 AD; That 's right . ((T comes over to look))
 D4K718 T; <^ Has R been painting ? ^>
 D4K719 R; ...X do x .
 D4K720 AD; You tell T what you 're painting .
 D4K721 ...What did you paint ?
 D4K722 R; A Chrissy tree .
 D4K723 T; <^ A Christmas tree ! ^>
 D4K724 <^ Will I write on there ? ^>
 D4K725 <^ Can I write a Christmas tree on your beautiful painting ? ^>
 D4K726 R; Write Christmas tree . ((Not clearly articulated))
 D4K727 T; Right ,

D4K728 I'll write Christmas tree .
D4K729 ...<| This says Christmas ... tree . |> ((T writes as she prints))
D4K730 Christmas .. tree . ((points to each word))
D4K731 AD; Is that right ?
D4K732 Can you say that ?
D4K733 ...What did T write ?
D4K734 R; Christmas tree .
D4K735 T; That 's right !
D4K736 Good girl !
D4K737 You 've got a good memory .
D4K738 <^ Shall I put that up on our wall to make our wall pretty ? ^>
D4K739 R; X x x .
D4K740 T; Did you hear what I said ?
D4K741 Do you want me to --
D4K741 I'll give you a cuddle in a minute .
D4K742 Do you want me to put this painting up on our kinder wall to make
our kinder look pretty ,
D4K743 or= do you want to take it home ,
D4K744 R ?
D4K745 R; Take home .
D4K746 T; { Take it . }
D4K747 { Okay . }
D4K748 AD; { Take it home . }
D4K749 { Right . }
D4K750 T; We'll hang it up to dry {so you can take it home . }
D4K751 AD; { Daddy will be } pleas=ed to see that painting ,
D4K752 and mummy .
D4K753 T; Beau=tiful ,
D4K754 is n't it .
D4K754 Love=ly Christmas tree . ((T reaches to unclip paint from easel))
D4K755 AD; ...(2.9) That 's LOVEly .
D4K756 Shall we take off this beautiful smock now ?
D4K757 R; X x .
D4K758 AD; I know xxxx .
D4K759 One hand out .
D4K760 Just like that .
D4K761 X x get that little arm out .
D4K762 Oh we 're going right over ,
D4K763 <^ There it is ! ^> ((Asst pulls smock off over R's head))
D4K764 <^ Well done ! ^>
D4K765 x x .
D4K766 And do you know --
D4K767 where do we hang it up ?
D4K768 ... Would you like to hold it ?
D4K769 And we 'll hang it up on the --
D4K770 R; ..X x x ,

D4K771 AD; Over there where the paintings get hung up .
D4K772 X x x . ((Asst is pointing across room))
D4K773 X look .
D4K774 Can you see x ?
D4K775 M. will take you around there . ((AD refers to self))
D4K776 Can you see where T hung up your painting ?
D4K777 Right ,
D4K778 all right we 'll go ,
D4K779 ... and xx x . ((Asst stands up, carries R across to where paintings &
smocks hang; R carries smock))
D4K780 ...(3.5) And we 'll hang up ,
D4K781 hang up your painting--
D4K782 ... Can you hang up your smock there ?
D4K783 Can you hang up your smock ? ((R reaches out & hangs smock up))
D4K784 ... <^ Good girl ! ^>
D4K785 Oh !
D4K786 Well done= .
D4K787 Give yourself a clap !
D4K788 R; Hooray= . ((Not clearly articulated, held long & overlapped in end))
D4K789 AD; Hooray !
D4K790 Yes .
D4K791 R; Thank you for hanging smock .
D4K792 AD; Thank you ,
D4K793 R ,
D4K794 for hanging up the smock .
D4K795 ...(2.1) Look !
D4K796 X x x x the xs .
D4K797 Ah !
D4K798 X x x the xs .
D4K799 ...(1.2) Hm ?
D4K800 How about now if we go , ((Asst carries R around tables looking for
an activity))
D4K801 ... and ,
D4K802 ... x x x here= .
D4K803 ... Would you like to play with this ?
D4K804 R; X .
D4K805 AD; X x .
D4K806 X lots of PICTures .
D4K807 X x.
D4K808 Let 's sit you down . ((Asst carrying R goes to get R's special chair to
take to table and positions it there))
D4K809 ...(9.8) Now if you sit down there= ,
D4K810 ...(2.1) Right= .
D4K811 ...(2.1) Now= we 'll push you in ,
D4K812 and you might be able to tell me all about xxx .
D4K813 T; Can you find a candle ? ((T has come over to table too))

D4K814 ...Can you show me where the candle is ?
D4K815 ...Have a look on this picture and find where the candle is .
D4K816 ...Put your finger on the candle .
D4K817 Good= girl= .
D4K818 Now can we see ... a big truck ?
D4K820 ...(2.4) Have a look at all the pictures on there and put your finger on
the big truck .
D4K821 ...(4.1) Which one 's the big truck ?
D4K822 ...X ?
D4K823 ...(1.2) I think that one 's a big church= .
D4K824 I think the trucks are down the BOTtom .
D4K825 Have a look at down the BOTtom .
D4K826 ...(1.8) Can you see a big truck down the bottom ? ((T's attention
drawn away))
D4K827 AD; Hm ?
D4K828 In the picture ?
D4K829 R; There .
D4K830 AD; That was the CANDle .
D4K831 R; ... Candle .
D4K832 AD; Yes .
D4K833 ...And look !
D4K834 X car ,
D4K835 is n't it ?
D4K836 Look !
D4K837 xx old x in it .
D4K838 Where are the wheels= ?
D4K839 Can you point to the --
D4K840 Yes= .
D4K841 That 's right= .
D4K842 It 's got wheels= . ((Both T and Asst are distracted))
D4K843 T; ...(4.5) Now= can you put that one on on the one that 's the same as
that ? ((T hands R a lotto picture to put on lotto board in front of her))
D4K844 ...(1.4) { Good= girl= . }
D4K845 AD; { Good girl= . }
D4K846 T; Now HERE 's a picture of a candle .
D4K847 Can you put the candle on top of the other candle ?
D4K848 ...Where= 's the candle that 's the same as --
D4K849 Have a good look at that .
D4K850 Where 's the candle ?
D4K851 Can you see the x ,
D4K852 R ?
D4K853 ...Look at the one that I 'm holding .
D4K854 Where 's the candle that 's the same as that candle ?
D4K855 ...(3.5) { Good= girl= . }
D4K856 AD; { Good girl= . }
D4K857 T; Oh well done= .

D4K858 Here 's a fire . ((T hands R another lotto picture card))
 D4K859 ...Here 's a flame .
 D4K860 Can you put the flame of the fire on the other flame of the fire ?
 D4K861 Where 's the flame of the fire that 's the same as that ?
 D4K862 ...(1.1) Have a look at these other pictures .
 D4K863 AD; ...(2.4) Looking ,
 D4K864 R .
 D4K865 See this one ?
 D4K866 M will hold that one .
 D4K867 Look .
 D4K868 See that ? ((T watches, then turns attention to another child))
 D4K869 That 's another picture the same= .
 D4K870 Where is it ?
 D4K871 R; (/ ouw ouwa . /)
 D4K872 AD; Yeah .
 D4K873 Have a look .
 D4K874 Is it over here ?
 D4K875 ...Is it on the side ?
 D4K876 Have a look on the RIGHT side .
 D4K877 ...(2.1) Have a look= .
 D4K878 Look .
 D4K879 Do you think that one 's the same ?
 D4K880 Look ,
 D4K881 R .
 D4K882 Are they the same ?
 D4K883 ...Looking ,
 D4K884 ...R .
 D4K885 ...Looking .
 D4K886 Are they the same ?
 D4K887 Look .
 D4K888 R; { X . }
 D4K889 AD; { Look . }
 D4K890 Look .
 D4K891 T; You 've matched two . ((T has been watching, comments))
 D4K892 That 's very good .
 D4K893 AD; They 're the same .
 D4K894 Kate 's going to play a matching game now . ((Another child sits at table))
 D4K895 ...(3.5) R ,
 D4K896 Can you tell me | what 's that picture ?
 D4K897 Up in the right .
 D4K898 ...Up here .
 D4K899 Where M's finger is .
 D4K900 Looking ,
 D4K901 R .
 D4K902 ...(1.1) Look .

D4K903 It 's a BIG BIG --
D4K904 R; Big xx .
D4K905 AD; Can you tell M ?
D4K906 Look .
D4K907 Looking ,
D4K908 ...See ?
D4K909 ...(1.6)Can you see it ?
D4K910 Just in that square .
D4K911 ...<p That 's a .. church= . p>
D4K912 R; Church .
D4K913 AD; Can you point x x the church .
D4K914 ... You point with your finger .
D4K915 Your right finger .
D4K916 Where is it ?
D4K917 Is that it ?
D4K918 ... What 's M pointing to ?
D4K919 ...(1.8) R ?
D4K920 ...(1.9) What 's M point to ?
D4K921 R; ...Church .
D4K922 AD; Church !
D4K923 Very good .
D4K924 Is n't that a big church ?
D4K925 R; ...(2.8) And that 's other .
D4K926 T; Is that --
D4K927 That 's a church too ,
D4K928 it 's the same church as this church .
D4K929 AD; Same picture as that one .
D4K930 R; Good girl= . ((R matches lotto picture card to board))
D4K931 T; Good girl= .
D4K932 AD; Give yourself a clap . ((T claps hands to congratulate R))
D4K924 R; Oh= .
D4K925 AD; ... Can you tell M what that picture is ?
D4K926 R; X x . ((? Negative uh uh?))
D4K927 AD; You have a good look ,
D4K928 at that wheel= .
D4K929 See what that picture is ?
D4K930 ... I think it 's a .. BIKE .
D4K931 R; Bike .
D4K932 AD; A bike= .
D4K933 Can you ride a bike ?
D4K934 ...(3.0) Can you ride a bike ?
D4K935 R; Yep .
D4K936 AD; You can ! ((Asst addresses R))
D4K937 Is your bike like that ?
D4K938 ...Has it got two big wheels ?
D4K939 R; Two big wheels .

D4K940 AD; And handlebars ?
 D4K941 ... (2.5) is your--
 D4K942 Is your bike like that ?
 D4K943 R; X
 D4K944 T; Have you finished playing this game ?
 D4K945 I 've got this letter to give to your mummy ... at story time .
 D4K946 I 'll have to put it over there so I can give it to mummy after stories .
 D4K947 R; Okay .
 D4K948 AD; Good .
 D4K949 X for your mummy .
 D4K950 T; What would you like to do next ,
 D4K951 because it 's nearly pack up time ?
 D4K952 R; X x.
 D4K953 T; Not yet but , ((R keeps interrupting with noise, then T and Asst discuss plans with each other))
 D4K954 ... (9.7) What about some drawing ?
 D4K955 R; Want to go x .
 D4K956 AD; Oh no ,
 D4K957 it 's not time to go x yet .
 D4K958 No not time to take off for xs .
 D4K959 We might ,
 D4K960 I 'll tell you we might { have a little } go on the ball and then,
 ((getting up))
 D4K961 R; { ((moaning)) }
 D4K962 AD; we might come back and do our -
 D4K963 R; ((moaning) loudly)
 D4K964 T; While you 're having your go on the ball I 'll ask the other children to pack up .
 D4K965 How does that sound ?
 D4K966 AD; ...Right .
 D4K967 Good .
 D4K968 R; X !
 D4K969 T; Oh BEAUTiful STANDing . ((R tries to stand up without assistance))
 D4K970 You 're standing beautiful.
 D4K971 AD; Right= . ((Then Asst agrees with T about physio ball work, carries R across room))
 D4K972 ... (15.5) Look !
 D4K973 Ahh !
 D4K974 You 've got a friend= here= now= .
 D4K975 ... (1.5) Look who 's on the mat this time= .
 D4K976 ...Look who 's playing with the train tracks this time .
 D4K977 Do you think you 'll be able to tell me who it is ?
 D4K978 ... (1.8) DOW=n you go= , ((Asst positions R on her back on the ball))
 D4K979 ... (1.6) Down= you go ,
 D4K980 Who is it ? ((Asst tips ball backwards and down so R can see))
 D4K981 ...Who 's your friend on the mat .

D4K982 Who 's your friend on the MAT ?
 D4K983 ...Can you tell me ?
 D4K984 ...(4.8) You know it 's Holly .
 D4K985 You go and say hello to Holly .
 D4K986 She 's down there and she 's playing with the -- ((Asst is interrupted
 by another child standing near R, demanding recognition))
 D4K987 ... <^ What 's this fellow 's name ? ^>
 D4K988 <^ Look . ^>
 D4K989 <^ Who is it ? ^>
 D4K990 .. <^ Who 's this ? ^>
 D4K991 On your left .
 D4K992 ...(1.8) <^ Who is THIS ? ^>
 D4K993 <^ You say hel=lo . ^>
 D4K994 ...Who is it ?
 D4K995 ...(1.3) WHO is it ?
 D4K996 IT'S JEFFrey .
 D4K997 But there 's a little girl down here on the mat ,
 D4K998 and her name is ?
 D4K999 ...(1.4) Holly .
 D4K1000 Right ,
 D4K1001 lay down ,
 D4K1002 and we 're going to say hello to Holly .
 D4K1003 ..(1.1) Right ,
 D4K1004 down you go .
 D4K1005 And see if you can touch HOLly 's train .
 D4K1006 ...(2.4) Can you touch Holly 's train ?
 D4K1007 You going to see Holly ? ((R hasn't lay back yet))
 D4K1008 ...She 's down here .
 D4K1009 Lay down .
 D4K1010 Gently down . ((Asst rolls physio ball so that R gets closer & closer to
 floor))
 D4K1011 Good girl .
 D4K1012 Go right down .
 D4K1013 Good= girl= .
 D4K1014 And hands right down .
 D4K1015 ...(2.0) hands right down ,
 D4K1016 R . ((Asst talks to Holly about what she's doing with her train.))
 D4K1017 R; ...(14.) R want train .
 D4K1018 AD; ...(1.4) Did you hear ((Asst addresses Holly))
 D4K1019 Holly ,
 D4K1020 did you hear R ?
 D4K1021 Oh LOVely . ((To another child behind Asst))
 D4K1022 R; R want train .
 D4K1023 AD; What do you say ?
 D4K1024 Who is it ,
 D4K1025 R ?

D4K1026 Who are you asking for a train ?
 D4K1027 ... { Hol-- }
 D4K1028 R; { Hol. }
 D4K1029 Holly
 D4K1030 AD; Thank you ,
 D4K1031 Holly ,
 D4K1032 ... Did you say thank you Holly ?
 D4K1033 R; ... X x track .
 D4K1034 AD; You can put it on the track .
 D4K1035 Can you touch the track ,
 D4K1036 R ?
 D4K1037 ...Oh look= ,
 D4K1038 there= it goes= .
 D4K1039 Is n't that great= ! ((Asst & two other chn talk about helping R to put
 train on track; conversation is between Asst & these chn))
 D4K1040 ...(29.0) Pick it up ,
 D4K1041 R . ((Asst encourages R to take train from child holding it out to her))
 D4K1042 Thank you , ((To other child who picked up dropped train for R))
 D4K1043 L .
 D4K1044 ...Look R is going to put it on the track .
 D4K1045 Put it on the track .
 D4K1046 ...(1.5) <^ Put it on the track ? ^>
 D4K1047 What have you got there , ((R has brought train up to top, above her,
 and is not leaning back towards track on floor any longer. Asst
 refocusses conversation))
 D4K1048 R ?
 D4K1049 ...What is it ?
 D4K1050 R; Wheels .
 D4K1051 AD; WHEELS .
 D4K1052 How many WHEELS have you got there ?
 D4K1053 R; One ,
 D4K1064 AD; One .
 D4K1055 R; Two= ,
 D4K1056 AD; Yes ,
 D4K1057 R; Three .
 D4K1058 AD; Three ,
 D4K1059 ...(2.1) OH= , ((Train dropped out of R's hands)
 D4K1060 we 'll have to pick it up .
 D4K1061 We 'll have to pick it up .
 D4K1062 ...(5.2) Do you know ,
 D4K1063 I think if you ask Nicole nicely she 'll pick up your train .
 D4K1064 You ask Nicole . ((R is sitting up on ball now, facing Asst))
 D4K1065 ...(1.3) Nicole , ((Asst addresses Nicole))
 D4K1066 you come around here ,
 D4K1067 ..Darling ,
 D4K1068 ... yep .

D4K1069 Now what have you got to ask Nicole ? ((To R))
 D4K1070 ..Here this is Nicole .
 D4K1071 Looking at Nicole ,
 D4K1072 ..what would you like ?
 D4K1073 ...(1.6) Would you like Nicole to pick up your train ?
 D4K1074 R; ...(1.5) No .
 D4K1075 AD; You do n't want your train anymore ?
 D4K1076 R; Go x .. M .
 D4K1077 AD; Go to M ?
 D4K1078 All right .
 D4K1079 Nicole picked up your train ,
 D4K1080 look , ((Asst takes train from Nicole, shows R how it has been picked
 up for her))
 D4K1081 so we 'll say thank you Nicole .
 D4K1082 R; Thank you ,
 D4K1083 Nicole .
 D4K1084 AD; Good .
 D4K1085 Thanks , ((To Nicole))
 D4K1086 Nicole .
 D4K1087 R does n't want the train anymore .
 D4K1088 What would you like to do now , ((To R again))
 D4K1089 R ?
 D4K1090 Eh ?
 D4K1091 Hands on your head ?
 D4K1092 ..(1.5) Watch this , ((To Nicole but partly directed at R))
 D4K1093 Nicole !
 D4K1094 You watch R do her ... ((In fact, R's hands are at her side))
 D4K1095 ah her BOUNcing !
 D4K1096 Look at THAT !
 D4K1097 That 's fun ,
 D4K1098 is n't it .
 D4K1099 And it makes Nicole laugh= .
 D4K1100 Look !
 D4K1101 It makes --
 D4K1102 It makes uh R laugh and Nicole laugh ,
 D4K1103 are you laughing too ,
 D4K1104 Jeffrey ? ((To Jeffrey))
 D4K1105 @ x that 's fun .
 D4K1106 They all think that 's fun= . ((Chn are standing around watching R on
 the ball))
 D4K1107 Eh ?
 D4K1108 @ Look at THAT !
 D4K1109 Eh ?
 D4K1110 LOOK at THAT !
 D4K1111 ...Oh ! ((Surprised))
 D4K1112 You tell --

D4K1113 What are you doing ? ((R keeps bouncing herself))
D4K1114 R; Bouncing .
D4K1115 AD; Bouncing !
D4K1116 Yes you are bouncing . ((Tr comes to fix mic lead while R bounces))
D4K1117 ...(12.1) Ah !
D4K1118 And look who 's on the floor .
D4K1119 Look at all your friends .
D4K1120 Who 's that now ?
D4K1121 ... In the blue and pink ?
D4K1122 ... x x Melanie ? ((Chn noisy, packing up blocks, etc.))
D4K1123 ...(3.5) What have you got there ?
D4K1124 Eh ?
D4K1125 What have you got there ?
D4K1126 Bouncing bouncing bouncing .
D4K1127 Bouncing bouncing bouncing .
D4K1128 ...(2.2) Ooh= .
D4K1129 Oh= how 's that ? ((R stops bouncing, Asst rolls her backwards, then up again))

D4K1130 Hey ?
D4K1131 Ooh= .
D4K1132 ...It 's pretty good .
D4K1133 That 's pretty good ,
D4K1134 R .
D4K1135 ..Eh ?
D4K1136 You 're having fun on the ball ,
D4K1137 are n't you .
D4K1138 Eh ?
D4K1139 R; Bounce ball bounce ball . ((R starts bouncing again, doing it herself))
D4K1140 AD; Bouncy .
D4K1141 I think you could sing a song .
D4K1142 R; X .
D4K1143 AD; I like bouncing ,
D4K1144 I like bouncing . ((Song))
D4K1145 R; I like bouncing ,
D4K1146 { I like bouncing . }
D4K1147 AD; { I like bouncing . }
D4K1148 @ @ @
D4K1149 That 's a LOVEly song .
D4K1150 Eh ?
D4K1151 { Do you know }
D4K1151 R; { I like } bouncing ,
D4K1152 { I } like {bouncing .}
D4K1153 AD; { I } ((Asst helps with song))
D4K1154 { bouncing . }
D4K1155 That 's VERY good= .
D4K1156 VERy good= .

