

CASE STUDY 5

DRIVING TO TORONTO WITH THE FAMILY

I. BACKGROUND INFORMATION

Dad, Mom, Leslie (21) and her younger brother Eliot (16) are going to a birthday party for their sister Harriet (18) in Toronto in the family car, a Taurus station wagon, with Dad driving. They make a short stop at the house of Leslie and Joe, her housemate, before getting on the road.

As specified by the student researcher,

the seating arrangement in the car is as follows:

Dad driving, Mom in the passenger's seat,

Eliot behind Dad, and me behind Mom.

The student researcher tape-recorded part of the ongoing conversation:

I had previously asked for and received permission to tape record the conversation in the car but I did not tell anyone when the recorder was turned on

The respondent is Eliot.

The student researcher describes how the specimen was chosen:

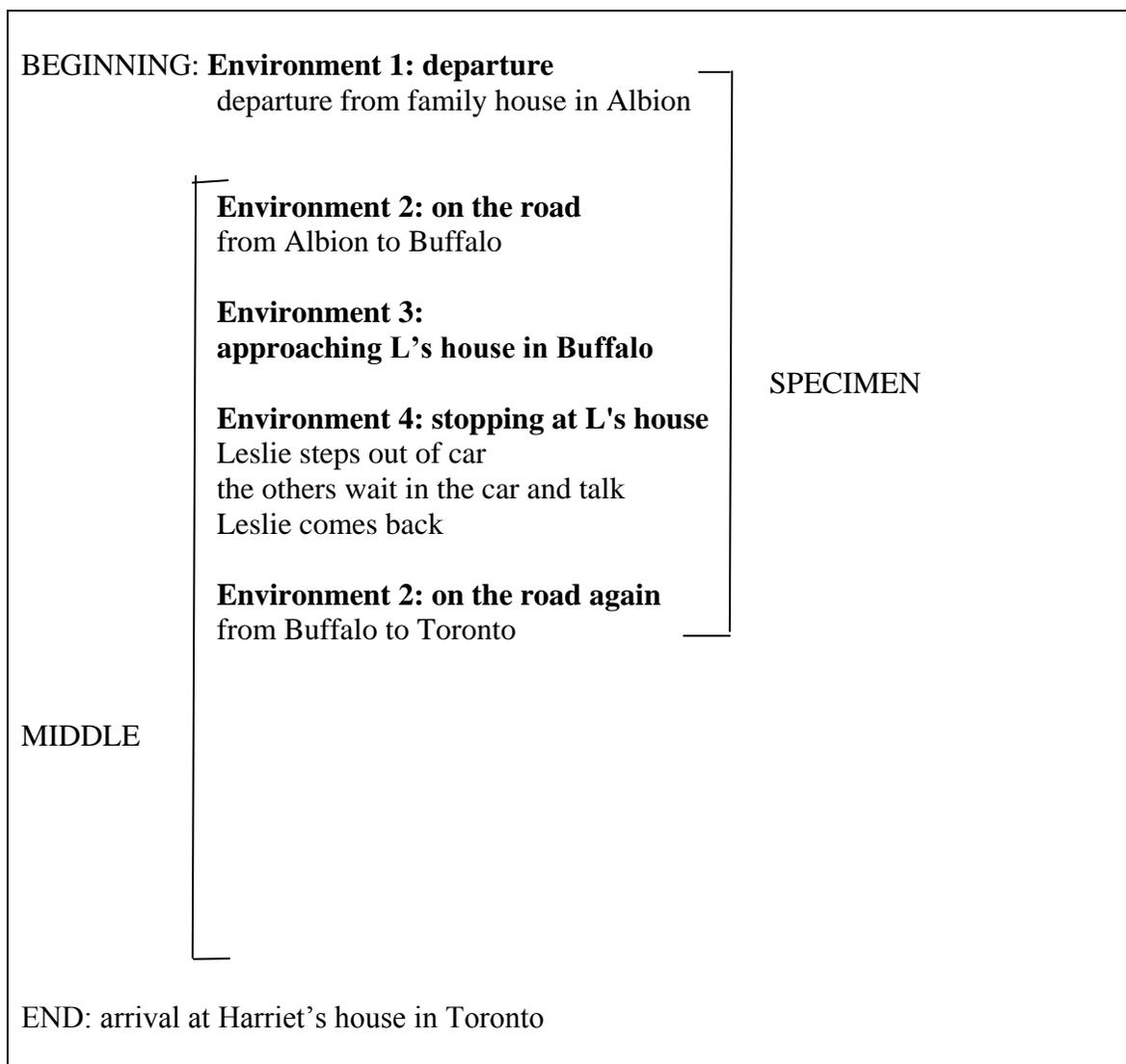
Later in the week, I played the tape of the event to Eliot and asked him to choose a six to eight minute specimen from it. He listened to about ten minutes of the recording before deciding that it did not matter to him which section of the tape was used.