D4K1157 Do you know any more words . ((?))
D4K1158 What else do you like ?
D4K1159 R; Bouncing .
D4K1160 AD; Bouncing !
D4K1161 What do you like bouncing on ?
D4K1162 R; Ball .
D4K1163 AD; On the ball ?
D4K1164 Do you like bouncing on the ball ?
D4K1165 That 's good !
D4K1166 ... (3.2) Singing a song , ((T approaches))
D4K1167 T has n't heard you song .
D4K1168 You sing to T .
D4K1169 R; I like bouncing ,
D4K1170 I like { x x on the ball . }
D4K1171 AD; { This is a song on the ball . } ((To T who comes around to watch))
D4K1172 I like bouncing on the ball !
D4K1173 @ @
D4K1174 You 're having lots of fun ((R keeps herself bounding; other chn
distract Asst))
D4K1175 R; ... (6.0) @ @ @ ((R giggles and bounces))
D4K1176 T; <^ X sing the song again , ^>
D4K1177 <^ R ? ^>
D4K1178 ... <^ Will you sing me your song again ? ^>
D4K1179 R; I like bouncing on this x ball .
D4K1180 { I like bouncing on the ball . }
D4K1181 T; { I like bouncing on the BALL ! }
D4K1182 AD; { I like bouncing on the BALL ! }
D4K1183 That 's it !
D4K1184 R; @ @ @ @
D4K1185 AD; ... That 's a x . ((Noisy background))
D4K1186 Oh !
D4K1187 What 's T got ? ((T holds something towards R))
D4K1188 R; T got .
D4K1189 AD; Look at her .
D4K1190 You feel .
D4K1191 T; Can you tell me what it is ?
D4K1192 R; It 's x x play dough .
D4K1193 T; It 's play dough .
D4K1194 We 're in the middle of packing the play dough up .
D4K1195 I might go back now and finish packing the play dough up ,
D4K1196 cause we 're getting ready to sit on the mat .
D4K1197 R; { Okay . }
D4K1198 T; { <^ You getting ready } to sit on the mat too ? ^>
D4K1199 AD; { Okay . }
D4K1200 R; No .
D4K1201 T; <^ Still bouncing on your ball ? ^> ((T walks away as she asks))

D4K1202 AD; Yes= .
D4K1203 R; Yes .
D4K1204 AD; X x the mat .
D4K1205 Because .. what are we going to do when we sit on the mat ?
D4K1206 R; ...(3.6) I x sit on mat .
D4K1207 AD; When people | when the children are finished packing up we sit on the
mat= ,
D4K1208 and what will we have on the mat ?
D4K1209 ...(2.7) Do you want to go over on your tummy ? ((R has ignored the
question & is turning around on top of the ball))
D4K1210 Roll over ,
D4K1211 roll over .
D4K1212 ... Right= .
D4K1213 X; Will you sing me that song / ((Child to R))
D4K1214 AD; Good= . ((Asst works on positioning R lying over the ball))
D4K1215 Now= ,
D4K1216 That 's it .
D4K1217 Right= .
D4K1218 ...Now ,
D4K1219 ...(2.1) What can you see ,
D4K1220 R ? ((Then Asst is distracted))
D4K1221 ...(4.1) What can you see ?
D4K1222 On your tummy ?
D4K1223 R; X xx .
D4K1224 AD; Looking up ,
D4K1225 look= .
D4K1226 Eh ?
D4K1227 ...Who 's that ? ((A child has come into view))
D4K1228 R; Xx .
D4K1229 AD; Look up .
D4K1230 Do you know what ?
D4K1231 <^ What have you got there , ^>
D4K1232 <^ Holly ? ^> ((Asst talks to H about a koala she has))
D4K1233 ...(4.5) R= ,
D4K1234 looking up ,
D4K1235 Look .
D4K1236 Looking up ,
D4K1237 ...(2.1) <^ What 's this ? ^> ((Holly holds koala close for R to see))
D4K1238 R; Koala .
D4K1239 AD; A koala !
D4K1240 Where did you get it ? ((To Holly; Asst then has conversation with
Holly about buying koala))
D4K1241 ...(31.3) I like that koala .
D4K1242 Did you see it ? ((To R as Asst lifts her off balls and turns to walk
away))

D4K1243 R; ...X x . ((Child interrupts Asst & starts to tell story. Asst lowers R, asks child to tell her))
 D4K1244 AD; ...(25.4) Aw=
 D4K1245 Did you hear that story ? (To R))
 D4K1246 Jeffrey 's mummy bought him a gun and it broke and he had to put the bits in the bin .
 D4K1247 ... Aw=
 D4K1248 that 's a sad story . ((To another child listening, then Asst addresses Jeffrey again about his story))
 D4K1249 R; X x .
 D4K1250 AD; You have n't got the gun ,
 D4K1251 have you . ((To R, then Asst addresses J again))
 D4K1252 R; ...(3.1) X x x .
 D4K1253 AD; We don 't have guns at kinder ,
 D4K1254 do we ? ((To Jeffrey))
 D4K1255 R; X x x .
 D4K1256 AD; ... I think that 's sad .
 D4K1257 R; R x rubbish bin . ((??Where the toy gun is?))
 D4K1258 AD; You want to see the rubbish bin ?
 D4K1259 R; X .
 D4K1260 AD; When do we see the rubbish bin ?
 D4K1261 R; X .
 D4K1262 AD; Hm ?
 D4K1263 When | when do we see the rubbish bin ?
 D4K1264 R; (/ a ruh . /)
 D4K1265 AD; When do we see the rubbish bin ?
 D4K1266 R; X .
 D4K1267 Xx .
 D4K1268 AD; Yeah .
 D4K1269 But you always see the rubbish bin on your way ,
 D4K1270 ... <^ home= , ^>
 D4K1271 do n't you ?
 D4K1272 R; Yes .
 D4K1273 AD; Yes !
 D4K1274 Right .
 D4K1275 Good . ((Asst stands up, lifting R and turning to walk; R hugs Asst))
 D4K1276 ...(11.1) We 're going now ,
 D4K1277 to= .. sit on the MAT .
 D4K1278 ...(32.6) Right , ((Asst has been trying to get R & herself seated on mat; some time passes as chn get seated in front of teacher's seat, Asst leaves, returns))
 D4K1279 ...(45.9) Whose seat is that ,
 D4K1280 R ?
 D4K1281 R; X .
 D4K1282 AD; R ,
 D4K1283 who sits on that seat ?

D4K1284 R; X xx .
D4K1285 AD; Quick you tell me .
D4K1286 R; Kerry .
D4K1287 AD; ...(2.1) No . ((Asst had been distracted by other chn answering))
D4K1288 ... Who is it ?
D4K1289 R; That 's x x .
D4K1290 AD; Is that your teacher 's seat ?
D4K1291 R; X .
D4K1292 AD; And what 's her name ?
D4K1293 R; Anne seat .
D4K1294 AD; Hm ? ((Asst hadn't heard R because of interruptions; child talks at her))

D4K1295 ...(4.5) X nice and straight . ((Then Asst left R sitting on mat))
D4KG1296 T; ...(7.1) <^ Can you remember x x x the daffodil song x x ((Tape breaks))

D4KG1297 ...(5.4) X stand up x x((T puts cassette of song on, music obscures voice))

D4KG1298 <^ What does that sound like ? ^>
D4KG1299 Chn; A chook !
D4KG1300 T; <^ A chook ! ^>
D4K1301 AD; Did you hear that chook ? ((To R))
D4K1302 ...Did you hear that chook ?
D4K1303 R; X x x x .
D4K1304 AD; X ,
D4K1305 another one . ((T puts cassette on again, T, Asst, chn sing with tape))
D4K1306 ...(51.1) You singing ?
D4KG1307 T; ...(4.3) <^ You 've done a very good job because that 's just a NEW song . ^>

D4KG1308 <^ Wednesday was the first day that we sang that . ^>
D4KG1309 I might rewind it and we 'll sing it once more . ((T & Asst talk to individual chn as tape rewinds; then song plays again, T attempts to talk over it once))

D4KG1310 ...(1:51) Right =,
D4KG1311 That song was about spring .
D4KG1312 I 'm wondering .. if you put your hand up if you could tell me something about springtime or something that happens in the spring ? ((T asks various individual chn, manages some behaviours))

D4KG1313 ...(29.1) <^ Is it as cold now in the spring as it was back in the winter ? ^>

D4KG1314 Chn; No .
D4KG1315 T; Right= ,
D4KG1316 so what 's happening to our weather in the springtime ? ((T asks specific chn again))

D4KG1317 ..(11.6) It gets warmer ,
D4KG1318 does n't it ,
D4KG1319 although it 's not as warm today .

D4KG1320 Last time we came to kinder some of us had x x on .
 D4KG1321 And that 's a bit like the spring ,
 D4KG1322 one day it 's warm and then the next day it 's cooler again . ((Then T
 asks specific child about weather, other chn join in))
 D4KG1323 ...(29.1) Yes they do . ((T agrees butterflies come out)
 D4KG1324 They do .
 D4KG1325 You 'll have to have a look in your garden when you go home and see
 what you can see .
 D4KG1326 We 're going to talk more about butterflies later . ((Then T responds
 to child))
 D4K1327 AD; X x children .((Asst whispers to R about the group conversatn that is
 going on))
 D4K1328 They 're talking about spring .
 D4K1329 They 're talking about spring . ((Asst is whispering while T talks to
 whole group))
 D4KG1330 T; ...(21.1) Do you know what I think ?
 D4KG1331 It 's nice to look at them , ((Conversation returned to butterflies))
 D4KG1332 but look at them in your GARDen .
 D4KG1333 Because if you put a poor old butterfly in a jar ,
 D4KG1334 every time he flies around and hits the side of the jar ,
 D4KG1335 he hurts his wings .
 D4KG1336 That 's a bit cruel ,
 D4KG1337 is n't it .
 D4KG1338 ...(3.3) They do . ((To a child when she suggests they might die))
 D4KG1339 It 's best to look at them in your garden when they 're in their own
 environment ,
 D4KG1340 in their own home .
 D4KG1341 ... Cause they do n't live in jars ,
 D4KG1342 do they .
 D4K1343 AD; ...(19.0) They 're talking about a budgie . ((Asst whispers to R while T
 talks to different chn))
 D4KG1344 T; ...(25.6) x x on Wednesday we had short sleeves on did n't we ,
 D4KG1345 and yesterday it was rainy
 D4KG1346 and today 's rainy again .
 D4KG1347 AND I 've lost the book .
 D4KG1348 I must have taken it into the office .
 D4KG1349 I 'll be back in a minute . ((T goes to office to get book, chn wait
 talking to each other))
 D4KG1350 ...(16.8) This one 's called changing seasons ,
 D4KG1351 and we 'll have a look at some of these pictures .
 D4KG1352 ...(3.3) <^ What happens in in up in the mountains when-- ^> ((Child
 interrupts))
 D4KG1353 ...(6.6) <^ Up in the mountains in the wintertime , ^>
 D4KG1354 what does it do ?
 D4KG1355 This white stuff what is it called ? ((T points to picture, calls on
 child))

D4KG1356 ... (5.5) Now in the spring when the weather gets warmer ,
D4KG1357 what do you think happens to that snow ? ((Chn call out))
D4KG1358 ... (1.1) And what happens to it then when it melts ?
D4KG1359 .. (2.1) Turns into water .
D4KG1360 And what do you think happens-- ? ((Child interrupts))
D4KG1361 ... No ,
D4KG1362 it needs to be very cold for it to turn into ice again .
D4KG1363 It wo n't turn into ice x x x .
D4KG1364 <^ What happens to the water on the mountain do you think ? ^>
D4KG1365 ... (8.6) <^ Do you think it might run down the mountainside ? ^>
D4KG1366 <^ And run into creeks and rivers ? ^>
D4KG1367 ... (3.6) <^ That 's what happens to it . ^> ((T nods head as well))
D4KG1368 See it runs down the side of the mountain and then forms into rivers ,
D4KG1369 ... and eventually the rivers run into the sea , ((T points to picture in book))
D4KG1370 do n't they .
D4K1371 AD; X x x . ((Asst whispers to R directing her attention towards the book))
D4K1372 Ah look at the x one . ((Whispering while T talks))
D4K1373 Look at the x . ((Whispering while T talks))
D4KG1374 T; I do n't know whether we 'll get outside today .
D4KG1375 I do n't know what the weather 's going to do .
D4KG1376 But when we go outside today I want you to have a look at the trees in our garden ,
D4KG1377 because <^ what have they got on them L ? ^>
D4KG1378 ... The trees that lost their leaves last autumn ,
D4KG1379 <^ what 's happened to them now ? ^>
D4KG1380 ... The got new leaves ,
D4KG1381 and some of them have got ,
D4KG1382 what 's this tree got on it ? ((T points to picture in book))
D4KG1383 ... <^ What do we call that .. flowers on trees like that ? ^>
D4KG1384 We 've x got a name for it .
D4KG1385 .. Blossoms . ((T listens to one child for a minute))
D4KG1386 ... (6.8) MANY baby animals are born in the springtime .
D4KG1387 <^ What have got here ? ^> ((T points to picture, chn call out))
D4KG1388 ... <^ And what have we got here ? ^>
D4KG1389 ... <^ Does anyone know what we call a baby goat ? ^>
D4KG1390 ... Billy goat is the father .
D4KG1391 The billy 's the father .
D4KG1392 What do you call the baby one ?
D4KG1393 ... (1.9) We call them KIDS .
D4KG1394 ... Baby kids .
D4K1395 <^ Can R see the kids ? ^>
D4K1396 AD; Look ,
D4K1397 R .
D4K1398 T; <^ Can you see the three little kids ? ^> ((T holds book towards R))
D4K1399 AD; X kid .

D4K1400 Baby goats .
 D4KG1401 T; ...Here we have lots of ? ((Then T directs question to particular girl))
 D4KG1402 ...Flowers .
 D4KG1403 J is the only one who put her hand up .
 D4KG1404 That 's why I 'm asking her a lot .
 D4KG1405 AND THE BEES search for pollen .
 D4K1406 AD; Ahh BEES . ((Asst whispers while T talks))
 D4KG1407 T; And x x to make WHAT ?
 D4KG1408 ...HONEY ! ((Asst whispers again to R, not audible))
 D4KG1409 And THEN .. what comes after springtime ?
 D4K1410 AD; Ahh .. look ! ((Whispers))
 D4K1411 X x swimming .
 D4K1412 The xx .
 D4K1413 Look .
 D4KG1414 T; I wo n't read it as a story . ((T picks up another book))
 D4KG1415 We 'll just have a look at the pictures again . ((T starts discussing pictures, calling on specific different children))
 D4KG1416 ...(16.5) Lots of pretty flowers ,
 D4KG1417 are n't there .
 D4KG1418 I like so much the springtime when our garden has got lots of flowers .
 on .
 D4KG1419 HERE 's the snow again . ((T turns page to different picture))
 D4KG1420 What 's it doing in the springtime ? ((Chn call out))
 D4KG1421 ...Melting . ((T nods as well))
 D4KG1422 That 's right .
 D4KG1423 Melting .
 D4K1424 AD; Oh look . ((Asst whispers to R again))
 D4KG1425 T; Look at what 's in this picture . ((Then T names child to respond))
 D4KG1426 ... X x having babies .
 D4K1427 ...Can you see the cow ,
 D4K1428 R ? ((T holds book over towards R, then resumes talk with different individual chn))
 D4KG1429(50.40) What color is the lavender flower ? ((Then chn take over talk))
 D4KG1430 ...(24.64) Now can we talk about the color of this lavender flower ?
 ((T asks specific child who answers))
 D4KG1431 ...(8.2) Purple .
 D4KG1432 Look at it .
 D4KG1433 Does n't it look PREtty .
 D4KG1434 ...(1.8) Here 's some grapevines . ((T has turned page in book))
 D4KG1435 I 'm wondering ((Then directs question to Jeffrey))
 10 sec until tape ends, during which time T talks to J about what is making grapevines green.

N1 ACTIVITY DESCRIPTION KINDER CONTEXT

TIME	ACTIVITY	TALK
9:13	J stayed near door, then moved to table	No adult talk
9:15	J upset, Mum came to comfort, took J to computer	Mum reassured J, asked about sadness, J upset about mic, J asked about Mum's work QR
9:16	J, Mum & another child at computer	Discussion about how to work, J asked QR, QTE, J & Mum talk about letters that appear, sample words using letter, discuss J's feelings, tell computer-determined story, comment on process with computer
9:24	J leaves computer, sits at drawing table	Asst complements J on her outfit, asks J to show it, where she got it QR (J talks to self about color choice)
9:27	Another mum sits at table, chats with J & other child; J works on drawing	QR, engages J in personal narrative, Express not on activity, later complements J on her work
9:32	Asst comes to table	Asks J about writing her name on picture, helps her spell/sound it
9:36	J goes to show T her work, then goes back to drawing table (J chats with girl at table)	T complements J's work
9:38	J goes back over to T	T complements J on writing name, asks about her new outfit, J tells about buying it, Express, notcomment on activ, T then tells J steps in constructing a helicopter, checks J' understanding,
9:43	Asst comes to table	Chat about what J's been doing, how she feels QRs
9:45	J tries to fly paper helicopter she has made	M tells how to try, responds to J's description of what the construction mightalso be seen as ('looks like')
9:47	J leaves table, goes to locker	No adult talk
9:48	J goes to table, T there. Role play talk about what they're making at the table.	H asks J about her bandage, accident. Comment on activity
9:50	J goes to locker room with friend	
9:54	H approaches J & friend	Suggests different activities the two could do
9:55	J wanders to block corner, plays there with boys	
10:10	J goes to activity table where a mum & T are	Mum answers J's question
10:14	J goes back to block corner.	
Tape finishes		

N1 AT KINDERGARTEN

No talk addressed to J for first few minutes (3:25). J quiet, microphone conscious, upset. Chn try to comfort, then Mum approaches.

N1K1 M; What do you want to do ?
 N1K2 J; Nothing .

N1K3 M; You do n't want to do anything ?
 N1K4 How come ?
 N1K5 J; Because . ((crying))
 N1K6 M; Come and read a X .
 N1K7 Come on,((tape breaks))
 N1K8 ...(7.4) X today ?
 N1K9 ...(4.8) What do you want to do ? ((J crying))
 N1K10 What would you like to read ?
 N1K11 <^ You do n't have anything you want to read ?^>
 N1K12 ...(8.7) What 's wrong ?
 N1K13 ...(2.1) Eh ?
 N1K14 J; I do n't want this thing on me .
 N1K15 M; Oh look ,
 N1K16 X having that ON . ((Another child 's wearing a mic too))
 N1K17 ...(3.7) Why do n't you want it on ?
 N1K18 J; BeCAUSE .
 N1K19 M; Cause WHY ?
 N1K20 J; I want to go HOME .
 N1K21 M; You X though .
 N1K22 ...(1.8) X ,
 N1K23 does she ?
 N1K24 J; { X }
 N1K25 M; { X }
 N1K26 does she ?
 N1K27 ...(11.1) Want to go over to the comPUter ?
 N1K28 Have a go on the computer ? ((They go over to computer))
 N1K29 T; ...(15.2) Jess ,
 N1K30 J; What ? ((Another child interrupts T & J on computer))
 N1K31 T; ...(8.8) Jess , ((Then T turns to address another child who is using the
 computer, asking her to give J a turn. Other child is delayed child))
 N1K32 ...(18.8) Now you x x show how to do this .
 N1K33 She does n't know how to work a computer .
 N1K34 J; Nah .
 N1K35 Mt; Do you think you could help her to lear=n how to play ?
 N1K36 ... Okay ?
 N1K37 I think that 'd be a good idea
 N1K38 because all this x a little bit too fast= for M and Miss x to x .
 ((Delayed child keeps shouting obscuring conversation a bit))
 N1K39 ...(6.4) Now= which player are you ? ((T refers to player on computer
 game; delayed child interrupts))
 N1K40 ...(3.8) Are you one or are you two ?
 N1K41 J; I 'm two .
 N1K42 Mt; You 're two=
 N1K43 so R is one .
 N1K44 Is that right ?
 N1K45 J; Yeah .

N1K46 Mt; Oh .. okay .
 N1K47 ...(5.6) One= ,
 N1K48 ..(3.2) R is two . ((Then T directs R's turn))
 N1K49 ...(3.4) Where would the other tortoise be ? ((T's asking about part of
 game on the screen))
 N1K50 X x x X= on the tab=le . ((Comment on screen))
 N1K51 Is it X x ? ((Delayed child keeps shouting))
 N1K52 ...(3.1) It 's not ,
 N1K53 oh .
 N1K54 ... No . ((On computer game.J and R continue taking turns on
 computer. Asst comes over complements her on turn taking,
 comments to girls on alphabet /reading letters game))
 N1K55 AS; ...(10.5) I do n't know what that x is .
 N1K56 It must be a turtle or something .
 N1K57 J; Yes it is a tortoise .
 N1K58 AS; Yeah .
 N1K59 J; X x .
 N1K60 ...(6.2) What is the start of the name ?
 N1K61 AS; What 's the start of the name ?
 N1K62 J; Yeah .
 N1K63 Of the writing of the xx . ((Everyone keeps looking at the screen))
 N1K64 AS; ...(6.5) Someone x x X . ((Comment on screen))
 N1K65 ...(7.7) Have you seen one before ?
 N1K66 No ? ((Continue playing))
 N1K67 J; ...(12.1) There ,
 N1K68 look .
 N1K69 AS; ... X x those .
 N1K70 What have we ... what have we got here ?
 N1K71 J; X .
 N1K72 AS; Is that what that is ...oh .
 N1K73 J; My turn .
 N1K74 Oh ! right ! ((Then R shouts some more))
 N1K75 AS; ...(8.4) Good ,
 N1K76 I think we HAVE seen the other d somewhere ,
 N1K77 D for dad .
 N1K78 J; Oh= LOOK . ((J points out what R is doing;Asst talks to R to stop
 her))
 N1K79 AS; ...(12.4) T for ... what ?
 N1K80 J; Turtle .
 N1K81 AS; Turtle !
 N1K82 J ,
 N1K83 I 'm glad you 're showing MI ,
 N1K84 because poor MI does n't know how
 N1K85 MI; I 'm getting the hang of it though ,
 N1K86 because they 're playing it really well ... taking turns .
 N1K87 So now I see .

N1K88 J; ...(2.5) X . ((J comments on the screen))
 N1K89 AS; N= . ((Followed by interruption by 2 chn who have come over to the computer looking for a turn. Asst invites them to wait, and watch in the meantime. Asst talks with them and then R))
 N1K90 J; ...(35.0) What does that say ? ((J points to screen))
 N1K91 AS; That 's a n= .
 N1K92 N= for ...n= n= what do we know that starts with n= ,
 N1K93 can <^ you think of any words ? ^>
 N1K94 ...Nancy .
 N1K95 <^ Do we know somebody ^> a kinder person whose name starts with n=?
 N1K96 J; DO N'T do THAT= . ((To R. Asst follows it up, & explains it's R's turn))
 N1K97 AS; ...(14.4) Tortoise !
 N1K98 Xxx remember that tortoise was there .
 N1K99 Xx . ((Then Asst talks to R about behaviour, then encourages her to take her turn properly))
 N1K100 J; ...(20.3) I 'm tired because I x x .
 N1K101 AS; Are you ?
 N1K102 ...(3.8) Having a bit of x today are you ?
 N1K103 J; ((Hums while she waits. Asst guides R in taking turn))
 N1K104 AS; ...(22.) An ostrich .
 N1K105 I think it 's an ostrich .
 N1K106 X x x ?
 N1K107 J; ... X ?
 N1K108 AS; Yeah= .
 N1K109 Give it a go .
 N1K110 Oh!
 N1K111 What is it ? ((Another turn on the screen))
 N1K112 A yak .
 N1K113 J; Yak .
 N1K114 AS; Try x x these down here . ((Refers to cursor moving on screen))
 N1K115 ...(2.5) W .
 N1K116 ...(1.1) Hm= W !
 N1K117 Hm= . ((Then responds to utterance of laugh from R))
 N1K118 ...(8.5) W . ((Asst guides R again in turn))
 N1K119 ...(13.2) An O= .
 N1K120 J; X= ,
 N1K121 a turtle . ((R has moved mouse on and more comes up on screen))
 N1K122 AS; Where was that o ?
 N1K123 ...(9.8) W .
 N1K124 J; What 's with "w" ?
 N1K125 AS; Um ... Winton .
 N1K126 Uh= Wangaratta .
 N1K127 J; X x
 N1K128 AS; Woolloomooloo !

N1K129 J; uh ... xx .
 N1K130 AS; Witchetty grub .
 N1K131 ...(2.2) Have you heard that Wanda the Witch ?
 N1K132 J; No .
 N1K133 AS; No ?
 N1K134 Lives somewhere west of Washington ?
 N1K135 ...Ahh ,
 N1K136 Wanda the witch she wore a wig ((Asst recites))
 N1K137 A x wig .
 N1K138 On Wednesdays in the middle of winter she walked to the well
 N1K139 to get water to wash her wig .
 N1K140 x x x wanda x wig . ((Stops reciting, half to self, sing-songy))
 N1K141 J; Do n't do THAT ,
 N1K142 R . ((J telis R how to use computer, moving cursor slowly))
 N1K143 AS; ...(3.8) That 's a good one x x x . ((Asst comments on screen))
 N1K144 What 's that ? ((Asst talks to R, guides her))
 N1K145 ...(10.2) We keep doing the same one .
 N1K146 J; Z !
 N1K147 Z for zebra !
 N1K148 AS; Or zig zag or zip .
 N1K149 Or ... zoot ,
 N1K150 or= zoo .
 N1K151 X !
 N1K152 J; ... All right .
 N1K153 AS; Now we know where x is ... "a" then "n" .
 N1K154 J; I 'm going away .
 N1K155 AS; Are you ?
 N1K156 Well I 'll finish off with R then .
 N1K157 J; Yes . ((J leaves computer table, walks to another table where T is
 sitting with others. T comments on chn's clothing))
 N1K158 T; ...(17.9) X you want to do ,
 N1K159 J ?
 N1K160 Come here .
 N1K161 Have you got new shorts on ?
 N1K162 J; X .
 N1K163 AS; Yes ,
 N1K164 she 's got x a well . ((To T))
 N1K165 T; Hey where did you get all that from ?
 N1K166 Do n't you look SWISH .
 N1K167 X x x cardigan off x x . ((Then T is distracted by another child.))
 N1K168 ...(5.4) Turn around and show me . ((T asks J to show off her new
 clothes))
 N1K169 ... (3.4) Where did you get that ?
 N1K170 J; Um from COLES . ((T distracted again, J goes to sit down at table, T
 talks to new arrival and then to a boy at the table))
 N1K171 ...(1:31.1) Someone 's x x X x .

N1K172 T; I think H is down there . ((Reassuring J. Then T leaves table, another Mother comes and sits next to J who is drawing with the other chn. They appear to be tracing letters from plastic cards))
 N1K173 Mt; ...(1:02.9) X xx writing ,
 N1K174 J ?
 N1K175 X x x x.
 N1K176 I 'll show you .
 N1K177 This one goes .. THIS way .
 N1K178 Then the letters are the right way .
 N1K179 ...(3.5) See ?
 N1K180 There 's x X >
 N1K181 J; All right .
 N1K182 Mt; X x goes the other way .
 N1K183 J; Xx HERE . ((J keeps working on drawing, writing. Mt talks with another child, then just sits and watches chn working))
 N1K184 Mt; ...(1:45.4) Now they 're all the right way .
 N1K185 ...(1:49.1) All done !
 N1K186 Very good ,
 N1K187 J .
 N1K188 J; ...(2.9) I 'm going to turn this way aROUND .
 N1K189 ... There 's not x x x = .
 N1K190 Now = ,
 N1K191 turn it around the page .
 N1K192 ...(8.8) There .
 N1K193 ...(2.5) There 's x . ((J keeps working, T comes to write name on other child's work))
 N1K194 Mt; ...(1:49.9) Can you write your name ,
 N1K195 J ?
 N1K196 J; Yes .
 N1K197 Mt; You better put .. put your name on it .
 N1K198 J; Why ?
 N1K199 Mt; Because = . ((T helps other child, leaves table. J keeps working, talking to self. Other child and a mother are at the table))
 N1K200 J; ...(58.2) Top !
 N1K201 top .
 N1K202 ... There 's a top . ((J comments on her work))
 N1K203 Mt; Can you put your name on there so x ?
 N1K204 J; No .
 N1K205 Mt; No ?
 N1K206 Can you put your name on it so we can know whose it is ? ((Mother leaves table. J keeps working, hears other chn in room calling out about paper helicopters they're making, J leaves table eventually also to show work to adult at another table))
 N1K207 J; ...(1:51.7) There you go !
 N1K208 T; Oh wow = !
 N1K209 You going to color them in or not ?

N1K210 J; ...All right . ((J goes back to table where she was working before))
 N1K211 ... (5.2) I 'm coloring= in= . ((J carries on, talking to self, and another child, then takes work back to adult at other table))
 N1K212 T; ... (3:37.9) Lovely ,
 N1K213 and you 've even got your name up there .
 N1K214 ... Good ,
 N1K215 and all the right letters .
 N1K216 J; Jessica B . ((Reading out))
 N1K217 T; Jessica B .
 N1K218 That 's GOOD . ((AT distracted, helps other child, turns back to J))
 N1K219 ... (18.4) Is that new ? ((AT talks about new outfit J is wearing))
 N1K220 J; Yes .
 N1K221 T; Nice= .
 N1K222 J; X x .
 N1K223 T; Very nice .
 N1K224 J; That came with it .
 N1K225 T; Did it .
 N1K226 J; At Coles .
 N1K227 T; Yep . ((AT may have addressed this to another child))
 N1K228 J; At Coles= .
 N1K229 T; In Benalla .
 N1K230 X x x shopping . ((T looks at another child, and away))
 N1K231 J; ... (6.5) What is that ? ((J asks about what is being done at this table))
 N1K232 T; A helicopter .
 N1K233 Black paper , ((T points to materials on table for making helicopters))
 N1K234 J; That 's what I thought .
 N1K235 I want to do one .
 N1K236 T; Do ya ?
 N1K237 Right .
 N1K238 What you need is one of these , ((T picks up some prepared paper))
 N1K239 and you need to cut right= around the outside edge .
 N1K240 J; I 'm going to get this yellow one . ((J starts cutting, T talks with other child))
 N1K241 ... (48.5) X x x ... somewhere x x x x x= ?
 N1K242 T; Did you ?
 N1K243 Why would you want to x x x ?
 N1K244 J; Making x x xx x .
 N1K245 T; Yeah= . ((T distracted by other child who takes over conversation, then leaves table to go fly his helicopter))
 N1K246 J; ... (27.6) Can you help me ?
 N1K247 T; You re cutting very fast .
 N1K248 You x x x the big piece cut along x x . ((J continues working))
 N1K249 J; ... (19.6) Do you cut that part too ?
 N1K250 T; Yep ,
 N1K251 all the way down to here .
 N1K252 ... (11.1) Good .

N1K253 J; ...Not finished . ((J is still cutting))
 N1K254 T; Not yet ,
 N1K255 Just around this right here .
 N1K256 J; I 've done= one side .
 N1K257 T; Right .
 N1K258 J; ALL around the line .
 N1K259 T; That 's good . ((As J cuts,J keeps working, other chn come to table, demand T's attention, T watches work, then leaves table))

 N1K260 J; ...(49.5) <l I= can do it . l>
 N1K261 ... <f Done it ! f>
 N1K262 ...(19.4) <f All done ! f>
 N1K263 M , ((To asst.))
 N1K264 can you help me too ? ((Asst doesn't reply immediately, continues explanation to another child; J watches child))

 N1K265 AD; ...(45.8) Okay J ,
 N1K266 let 's see if we know what we 're doing .
 N1K267 J; Ah= I 'm tired .
 N1K268 AD; You 're tired ?
 N1K269 So am I .
 N1K270 Did you get up too early .. or go to bed too late ?
 N1K271 J; <l I went to bed very late because you know what ?
 N1K272 I went over my friend 's house .
 N1K273 AD; Last night ?
 N1K274 Did you have a late night ?
 N1K275 Now what do you think you could do today ?
 N1K276 Do you think you might have a sleep this afternoon ?
 N1K277 J; <l Yes . l>
 N1K278 AD; Catch up on a bit of sleep ?
 N1K279 Might be a good idea .
 N1K280 J; And do you know what x x x ?
 N1K281 AD; What ? ((Then asst is distracted by another child showing work))
 N1K282 ...(12.9) Here J ,
 N1K283 you need to fold it on THOSE lines ,
 N1K284 and make a triangle .
 N1K285 J; ...(2.8) Huh .
 N1K286 ...(1.8) That ?
 N1K287 AD; Yeah .
 N1K288 J; ...Uh .. um .
 N1KG289 AD: ... E 's the xest . ((E may have been at table too))
 N1KG290 She 's very good at making them .
 N1KG291 She taught me how to make them .
 N1K292 ... Then we need to stick it like that= . ((Then Asst is distracted by other chn))

 N1KG293 ...(54.5) E 's the teacher .
 N1KG294 Because she 's the one that knows how to do this . ((ie. fly the paper helicopters they've been making at the table))

N1KG295 Ready ?
 N1KG296 J; ... Uh7 . ((J tries to fly hers))
 N1K297 AD; Start again= .
 N1K298 ... (1.8) Really high .
 N1K299 X up and stretch . ((J stands up on chair)) Video stopped here
 N1K300 ... (1.5) The helicopter x . ((Another child attracts asst's attention))
 N1K301 J; ... (4.8) Xx .
 N1K302 AD; ... (2.8) It spins around as it goes , ((J sits again and tosses helicopter in air))
 N1K303 J .
 N1K304 That 's great . ' ((Another child gets attention, help to make helicopter. J keeps playing with hers))
 N1K305 J; ... (12.4) There it goes .
 N1K306 AD; Very good . ((Then another child wants help))
 N1K307 J; { X x . }
 N1K308 AD; { x x E . }
 N1K309 ... Stand up again and show me ,
 N1K310 J .
 N1K311 ... (2.3) On the chair .
 N1K312 Climb up high . ((J climbs back up on chair with helicopter))
 N1K313 ... (4.8) Uh .. WOW ! ((As helicopter floats down))
 N1K314 Do you want to take that home and show mum and dad ?
 N1K315 J; @ Uh huh . @
 N1K316 AD; Do n't you !
 N1K317 J; Yeah . ((Another child interrupts explaining she's making hers for her brother, distracts Asst))
 N1K318 ... (5.8) Look at this ! ((Asst still talking with other child))
 N1K319 ... (6.2) I like to hold it like this .
 N1K320 It looks like a head= . ((Asst continues explaining process to other child))
 N1K322 ... Looks like a body and a head . ((Asst continues with other chn))
 N1K323 ... (21.3) It looks like a head and a body .
 N1K324 AD; @ @ @ @
 N1K325 Or legs .. legs and a body and no head ,
 N1K326 does n't it ?
 N1K327 J; No ,
 N1K328 there 's his head .
 N1K329 AD; That 's his head ?
 N1K330 Where 's his X ? ((Child calls out to Asst over her utterance to J))
 N1K331 J; There= .
 N1K332 AD; And there 's his legs ,
 N1K333 and no arms . ((Then Asst turns to help other child; J leaves table, goes to locker then to another table where Tch is seated))
 N1K334 T; ... (1:13.5) What did you do to your knee ?
 N1K335 J; I hurt myself on the X= .
 N1K336 T; How did you do that ?

N1K337 J; X blood .
 N1K338 T; Were you on a bike or something ?
 N1K339 J; NO= .
 N1K340 I walked -- ((T interrupted by boy who stays and takes over conversation with T))
 N1K341 T; ...(1:11.) Stop biting your fingers .
 N1K342 @ @ @
 N1K343 J; I 'm chewing my nails .
 N1K344 T; Hm ?
 N1K345 You 're chewing your nails !
 N1K346 That 's even worse ,
 N1K347 you 're chewing your nails . ((Then J turns away, T talks to another child))
 N1K348 ...(25.4) J , ((T had been talking to other child about her helicopter))
 N1K349 have you got your helicopter to fly ?
 N1K350 J; Yeah .
 N1K351 T; That 's good .
 N1K352 J; ... Xx x x x all by myself ! ((But T had been distracted again))
 N1K353 ...(1.8) X x x all by myself .
 N1K354 T; Did you ?
 N1K355 Did someone show you what to do ?
 N1K356 J; Yeah . ((Then T is immediately distracted by child wanting instructions. J turns, stands, eventually walks away from table, goes to other parts of room with other chn. Later walks back near table where T is seated))
 N1K357 T; ...(2:11.) What are you going to do ,
 N1K358 J ?
 N1K359 J; NoTHING !
 N1K360 T; You x x x x if you like .
 N1K361 Would you like to ?
 N1K362 J; ...(3.9) I do n't want to .
 N1K363 T; That 's new x . ((T points to J's clothing, probably refers to sandals))
 N1K364 J; They 're not new .
 N1K365 They 're x .
 N1K366 No they're .. they 're OLD . ((Interrupted by a girl who joins J & T; T comments on her clothing, suggests she takes jumper off. J listens for a while, wanders off to block corner where she plays with a group of boys for a long time, then wanders back to table where T is seated))
 N1K367 J; ...(16:20.) Can I help you ?
 N1K368 T; Well .. I just need to find red and green .
 N1K369 J; Right .
 N1K370 T; No they 're ones already done .
 N1K371 Try these ones .

- N1K372 Find red and green in there . ((T returns her attention to the boy she was working with. J, watches, turns away from table, then back, watches for several minutes, occasionally talks with other chn. T leaves table, Mother still there))
- N1K373 J; ...(2.8) Red= ,
N1K374 ...green= .
N1K375 Mt; The ones that are n't red and green put here . ((J, chn & mth sort strips of paper, other chn come and go, J looks bored, leaves table after 2-3 minutes))

Tape finishes 2:35.1 after last utterance.

Mt refers to a mother helping out in kinder.

N2 ACTIVITY DESCRIPTION KINDER CONTEXT

TIME	ACTIVITY	TALK
9:22	Z shows T the gift he's brought for another child	Z explains how it works, T asks for more explanation
9:25	Z wanders around, chatting with chn, pretending to shoot things	M says good-bye, reminds Z to go homewith N, reassures Z about taping
9:31	T approaches Z briefly	T suggests pasting activity
9:32	Z goes to table to paste	T suggests way of making traffic lights, items Z might need
9:37	Z goes over to car, street map table, plays with vehicles with others	A mum at table talks about the words on the map that Z asks about
9:39	T stops at table, Z responds to her, then continues playing	Asks Z what he wants her to do with his traffic lights
9:43	Z's car needs minor 'repair', Z then continues playing, making car noises with another boy at the table	Mum comments on Z's 'driving'
9:48	Z leaves table, wanders to puzzle corner, book mat, around generally, talking to different chn	
9:53	Z goes to house corner where T is	T asks real question, makes suggestion
9:54	Z wanders back to book mat, talks with child, play with construction toy there	
9:56	Z wanders to block corner, plays with cars there. Z argues with other chn	
9:59	Z wanders to house corner, around, then to book corner, then around again	?Exchange with T, later T tells Z to put something away
10:04	Chn go to book corner, get ready for mat time	T tells Z thanks for finding something for another child; Chn begin singing songs, doing gestures
10:10	T leads chn in discussion	T asks questns about chn's experiences
10:11	Asst brings out the 3 birthday cakes for chn Birthday chn invited out front, 1 at a time	T leads all chn in counting candles, sing to each child, counting claps
10:20	T leads chn in activity 'Put your hands on your, lie down flat, etc'	Directives
10:21	Tape finishes	

N2 AT KINDERGARTEN

When Z comes in, he goes to T to show her gift he's bought for a friend's birthday party. In the kinder that day, chn are making stoplights out of cardboard cylinders and coloured and transparent paper.

N2K1	Z;	Look it 's got x remote control .
N2K2		Mom bought it . ((Z is showing all who'll look the robot he's brought for a friend))
N2K3	T;	Oh that 's lovely .
N2K4		And the LIGHTS come on .

N2K5 X x x { x , }
 N2K6 { Z . }
 N2K7 Z; { It can } go in nighttime on the ground= .
 N2K8 Does n't .. nothing breaks= .
 N2K9 T; Did you choose it ,
 N2K10 Z ?
 N2K11 Z; ...(1.6) Here are the batteries . ((Z demonstrates. T attends to other
 child. Chn near Z look, touch his robot))
 N2K12 ...(7.8) DO N'T play very hard with it !
 N2K13 AS; ...(7.8) Oh .. reverse !
 N2K14 Z; Yeah= ,
 N2K15 and x x on= .
 N2K16 AS; It goes with a x over it .
 N2K17 Z; Yeah .
 N2K18 And it goes with remote control .
 N2K19 ...(3.8) And I choosed it and these are the BATteries .
 N2K20 AS; Oh it 's good to have spare batteries too .
 N2K21 Maybe we need to put these in here= , ((Asst pack up the robot &
 batteries))
 N2K22 Z; Hm .
 N2K23 AS; So he 's xx .
 N2K24 And I'll just .. and you could put it ,
 N2K25 Do you know where x locker is ,
 N2K26 Z ?
 N2K27 ...(2.8) Maybe we could as=k him . ((Asst distracted by other child, Z
 calls out for friend, wanders away, talks to friends, answers questns
 about mic))
 N2K28 M; ...(2:09.) Right , ((Mum comes over to say good-bye to Z))
 N2K29 ... bye doll .
 N2K30 Z; Bye !
 N2K31 M; Bye .
 N2K32 Okay . ((M kisses Z))
 N2K33 See ya .
 N2K34 You go home with Mandy .
 N2K35 She 'll collect you ,
 N2K36 right ?
 N2K37 ... x x Mandy ,
 N2K38 okay ?
 N2K39 Z; ((makes moaning sound,difficulty with mic lead))
 N2K40 M; xx up x here . ((M fixes lead; Tr comes over to help))
 N2K41 Tr; ...(4.1) There you go . ((M & Tr continue working to keep lead out of
 the way))
 N2K42 M; ...(13.5) you can move around and play as you normally would .
 N2K43 ...(2.1) Do what you would normally do ,
 N2K44 doll .
 N2K45 That 's not going to bother you .