PLACE OF SPECIMEN IN EVENT:

It seems that the respondent chose to focus on **two noncontiguous segments** of talk, one at the beginning (1-23), the other at the early middle of the event (24-257). They occur in 4 environments:

- 1: departure from family house in Albion
- 2: on the road (from Albion to Buffalo; from Buffalo to Toronto)
- 3: approaching Leslie's house
- 4: stopping at Leslie's house

The place of the specimen in the entire event is as follows:



II. VERBAL FLOW STRUCTURE

A: SEGMENTATION OF TALK IN SPECIMEN

1) RESPONDENT'S SEGMENTATION:

The respondent's Blow-by-Blow commentary was elicited as follows:

at first the usual way but Eliot got tired of the process
 since he understood the process I handed him a copy of the transcript and another tape recorder with which he could
 record his comments and asked him to mark where the comments belonged on my copy of the transcript
 he worked by himself while I left the room to attend to something else
 (this accounts, I believe, for the candor of some of his comments)

In general, for the respondent, comments have two aspects: one is factual, the other is funny because they are related to something funny. An example is:

slowly

(1) commenting on the car's performance (factual)

(2) comment associated with joke about father's driving slow (sarcasm)

Factual/serious comments relate to what was going on in the conversation.

when I made a serious comment, I could not find anything funny to say

but they may have a funny aspect to them when read

there are no images associated with serious comments other than what is going on in the conversation

they are factual

In the Follow-up Interviewing, the student researcher asked the respondent to segment the text in terms of topic-like categories. The respondent differentiated 16 segments which, prompted by the student researcher (I asked Eliot to graph the relative importance of each of the topics) he then proceeded to rank in terms of 4 degrees of importance, as follows:

PRIMARY

1. church

SECONDARY

2. clothes

3. jokes

4. Bills and sports

5. colors

6. directions to Leslie's house

TERTIARY

7. Dad driving

8. license plate

9. duration of stay

10. where to park

11. Leslie

12. Harriet's age

13. trash containers

14. ike jokes?

UNIMPORTANT

15. the news mobile

16. stove for grandma

Transcript of Talk in specimen as segmented and characterized by respondent

0: who decided

(As noted by the student researcher, just before start of specimen, Leslie had been describing an incident from earlier in the day in which she and her boyfriend Joe had decided that she would look older --especially than Harriet-- with a bit of make-up)

Mom (1): HE decided?

L (2): Joe and I

1: Dad driving (tertiary)

E(3): Dad'd be a good rrrrace car driver

Mom (4): HE decided? (*louder*)

L (5): Joe and I decided

(6): no

[*background noise of engine racing*]

E (7): look at that high performance race car! (*sarcastic*)

(7): (*laugh*)

L (8): rrrrumm

E (9): zero to sixty in thirteen point some seconds!

(*clunk clunk*)

E (10): oooh that wasn't a good/

(11): you shouldn't 'a run over that, Dad!

long pause

2: clothes (secondary)

Mom (12): so what does that have to do with grown-up

(13): clothes?

L (14): oh now I have grown-up clothes

(15): I have grown-up shorts and grown-up shirts

Mom (16): did you wash those?

L(17): yeah

(18): pretty soon I'll be getting a dress!

(19): Joe said it was the wrong season to be getting a dress

(20): 'cause they look like they're "inherently drafty"

Mom (21): they're what?

L (22): inherently drafty

Mom (23): they are

3: church (primary)

Dad (24): hey Leslie!

L (25): hm

Dad (26): the church you went to out in uh

L (27): Albuquerque

Dad (28): |Alb|uquerque

(29): was that a new church

(30): |uh |

L (31): |three| years old I-think

Dad (32): when they started out did they have

(33): uh

(34): thirty five people?

L (35): I don't know

(36): I dunno

Dad (36): do they have

(37): over a thousand people now?

L (39): well over

Dad (40): 'cause I heard about it on the news

(41): the church out in

L (42): Albuquerque?

Dad (43): Albuquerque

L (44): Cavalry Chapel?

Dad (45): uh

(46): I don't remember the name of it because they already gave it

(47): they were starting to tell about it

(48): they gave the name and then they gave the location and then they said that they

(49): started out with a

(50): few people and they/

(51): the people were

(52): uh the first people to come there were told to call up

(53): people and they made/

(54): they were averaging at the end around a thousand calls a

(55): week I-believe

(56): all their members

L (57): did they say anything about it being

E (58): (*cough*)

L (59): a renovated uh

(60): racquetball court?

Dad (61): no

L (62): oh

E (63): oh it isn't |cool|

Dad (64): |oh | you sat out in |the sun?|

L (65): |yes it IS | cool

L (66) no! it's a racquetball court

Dad (67): inside |yer |

L (68): |yes!|

(69): it used to be a racquetball court now it's

(70): a church

E (71): no I was/

(72): that isn't cool because people used to play racquetball there

L (73): so?

E (74): now those |poor people can't play racquetball|

Mom (75): |when did you hear about that? |

L (76): huh?

Dad (77): one of the programs when I was switching

(78): stations

Mom (79): just recently?

Dad (80): yeah

(81): just this morning or last night one or the other

L (82): it used to be
 (83): some d/
 (84): denomination I can't remember which one but now it 's non-denominational
 (85): n they got their/
 (86): their pastor is six foot four and he's from California
 Mom (87): so how did Leslie get to go?
 L (88): huh?
 (89): what?
 Mom (90): how did Leslie go?
 L (91): Monty took me
 Mom (92): did Leslie wanna go?
 L (93): sure!

long pause

4: News-mobile (unimportant)

E (94): look there's the News-mobile!

long pause

5: license plates (tertiary)

Mom (95): that

(96): car got New York State plates?

Dad (97): I dunno

L (98): they pipe
 (99): potpourri through the vent system so it smells nice
 E (160): with |a little bit a |
 Mom (101): |the church? |
 L (102): yeah
 E (103): with a little bit a poppy seed
 (103'): (*laugh*)
 (104): to make |them feel closer | to the |Lord|
 Dad (105): | (*unintelligible*)|

6: jokes (secondary)

L (106): |so | are you gonna tell blonde jokes?
 E (107): no! you didn't wanna hear them
 E (108): they were/
 (108'): uh
 (109): how do you get a blonde to laugh at a joke on Monday?
 L (110): on Monday?
 (111): I dunno
 E (112): tell it to her on Friday
 L (113): (*laugh*)
 E (114): I don't get it (*sarcastic*)
 L (115): what's today?
 (115'): (*laugh*)
 E (116): (*laugh*)

7: directions to Leslie's house (secondary)

Dad(117): now you want me to turn right at |the light |

E (118): |Wednesday| (*drawn out*)

Dad(119): right?

L (121): what else?!
 (122): that's all?

Mom(122): no not | (*unintelligible*) |left

E (123): |I've got some really rude jokes|

(124): more uh
 (125): taste-
 (126): less
 (127): than

L (128): about blondes?
 (129): no?

E (130): let me think
 (131): aaah!

E (132): why do blondes wash their hair in the
 (133): kitchen sink?

L (134): I dunno

E (135): (*laugh*)

(135'): 'cause that's where you wash ALL vegetables

L (136): (*laugh*)
 (136'): oh

long pause

8: duration of stay (tertiary)

Mom to L (137): how long will you be Leslie?

L to Mom (138): two minutes

E (139): two minutes (*deep voice*)

9: where to park (tertiary)

E to Dad (140): don't back in

(141): 'cause

(142): it makes peop/

(142'): it's harder for people to get out n ye're |slower|

L to Dad (143): |well | you don't have to uh

(144): back in

(145): you can just

(146): drop outside the

(147): |hou/| outside the |driveway|

E to Dad (148): |do a | |U-turn |

(149): |Dad |

Dad to L (150): |okay |

Dad to E (151): no I don't wanna

long pause

E (152): got some more but I'll wait

[brakes]

(153): I'll give you one n let you think about it

(154): why are blondes like/

(155): no

(156): what do

(157): blondes n/

L (158): what was the first one you told?

(159): I want to tell Joe

E (160): what one was it?

L (161): I can't remember

(162): it was the one before the tunnel one

E (163): a blonde/

(164): a brunette in between two |blondes|

L (165): |yes |

E (166): interpreter

L (167): interpreter yes

L (168): can't remember it for more than five minutes

E (169): tell me if he likes it

[Leslie gets out of car; car shuts off]

E(170): dadadadadadadada

E to Dad (171): you could back out n

(172): after these people cross

long pause

10: Leslie (tertiary)

Mom (173): I think she looks more like a little kid with bangs

E (174): Leslie?

Mom (175): with |her hair |

E (176): |with her hair?|

(177): yeah

Mom (178): (*chuckle*)

E (179): her hair doesn't look grown-up

(180): that's okay

(181): that's Leslie

(182): I th/

(183): I think it'd be hard to imagine her grown-up

Mom (184): why?

long pause

Dad (185): you imagine WHAT?

E (186): nothin Dad

(187): (*long sigh*)

11: Bills and sport (secondary)

E (188): readin the paper

(189): hey who's s'posed to win?

Dad (190): Buffalo

E (191): by?

Dad (192): seven

(193): how much were they favored by last week?

12: stove for grandma (unimportant)

Mom (194): hey Jim (*softly*)

E (195): I dunno

(196): a guy last night favored 'em by ten

Mom (197): we need to find a range for your mother

(198): y-know I kinda get nervous with these high scoring both ways though

(199): to tell you the truth

Mom (200): how's it any different than a basketball game?

long pause

Mom (201): hmm?

E (202): how's it any different than a basketball game? (*reflective*)

(203): basketball games

(204): are supposed to be high-scoring

(205): football games are supposed to be LOW

(206): scoring

[*car starts; Leslie gets in*]

13: Harriet's age (tertiary)

L (207): so how old is Harriet now?

Mom (208): eighteen

L (209): eighteen!

(210): downright ancient!

E (211): she can VOTE this year

L (212): we keep this up she'll be twenty-one before long

Mom (213): (*laugh*)

long pause

14: colors (secondary)

Mom (214): you have a pink front door

(215): red

(215): s'pose it's red

L (216): it's red darn-it! (*emphatically*)

(217): what's it/

(218): what's it with you and red?

Mom (219): well the [down-stairs one looks RED]

E (220): (*about to interrupt*)

L (221): |red n pink |

Mom (222): the upstairs one looks PINK

E (223): Mom said s/

(224): there/ we had a red carp/

(225): red couch at home

(226): it's pink isn't it?

L (227): it's red (*laughing*)

E (228): YOU did/

(229): it's pink

L (230): it's red (*laughing*)

E (231): it is PINK

L (232): (*laughing sigh*)

(232'): |ohh what color was|

Mom (233): |what is it with/ | WHO did you say?

L (234): what color was my wastebasket?

(234'): last year?

15: trash containers (tertiary)

Mom (235): oh Leslie do you want the dark blue

(236): er the

(237): blue bigger one with

E(238): (*cough*)

Mom (239): the lid?

(240): think it was in the apartment |when you moved in|

L (241): |if it's tall then |

(242): it's too tall and we have to go out and buy garbage bags

(243): but if it's too short like my little red one was...

(244): somebody took the wheels off!!

16: like jokes? (tertiary)

E (245): did you like it?

(246): did he like it?

L (247): what?

(248): yeah

(249): he said we've been telling too many blonde jokes

E (250): who has?