N2K46 Okay ? ((M heads off))
 N2K47 See you later ,
 N2K48 Bye bye . ((M leaves, Z turns attention to other chn. Z wanders,
 pretends to shoot things, talks occasionally to other chn))
 N2K49 T; ...(2:29.9) Z ,
 N2K50 sweetheart ,
 N2K51 come over to the traffic lights over here , ((T refers to table where chn
 are making traffic lights))
 N2K52 Z; But K , ((K=Teacher))
 N2K53 I never x x x .
 N2K54 T; Z , ((T moves toward the table herself))
 N2K55 come and I 'll show you what we 've done .
 N2K56 ...(1.5) These are very simple .
 N2K57 Z; ... I 'm not going x things . ((T doesn't insist; Z stays where he is))
 N2K58 ...(3.5) Does that stay on there ? ((Z asks question of a mum who is
 nearby))
 N2K59 Mth; No it does n't .
 N2K60 X x x x x .
 N2K61 @ @ @ .
 N2K62 T; ...(4.8) come and have a look at the traffic lights ,
 N2K63 Z .
 N2K64 Z; I already know= .
 N2K65 I seen them on the x .
 N2K66 T; Have a look at the bucket of sand .. the stick and the box .
 N2K67 If I get a big box for you ,
 N2K68 and you 've got a x ,
 N2K69 would you like to x x some traffic lights ?
 N2K70 Z; But what 's the sand x there for ?
 N2K71 T; Right ,
 N2K72 can you see what it 's doing ?
 N2K73 Z; X x .. I know something else that it can do ,
 N2K74 T; Right ?
 N2K75 Z; You can just x X= it .
 N2K76 T; We needed to have some way to stand up the traffic lights so they
 would n't fall over all the time .
 N2K77 Z; And that .. x x.. stopping . ((T distracted by adult asking question))
 N2K78 T; ...(2.9) So= I 'll get a bucket for you if you like= ,
 N2K79 and you x put some sand in it .
 N2K80 X is doing it now too .
 N2K81 And um then you | I 'll get a big box
 N2K82 and you need some red yellow and { green paper . }
 N2K83 Z; { I know= . }
 N2K84 T; { I -- }
 N2K85 Z; { I .. x x x x . }
 N2K86 T; I can leave it to you ,
 N2K87 Z ,

N2K88 ca n't I ?
 N2K89 Z; Um huh . ((Affirmative))
 N2K90 T; Do you need Matthew X to help you ?
 N2K91 Z; I can help me .
 N2K92 No one has to help me .
 N2K93 I just need a --
 N2K94 T; You need a box .
 N2K95 Z; Yeah I need a box .
 N2K96 T; Have a look ,
 N2K97 Z .
 N2K98 Z; ...(2.0) Ah ! ((Z finds box; T comes over to him to check))
 N2K99 T; ...(2.0) What if I cut --
 N2K100 oh hang on ,
 N2K101 look !
 N2K102 Um= .. you need to cut a hole there ,
 N2K103 Z; X x x this sticky back .
 N2K104 T; All right ,
 N2K105 well look I 'll show you ,
 N2K106 all right now ,
 N2K107 make the x flat and um put your lights in. ((Then another child
 distracts Tch))
 N2K108 Z; ...(48.8) K ,
 N2K109 is this sticky ? ((Z points to sticky tape he wants to use))
 N2K110 T; There 's sticky tape on the x ,
 N2K111 Z . ((T tells Z from a short distance; Z goes to trolley to get sticky,
 works on his traffic light at the table, finishes to a stage, leaves table,
 goes to nearby table where a mum sits with kids and a plastic road map
 with street features is spread out on the table, kids sit at table making
 vehicles move with noise; some questions from chn about Z's mic,
 Mum smiles at Z, says nothing))
 N2K112 M; What 's that sign ?
 N2K113 Z; ...(8:39.) That 's says giveaway .
 N2K114 M; No ,
 N2K115 that says stop .
 N2K116 Z; And that says stop . ((Z holds up another plastic stop sign))
 N2K117 That says stop .
 N2K118 Both stops go here .
 N2K119 M; There 's that stop , ((M points to place on board))
 N2K120 and here . ((M points to a second place, then looks to other chn))
 N2K121 ...(22.1) Aw= . ((M comments as Z's sign falls over; turns back to
 others))
 N2K122 Z; ...(54.5) <f I want the police car . f>
 N2K123 M; Yeah .. here= . ((M reaches down table for toy car.Z takes it & plays,
 making noises, until Tch approaches him with pasted traffic lights in
 hand))
 N2K124 T; ...(19.0) Excuse me ,

N2K125 Z . ((Voc = Zeb.))
 N2K126 How about your traffic lights ?
 N2K127 Would you like to finish them now today or tomorrow ?
 N2K128 Z; X tomorrow .
 N2K129 T; Okay ,
 N2K130 well I 'll put this over in the corner for you with your name on it and
 you can finish it tomorrow maybe . ((Z doesn't respond, makes car
 noises. T leaves, Z keeps playing, M & other child at table, third child
 comes. Lots of smiling))

 N2K131 M; ...(1:58.) You x x x= .
 N2K132 Z; X x .
 N2K133 @ @ @ ((Comment on Z's driving of the car))
 N2K134 Z; ...(7.8) I knocked everyone out except the xers . ((Z talks about his
 driving))

 N2K135 M; X driver !
 N2K136 Z; ...(50.2) Where 's that x gone ?
 N2K137 M; The what ?
 N2K138 Z; Like the xx .
 N2K139 X X X ! ((Then boy responds to Z))
 N2K140 Z; ...(2.8) <^f Where 's the x gone ? f^> ((a bumper bar has come off Z's
 car))

 N2K141 M; What is it ?
 N2K142 Z; <^f The X= . f^> ((Z and boy talk, look for object))
 N2K143 M; ...(2.1) Oh , ((Then chn start talking about it amongst selves, looking
 on floor))

 N2K144 ...(3.7) X you r crazy driving .
 N2K145 Z; No the car x x x xx . ((Z & chn keep playing with cars))
 N2K146 M; ...(1:15.8) You going to put the x on ?
 N2K147 Z; Um . ((Car noises resume))
 N2K148 Mum x x x .
 N2K149 M; Yeah . ((M takes bumper bar, fixes car.Z continues playing, car
 noises))

 N2K150 Z; ...(40.5) I knocked all the x over .
 N2K151 M; Aw did you x x xx ?
 N2K152 @ @ ((Z & chn continue playing with cars, Tch comes to get Mum to
 ask her to do fruit & drink. M leaves table, Z stays awhile, then leaves,
 wanders, chatting, picking up odd toy. Z ends up in house corner where
 T is telling chn to pack up))

 N2KG153 T; ...(6:30.) X x the clothes and pack up . ((address other child, then Z))
 N2K154 ...(6.9) x x the clothes need hanging up ,
 N2K155 you might like to x put the clothes away .
 N2K156 Would you help the girls ?
 N2K157 They 've got a little problem here .
 N2K158 Have you noticed ? ((T points to something on floor.))
 N2K159 Z; ((Shakes head))
 N2K160 T; Awfully wet .((Z follows T as she turns to walk out of house corner))

N2K161 Z; Kx ,
 N2K162 these are x . ((Z holds his hand up to T to look at))
 N2K163 T; What is it ?
 N2K164 Z; X x x xing .
 N2K165 T; Can I have a look ? ((Another child interrupts))
 N2K166 Z; ...(10.8) Nothing in it . ((Z plays with object in hand))
 N2K167 T; Zx XX , ((vocative))
 N2K168 you 've got a wicked look on your face .
 N2K169 Are you tricking me ?
 N2K170 Is that really yours ?
 N2K171 Z; ...(3.3) I can 't x x .
 N2K172 I FOUND them .
 N2K173 T; Take it over and pop it on the shelf
 N2K174 and we 'll find out at story time who it belongs to . ((Z heads off across
 room, stays and chats, plays with some chn on the mat, wanders then to
 block corner to play with another boy;they argue about putting cars
 away. T approaches))
 N2K175 ...(3:32.9) Hang on a sec ,
 N2K176 hang on .
 N2K177 Where are the men who go in here ? ((T holds a container down to
 boys. Other boy has seen it. T follows him to get the figures.Z
 continues playing with cars.Then Z wanders away, around kinder, over
 to mat and books where T is))
 N2K178 ...(3:39.1) Z ,((voc))
 N2K179 Z , ((Voc))
 N2K180 put it on the shelf , ((Z had picked up a toy from the shelf near the
 books))
 N2K181 sweetheart .
 N2K182 so we can find out who it belongs to . ((Z puts toy back on shelf,
 wanders. Many chn milling around between packing up and going to
 mat for story, songs, birthday celebrations for 2 chn. Eventually Tch
 calls them all together))
 N2KG183 ...(2:38.8) I 've got a song we have n't had for a long time . ((Chn call
 out names))
 N2KG184 No it 's not Billy Billy . ((Chn continue calling out))
 N2KG185 xx people with dirty faces and dirty teeth and knotty hair .
 N2KG186 ...(6.8) X x sit down . ((Chn keep calling out over Tch, still lots milling
 around, Z still wandering, Tch still organizing things, discusses b'day
 cakes with asst, comes back to mat))
 N2KG187 ...(54.2) You might be able to help Z .
 N2KG188 Z found this at kinder this morning . ((T holds toy up for all to see))
 N2KG189 And we thought it might be his . ((Child calls out))
 N2KG190 It 's Tara 's .
 N2KG191 Are n't you pleased Z found it for you ? Otherwise it might have got
 lost .((To Tara))
 N2K192 Thanks ,

N2K193 Z . ((Voc))
 N2KG194 Okay ,
 N2KG195 let 's sit down .
 N2KG196 got your ears ready ?
 N2KG197 Or got your voices ready I should say .
 N2KG198 Ready to wash your x faces ? ((Z talks to child next to him, obscures
 T's voice. T puts cassette on with song, chn doing motions with song))
 N2KG199 ...(2:34.5) All right , ((T calls out to get attention again when song
 ends))
 N2KG200 One more song ! ((Chn call out song names, T just starts tape again))
 N2KG201 One more song . ((Song plays, chn sing. After, T talks to individuals
 in the group who claim floor, Z ignores and talks with chn near him;
 then T addresses whole group))
 N2KG202 ...(3:20.) X very quietly around the edge of the mat and have a look
 with your eyes . ((Asst has set b'day cakes out on table)) What can you
 see on the table ? ((Chn call out 'cake', Tch tries to regain order))
 N2KG203 ...(5.4) <f Sit down around the edge of the mat . f>
 N2KG204 Sit down around the edge of the mat . ((T walks towards table, helping
 a couple of chn sit down))
 N2KG205 ...(1.8) Not one cake ,
 N2KG206 not two cakes ,
 N2KG207 but= ..
 N2KG208 Chn; three cakes .
 N2KG209 T; Three cakes .
 N2KG210 Very good . ((Then individual chn call out, get T's attention. Z talks to
 mate; T invites 'strays' to sit down, singing happy b'day begins. T talks
 to first b'day child, then whole group))
 N2KG211 ...(49.4) What can you see ? ((T holds cake up for chn))
 N2KG212 Chn; <f A butterfly ! f>
 N2KG213 T; A BEAUTiful pink butterfly . ((Then T makes quick comment to B))
 N2KG214 ...So B 's mum has brought this x for her birthday .
 N2KG215 Let 's light the candles .
 N2KG216 ...(2.8) Do this one , ((T starts lighting candles, talks to B))
 N2KG217 Chn; ...(6.8) One= .. two= .. three= .. four= .. five= .
 N2KG218 Ran out !
 N2KG219 T; I ran out of matches . ((Asst helps while T responds to individual
 child))
 N2KG220 ...(6.8) Okay !
 N2KG221 Birthday person number one ,
 N2KG222 are you ready to sing ? ((All sing, B told to blow out candles, a lot of
 difficulty))
 N2KG223 ...(53.9) Ah well done . ((T to B, all chn clap))
 N2KG224 Now how many claps ? ((To whole group))
 N2KG225 Chn; <f Five ! f>
 N2KG226 <f One two three four five ! f>
 N2KG227 T; And= .. a big one to grow on ! ((Followed by noise and clapping))

N2KG228 ... (4.8) Right ,
 N2KG229 we 'll put B's cake on the table . ((Then T addresses other chn's
 behaviour))
 N2KG230 ... (2.1) We 've got another one here . ((Many chn calling out, popping
 up, etc; T reaches for another cake on the table behind her and some
 matches on shelf))
 N2KG231 ... (12.3) <f Look what we 've got . f>
 N2KG232 ... (3.7) This one 's for Matthew Lx .
 N2KG233 It 's got racing cars ,
 N2KG234 see , ((T holds cake so that all chn can see))
 N2KG235 racing around on his cake . ((T manages 1 child who wants to look
 closely, gets matches from child who's been holding them. Z moves
 close to see cars))
 N2KG236 ... (12.4) Very smart cars ,
 N2KG237 but they 're definitely not for eating . ((T gets a couple of chn to move
 back while she lights candles.))
 N2KG238 ... (7.2) Right ,
 N2KG239 you ready to count ?
 N2KG240 Chn; Yep .
 N2KG241 One= .. two= .. three= .. four= .. five= ..
 N2KG242 T; Another five .
 N2KG243 ... (5.2) Five candles . ((On finishing lighting them all))
 N2KG244 And now the birthday song , ((T interrupted by child with question))
 N2KG245 ... (6.2) Now are you ready to .. have a sing ?
 N2KG246 Ready ? ((Singing and hiphop hooray))
 N2KG247 ... (20.2) Okay , ((Then a few chn start to clap))
 N2KG248 well let 's let him blow them out first .
 N2KG249 ... (1.5) Ah well done ! ((To Matthew))
 N2KG250 ... (4.8) You ready for your birthday claps now ?
 N2KG251 Okay ,
 N2KG242 Chn; One= two= three= four= five= , ,
 N2KG243 T; <f One to grow on , f>
 N2KG244 Chn; Six .
 N2KG245 T; A growing clap . ((T talks to Matthew Lx))
 N2KG246 ... (2.5) Okay ,
 N2KG247 we 'll put this one back .
 N2KG248 Chd; One more .
 N2KG249 T; One more . ((Handed another b'day cake))
 N2KG250 This is a special one .
 N2KG251 This is going to trick you .
 N2KG252 Z; Whose is it ?
 N2KG253 Chn; Matthew Axx 's .
 N2KG254 T; Have a look at the cake= .
 N2KG255 Now move back move back .
 N2KG256 ... Matthew is our first kinder person to be six this year .
 N2KG257 Wowee . ((Lots of chn, including Z, commenting right through this

part))
N2KG258 X x x x x .
N2KG259 So ,
N2KG260 Matthew is six .
N2KG261 We 'll light the candles and just make sure . ((T gets matches, moves
child back, gets Matthew A to come forward))
N2KG262 ...(18.6) I wonder if we can light six candles with just one match .
N2KG263 Chn; One= two= three= four= five= six= seven= .
N2KG264 T; Hang on hang on hang on .
N2KG265 You did seven .
N2KG266 Let 's try again .
N2KG267 Chn; One= two= three= four= five= six= !
N2KG268 T; Six candles .
N2KG269 What do you think ? ((To Matt))
N2KG270 Is that what you 'd like ? ((To Matt. then other chn call out
comments)))
N2KG271 ...(4.4) Are you ready to sing to Matthew ?
N2KG272 Chn; ((Sing b'day song and hip hip))
N2KG273 T; ...(20.4) Matthew 's got six to blow out ,
N2KG274 so sit very very still .
N2KG275 Are you ready ? ((Matt needs a lot of help, coaxing))
N2KG276 Let 's sit a bit quieter .
N2KG277 ...(9.8) Right ,
N2KG278 one 's gone . ((After Matt blew one out))
N2KG279 ... Two .
N2KG280 ...(3.5) <f Wow you 've nearly done it ! f>
N2KG281 ...<f One more to go ! f>
N2KG282 Oh ! ((Everybody claps. Then T asks Matt about number of claps))
N2KG283 ...(6.4) Ready for six claps . ((To all))
N2KG284 Chn; One= two three four five six .
N2KG285 T; And here it is .. one to grow on .
N2KG286 Chn; ((Everybody claps, shouts. T talks to Matt, other chn near him, hands
cake back to helper, turns back to chn to get their attention))
N2KG287 T; ...(34.6) Everyone on the mat stand up .
N2KG288 ...(1.8) Everyone on the mat sit down .
N2KG289 ...(1.1) Everybody on the mat lie down on the mat .
N2KG290 ...(2.4) Everybody on the mat put your nose on your knee .
N2KG291 ...(2.1) Everybody on the mat put your hands on your toes .
N2KG292 ...(2.6) Both hands on both toes .
N2KG293 ...That 's better .
N2KG294 Put your .. knees on the carpet .
N2KG295 ...(1.8) Put your head on the carpet .
N2KG296 ...(1.5) Put one EAR on the carpet .
N2KG297 ...(1.8) Very carefully put one leg up in the air .
N2KG298 ...(1.8) Well done .
N2KG299 ... Very carefully put two legs up in the air .

N2KG300 ... How are you going to do that ?
 N2KG301 Ahh nice to see .
 N2KG302 ... Very carefully put your tummy up in the air .
 N2KG303 Good work ,
 N2KG304 Z . ((Voc. Various complements to individual children))
 N2KG305 ...(6.0) Okay stand up straight .
 N2KG306 ...(3.5) Put your hands on your knees .
 N2KG307 ...Hands on your shoulders .
 N2KG308 Hands on your heads ,
 N2KG309 hands on your toes ,
 N2KG310 hands on your nose ,
 N2KG311 wiggle your nose ,
 N2KG312 wiggle your fingers .
 N2KG312 ...(17.5) Now I want you to listen to x very very carefully . ((Tch
 reaches around to book shelf to get story book while chn slowly settle))
 Tape ends.

During N2KG Z makes many responses but not heard by T.

N3 ACTIVITY DESCRIPTION KINDER CONTEXT

TIME	ACTIVITY	TALK
1:03	B playing with puzzles, T approaches work on puzzle, T leaves & B completes	Real Quest, then reminder of how puzzle pieces go, questns on how might go
1:05	J approaches, leads B to table to work on traffic lights, T there with other chn	Questns, suggestion. T explains what they're working on
1:07	B leaves construction table, wanders, chn ask her about mic, T approaches T helps B with construction task, then leaves, chn talk with B	T suggests B returns to task T explains task again to B
1:15	T returns to table where B & others are working on traffic light construction T leaves to prepare materials	Complements B's work, explains next steps, reminds chn of how traffic lights look, real quest to B
1:22	T returns to table, helps B for a while, then leaves again	T discusses how traffic light should look with B, offers bits for construction; discuss construction process
1:29	T returns to table, inspects progress, suggests next step at easel, both leave	T complements B on production, suggests painting of light
1:30	Look at another child's work on way to easel	Asks real questns on B's experience
1:31	T & B go to easel to paint work, T helps, then B paints on her own	T chats process, reminders about painting
1:36	T comes to help B put t'light to dry, then B goes to wash hands	T suggests B puts painted traffic light to dry and washes hands; asks B to explain mic to child. T explains for her; another child approaches and talks
1:38	B goes to play with puzzles on mat, talks some with another child	
1:51	Asst comes to sit on mat, read to chn, B & friend continue working on puzzle	
2:03	T comes to mat. T complements B on puzzle work	
2:04	Tape finishes	

N3 AT KINDERGARTEN

R comes into kinder, gets mic clipped on and goes over to mat to work on puzzle. Another child is there too. B doesn't answer T's questions, often nods or points (not always clear on video).