L (251): the family

(252): in the car

L (253): |what did I say?|

E (254): |really |

L (255): oh if it's too tall then you have to use a garbage bag

(256): have to go out and buy extra plastic but

(257): if it's short then you can use the incidental plastic that you get from going to the store

(2) ANALYST'S SEGMENTATION: VERBAL FLOW SECTIONS

The systematization of the respondent's segmentation yields candidate basic units, the Verbal Flow Sections. They are obtained as follows:

DEFINING CRITERIA for VF1a:

Type of Talk: CHITCHAT
Modality of Talk: displaced
Focality: primary

SEGMENTATION CRITERION for VF1a SECTION:

topic: church (24-93)+(98-105)

DEFINING CRITERIA for VF1b:

Type of Talk: CHITCHAT
Modality of Talk: displaced
Focality: secondary

SEGMENTATION CRITERION for VF1b SECTIONS:

topics:
 clothes (12-23)
 Bills and sports (188-193)+(195-196)+(198-206)
 colors (214-234')

DEFINING CRITERIA for VF1c:

Type of Talk: CHITCHAT
Modality of Talk: displaced
Focality: tertiary

SEGMENTATION CRITERION for VF1b SECTIONS:

topics:
 Leslie (173-187)
 Harriet's age (207-213)
 trash containers (235-244)+(253)+(255-257)
 like jokes (245-252)+(254)

DEFINING CRITERIA for VF 2:**Type of Talk:** CHITCHAT**Modality of Talk:** fictitious**Focality:** secondary**SEGMENTATION CRITERION for VF2 SECTION:****episode of blond jokes telling** (106-116)+(118)+(120-121)+(123-136')+(152-169)**DEFINING CRITERIA for VF 3:****type of Talk:** HORSEPLAY**Modality of Talk:** here-and-now**Focality:** tertiary**SEGMENTATION CRITERION for VF3 SECTION:****triggering agent:** Dad starting car (3)+(7-11)**DEFINING CRITERIA for VF 4:****Type of Talk:** ACTIVITY-RELATED**Modality of Talk:** here-and-now**Focality:** tertiary**SEGMENTATION CRITERION for VF4 SECTION:****triggering agent:** Dad parking car (140-151)+(171-172)

DEFINING CRITERIA for VF 5a:**Type of talk:** INFORMATIVE**Modality of Talk:** here and now**Focality:** focal (secondary)**SEGMENTATION CRITERION for VF5a SECTION:****triggering agent:** Dad not sure of how to get to L's house (117)+(119)+(122)**DEFINING CRITERIA for VF 5b:****Type of talk:** INFORMATIVE**Modality of Talk:** here and now**Focality:** focal (tertiary)**SEGMENTATION CRITERION for VF5b SECTIONS:****triggering agents:**

car going by (95-97)

Mom does not want to wait too long (137-139)

DEFINING CRITERIA for VF 5c:**Type of talk:** INFORMATIVE**Modality of Talk:** here and now**Focality:** focal (unimportant)**SEGMENTATION CRITERION for VF5c SECTION:****triggering agent:** Mom remembers stove for grandma (194)+(197)

DEFINING CRITERIA for VF 6:**Type of Talk:** EMOTING**Modality of Talk:** here-and now**Focality:** unimportant**SEGMENTATION CRITERION for VF6 SECTION:****triggering agent:** newsmobile on thruway (94)

(3) COMPARISON between A's and R's ORGANIZATION

ANALYST'S	RESPONDENT'S
Partial Section (1-2)+(4-6) ¹ _____	0. who decided (1-2)+(4-6)
VF3 Section (3)+(7-11) _____	1. Dad driving (3)+(7-11)
VF1b Section (12-23) _____	2. clothes (12-23)
VF1a Section (24-93)+(98-105) _____	3. church (24-93)+(98-105)
VF6 Section (94) _____	4. news mobile (94)
VF5b Section(95-97) _____	5. license plates (95-97)
VF2 Section (106-116)+(118)+ (120-1)+(123-136')+ (152-169) _____	6. jokes (106-116)+(118)+ (120-1)+(123-136') + (152-169)
VF5a Section(117)+(119)+(122) _____	7. direction to L's house (117)+(119)+(122)
VF5b Section (137-139) _____	8. duration of stay (137-139)
VF4 Section (140-151) _____	9. where to park (140-151)
Parallel Activity (170)	
VF4 Section (171-2) _____	+(170-172)
VF1c Section (173-187) _____	10. Leslie (173-187)
VF1b Section (188-193)+(195-6) +(198-206) _____	11. the Bills (188-193)+(195-6) +(198-206)
VF5c Section (194)+(197) _____	12. stove for Grandma (194) +(197)

VF1c Section (207-213) ————— 13. Harriet's age (207-213)

VF1b Section (214-234') ————— 14. colors (214-234')

VF1c Section (235-244)+(253) ————— 15. trash containers (235-244)
 +(255-257) + (253)+(255-257)

VF1c Section(245-252)+(254) ————— 16. like jokes? (245-252)+(254)

fn1

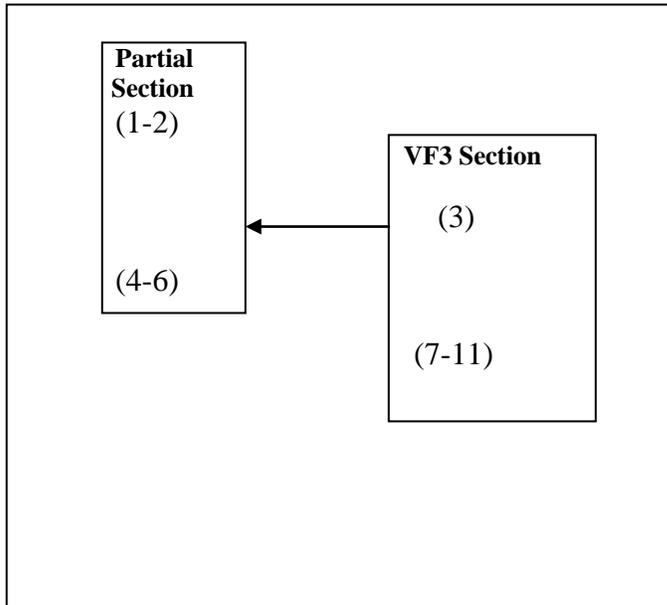
This is a partial section, not characterized. It is the end of a topic between Mom and Leslie.

**B: BASIC UNITS: INTERNAL STRUCTURE
and
PARTIAL RHETORICAL ORGANIZATION of
TALK IN CORES**

Each VF Section is now examined in turn in order to ascertain how many basic units it contains. Then, the internal structure of each basic unit, and the partial rhetorical organization of Talk in their respective cores, are described in some detail.

OVERLAPPING VF SECTIONS:

The Partial Section (1-2)+(4-6) is overlapped by VF3 Section (3)+(7-11).



PARTIAL SECTION (1-2)+(4-6)

(1) RECAPITULATION

a) Analytic Specification of Partial Section:

Defining Criteria for VF1:

Type of Talk: CHITCHAT

Modality of Talk: displaced

Focality: ?

Segmentation Criterion for Partial Section (1-2)+(4-6):

topic: wearing make-up

b) Transcript of Talk in Partial Section: ¹

Mom to Leslie (1): HE decided?

Leslie to Mom (2): Joe and I/

Mom to Leslie (4): HE decided? (*louder*)

Leslie to Mom (5): Joe and I decided

(6): no

Student Researcher's note 1:

Just before start of specimen Leslie had been describing an incident from earlier in the day in which she and her boyfriend Joe had decided that she would look older—especially than Harriet—with a bit of make-up.

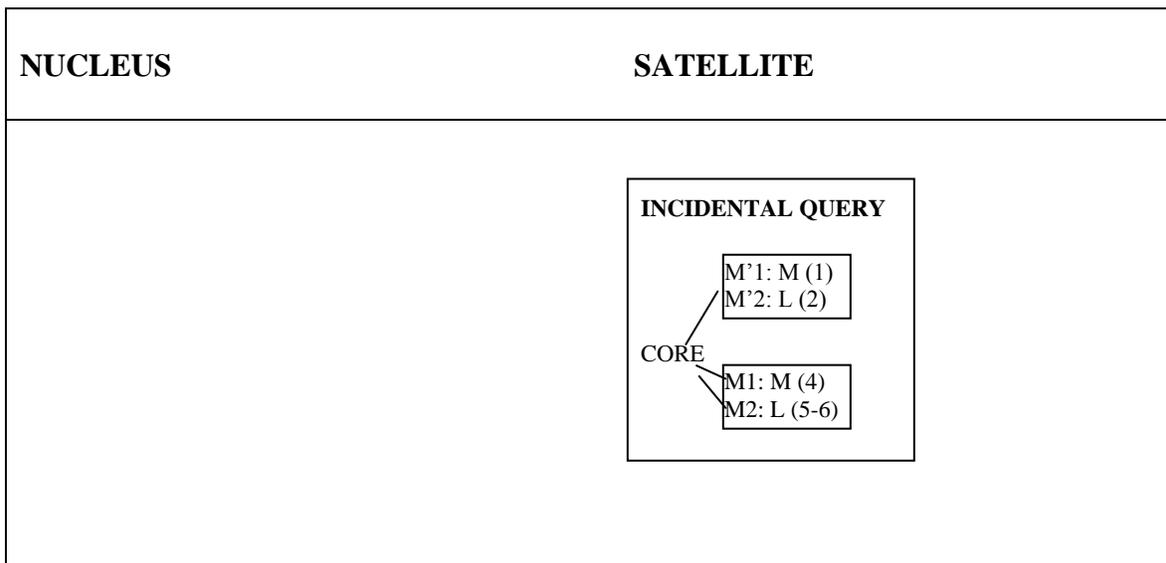
(2) BASIC UNITS:

The Partial Section includes only an INCIDENTAL QUERY (1-2)+(4-6), satellite to a nucleus not in specimen.