N3K1	T;	..(37.4) Oh B ,
N3K2		how are you going with THIS one ?
N3K3		Now remember with this one you need to have that little bit ,
N3K4		see this bit here ?
N3K5		... That bit there has to go in that little groove there .
N3K6		Now once you 've got that x x ,
N3K7		see where that fits ,

N3K8 NOW .. where 's the round bit that x in there ?
 N3K9 ...(3.1) Does it fit like that ?
 N3K10 or do you think there 's another way it might go .
 N3K11 ...(4.8) Do you think x x x the right spot ?
 N3K12 What about that one ?
 N3K13 Are you sure it 's in the right place now ?
 N3K14 ...(1.9) I think x x it might be .
 N3K15 We might have to take that x out .
 N3K16 That should be the one that comes out ?
 N3K17 Now what part is going to fit around the round bit ?
 N3K18 ...(1.9) Try that one .
 N3K19 You see if it 's that one .
 N3K20 ...(2.2) NOW we 've got a problem because THAT one does n't fit ,
 N3K21 <^ does it ? ^>
 N3K22 ...(2.1) Maybe .. what if we take out all these xs ,
 N3K23 B ?
 N3K24 And then ... x them around and ,
 N3K25 ...(1.1) What one x x ?
 N3K26 You might want to x x . ((Then T is distracted by a child & a parent for
 a while))
 N3K27 ...(51.2) <1 Well done= . 1> ((B & friend finished puzzle, T comments
 then distracted))
 N3K28 ...(9.7) Well done ! ((Then T asks another child for comment on
 puzzle))
 N3KG29 ...(10.1) Can you hear someone making music over there ? ((To R &
 friend))
 N3KG30 Let 's have a look and see what 's happening over there . ((T & other
 child get up and walk away, R stays on mat))
 N3K31 AS; ...(20.1) R ,
 N3K32 what are you going to do ,
 N3K33 darling .
 N3K34 You can get up and walk around and move around .((Asst. helps R up
 from floor, leads her away))
 N3K35 T; Come and have a look at our traffic lights ,
 N3K36 R . ((T calls from table nearby))
 N3K37 AS; Come over here and see what { we 're making . } ((Asst leads R))
 N3K38 T; { X x x } our traffic lights .
 N3K39 AS; Come over and see .
 N3K40 T; ...(6.1) You might like to make some traffic lights too ,
 N3K41 R . ((T had just explained how to other chn, Asst walks away))
 N3K42 This is how we 're doing them today .
 N3K43 X x we 're going to talk about road rules . ((Child arrives at kinder,
 distracts T))
 N3K44 ...(17.3) Have n't you ,
 N3K45 sweetheart . ((T just explained mic to other child, confirms with R))
 N3K46 You 're having a special day today .

N3KG47 Just R .
 N3KG48 Is n't SHE a lucky girl . ((T is trying to reassure R who seems very shy))
 N3KG49 Just a little box .
 N3KG50 ...(23.2) Tricia 's here .. just to watch us at kinder today .
 N3KG51 ...And R 's helping .
 N3K52 Are n't you ,
 N3K53 R ? ((T explains Tr's presence, mic and then explains construction to others))
 N3K54 ...(57.5) R ,
 N3K55 love ,
 N3K56 here 's one for you .
 N3K54 Right ?
 N3K55 Now= what else do we need ,
 N3K56 R ?
 N3K57 One of these things to go on the bottom ?
 N3K58 And come over here and we 'll have a look for a box .
 N3K59 ...(2.8) There 's that there or otherwise you need to go over and xxx .
 ((R goes over to different corner where she talks with other chn))
 N3K60 ...(44.2) R love ,
 N3K61 that might be the sort of box to go on the top ,
 N3K62 do n't you think ?
 N3K62 Come over to your seat ,
 N3K63 love .
 N3K64 ...(3.3) Come over here and I 'll show you how . ((T & R go over to construction table where T talks with another child, then R))
 N3K65 ...(10.8) Now what you have to do ,
 N3K66 R ,
 N3K67 is put that one on there= ,
 KNC68 ..then put your BOX on the top .
 N3K69 Can you put your box on the top there ?
 N3K70 ...(4.2) That 's difficult .
 N3K71 Maybe you need to turn the box upside down .
 N3K72 Turn it round . ((T distracted by another child))
 N3K73 ..(48.5) Now ,
 N3K74 R ,
 N3K75 you need some black paper to paste on there .
 N3K76 ...x x and cut that to the right size like that .
 N3K77 You got some scissors ?
 N3K78 ...Why do n't you go and get some scissors x x x x . ((R gets scissors, T leaves table, chn continue construction, talking to each other))
 N3K79 ...(4:5.5) What you need to do is cut , ((T comes over to stop fight, leans over to help R.))
 N3K80 cut over here ,
 N3K81 sweetheart .
 N3K82 So if you cut a straight line there ,

N3K83 and paste it like -- ((another child distracts T, showing construction))
 N3K84 ...(23.9) Now R ,
 N3K85 first of all you need to put your black paper on to your box .
 N3K86 Get some paste ,
 N3K87 sweetheart . ((T distracted, helps other chn, questions another group))
 N3K88 ...(2:33.2) R ,
 N3K89 are you ready -- ((Another child shouting))
 N3K90 are you ready to start putting on traffic lights x ,
 N3K91 R ?
 N3K92 R; ((Nods))
 N3K93 T; Okay I 'll just x x x . ((Child nearby is shouting, T goes over to finish
 looking at another child's work, then to nearby to cut out colored paper
 for lights))
 N3KG94 ...(1:22.6) Now who needs lights ? ((T, sitting at nearby table tracing
 onto colored paper, looks across at chn who keep working))
 N3K95 ...(24.2) R ,
 N3K96 what color light goes at the top ? ((T asks from adjoining table,
 another child tries to tell R answer))
 N3K97 Can you remember what color light goes at the top ?
 N3K98 ... Red one ? ((T continues tracing, chn working))
 N3K99 ...(1:51.2) What I 've done ,
 N3K100 R , ((T comes over and sits next to R to work on traffic light with her))
 N3K101 I 've traced some circles ,
 N3K102 now have you got some X ? ((Then T distracted by noisy boy asking
 questn))
 N3K103 ...(5.1) Now= ,
 N3K104 you need .. a red= one ... x green .
 N3K105 Love,
 N3K106 you cut out a red one , ((T cuts out circles too))
 N3K107 You 've got red=
 N3K108 So what comes underneath the red one ? ((Boy returns, interrupts
 again))
 N3K109 ...(12.1) A yellow one .
 N3K110 And then have you got a green one xxx yet ?
 N3K111 R; No . ((T interrupted by boy again))
 N3K112 T; ...(19.2) Where does the red one go ,
 N3K113 Sweetheart ?
 N3K114 Do you remember ?
 N3K115 R; ((R nods, points))
 KNC116 T; Good .
 N3K117 All right ,
 N3K118 let 's have a look=
 N3K119 Have a look .
 N3K120 What else do you need ? ((T & R look around table, other chn distract))
 N3K121 ...(4.9) X x x x . ((Constructn of traffic light proceeds, other chn show
 theirs))

N3K122 ... (13.4) paste it on to the bottom of it ?
 N3K123 ... Some black= PAPER ?
 N3K124 And what are these -- ((Girl interrupts instructing R loudly how to do it))
 N3K125 ... (3.2) Okay ?
 N3K126 THAT 's the girl .
 N3K127 There you are ,
 N3K128 R . ((R continues next step, T talks to other chn))
 N3K129 ... (37.6) NOW= ,
 N3K130 R ,
 N3K131 what color comes next ?
 N3K132 R; ... (5.1) Yellow .
 N3K133 T; Yellow .
 N3K134 Is that the one you need ? ((Cellophane circles on table))
 N3K135 You need to cover that with this x x . ((Then T talks to another child))
 N3K136 ... (19.7) Can you get it in ?
 N3K137 R , ((Light is a rectangle with 3 colors fixed over cardboard tube))
 N3K138 push it in . ((T turns away from table to talk to another child, further distracted, then leaves table while R continues pasting, sticking etc.))
 N3K139 ... ((3:23.1)) Well ,
 N3K140 R !
 N3K141 X x you do THAT ! ((T looks over at table where R has been working))
 N3K142 Are you pleased with that ?
 N3K143 I think you 've done a great= job . ((Another child interrupts saying she hasn't finished))
 N3K144 ... (48.8) Now , ((T comes to sit near R))
 N3K145 let 's x x x .
 N3K146 That 's terrific .
 N3K147 You want to x x show Mum and J ? ((T refers to R's older sister))
 N3K148 x x x .
 N3K149 Just turn around and x x ((Other child nearby sings loudly))
 N3K150 ... (4.5) What color is the post ?
 N3K151 R; ... (2.5) Um= ,
 N3K152 ... green .
 N3K153 T; The post is WHAT ?
 N3K154 What color is that ? ((T points to poster of traffic lights))
 N3K155 R; ... (1.2) Yellow .
 N3K156 T; Right .
 N3K157 So you 've got the black bit ,
 N3K158 this is the black bit up at the top with the lights in it .
 N3K159 Would you like to come and paint your post yellow now ?
 N3K160 R; ((Nods))
 N3K161 T; Okay .
 N3K162 Come over -- ((T is interrupted by another child asking a question))
 N3K163 ... (4.5) You come over to the easel ,

N3K164 Sweetheart ,
 N3K165 and you can paint your post yellow . ((T distracted again, doesn't get
 up. There's a small group around her, one with a picture story))
 N3K166 ...(16.0) Come and I 'll show you .
 N3K167 Did you see James' story ?
 N3K168 This is the policeman at the traffic lights .
 N3K169 Who 's driving the car= ?
 N3K170 Did mummy stop at the red light ?
 N3K171 Does your mum stop at the red light ?
 N3K172 ... when she 's riding her bike ?
 N3K173 R; She did n't .
 N3K174 T; She DID n't !
 N3K175 R; So she just walks and x x li=ght .
 N3K176 T; X but she was very careful crossing the road= . ((T talks to J.))
 N3K177 ...(10.6) R ,
 N3K178 we 'll go and find some newspaper ..
 N3K179 for you to put your traffic lights on while you paint them . ((T & R
 walk over to painting area))
 N3K180 ...('0.3) X x x .
 N3K181 They 're a lovely bright color ,
 N3K182 are n't they ?
 N3K183 There you are ,
 N3K184 sweetheart . ((T spreads paper out on floor near easels. R paints on
 floor))
 N3K185 Put your traffic lights down on the paper .
 N3K186 ...You need to be very careful when you 're painting . ((Another child
 interjects))
 N3K187 T; Aw you 'll be careful ,
 N3K188 wo n't you ,
 N3K189 love ?
 N3K190 Remember to wipe the drips off your brush
 N3K191 so that you do n't get paint on your skirt .
 N3K192 There you are ,
 N3K193 love . ((T walks away leaving R painting traffic light pole. R then
 stands up with painted pole))
 N3K194 ...(3:56.7) R , ((T sees R, calls out from across room, gets up &
 approaches))
 N3K195 you need to put that on a newspaper to dry ,
 N3K196 Sweetie .
 N3K197 X x x . ((T talks as she walks quickly towards R who's holding wet
 pole and points towards newspapers on floor near painting drying
 racks))
 N3K198 That 's the girl . ((They bend over to put pole on floor))
 N3K199 You 've done a great job xx ,
 N3K200 R .
 N3K201 What do you need to do now ? ((Both standing up))

N3K202 R; ..Wash my hands .
 N3K203 T; Wash your hands .
 N3K204 X x . ((Then other chn ask R what the microphone is))
 N3K205 Do you want to show them what that is ? ((Chn offer their own
 answers including asking if someone can talk through there))
 N3K206 ...(6.8) R can ,
 N3K207 ca n't you ,
 N3K208 Sweetheart .
 N3K209 Is n't she a lucky girl today .
 N3K210 Give your hands a wash ,
 N3K211 Sweetheart .
 N3K212 Then you might like to --((T interrupted by girls who had asked about
 mic, R walks off to washroom to wash hands, returns to mat, Tr comes
 to adjust mic
 N3K213 Tr; ...(2:57.8) R , ((Tr is researcher))
 N3K214 I 'm just going to x x x ,
 N3K215 Honey .
 N3K216 Is that all right ? ((Tr adjusts mic antenna lead))
 N3K217 ...Okay ? ((R continues playing on mat, shifts to different part to work
 on puzzles, eventually with other child))
 N3K218 R; ...(24:58.3) I= did it . ((T approaches R where she's doing puzzles on
 the mat))
 N3K219 T; You 're pretty good at puzzles ,
 N3K220 R ,
 N3K221 are n't you ,
 N3K222 love ?
 N3K223 ..(2.4) Now= ,
 N3K224 let 's turn over all these .
 End of tape

N4 ACTIVITY DESCRIPTION KINDER CONTEXT

TIME	ACTIVITY	TALK
12:59	D at door with Asst	Asst greets, encourages D to come in, play
1:00	D & Asst go to table to cut out 'snakes' for show bag, then Asst leaves	Asst explains task
1:07	Asst tells D to put finished snake in show bag. D then goes to painting corner	Directive
1:08	D wanders, goes to play puzzle at table. Another child comes	No adult talk
1:17	Asst joins D at table; D continues with puzzle	Asst discusses puzzle with D
1:25	D starts another puzzle, Asst comes, goes. D does another puzzle	Asst compliments D on puzzle work
1:34	Asst joins D at table, both go back to snakes table	Asst suggests a different activity to D
1:36	Asst & D go over to paint stamping table. D sits, Asst leaves	Asst talks about activities with D
1:38	T comes to table	T comments on paintings
1:40	D goes over to drawing table	Asst comments on D's work
1:41	T comes to drawing table, does drawing with the chn	T converses with chn on pets, pictures, drawing, some counting
1:46	D wanders away, just wanders around kinder	No adult talk
1:48	Asst approaches. D goes to washroom	Brief exchange between Asst and D
1:50	D & another girl work on 'pasting' with sticky tape	
1:55	D & friend show T their work	T comments on work
1:56	D goes to morning tea table	Mum offers fruit, drink
2:00	D leaves table Tape finishes	

N4 AT KINDERGARTEN

N4K1	AS;	What are you going to do first today,
N4K2		D ?
N4K3	D;	Nothing . ((D seemed a'bit shy))
N4K4	AS;	Oh ,
N4K5		you 've got to do LOTS of things .
N4K6		Come on !
N4K6		Come and make a snake= . ((Asst & D walk over to a table where materials are set out))
N4K7		...(7.2) Here ,
N4K8		sit down here .
N4K9		I would like to do one of these ,
N4K10		would n't you ,
N4K11		J ? ((To child walking past table))
N4K12		...(3.1) You have to x this ,
N4K13		X are making show bags here to take to the show .

N4K14 You need the scissors to cut around ,
 N4K15 around that black line 'til you come to the snake 's head .
 N4K16 And we 're going to put it in that box ,
 N4K17 put your name on it and put it in that box to put in the show bag .
 N4K18 ...(1.5) <^ Can you do that ? ^>
 N4K19 <^ Come on . ^>
 N4K20 ...<^ Would J like to do that ? ^> ((To J again who is near the table))
 N4K21 <^ Would J like to do one of those for the show bags , ^>
 N4K22 make a big long curly snake ? ((To J))
 N4K23 Mrs. X might do one of those ,
 N4K24 do you think ? ((To J))
 N4K25 X might make a green one . ((To J))
 N4K26 Would you like a GREEN one ? ((To J))
 N4K27 ... or Brown= ? ((To J))
 N4K28 ... What would you like ? ((To J))
 N4K29 Yellow ? ((To J))
 N4K30 J; I do n't want to do one .
 N4K31 AS; Oh righty oh . ((To J))
 N4K32 That 's okay . ((ToJ))
 N4K33 D; I 'm not going to x with NOthing . ((D proceeds making snake))
 N4K34 AS; Oh , ((Asst looks away from D, around kinder, addresses group of boys
 whom she tries to interest in making snakes, leads them over to table))
 N4K35 ...(30.0) That 's the idea . ((To D who is sitting working on snake))
 N4K36 D;
 N4K37 AS; Stay on the lines . ((D is cutting out snake))
 N4K38 That 's the girl .
 N4K39 D; ...(35.3) I x X X= . ((Slightly babyish talk))
 N4K40 ... I x x X THAT .
 N4K41 X x x that . ((Asst does not respond, talks to other adults, leaves table))
 N4KG42 AS; ...(2:0.0) How did you go ? (To all the chn cutting out snakes, Asst
 came back to table))
 N4K43 Ah= . ((Asst moves around to one of the boys, looks around table,
 tidies scraps, walks away. D finishes snake, gets up, meets Asst))
 N4K44 D; ...(2:57.8) I 'm done .
 N4K45 AS; Put your name on it and put it in the box .
 N4K46 It 'll go in your show bag .
 N4K47 That 's it .
 N4K48 ... Go and paste your name on it ,
 N4K49 Sweetie .
 N4K50 X x in your show bag ,
 N4K51 okay ? ((D goes across room to get one of her names tags, wanders, sits
 at puzzle table, works alone on puzzle))
 N4K52 AS; ...(9:12.7)How are you ? ((Asst comes over to D at puzzle table))
 N4K53 ...(1.3) How you going ,
 N4K54 Sweetie ?

N4K55 ... (1.6) Oh you're doing very well . ((Asst comments on progress on puzzle))
 N4K56 ... (2.0) Good girl= .
 N4K57 What do you think this could be a picture of ?
 N4K58 ... (2.0) What do they look like to you= ?
 N4K59 ... (2.7) Xs= ? ((D doesn't reply to Asst, just smiles, looks & keeps working on puzzle))
 N4K60 ... (7.1) You've got to find a corner piece .
 N4K61 Do you see corner pieces ?
 N4K62 ... Good girl= .
 N4K63 I think that one goes at the top .
 N4K64 I'll help you out .
 N4K65 Goes at the top .
 N4K66 THERE 's a corner piece .
 N4K67 ... Right ,
 N4K68 Good girl= ! ((Both continue looking at pieces, D working on puzzle))
 N4K69 ... (15.6) Nuh ,
 N4K70 might go on the side= .
 N4K71 ... (2.5) Do you think it might go on the side ?
 N4K72 It 's the one that goes along the edge . ((Puzzle has border pieces))
 N4K73 x x x .
 N4K74 See where it goes= .
 N4K75 Uh ,
 N4K76 ... where are x shoes ?
 N4K77 Can you find any of the shoes along here ?
 N4K78 ... (7.4) It 's got a straight side ,
 N4K79 and it 's got a curly piece that goes up like that .
 N4K80 ... Find a piece that 's got a straight= side ,
 N4K81 ... (8.7) Hm ,
 N4K82 ... what about that= piece ?
 N4K83 It 's got a straight side .
 N4K84 ... (3.4) Good girl= .
 N4K85 Mhm .
 N4K86 ... (2.1) This one 's got a straight side ,
 N4K87 so it must be a side piece ,
 N4K88 or a top piece .
 N4K89 Okay ?
 N4K90 ... (7.0) That's it .
 N4K91 See it's got a straight side so it must be a top piece .
 N4K92 Okay ? ((Asst then distracted by boy showing his snake))
 N4K93 ... (5.2) How are you going X ?
 N4K94 <^ Do you think that could fit into there= ? ^>
 N4K95 <^ Will that fit into there ? ^>
 N4K96 No .
 N4K97 ... Ah ,

N4K98 nearly . ((Asst distracted by boy with snake to whom she gives directions, returns to watch D))
 N4K99 ...(10.5) Yeah ,
 N4K100 straight edge ,
 N4K101 love ,
 N4K102 straight edge .
 N4K103 ...(2.6) Do you see something with a straight edge?
 N4K104 Is that a straight edge ?
 N4K105 ...(9.6) I think you need a piece of white ,
 N4K106 D .((Asst & D look at pieces, other chn join them at the table, watching))
 N4K107 Where 's a piece of white ?
 N4K108 ...(8.4) What about that piece ?
 N4K109 ...(7.2) No ,
 N4K110 I do n't think that 's right ,
 N4K111 is it ?
 N4K112 D; ((D nods affirmative))
 N4K113 AS; That might come down a bit further ,
 N4K114 I think .
 N4K115 That 's got to have the yellow hair .
 N4K116 ...(6.4) And that 's x x x= .
 N4K117 It 's Snow White and here 's the prince . ((Asst points to part of puzzle))
 N4K118 X x x the prince x x x it out ?
 N4K119 ...(5.3) Try that corner . ((D has a piece in her hand))
 N4K120 <^ Try that corner ? ^>
 N4K121 Turn it around so you got the x x .
 N4K122' X x x .
 N4K123 D; X x x x .
 N4K124 AS; No ,
 N4K125 that must go there .
 N4K126 That 's his sword= .
 N4K127 Can you see the rest of his sword ?
 N4K128 ... This piece here .
 N4K129 ...(5.6) That 's it !
 N4K130 ... Looks like his brown boots .
 N4K131 ...(6.7) Pointy piece ,
 N4K132 is n't it ?
 N4K133 D; ... X x goes like that .
 N4K134 AS; Very pointy .
 N4K135 D; And { sharp . } ((D runs finger along puzzle piece))
 N4K136 AS; { Do you } see a piece with his brown boots on it ?
 N4K137 ...(3.2) It 's got to have a straight edge .
 N4K138 ...(9.0) That looks like IT .
 N4K139 ...(2.6) Ver=y good= .
 N4K140 ...(1.6) Now this is Snow White 's yel=low dress xing there .