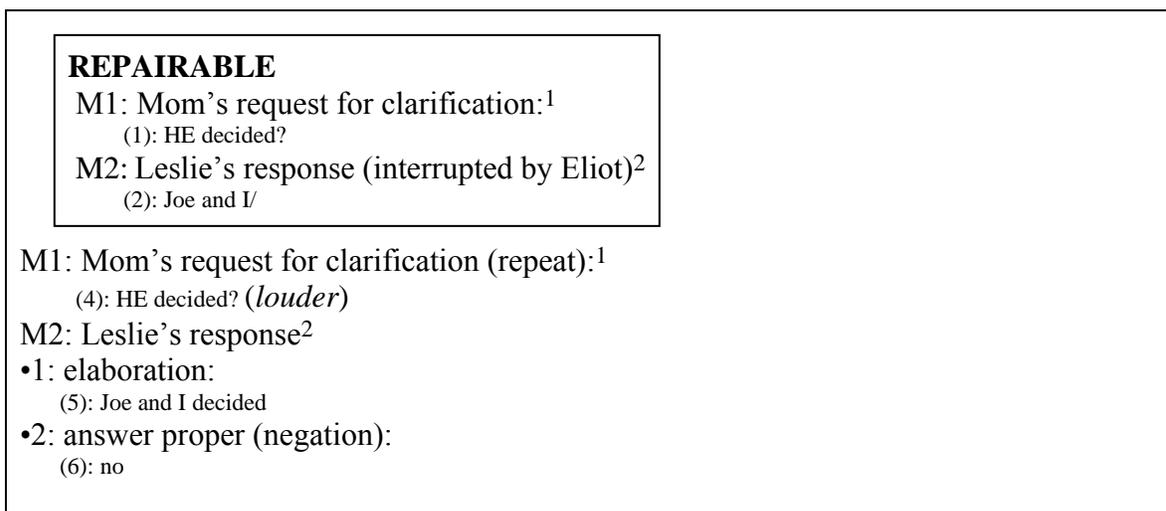
(3) DETAILED ANALYSIS of INCIDENTAL QUERY (1-2)+(4-6)

a) INTERNAL STRUCTURE OF INCIDENTAL QUERY:

The INCIDENTAL QUERY has only a nucleus. The latter has only a core with one repeated exchange.



b) RHETORICAL ORGANIZATION of CORE:



Respondent's account:

fn1

request for clarification

fn2

clarification

VF3 SECTION (3)+(7-11)

(1) RECAPITULATION

a) Analytic Specification of Section

Defining Criteria for VF3:

Type of Talk: HORSEPLAY

Modality of Talk: here-and-now

Focality: tertiary

Segmentation Criterion for VF3 Section (3)+(7-11):

triggering agent: noises made by engine when Dad starts car

b) Transcript of Talk in Section:

Eliot to Leslie (3): Dad'd be a good rrrrace-car driver

[*background noise of engine racing*]

Eliot to Leslie (7): look at that high performance race-car! (*sarcastic*)

(7'): (*laugh*)

Leslie (8): rrrrumm

Eliot to Leslie (9): zero to sixty in thirteen point some seconds!

[*clunk clunk*]

Eliot to Dad (10): oooh [that wasn't a good]

(11): you shouldn't 'a run over that, Dad!

(2) BASIC UNITS:

The Section is constituted by verbal responses to the triggering agent –noises made by engine when Dad starts the car.

There are three basic units, as follows:

(1) VF3 SubStretch(3)+(7)+(9) is an EXHORTATION by Eliot to Dad.

(2) VF SubStretch (8) is an ONOMATOPOEIA by Leslie.

(3) VF3 SubStretch (10-11) is a fake REBUKE by Eliot to Dad.

This is displayed in the following Table:

TRIGGERING AGENTS	VERBAL RESPONSES
background noise of engine ²	1: EXHORTATION by E (3)+(7)+(9) 2: ONOMATOPOEIA by L (8): rrrrumm ¹
clunk, clunk ²	3: FAKE REBUKE by E (10-11)

Respondent's account:

fn1

statement

fn2

car's performance

(3.1) DETAILED ANALYSIS OF EXHORTATION (3)+(7)+(9)

a) INTERNAL STRUCTURE:

The EXHORTATION has only a nucleus. The latter has only a univocal core.

NUCLEUS
CORE: E to Dad (3), (7), (9)

b) RHETORICAL ORGANIZATION OF CORE:

<p>Eliot's exhortation¹</p> <ul style="list-style-type: none"> •1: preparation: (3): Dad'd be a good rrrrace-car driver² •2: exhortation proper (7): look at that high performance race-car! ³ (<i>sarcastic laughter</i>) •3: elaboration: (9): zero to sixty in thirteen point some seconds!⁴
--

Respondent's account:

fn1

Dad's taking off

a family car such as a Taurus is not noted for its performance but the background noise was contrary

Dad drives very slowly but the car makes noises like a race car.

fn2

statement

fn3

statement

fn4

statement

(3.2) DETAILED ANALYSIS OF FAKE REBUKE (10-11)

a) INTERNAL STRUCTURE:

The REBUKE has only a nucleus. The latter has an entry and a core, both univoxes.

NUCLEUS
<p>ENTRY: Eliot (10): oooh!¹</p> <p>CORE: Eliot to Dad (10-11)</p>

Respondent's account:

fn1

exclamation of reproach

b) RHETORICAL ORGANIZATION OF CORE:

<p>Eliot's fake rebuke:</p> <table border="1" data-bbox="289 1123 591 1220"> <tr> <td> <p>REPAIRABLE (10): [that wasn't a good]</p> </td> </tr> </table> <p>(11): you shouldn't 'a run over that, Dad! ¹</p>	<p>REPAIRABLE (10): [that wasn't a good]</p>
<p>REPAIRABLE (10): [that wasn't a good]</p>	

Respondent's account:

fn1

statement

suggesting that Dad ran over another person

VF1 SECTION (12-23)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF1:

Type of Talk: CHITCHAT

Modality of Talk: displaced

Focality: secondary

Segmentation Criterion for VF1 Section (12-23):

Topic: clothes

b) Transcript of Talk in Section:

Mom to Leslie (12): so what does that have to do with grown-up
(13): clothes?
Leslie to Mom (14): oh now I have grown-up clothes
(15): I have grown-up shorts and grown-up shirts
Mom to Leslie (16): did you wash those?
Leslie to Mom (17): yeah
Leslie to Mom (18): pretty soon I'll be getting a dress!
(19): Joe said it was the wrong season to be getting a dress
(20): 'cause they look like they're inherently drafty
Mom to Leslie (21): they're what?
Leslie to Mom (22): inherently drafty
Mom (23): they are

(2) BASIC UNITS:

There is only one basic units, VF1 Stretch (12-23). It is a QUERY, specified by the semantic schema, Mom asks Leslie about grown-up clothes.

(3) DETAILED ANALYSIS OF QUERY (12-23)

a) INTERNAL STRUCTURE of QUERY:

The QUERY has a nucleus and one satellite.

The nucleus has an entry and a core.

The entry is a univox.

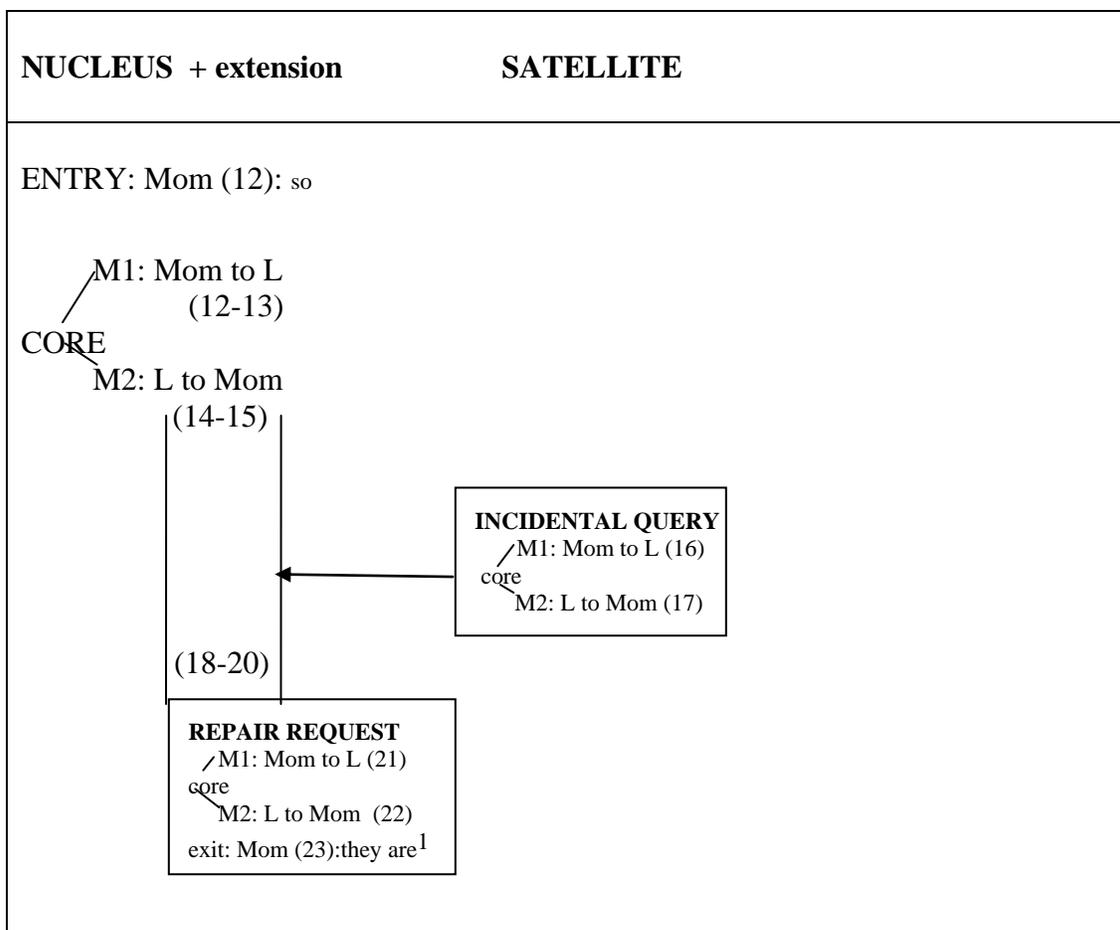
The core is a dialogue, initiated by Mom and addressed to Leslie, with one exchange.

The second member of the exchange has one extension, a repair request. The latter has a core and an exit.

The exit is a univox.

The core is a dialogue initiated by Mom and addressed to Leslie, with one exchange.

The satellite is an incidental query. It has only a core, a dialogue initiated by Mom and addressed to Leslie, with one exchange.



Respondent's account:

-fn1

agreement

b) RHETORICAL ORGANIZATION of CORES:

M1: Mom's request for clarification¹

- (12): what does that have to do with grown-up^{1'}
 (13): clothes?

M2: L's response proper

•1: response proper:

- (14): oh now I have grown-up clothes²

•2: elaboration:

- (15): I have grown-up shorts and grown-up shirts

INCIDENTAL QUERY

M1: Mom's request for information:

- (16): did you wash those?³

M2: L's response proper (affirmative)

- (17): yeah⁴

•2: future situation

1: statement proper:

- (18): pretty soon I'll be getting a dress!⁵

2: elaboration:

- (19): Joe said it was the wrong season to be getting a dress

- (20): 'cause they look like they're inherently drafty

REPAIR REQUEST

M1: Mom's request for a repeat:⁶

- (21): they're what?