N4K141 X x x yellow dress , ((D continues working while asst attends to other
 chn))
 N4K142 ...(44.5) Does that go down this side ? ((Asst returns to help D))
 N4K143 ...Good= girl= .
 N4K144 ...(9.7) Actually I think this one could be a side one of his hair .
 N4K145 ...X x x . ((Asst leaves table, D continues and completes puzzle, starts
 another))
 N4K146 ...(2:29.8) <^ You got it finished ! ^> ((Asst comes back to the table))
 N4K147 Good girl= .
 N4K148 Very good .
 N4K149 Did Sarah help you or did you do it all by yourself ?
 N4K150 D; I did it . ((D taps her chest))
 N4K151 AS; Ah= ,
 N4K152 give yourself a pat on the back .
 N4K153 ... Terrific . ((Asst leaves table, D completes 2nd puzzle, gets a 3rd.
 After a few minutes the asst. comes back over to her at the puzzle
 table))
 N4K154 ...(7:57.3) X ,
 N4K155 Danielle ,
 N4K156 you 've chosen another very hard puzzle .
 N4K159 Would you like to ... do something else ?
 N4K160 ... Make a showbag ?
 N4K161 Do you want to finish your showbag ? ((D just looks at AS & listens))
 N4K162 Do you want to finish this tomorrow ?
 N4K163 I 'll do this with you tomorrow .
 N4K164 Would you like to do your showbag ,
 N4K165 cause we need them for ... or a painting
 N4K166 so there 's a painting on it .
 N4K167 Okay ,
 N4K168 for tomorrow ? ((D nods agreement))
 N4K169 X x x x x .
 N4K170 Come on !
 N4K171 We 'll put them in like that ,
 N4K172 that 's the girl ,
 N4K173 ... and we 'll finish that tomorrow .
 N4K174 we 'll do that tomorrow together ,
 N4K175 okay ?
 N4K176 You can do a painting or your show bag or x x x .
 N4K177 ...(7.8) That 's it ! ((Asst had been replying to other child at table,
 addressed D as the puzzle was 'packed up'))
 N4K178 Come on quickly ,
 N4K179 we 'll do a show bag or a painting . ((Asst leads D away, hand in hand,
 from puzzle table to a table behind them where others are cutting out))
 N4K180 ...(7.5) <^ Have you done a snake yet , ^> ((D takes seat at table))
 N4K181 <^ Danielle ? ^>
 N4K182 ...(2.1) Start cutting along that line ,

N4K183 and you go around .
 N4K184 ...(4.6) Anyway , ((Asst had turned away to talk to a mother briefly))
 N4K185 you start on this line here ,
 N4K186 sweetie .
 N4K187 Along there ,
 N4K188 you cut right= around . ((Asst looks away, starts to walk away, D looks after her))
 N4K189 ...(3.3) <^ Have you done a snake , ^>
 N4K190 <^ Danielle ? ^>
 N4K191 D; ((Nods, smiles))
 N4K192 AS; @Oh .
 N4K193 Do you want to do a painting ? ((Asst talks briefly to another child, fixes D's mic & leads her away to painting table where chn can stamp paints))
 N4K194 ...(22.6) There you are . ((D gets smock & sits down, Asst puts paper down on table for her to use & helps other child at table at same time))
 N4K195 ...(5.8) You can talk= ,
 N4K196 Danielle .
 N4K197 You do n't have to be x .
 N4K198 You can talk x .
 N4K199 Which paint are you going to use first ?
 N4K200 Show Mrs. x .
 N4K201 Which paint are you going to use ?
 N4K212 D; This one .
 N4K213 AS; Right .
 N4K214 ...(1.9) What color is it ?
 N4K215 D; Pink .
 N4K216 AS; Good girl= . ((Asst then walks off with another child in hand. D keeps painting))
 N4KG217 T; ...(1:32.1) X x x these into a show x for a show bag . ((T approaches and addresses three chn at stamp painting table))
 N4K218 C; ... What for ,
 N4K219 Miss M ?
 N4KG220 T; What for ?
 N4KG221 ...(1.4) Do you know what 's happening this weekend in Benalla ?
 N4KG222 X x x x x . ((T to child standing at the back of her; T returns to group))
 N4KG223 D; X x x x .
 N4K224 T; Oh !
 N4K225 Thank you ,
 N4K226 Danielle .
 N4K227 That 's a lovely color .
 N4KG228 This weekend there 's something special on in Benalla ,
 N4KG229 <l called the Benalla show= . l>
 N4KG230 X x x x show bag .
 N4KG231 C; X x x Miss x's making one of those= .
 N4KG232 T; X making one too .

N4KG233 X x x .
 N4KG234 When it comes to Friday when the show 's on ,
 N4KG235 Take your show bag . ((Friday is show day holiday))
 N4KG236 ...(1.4) Yeah . ((T watches girls at table, other chn & aide around & behind her))
 N4KG237 C; ... (8.7) Are you going to the Benalla Show ?
 N4KG238 T; Yes ,
 N4KG239 I think I might go and have a look .
 N4KG240 D; ...I can't hardly fit any more ! ((D refers to stamped images on her painting))
 N4KG241 T; ... x x through .
 N4KG242 Actually I put some pictures up on the wall of some of the things that happen at the show .((D takes smock off & stands up, T points to wall))
 N4KG243 Wood chopping and= um show jumping .. with the horses ,
 N4KG244 { and get prizes . }
 N4KG245 D; { I 'm going to put , }
 N4KG246 { Miss , }
 N4KG247 I 'm going to put my name on it .
 N4K248 T; Terrific ,
 N4K249 and then ,
 N4K250 do you think you 'd be able to hang it up ,
 N4K251 Danielle ? ((D goes over to box on wall with name tags in it, gets one out and heads back to where she can hang painting to dry. Goes pass Asst at easels))
 N4K252 AS; ...(23.8) Good girl= .
 N4K253 <^ Would you like to hang it up yourself? ^>
 N4K254 ...<^ Danielle ? ^>
 N4K255 <^ Would you like to hang it up yourself ? ^?
 N4K256 <^ Or not ? ^>
 N4K257 ... You do n't want to .
 N4K258 I 'll do it . ((Asst takes D's painting, D wanders, goes to drawing table where T joins her and another child))
 N4K259 T; ...(52.6) We got to get your x .
 N4K260 Do you know what we 're doing tomorrow ,
 N4K261 D ?
 N4K262 D; X x x . ((Surrounding chn noisy))
 N4K263 T; You 're getting x x x .
 N4K264 What are you going to draw today ?
 N4K265 ...(3.4) What are you going to draw for mum and dad ?
 N4K266 ...(10.4) What 's going to be in your picture? ((T had been interrupted by adult behind her, then turned back to D))
 N4K267 D; A cat .
 N4K268 T; Is that YOUR cat ?
 N4K269 D; Yep !
 N4K270 I 'm going to draw Mikey .

N4K271 T; That 's mikey .
 N4K272 D; I 've got two cats .
 N4K273 T; You 've got TWO cats .
 N4K274 Goodness me you 're lucky .
 N4K275 D; And a bird .
 N4K276 T; And a bird too= .
 N4K277 So you 've got mikey and who else ?
 N4K278 What are their names ?
 N4K279 Mikey ,
 N4K280 D; Yes ,
 N4K281 and the bird is called= Thomas ,
 N4K282 I mean ,
 N4K283 ...(1.1) um ,
 N4K284 what 's her name ,
 N4K285 um ,
 N4K286 ...(2.7) Iris
 N4K287 and um ,
 N4K288 ...(1.1) THOMAS !
 N4K289 No ,
 N4K290 oh not Thomas .
 N4K291 T; Have you forgotten your bird 's name ?
 N4K292 D; ...(2.3) Joey .
 N4K293 T; Oh ,
 N4K294 Joey .
 N4K295 D; AND= ,
 N4K296 T; Is Thomas { your dog ? }
 N4K297 D; { And Ti-- , }
 N4K298 and tiger ,
 N4K299 <I he is called Tlger . I>
 N4K300 and x ... and ... and x ...
 N4K301 and that ... and the other cat 's called mikey .
 N4K302 And I 've got ANOTHER cat= .
 N4K303 T; Another one !
 N4K304 Goodness me ,
 N4K305 what 's his name ?
 N4K306 D; Um= ,
 N4K307 Tangles !
 N4K308 T; Tangles .
 N4K309 D; ...(3.4) That 's Mikey . ((T had turned away to talk to another child,
 then turned back))
 N4K310 T; Who 's that ?
 N4K311 D; This is Mikey ,
 N4K312 T; That 's Mikey there .
 N4K313 D; Mikey there .
 N4K314 T; And your bird Joey ... is he like our bird x at kinder ?
 N4K315 Is he a budgie ?

N4K316 ...Or is he a different bird ?
 N4K317 D; No ,
 N4K318 he 's a boy=
 N4K319 Is yours a girl ?
 N4K320 T; I think ours is a boy too .
 N4K321 They might both be boys .
 N4K322 I THINK Tarface is a boy .
 N4K323 ...Is yours a budgie ?
 N4K324 Does he look like Tarface ?
 N4K325 ...Joey ?
 N4K326 D; Um ,
 N4K327 different .
 N4K328 T; Different bird .
 N4K329 Yeah ,
 N4K330 he might be a different bird to Tarface .
 N4K331 Our Tarface is a budgie .
 N4K332 He might be something else .
 N4K333 D; ...Yeah !
 N4K334 X x x x got .
 N4K335 T; Let 's count them . ((T refers to D's picture))
 N4K336 D; And .. I 'm not going to put the HOUSE . ((D refers to plans for other things in her picture))
 N4K337 T; Oh heavens .
 N4K338 D; Can we ... can we ...
 N4K339 yep .
 N4K340 T; { <1 One two THREE ! 1> }
 N4K341 D; { <1 One two THREE ! 1> }
 N4K342 T; Now you 've got to put the house in ,
 N4K343 do you ?
 N4K344 D; Yeah=
 N4K345 X x x x ?
 N4K346 T; Is that your house there ? ((T points to spaces in D's drawing))
 N4K347 D; Yeah ,
 N4K348 there 's our house and there 's our cat .
 N4K349 But how could I fit it x ? ((D wonders how to add))
 N4K350 Um ,
 N4K351 ...I could move x x .
 N4K352 T; What about ,
 N4K353 ... what if you put ... the cat inside the house ?
 N4K356 Would that be a good idea ?
 N4K357 D; ((Nods agreement))
 N4K358 T; And then you could draw the house here and have the house inside .
 N4K359 D; ...(16.5) Look , ((T had been distracted by asst. discussing the snakes))
 N4K360 do you know how we made it ?
 N4K361 We made it THAT shape .
 N4K362 T; What shape 's THAT ?

N4K363 D; ...Triangle .
 N4K364 T; Is THAT your house ?
 N4K365 What shape is your house ?
 N4K366 D; ... Um ,
 N4K367 that 's our house and that 's CAT 's house .
 N4K368 T; Oh ,
 N4K369 the CAT 's house .
 N4K370 Oh ,
 N4K371 right ,
 N4K372 now I understand .
 N4K373 Your cat 's house is a triangle .
 N4K374 D; { Yeah . }
 N4K375 T; { What } shape 's YOUR house ?
 N4K376 D; ...(2.3) Um= ,
 N4K377 T; Squ= --
 N4K378 D; Square .
 N4K379 T; That 's right ,
 N4K380 square ,
 N4K381 that 's right .
 N4K382 D; This is my lid . ((For texta))
 N4K383 That is not my lid !
 N4K384 T; I think I 've got it ,
 N4K385 do I ?
 N4K386 Is that YOURS ?
 N4K387 D; Yep !
 N4K388 T; Right= .
 N4K389 ...(2.1) I think I 've lost .. a texta .
 N4K390 Oh wait a minute ,
 N4K391 that 's the wrong LID .
 N4K392 X x x xone of these ,
 N4K393 I think .
 N4K394 D; I x ,
 N4K395 cause mikey 's got a black spot there ,
 N4K396 and a black spot on her head .
 N4K397 That 's x x black spots on mikey .
 N4K398 She 's got black spots .
 N4K399 T; Oh= ,
 N4K400 what other color does mikey have on her ?
 N4K401 D; Um ,
 N4K402 x color .
 N4K403 And= my cat has a orange x x x x .
 N4K404 x x x ?
 N4K405 X x a red !
 N4K406 T; ... You want orange ? ((T to D, then T looks away))
 N4K407 D; ...(1.8) X x orange .
 N4K408 T; ...Mikey 's ORange ?

N4K409 Ooh .
 N4K410 D; No ,
 N4K411 that 's not .. MIKEY .
 N4K412 T; Who is that ?
 N4K413 Oh I 'm all mixed up .
 N4K414 D; Tiger .
 N4K415 T; Oh that 's MIKEY there= .
 N4K416 D; Yes .
 N4K417 T; And that 's Tiger .
 N4K418 D; Yes .
 N4K419 T; Right .
 N4K420 ... and that must be
 N4K421 D; That 's x x .
 N4K422 T; Was your other cat Thomas ?
 N4K423 D; <l That 's um tango . l>
 N4K424 T; Ahh ,
 N4K425 tango .
 N4K426 D; That 's tango and that 's mikey and that 's tiger and that 's x .((D explains her picture))
 N4K427 T; Well done .
 N4K428 Can we put that in that folder
 N4K429 so we can post it to mom and dad tomorrow
 N4K430 when we go down to the post box .
 N4K431 Put that in the envelope that mummy brings .
 N4K432 That 's lovely , ((D gets up and takes picture to put it away))
 N4K433 Danielle . ((D leaves table, and wanders))
 N4K434 AS; ...(2:30) Danielle ,
 N4K435 ... you x a painting ? ((Asst passes D in the latter's wanderings))
 N4K436 D; X .
 N4K437 X x x .
 N4K438 AS; ... Righty oh ,
 N4K439 that 's a good idea .((D goes back to work with another child))
 N4K440 Ch2; ...(6:05) <f Mrs. M , f>
 N4K441 <f look at our letter box ! f>
 N4K442 T; ... Oh ,
 N4K443 you going to x x post some letters ,
 N4K444 girls . ((To D & friend))
 N4K445 Is n't that terrific .
 N4K446 Post them in there= . (Points to part of box))
 N4K447 Ch2; I made it .
 N4K448 T; Is n't that lovely .
 N4K449 You got the right colors .
 N4K450 What color is a post box?
 N4K451 D; { Red= blue= . }
 N4K452 Ch2; { Red= blue= . }
 N4KG453 T; How about this color ?

N4KG453 D; { White= . }
N4KG454 Ch2: { White= . }
N4KG455 T; Red and white .
N4KG456 ..You 've got a bit of blue on the front of yours ,
N4KG457 have n't you ?
N4KG458 Is that where you put the x inside ? ((T addresses K/ch2 and points to
part of pasted & painted box))
N4KG459 D; X x . ((To T, who is then distracted by another child. D & friend go
away, put box down, go wash hands & then wander to table to have
fruit and juice))

...(4:40) Taping ends

Appendix 5: Activity Descriptions and Transcripts from school setting

N1 ACTIVITY DESCRIPTION SCHOOL CONTEXT

TIME	ACTIVITY	TALK
9:03	Chn on mat; Chn get readers, go to read with friend	T explains morning's activities
9:07	J goes to T to ask about a word; J returns to table to read aloud with friend	T says word for J
9:10	J goes to read to T, goes up but walks away	
9:11	J goes to locker, comes back to researcher to read	J talks to self about looking funny; Story about looking for 'him' 'television, toybox, chimney, David'
9:17	J goes to get another book to me	
9:20	J reads <i>When I Was Sick</i> to me	
9:22	J goes to T to read book	T asks guiding q's, checks on letter identificatn questns leading to deduction, some real q's
9:27	J leaves, goes to locker	
9:29	J & friend go to look at big book	
9:30	J & friend go to look at picture	Two girls 'read' words on pictures, talk about 'stories' on wall
9:33	J talks to mother in room	Explains her mic is like the hearing-impaired child's callais
9:34	J comes to researcher to fix mic	
9:35	T tells chn to put books away, come to sit on mat	Directives to whole group
9:36	Ashleigh begins a long class on a goose egg that he brought; Chn asked to guess several times about dimensions, weight, smell; Chn ask q's of Ashleigh. Discussion of goose/chook egg weight, scales brought out	T uses egg for applied maths, measurement. Lots of estimation q's, q's for suggestions
9:49	T reads storybook to whole group	Talks about book, author, etc., reads as printed, asks a few real q's relating chn's experience to story, relates own experience, chn laugh, comment, T just reads on
9:55	T splits grade for show and tell	
9:57	Catherine does show and Tell	
9:58	J does show and tell, puts item in middle of circle; T talks to whole group about their questns for speaker	T aks clarification q's, q's to elicit, then other chn asked q's; Suggests kinds of q's
10:03	J asks q of another speaker; Chn continue with turns	T reprimands J as answer was in the talk
10:07	Tape finishes	

N1 AT SCHOOL

Taping at beginning of school day. Chn work independently reading to each other and individually reading to the teacher. Then all work as a group on the mat where teacher develops topics from the show and tell. An interesting feature of this classroom is how teacher encouraged chn to ask interesting questions. At the beginning, chn are just getting organized, J talks about the microphone with her friend. Teacher gets chn together on mat to give instructions. Chn get books & read to each other; J reads with a friend aloud and with researcher before going to read to teacher who has been listening to other chn read individually.

- N1S1 J; ...(17:55) Mrs. S ,
 N1S2 I read the book .. Together .
 N1S3 when xx xxx ((becomes very blurred))
 N1S4 When I was sick I read that book .
 N1S5 T; Do you want to read it to me now ?
 N1S5 J; Yep . ((Then another child comes up. T asks child to sit & wait))
 N1S6 T; ...(8.8) ToGEther .
 N1S7 J; Together .
 N1S8 ..Together .
 N1S9 T; Did you have this book before ?
 N1S10 J; No .
 N1S11 T; Have a go .
 N1S12 J; ...(3.5) I haven't even had it in X .
 N1S13 T; Have n't you ?
 N1S14 J; No .
 N1S15 T; Have a go .
 N1S16 J; Together . ((J reads cover, opens book))
 N1S17 Together .
 N1S18 ...(3.8) X is my father .((J begins reading haltingly, difficult to understand))
 N1S19 T; Could be fa=ther .
 N1S20 Have another look at it .
 N1S21 J; ...(1.7) Friend .
 N1S22 T; Now that 's got the same sound .
 N1S23 I want you to have another look .
 N1S24 Neither of those ,
 N1S25 but it still starts with the same sound .
 N1S26 It 's about as long as that .
 N1S27 <l This is my -- l>
 N1S28 J; ...(6.6) Sister .
 N1S29 T; Could it be sister ?
 N1S30 J; No .
 N1S31 T; What would sister have to start with ?
 N1S32 J; Sss .

N1S33 T; Let 's look at the letters in the beginning of it .
 N1S34 J; <l (/ f ae h m /) l> fam .
 N1S35 T; That 's right .
 N1S36 What do you think the word is ?
 N1S37 This is my --
 N1S38 J; <l fa mi ly . l>
 N1S39 T; Do you think it looks like family ?
 N1S40 J; Uh huh . ((Affirmative))
 N1S41 T; Start again from the beginning .
 N1S42 J; This is my family . ((Reading slowly))
 N1S43 We all do ... stuff --
 N1S44 T; Could be stuff .
 N1S45 It means the same as stuff .
 N1S46 We do --
 N1S47 J; ... things together . ((J reads book))
 N1S48 ... <l We go to the ... xish . l>
 N1S49 ... (2.3) <l We= do x x=. l>
 N1S50 <l We go x x . l>
 N1S51 ... <l We go to the circus . l>
 N1S52 We go fishing .
 N1S53 ... <l We go to the ... (4.8) (/ ae ee /) --
 N1S54 T; Where are they ? ((T points to picture))
 N1S55 J; Xx .
 N1S56 T; We go to the -- ((T cues))
 N1S57 J; ... uh= x ,
 N1S58 T; That 's right ,
 N1S59 FAIR .
 N1S60 J; Fair .
 N1S61 ... <l We play together . l>
 N1S62 ... (2.3) <l We went together to -- l>
 N1S63 T; X x . ((“went” is wrong))
 N1S64 Just .. almost the same x same sound .
 N1S65 And the word 's just as long .
 N1S66 We --
 N1S67 J; <l We (/weh/) -- l>
 N1S68 T; We went ? ((Tape breaks))
 N1S69 ... (1.8) All right ,
 N1S70 what are they doing together ? ((T refers to picture again))
 N1S71 ... (5.2) Do you think they 've all got jobs ?
 N1S72 J; Yes .
 N1S73 T; Okay ,
 N1S74 What are they doing ?
 N1S75 J; (/ wih= , /)
 N1S76 ... (5.4) (/ weh ah ehr , /)
 N1S77 T; What are they doing ?
 N1S78 What 's { x ? }

N1S79 J; { (/ weh ah} hh . /)
 N1S80 T; ...(1.5) What 's dad doing in the picture ?
 N1S81 J; Washing .
 N1S82 T; Right .
 N1S83 And what about the lady ?
 N1S84 J; ...(2.9) Cleaning the x .
 N1S85 T; And what 's the boy doing ?
 N1S86 J; Xing .
 N1S87 T; Right .
 N1S88 And what 's it called when they 're all x like that ?
 N1S89 J; ...(2.2) X ((Tape breaks))
 N1S90 T; ...(1.2) Does that look like work ?
 N1S91 J; Yeah .
 N1S92 T; Yeah ,
 N1S93 We WORK together too . ((T reads))
 N1S94 Your turn .
 N1S95 J; We work together too .
 N1S96 T; Good girl .
 N1S97 Do you work together at home ?
 N1S98 J; @hmm . ((Affirmative))
 N1S99 T; Do you x at home ?
 N1S100 What are some of the jobs you have to do ?
 N1S101 J; ...(1.8) X the bed= ,
 N1S102 T; Hmm .
 N1S103 J; And= ...(4.8) and ah ... clean the bedroom ,
 N1S104 T; ...(1.2) And does Mum do some jobs too ?
 N1S105 J; Yep .
 N1S106 T; Do you often help Mum ?
 N1S107 J; I help her do the dishes .
 N1S108 T; Do you . ((Like tag, confirming))
 N1S109 So you WORK together too .
 N1S110 ...Okay . ((Another child comes up to read to the teacher, J wanders
 back to her locker, then reads big book with friend, then reads
 pictures on the wall with a friend. A mother approaches and asks
 about her mic, if it's like a callais used by a hearing-impaired child in
 the grade.))
 N1S111 Mth; ...(6:50.) X x x x
 N1S112 J; I can talk in it @ .
 N1S113 Mth; (...1.4) But why do you have to wear it ?
 N1S114 Is it like a callais?
 N1S115 J; Yeah sorta .
 N1S116 It 's like a callais .

- N1S117 Like a callais @ . ((Breathy, shy laugh. Then another child asks about the mic and the mother turns away. J & friend come to researcher, then go off again. One minute later, teacher starts to get chn organized to stop individual reading and sit as a group on the mat. J & friend are near teacher))
- N1S118 J; ... (1:15.8) Mrs. S ,
 N1S119 Can we tell the children why we have to wear x ?
 N1S120 T; All right .
 N1S121 Sitting on the floor right now . ((Chn eventually get seated on mat, tchr begins a show and tell session with a child showing her goose egg. Tchr turns discussion into maths estimations of measurements and weights. Questions which J raised her hand to answer are transcribed))
- N1SG122 T; ... (3:49.6) Let 's estimate before we measure .
 N1SG123 Hands up if you THINK you know how many centimetres this might be . ((Class discussion continues))
- N1SG124 T; ... (3:53.8) If I was using normal eggs .. chook eggs .. to bake a cake ,
 N1SG125 how many chook eggs would I need to be about the same as that ? ((T holds up goose egg; she goes on to talk about weight measurement, gets scales, etc. Then Tch reads picture book to class.))
- N1SG126 T; ... (7:02.6) Pocket money ,
 N1SG127 Hands up if you receive pocket money . ((After turning page in the book and drawing attention to picture))
- N1SG128 T; ... (3:38.8) Midnight snack ,
 N1SG129 What time would it be when it was midnight ? ((Then Tch reads on))
 N1SG130 ... (29.8) I know which one 's the healthiest .
 N1SG131 Does anyone know ? ((Chn call out, discussion proceeds, Tch finishes book and divides chn into two groups for show and tell. J's takes early turn))
- N1S132 J; ... (1:23) X x x x xx show .
 N1S133 Ahm ... ahm .. I went to McDonald's just x to a friend 's house .
 N1S134 This is .. the one I have . ((J held up box with jigsaw to show))
 N1S135 T; ... (3.7) J ,
 N1S136 I do n't quite understand .
 N1S137 You went to MacDonald 's to slee=p ?
 N1S138 J; I did n't go there to sleep .
 N1S139 I went to a friend 's house to sleep .
 N1S140 T; Is their name MacDonald 's ?
 N1S141 J; Uhuh . ((Negative))
 N1S142 T; Well what did MacDonald 's have to do with it ?
 N1S143 J; I had something to eat there .
 N1S144 T; Does that make sense now ? ((Tch asks rest of chn who indicate 'yes'))
- N1S145 Now tell us more about your jigsaw puzzle .
 N1S146 J; Well ... they 're not cardboard ,
 N1S147 they 're paper .

N1S147 T; Hm .
 N1S148 Anything else ?
 N1S149 J; ...(1.8) Any questions? ((J asks chn if they have questions))
 N1S150 ...(2.8) A ? ((J calls on a child who has a question))
 N1S151 A; Did you have a good time at your friend 's house ?
 N1S152 J; I DID .
 N1S153 And I was cold in the bed .
 N1S154 T; @ Oh no , @
 N1S155 so what did you do ?
 N1S156 J; Well I was shivering and I had to go to the toilet ,
 N1S157 that 's why Mum wake up and showed me where the toilets are .
 N1S158 I x x .. um
 N1S159 More questions ?
 N1S160 C .
 N1S161 C; What did you have for tea ?
 N1S162 J; ...(1.8) I had MacDonald 's .. Mum had Kentucky Fried chicken .
 N1S163 T; ...(2.8) Right , ((T signals end of J's turn))
 N1S164 would you like to put that in the CENTre ? ((T refers to jigsaw J had brought))
 N1S165 Thank you . ((Then J sits down;T talks to all the chn about good questions to ask each other to elicit more information. Then another child stands up to show and talk about something she made and a stuffed toy. J asks this child a question when she finishes))
 N1S166 T; ...(2:31.8) AHH ,
 N1S167 J ,
 N1S168 were you listening ?
 N1S169 J; Hm .
 N1S170 T; You 'd better tell her again . ((To child reporting 'news'))
 N1S171 J; I meant where did they buy it ?
 N1S172 T; Ah I see .
 N1S173 A; ... Oh I do n't know .
 N1S174 I think they bought it from um from a shop in Disneyland .
 N1S175 T; Probably a shop in Disneyland I think ,
 N1S176 J . ((Child sits down, next child takes turn. T reminds chn of good questions and making explicit comments. Turns continue, T comments on questions of chn.))
 Tape ends 2:49.5 later while show and tell continues))

N2 ACTIVITY DESCRIPTION SCHOOL CONTEXT

N2 is in a composite prep-1-2 grade.

TIME	ACTIVITY	TALK
9:02	Chn come into classroom, sit on mat	Chn talk to each other
9:03	T tells chn about day, settles chn to pray, chn pray	T explains reminds, leads chn in prayer
9:04	T goes through organizational matters, eg. lunch orders, etc.; T takes attendance roll	T asks for orders, other returns, selects helpers. Z talks to child next to him. T makes comments to chn as he calls roll
9:08	T starts morning talk. One child is selected, says its his b'day	T comments on child's report, class sings 'Happy Birthday'
9:10	T selects other children to give their morning talk	T asks lots of clarification q's, real q's. Z comments to seif, neighbour throughout
9:16	Z is selected for morning talk tells about visit to dinosaur exhibit at museum	T asks for more information, explicit. Expressives, real q's.
9:18	T selects another child	
9:20	Chn sent to get writing books	Indirect Directive
9:21	Z tells T about his work	T's response.
9:23	T tells Z to sit down	Warning
9:24	T talks to whole group about task, asks q of prep group	Z constantly offers responses, whether or not answers are called for
9:26	T sets task, chn sent to desks; Z goes to table to work	Z coughs a bit, sings to self, talks to other chn
9:32	T compliments Z, they discuss page D should be working on; Z continues working at desk	Praise for work;Exp Commentary. A lot of coughing, some singing
9:47	T asks Z about progress	'How's it going, Z?' 'X finished?' Real q's
9:48	Z continues, talks to, tells her to show T her Work, talks to other boy about b'day	
9:51	Z wanders around room, to door; T asks Z if he's finished	Talks to other chn
9:53	T tells class to freeze, line up to go to next door classroom	Comments on Z's cough, gives instructions. Modal - 'Could you'
9:54	Taping finishes	

N2 AT SCHOOL

Z is in composite Prep-1-2 grade at St. J's Primary school. The class begins together on the mat, then chn go to tables to work on handwriting skills based on a workbook. T takes some small groups, moves around grade, calls chn up to him. At the beginning, chn gradually gather on the mat and T leads them in a prayer, then takes care of lunch orders and takes in and records an envelope returned from home, then begins morning talk. Z calls out about a plastic animal he's noticed near the chalk board just as T announced a 'very quick morning talk'. Then morning talk begins. Chn raise hands to be called on; 'good listeners' selected. Z has bad cough and coughs throughout class.

N2S1 Z; ...(5:49.) Mr. C ,
 N2S2 ... there 's a dinosaur over there and it 's { got a broken tail . }

N2S3 T; { I know }
 N2S4 and it 's got a broken tail
 N2S5 so I 'm going to try to fix it later on if I can .
 N2SG6 So= <f if you find a broken dinosaur on the platform here
 N2S6 PLEASE do n't pick it up because I do n't want to lose all the parts=
 . f> ((Then T gets morning talk started))
 N2S7 ...(6:33.6) Now I wo n't be able to pick YOU .. until you start
 listening to OTHers .((T addresses Z who wants to do morning talk))
 N2S8 You keep .. CALLing out in the middle .
 N2S9 ...(1:23.8) Yes , ((T points to Z who has raised his hand))
 N2S10 you managed to listen very well that time .
 N2S11 Come on , ((T signals Z to come forward))
 N2S12 Z ,
 N2S13 let 's hear what you 've got to say .
 N2S14 Z; ...(2.2) <f Good morning Class . f>
 N2S15 Cls; Good morning Z . ((Chorus))
 N2S16 Z; My mum and I went up to Melbourne we went to the Russian
 dinosaurs . ((No pause at all, addressed to whole group on mat))
 N2S17 T; RUSSian dinosaurs ?
 N2S18 Z; Yeah .
 N2S19 T; What were they all about ?
 N2S20 Z; Um= dinosaurs .
 N2S21 We could n't .. they did n't have machine ones though .
 N2S22 T; Oh= right .
 N2S23 What sorts of things did you see in the dinosaur { x ? }
 N2S24 Z; { Um } .. a brachiosaurus .
 N2S25 T; What are they like again ?
 N2S26 I ca n't remem=ber .
 N2S27 Z; Um they 're really .. they 've got really long NECKS ?
 N2S28 And they 've got a HUMP on their HEADS ,
 N2S29 T; That 's right ,
 N2S30 hmm .
 N2S31 Z; Um .. it was on a tree and the tree was re=al ?
 N2S32 T; { What -- }
 N2S33 Z; { And -- }
 N2S34 T; Yeah ,
 N2S35 Z; And it was like that standing on its feet and holding on to the tree
 with its head x . ((Z demonstrates dinosaurs position by holding
 arms out))
 N2S36 { And -- }
 T; { Oh= } that 's interesting .
 N2S37 Z; And we could n't .. we .. we had five more minutes to get out=
 because .. Nick ((Z's brother)) was pretty nervous because he had he
 went to the planetarium ,
 N2S38 and he thought he would get locked in the museum .
 N2S39 T; @ .. but he did n't did he .

N2S40 Z; No .
 N2S41 T; What was your what was the FAVOURite thing you saw in the museum ?
 N2S42 Z; Um ... everything .
 N2S43 T; Not one thing in particular that you REALly liked ?
 N2S44 Z; I liked everything .
 N2S45 T; Um= .
 N2S46 Was there a .. tyrannosaurus rex there?
 N2S47 Z; Yeah but that did only have its bones .
 N2S48 T; Okay ,
 N2S49 do n't forget to tell all THESE people . ((T turns Z to face chn))
 N2S50 Only had its bones .
 N2S51 <f Thank you very much ,
 N2S52 Z . f>
 N2S53 I suppose that 's it .
 N2SG54 ..Probably got time for ONE more . ((another child chosen. At finish of morning talk, prep chn sent to lockers to get books, then grades 1 & 2 , preps on mat with T. T remains at mat while chn get organized. Z approaches T while chn moving around))
 N2S55 Z; ... (3:14.5) Mr. C ,
 N2S56 can I go put this out in my bag ?
 N2S57 I forgot to .
 N2S58 T; ((Nods affirmative)) . ((Z goes out to hallway, chn take time to settle. Eventually T starts a countdown to get preps to sit on mat))
 N2S59 ... (1:57.8) <f It looks as though Z C , f>
 N2S60 you might get caught .
 N2SG61 ... One .. and ((All chn on mat, settle slowly. T assigns work in workbooks, talks with chn about what page they should do))
 N2SG62 T; ... (1:31.2) I meant yet say -- .
 N2S63 Z; ... Page 23 ! ((Z calls out))
 N2S64 T; <fl Page 23 . lf>
 N2S65 Z; <f 23 .. Michael Jordan ! f> ((Z refers to basketball player))
 N2S66 T; That 's Michael Jordan 's number is it ?
 N2S67 Z; Yes .
 N2S68 T; X .
 N2S69 Z; <f And that 's how old he is ! f> ((Noisy room, T continues setting work, sends grades 1&2 go to table, preps stand up near T to learn which page they're to work on))
 N2S70 ... (2:09.) Mr. C ,
 N2S71 I 've got a cut on my finger .
 N2S72 T; How did you do that= ?
 N2S73 Z; I got it x x .
 N2S74 T; Oh= ,
 N2S75 it looks as though the fresh air has got to it now and it 's it 's on the mend . ((Z wanders away from T to his table, returns))

N2S76 Z; ...(9.7) <f I do n't know what to do . f> ((Z doesn't wait for answer, just wanders back to table, sits down and chats, then starts working in his workbook. T wanders around room checking work. Stops at child near Z and compliments work))

N2S77 Z; ...(4:44.8) But um { it 's not } it 's not the right page though .

N2S78 T; { What you xx do first , } ((To other child))

N2S79 You 're right . ((To Z))

N2S80 It is @ the wrong page . @

N2S81 It looks the same .

N2S82 Z; I know but it 's got to be like I 'M doing . ((The T turns attention to other child))

N2S83 T; ...(12.8) You 're being very careful ,

N2S84 Z .

N2S85 That 's looking very good . ((T stands & watches Z work))

N2S86 ...(3.4) Keep concentrating .

N2S87 You 're doing a great job . ((T walks away, helps other chn individually, has other chn bring work to him for checking; Z sits at table, continues working))

N2SG88 T; ...(5:26.8) <f I= really like the way .. so many people have concentrated so hard . f> ((T comments to whole grade))

N2SG89 There are a couple I 'm a little worried about ,

N2S90 Z; David O'Callahan . ((Not heard by T who turns to individual child while other chn continue working. Z may not have intended to be heard))

N2S91 T; ...(9:13.8) How 's it going ,

N2S92 Z ? ((T addresses Z from the mat where he's sitting with a group of chn))

N2S93 Z; Good .

N2S94 T; Nearly finished ?

N2S95 Z; Yeah= .

N2S96 I just gotta color the x stuff in . ((Z replies while still looking down at his work, his back to the teacher))

N2S97 T; I 'm sorry ?

N2S98 Z; I just gotta color the x and do the x x= . ((Z faces T, away from microphone. T continues with group on mat. Z works, talks with another child, wanders away to chat to friends at table in the back of the room, wanders back to seat where T addresses again from mat))

N2S99 T; ...(4:07 .8) How 's it going ,

N2S100 Z ?

N2S101 All finished ?

N2S102 Z; Yeah . ((Then continues drawing at table while T works with individuals. T then stands up to address whole grade))

N2SG103 T; ...(1:51.5) <f Freeze ! f>

N2SG104 ...(2.8) Very good . ((directed to particular child))

N2S105 That 's a nasty cough ,

N2S106 is n't it ? ((T addresses Z))

N2SG107 <f If you could very | if you could just leave everything on your
tables,
N2SG108 and quietly walk and line out--
N2SG109 Walk to Mrs. K 's door and line up . ((Chn quickly move towards
classroom door, classroom empties, chn talking, Z coughing))
(...52.5) Tape ends.

N3 ACTIVITY DESCRIPTION SCHOOL CONTEXT

Chn begin in small groups planning talks.

TIME	ACTIVITY	TALK
9:07	B's group begin preparing their to morning talk in small group	No adult talk, chn negotiating, planning presentation. Mic talk, B talks about researcher. Each child presents narrative.
9:11	Man enters room looking for Coles dockets, addresses whole room. Chn continue in discussion group	Directive, procedural, addressed to whole group.
9:19	B leading group. "Br, watch me!"	
9:21	Chn get up to join whole class group for report back session. B's group lines up in front of grade first.	Each child gives brief narrative to grade. T asks each child relevant q's for clarification
9:24	T asks B to speak in her turn	T asks q's for clarification about narrative
9:25	B stumbles and stops. T suggests B goes to 'rehearse' with another child. B and S go to another part of the room, then return to queue for talking turn.	T 'suggests'
9:28	B gives her report and evaluation of her group's talks	T asks clarification quests., and about evaluation
9:30	B in back of class with T (Jo) as T removes mics from two to put on two more. B names two girls to wear mics	T invites B to choose
9:31	B asks T if she has her mic on wrong; Most of grade still on mat. Task changes.	T answers B's q.
9:33	B and small group receive 'reading' books in which they will draw pictures to accompany the personal text	B complains about mic pulling down
9:34	B asked to read text prior to drawing	Directive, expressive, positive feedback on reading, directive
9:35	B goes to her group's table, rereads her text	
9:43	T comes to check on progress, briefly then leaves	1 brief utterance, B responds "I X draw this first."
9:44	B follows T to ask q about future activity	T explains activity will be done on Thur.
9:49	B came to me to have her mic adjusted. Chn continue at table in small groups drawing pictures to accompany their texts	
10:00	B goes to talk to T (Jo), returns to seat at table	Exchange with T difficult to understand. (chn criticize their drawings, talk about age, birthdays?)
10:08	Tape finishes.	

Context notes

25-35 chn in prep/1 grade, 2 tchrs. First 1/2 hour, chn in small groups prepare morning talk for whole group, then deliver briefly to whole group. Oral reporting evaluated. Not all groups reported to whole group.

Second half hour, chn worked in small groups on various reading activities. Very little 1-1 tchr input, except with what appeared to be weaker reading group. All chn doing variation on reading own writing as reading. Tchr. sat in 1 place, chn brought work to her. Tchr and chn obviously accustomed to this style of teaching/learning; chn stayed on task with very little intervention.

Tchrs called this session a language session.

N3 at School

When taping starts just after 9:00, chn are in small groups preparing talks for whole class 'show and tell' session to follow. R is sitting on floor in her group T approaches to give students a card. The classroom is 2 grades combined in a large area for part of the time; each grade is a composite p-1-2. There are 2 teachers + other adults in the room.

- N3S1 T; I 've given you the wrong card , ((T approaches))
 N3S2 ... you 've got the wrong card ,
 N3S3 R . ((T leans over and exchanges cards with R))
 N3S4 R; @ @ @ @
 N3S5 T; Thanks . ((Then T moves on to another group))
 N3S6 T; ...(1:05.3) GROUP SEVEN , ((R's group looks up at T))
 N3SG7 ... { and this goes for all the groups . }
 N3S8 R; { This is .. this is not me name . }((R points at group card with 7 on it))
 N3S9 T; You have to listen to the other person 's speech,
 N3S10 and you have to look at the person speaking .
 N3S11 and x x x x x.((T looks away around the room at other groups;
 groups resume preparing talks.Interruption by man collecting Coles
 dockets))
 N3S12 M; ...(2:18) <f Anyone got any more dockets today ? f>
 N3S13 R; NO ! ((In chorus with much of grade. Groups go back to work after
 this interruption))
 N3S14 T; ...(8:40.) Have you finished here ? ((T comes to check group's
 progress. Approx 1 minute later, chn gather as whole grade to listen
 to the 'news' reports. R's group lines up first alongside Tcl to report
 on reports heard in smallgroups. Chn in line speak in turn and then
 sit down))
 N3S15 ...(4:17.6) R .
 N3S16 R; ...(2.5) Sara was the most interesting because=
 N3S17 ...(4.4) um ,
 N3S18 ... she was playing ,
 N3S19 T; ...(3.3) Where was she playing ?
 N3S20 R; I do n't know .
 N3S21 T; ...(2.8) Did she do something special ?
 N3S22 R; Um ,
 N3S23 T; ...(3.3) Was she playing with somebody ?
 N3S24 ...(4.3) Was she playing with somebody ?
 N3S25 R; ...(1.8) Um ... um ,
 N3S26 T; ...(3.4) Have you remembered ?
 N3S27 R; No .
 N3S28 T; Would you like to go have a little talk to Sara then ,
 N3S29 and Sara will tell you again and you can come back and tell us .
 N3S30 Thank you ,

N3S31 R. ((R goes to talk to Sara while others in her group report, then comes back to give her report))

N3S32 T; ...(3:21.) NOW ,

N3S33 ...(2.9) Sara 's was the most interesting -- ((Cueing R to start her))

N3S34 R; Sara 's was the most interesting because ,

N3S35 uh she just played footy game and ,

N3S36 she was playing with xx ,

N3S37 she was playing scores .

N3S38 T; Oh= great= !

N3S39 Good girl .

N3S40 When did she do this ?

N3S41 At the weekend ?

N3S42 R; I think it was on now .

N3S43 T; Okay all right ,

N3S44 Thank you ,

N3S45 R .

N3S46 Good . ((T compliments whole group for reports, introduces another activity. R goes with 2 other chn back to the other teacher who takes mic off one child and puts on another))

N3S47 T2; ...(54.7) R ,

N3S48 would you like to choose someone | two preps . ((Then T explains to the chn with R))

N3S49 R; ...(39.0) Um RACHel .

N3S50 T2; RACHel= .

N3S51 R; ...(5.6) Do you have to have two preps ?

N3S52 T2; Yes please .

N3S53 R; ...(14.5) Tara . ((T puts mic on second child)) ,

N3S54 ...(22.8) Mrs. X ,

N3S55 do I have this on wrong ?

N3S56 T2; No .

N3S57 ... Well done ,

N3S58 R ,

N3S59 I 'm proud of you . ((Then T2 talks to other child, goes away while T1 gives instructions from front of classroom to whole grade, singling out chn for roles & distributing readers to them))

N3S57 T1; ...(54.7) And= R ,

N3S58 would you like to x x x . ((R goes to front of room; comes back with own reader, practices reading, complains about mic pulling on clothing to T2))

N3S59 R; ...(46.3) Mrs. M ,

N3S60 .. Mrs. M ,

N3S61 T2; What ?

N3S62 R; This is a little bit heavy .

N3S63 T2; Oh that 's all right ,

N3S64 R .

N3S65 R; On this one .

N3S66 T2; Is it ?
 N3S67 I 'll fix it .
 N3S68 R; @@ ((Shy))((Then R lines up with other chn to read to T1))
 N3S69 ...(20.5) I Play with Jodie . ((R reads to T2))
 N3S70 .. <l I play with -- l>
 N3S71 T2; outside , ((T corrects R))
 N3S72 R; <l outside with Jodie . l> ((R reads s she 's written))
 N3S73 T2; Excellent !
 N3S74 Read it again .
 N3S75 R; <l I play out ... l>
 N3S76 T2; ...(1.8) <p outside . p>
 N3S77 R; <l outside with Jodie . l>
 N3S78 T2; Excellent .
 N3S79 Now do a BEAUtiful picture . ((R goes to table where she chats and draws with other chn. After some time, T2 comes to table to check on work))

 N3S80 T2; ...(8:20.2) Where 's the xx ?
 N3S81 R; I got to do THIS first= . ((Then T leaves; R follows to ask a question))

 N3S82 ...(12.4) Mrs. M , ((Gets no response))
 N3S83 ...(8.4) Mrs. M ,
 N3S84 T2; Hm ,
 N3S85 R; Have we got library ?
 N3S86 T2; Not today ,
 N3S87 darling .
 N3S88 Thursday . ((R goes back to her table where chn continue drawing pictures to go with text and chatting. R goes to T to report another child at the table))

 N3S89 R; ...(16:50.) J 's got a SCHOOL pencil and it 's not his= .
 N3S90 T2; That 's all right ,
 N3S91 R ,
 N3S92 he 's USING it .((T talks to another child, R stays there))
 N3S93 ...(5.1) What 's the problem ?
 N3S94 R; Um
 N3S95 <l ... cause he 's got a ...BANK ... one of them ... THINGS , l>
 N3S96 T2; Yes= ?
 N3S97 R; He 's got schuh school --
 N3S98 T2; Has he got a school pencil in his box ?
 N3S99 R; Yes .
 N3S100 <l School cover .. um.. l> he 's got a pencil case .
 N3S101 T2; He 's allowed to have a pencil case . ((Then T talks to other child))
 N3S102 ...(2.8) What 's your problem ,
 N3S103 R ?
 N3S104 R; <p Dunno . p> ((Then R returns to seat; girls taunt J about pencil case, continue work, chatting))
 ...(7:44.8 Taping finishes)

N4 ACTIVITY DESCRIPTION SCHOOL CONTEXT

TIME	ACTIVITY	TALK
11:32	Chn on mat, getting organized	T addresses D, asks how she's coping
11:33	T sends grade 2's to get writing books, then preps, ones. T on mat with all chn.	
11:35	T asks preps to get pg.39.D asks T for help finding page	Dialogue between T and D as T helps D find
11:37	T addresses whole group again	Compliments D on sitting hands folded well
11:39	Audio tape breaks when Jordan turns switch off	
11:40	Resumes	
11:41	T asks D question, then goes around group asking for 'e' words. Group discussion, then chn sent to table for handwriting	
11:43	Chn go to desks, D works in workbook, goes to another table to borrow eraser, returns to work	
11:47	D takes work up to T, returns to table	D's question to T appears to go unanswered
11:51	D takes work up to T, asks q, returns to desk	D asks questions. T asks her 'What does that word say?' 'Eggs, good.
11:52	D shows work again, wanders	
11:53	D takes work, T comments. Group of chn around T	Praises D's work, tells her to wait 'Hang on'
11:55	T asks for all preps on floor. T addresses D, group about the stories they've been writing	T asks D about her story
11:57	Group talks about dreamtime stories questns give ideas	T elicits brief narratives, name of favourite Australian animal, directions to write, 'How do you think ...?'
11:59	T asks D questn	
12:00	Whole group continues	
12:02	T suggests where D sits;D works on story,	D talks with other chn about story
12:06	T asks D how she's going; D continues working at table	Girls talk as they work, D makes sounds of letters as she writes
12:16	D shows work to T, T then tells D to show to researcher	Praise, real question; then D reads story to T
12:19	T asks whole group at desks to work quietly	
12:19	D takes work to T again	
12:20	D reads story out to group 2x	T praises, suggests drawing addition
12:24	D takes work to T again	T praises, suggests D gets special textas.
12:26	Chn get ready to go to assemble T sends D to researcher again.	T praises D's work again.

N4 AT SCHOOL

As taping begins, chn are assembling on the mat to begin the school day, hear instructions, then go in groups to get materials. The grade is a prep-1-2.

N4S1	T;	How 're you coping ,
N4S2		D ?
N4S3	D;	Mm .
N4S4	T;	All right ?

N4S5 D; <p X . p>
 N4S6 T; All right= . ((Then T starts to address whole group, 1 child distracts. T send chn in groups to get materials))
 N4SG7 ... (1:06.) And my preps= . ((T had said My grade twos, you can get your writing books. N4SG7 D responded & got up))
 N4S8 ... (1:14.) Have you got your stuff out ,
 N4S9 D ?
 N4S10 D; Yep .
 N4S11 T; Great . ((Chn continue gathering with materials on mat. T assigns pg))
 N4S12 D; ... (54:6) Mr. C , ((D brings her book up to the T))
 N4S13 can you find me the page please .
 N4S14 T; With manners like that how can I say no .
 N4SG15 What page did I say Preps ?
 N4S16 Chn: Thirty-nine .
 N4S17 T; Thirty-nine .
 N4S18 What number is THAT ? ((T asks, pointing to a page number))
 N4S19 D; ... { X x } ((Softly))
 N4S20 T; Thirty= ,
 N4S21 D; Nine .
 N4S22 T; ((Shakes head))
 N4S23 What number is that ?
 N4S24 D; X .
 N4S25 T; Thirty --
 N4S26 D; Four .
 N4S27 T; What 's that number at the back ?
 N4S28 D; Thirty-five .
 N4S29 T; <l Thirty-five . l> ((T turns pages, counts pointing to page numbers))
 N4S30 <l Thirty-six . l>
 N4S31 <l Thirty s ... { seven . } l>
 N4S32 D; { Seven . }
 N4S33 T; ... (3.8) <l Thirty .. EIGHT . l>
 N4S34 Thirty ...
 N4S35 D; Thirty-nine .
 N4S36 T; What 's that ? ((T points to a letter in the penmanship booklet))
 N4S37 What letter is that ?
 N4S38 ... (1.6) Do you remember ?
 N4S39 D; X .
 N4S40 T; Loop , ((T traces letter on the book's page))
 N4S41 D; ... A .
 N4S42 T; <^ That 's very close . ^>
 N4S43 X x xx in a minute and you 'll find out more about it . ((D returns to her place on the mat, T assigns page nos. to grades 1 & 2, brings class to order, complimenting chn who cooperative))

N4S44 ... (48.9) D H beautiful ! ((Then addresses whole group, then addresses grade 2 group and sends them to work, then grade 1 group who also leave mat, then starts to organize preps to work on penmanship booklet))

N4S45 ... (3:44.) What 's the name of that letter ,

N4S46 D ? ((T,D & chn look at page they'd looked for earlier))

N4S47 D; X= .

N4S48 T; WHAT is it ?

N4S49 D; A .

N4S50 T; Not a .

N4S51 X can you tell her ? ((T addresses another child))

N4S52 Ch; E .

N4S53 T; E= .

N4S54 And what sound does e make ? ((To D))

N4S55 It 's a hard one .

N4S56 It 's the same sound that { starts x egg . }

N4S57 D; { Egg . }

N4S58 T; What is it ? ((T hadn't heard D clearly as she spoke quietly))

N4S59 D; (/ e /) .

N4S60 T; Egg .

N4S61 Did you say (/ e /) .. (/e/) for egg (/e/) for elephant ?

N4S62 D; ((Nods yes))

N4SG63 T; What else starts with (/ e /) ? ((various chn raise hands, chn offer examples & T comments; D doesn't volunteer))

N4SG64 ... (55.7) What do you put your letter in when you 've been writing letters?

N4S65 What did you put your letter in ,

N4S66 D ? ((Several chn call out))

N4SG67 Huh7 ! Do n't tell her !

N4S68 D; Mail ?

N4S69 T; Not mail .

N4S70 It 's gotta start with (/ e /) .

N4S71 And there 's a whole BOX of them over there .

N4S72 D; ... Letters .

N4S73 T; Ah= but what .. what do you call this thing ... that we put our letter in ? ((T reaches around and holds up an envelope. Chn call out, T looks at D))

N4S74 ... en= --

N4S75 D; ... (4.3) Xx .

N4S76 T; Tell her . ((To another child nearby))

N4S77 ... (1.5) Enva--

N4S78 D; ... (1.7) Envelope .

N4S79 T; You got it .

N4S80 Ah you remembered .

N4S81 Great !

N4S82 You both remembered at the same time . ((To D & girl nearby. Then T sends chn to table to work in workbook. D works quietly. Chn bring work to T, then T walks around looking at work, goes back to front where D brings booklet to him))

N4S83 D; ...(7:55.5) Mr. C ,

N4S84 T; Yes .

N4S85 D; Do we have to do the x x x ?

N4S86 T; You 've got to x x . ((Another child noisy nearby, then interrupts.D shows T her booklet, other child gives up))

N4S87 ...What does that word say ? ((T points to page))

N4S88 D; That one .. egg .

N4S89 T; Right= .

N4S90 Eggs eggs .

N4S91 And you 've got to write the word again in there .

N4S92 All right ?

N4S93 Your BEST work . ((D goes back to table, does some work, goes back to show T))

N4S94 D; ...(37.1) X x x . ((D shows work; many chn around T talking))

N4S95 T; X x x x .

N4S96 You 're doing wonderful work . ((D goes back to work, then back up to T again))

N4S97 D; ...(49.8) Mr. C ,

N4S98 ...(5.4) Mr. C , ((Lots of chn talking, holding booklets up to T to see))

N4S99 ...Mr. C X x x x . ((D mumbles and hold booklet up,,

N4S100 T; ...(5.0) LOOK at THAT !

N4S101 You 've STAYED on the LINES .

N4S102 ... Are you starting your e 's in there ?

N4S103 D; ((Nods))

N4S104 T; I have n't had a chance to come around and see you this morning . ((T keeps looking at work))

N4S105 ... Won=derful ! ((Then T addresses another child who interrupts))

N4S106 ...(6.8) I think you might be deserving of a sticky . ((T has sticky pictures for rewards))

N4S107 You 've worked very well here .

N4S108 Okay .

N4S109 ... Red or yellow ? ((T reaches around to chalkboard tray))

N4S110 D; Red .

N4S111 T; Would you like it on your work or on your jumper ?

N4S112 D; ... On my jumper . ((Another child interrupts))

N4S113 T; ...(4.8) There you go . ((T hands sticky to D))

N4S114 You can put it on .

N4S115 ...(1.7) Well= DONE !

N4S116 And away you go .

N4S117 We 'll worry about the x . ((D starts to walk away))

N4S118 Hang on ,

N4S119 D !

N4S120 Hang on ,
 N4S121 ... Hang on ,
 N4S122 D !
 N4S123 Do n't go without your x .
 N4S124 Put your book BACK in your LOCKer . ((D walks away.T calls all
 preps to mat, looks at work of chn while preps get themselves
 organized))
 N4S125 T; ...(1:38.) X x to me ,
 N4S126 D .
 N4S127 Would you like to sit on your x .
 N4S128 ... Good girl= .. great . ((Preps keep assembling, settling. Then T talks
 to preps about stories chn have been writing))
 N4SG129 ...(51.78) I have been reading ... some WONDerful stories from you
 people . D did one yesterday .
 N4S130 What was your story about yesterday ,
 N4S131 D ?
 N4S132 ... Do you remember that writing you did for me ? ((D replies quietly;
 child in group coughing very loudly, T suggests she goes to get a
 drink))
 N4S133 ...(5.8) Do you re<^member^> ?
 N4S134 D; Oh that was x x x tradition .
 N4S135 T; Yeah= .
 N4S136 Yeah .
 N4SG137 D wrote a story about something her mother did when she was little.
 ((T turns to whole grade to start discussion on dreamtime stories))
 N4SG138 ...(56.6) Who 's got a favourite Australian animal ?
 N4S139 ...(2.3) Have you got a favourite Australian animal ? ((Looks at D))
 N4S140 D; ((Nods))
 N4S141 T; What 's yours ? ((Then T is interrupted by older child))
 N4S142 D; ...(2.8) Koala .
 N4S143 T; Koa=la .. right= .
 N4S144 Well ,
 N4S145 D; Starts with (/ k /) .
 N4S146 T; Starts with --
 N4S147 D; (/ k /) .
 N4S148 T; OH= ,
 N4SG149 did you hear that ?
 N4SG150 That 's wonderful .
 N4SG151 ... Today I want you to write me a story about your favourite
 Australian animal .
 N4SG152 Now it can be an Aboriginal story if you like= .. which would be good
 N4SG153 You might like to write a story of how the koala can climb trees .
 N4SG154 How could a koala climb trees ?
 N4SG155 Let 's use our imagination . ((Then discussion interrupted while T
 asks older chn to sit and be quiet))
 N4SG156 ...(1:20.) Why do you think the koala learned to climb trees ?

N4S157 ... (4.1) Not sure ,
 N4S158 D ? ((Other chn call out, T offers possibilities, allows discussion))
 N4SG159 ... (13.5) I want you to take a piece of paper and I want --
 N4SG160 hang on .. you better listen to what I want you to do , ((Individual
 child talks))
 N4SG161 ... (2.8) You can write you story about .. you can write me an
 Aboriginal story if you like ,
 N4SG162 Might be how the koala climbed trees ,
 N4SG163 what else could we write about ? ((T proceeds suggesting and then
 checking chn's individual ideas for stories, handing out special paper))
 N4S164 ... (59.0) What are you going to do yours about ?
 N4S165 D; How the koala climbed trees .
 N4S166 T; I want lots of that beautiful work you gave me yesterday ,
 N4S167 D . ((D takes paper, gets up & walks towards her table))
 N4S168 ... (4.6) UM ,
 N4S169 D ,
 N4S170 because you 're working so well ,
 N4S171 what about if you turn your chair around and work on Kate s table
 with Kate M ?
 N4S172 Good idea ?
 N4S173 Better still what about you ((T tells other child to get chair for D. D
 sits in it and starts working))
 N4SG174 ... (3:22.2) X ,
 N4SG175 have you got a rubber ?
 N4S176 D; I have ! ((Calls out from seat))
 N4S177 T; ... Thanks , ((D held one up))
 N4S178 D . ((Then D continues working, T with group on mat. Eventually D
 takes her work up to show T))
 N4S179 ... (11:21.6) Ahh wow !
 N4S180 D !
 N4S181 D; I have n't finished yet though .
 N4S182 T; Would you like to take it back and finish it ?
 N4S183 ... (2.8) <I UNBELIEVABLE I>
 N4S184 That is VERY good ,
 N4S185 D . ((D heads back to table))
 N4S186 ... (1.3) D ,
 N4S187 could you go and show that to Tr ?
 N4S188 She 'd be very pleased to see that . ((Then T talks to me about D's
 beginning to write. D comes to show writing. T turns attention to
 various other chn, D returns to seat, brings work to T again))
 N4S189 T; ... (2:42.) <p Why do n't you put in some more colors in it , p> ((D
 holds work out to T))
 N4S190 <p and then bring it back and we 'll try x x x xx . p>
 N4S191 D; ((Nods)) ((D goes back to seat, T continues with group on mat))
 N4S192 ... (1:01.5) Finish .
 N4S193 T; Wow !

N4SG194 Have a look at that ! ((T holds up D's work))
 N4S195 ... (3.4) Do you want to come down and read it to us ?
 N4S196 ... (1.4) Here sit down here .
 N4S197 ... Very carefully , ((As D sits down with work))
 N4SG198 this is a .. an out .. an out of the ordinary ..
 N4S199 right . ((Signal to D to start))
 N4S200 D; ... Well ,
 N4S201 T; <p Hang on a moment , p> ((there's a knock at the door and an interruption))
 N4S202 ... (14.8) Ready ?
 N4S203 D; ... The koala went on the ground x x x x .
 N4S204 T; <l Very good= . l> ((Applause))
 N4S205 Ch; ... What did x say ?
 N4S206 T; Oh you did n't HEAR it ? ((To child))
 N4S207 Do you think you could read it aGAIN ? ((To D))
 N4SG208 ... Everybody quiet .
 N4SG209 Listen very carefully .
 N4S210 ... Nice and loud . ((To D))
 N4S211 D; <l The koala was on the ground and then the fox tried to eat the koala. l>
 N4S212 Chn; ((Applause))
 N4SG213 T; And look at the illustrations .
 N4SG214 And that 's why= the koala lived in a tree .
 N4SG215 Chd; Where 's the fox= ?
 N4S216 T; Well the fox is probably underneath the tree .
 N4S217 He 's hiding wouldn't he be !
 N4S218 D; The fox is BEHIND the tree .
 N4S219 T; Do you think you could perhaps draw a little picture of the fox peeking out from behind the tree so we can see ? ((D starts back to table))
 N4SG220 ... We 're going to have to hang that one up .
 N4S221 <f Thank you , f>
 N4S222 <f D ! f> ((D goes back to seat to do the additional drawing))
 N4S223 D; ... (1:24.8) That 's the fox x of the tree . ((D shows T a spot in drawing))
 N4SG224 T; There 's the fox . ((T holds drawing up to group))
 N4S225 Okay .
 N4S226 ... Would you like to borrow .. because you 've done such a beautiful job would you like to borrow my SPECIAL .. textas of my favourite x ?
 N4S227 I 'm gonna let you do that cause you 've done such a MAR=vellous job . ((D goes to get textas, goes to table and uses textas on drawing. T works on, then calls class to attend, get ready to leave for assembly. D keeps drawing, T comes over to her))
 N4S228 ... (2:21.1) D ,
 N4S229 before you leave you 's better go see Mrs. S ((Tr)) . ((T attends to getting chn to assembly))

N4S230 ...(15.8) Come on ,
N4S231 old x . ((Affectionate hurrying up of D. T follows D back to have mic
 removed))
N4S232 D; I just have to push my chair forward . ((D puts chair up to table))
N4S233 T; ...(13.7) D ,
N4S234 that is a most superb story .
N4S235 D; X x .
N4S236 T; ... Oh that 's exciting stuff . ((Then another child talks to T about his
 story))
(8 sec. later tape finishes)