M2: L's response:⁷

- (22): inherently drafty

Respondent's account:

-fn1

the females are talking about high fashion (12-23)

grown-up clothes (12-17)

dresses (18-23)

-fn1'

request for clarification

-fn2

'oh' marks speaker involvement

clarification

-fn3

question

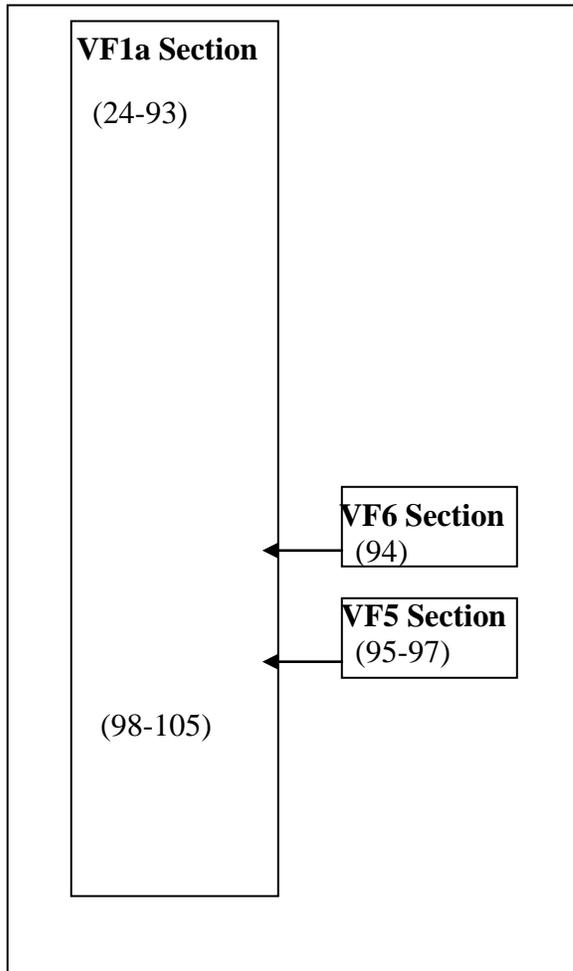
-fn4

answer

-fn5
statement
-fn6
request for clarification
-fn7
clarification

OVERLAPPING VF SECTIONS:

VF1a Section (24-93)+(98-105) is overlapped by VF5 Section(95-97) and VF6 Section (4)



VF1a SECTION (24-93)+(98-105)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF1a:

Type of Talk: CHITCHAT

Modality of Talk: displaced

Focality: primary

Segmentation Criterion for VF1a Section (24-93)+(98-105):

topic: church

b) Transcript of Talk in Section:

Dad to L (24): hey Leslie!
 L to Dad (25): hm
 Dad to L (26): the church you went to out in uh
 L to Dad (27): Albuquerque|
 Dad to L (28): |Alb|uquerque
 (29): was that a new church?
 (30): |uh |
 L to Dad (31): |three| years old I-think
 Dad to L (32): when they started out did they have
 (33): uh
 (34): thirty five people?
 L to Dad (35): I don't know
 (36): I dunno
 Dad to L (37): do they have
 (38): over a thousand people now?
 L to Dad (39): well over
 Dad to L (40): 'cause I heard about it on the news
 (41): the church out in
 L to Dad (42): Albuquerque?
 Dad to L (43): Albuquerque
 L to Dad (44): Cavalry Chapel?
 Dad to L (45): uh
 (46): I don't remember the name of it because they already gave it
 (47): they were starting to tell about it
 (48): they gave the name and then they gave the location and then they said that they
 (49): started out with a
 (50): few people and they/
 (51): the people were
 (52): uh the first people to come there were told to call up
 (53): people and they made/
 (54): they were averaging at the end around a thousand calls a
 (55): week I-believe
 (56): all their members
 L to Dad (57): did they say anything about it being
 E (58): (*cough*)
 L to Dad (59): a renovated uh
 (60): racquetball court?
 Dad to L (61): no

L to Dad (62): oh
 E to L (63): oh it isn't |cool|
 Dad to L (64): |oh | you sat out in |the sun?|
 L to E (65): |yes it IS| cool
 L to Dad (66) no! it's a racquetball court
 Dad to L (67): inside |ye're |
 L to Dad (68): |yes! |
 L to Dad (69): it used to be a racquetball court now it's
 (70): a church
 E to L (71): no I was/
 (72): that isn't cool because people used to play racquetball there
 L to E (73): so?
 E to L (74): now those |poor people can't play racquetball|
 Mom to Dad (75): |when did you hear about that? |
 L to Mom (76): huh?
 Dad to Mom (77): one of the programs when I was switching
 (78): stations
 Mom to Dad (79): just recently?
 Dad to Mom (80): yeah
 (81): just this morning or last night one or the other
 L to Mom &Dad (82): it used to be
 (83): some d/
 (84): denomination I can't remember which one but now it 's non-denominational
 (85): n they got their/
 (86): their pastor is six foot four and he's from California
 Mom to L (87): so how did Leslie get to go?
 L to Mom (88): huh?
 (89): what?
 Mom to L (90): how did Leslie go?
 L to Mom (91): Monty took me
 Mom to L (92): did Leslie wanna go?
 L to Mom (93): sure!

long pause

L to Mom &Dad (98): they pipe
 (99): potpourri through the vent system so it smells nice
 E to L (100): with |a little bit a|
 Mom to La (101): |the church? |
 L to Mom (102): yeah
 E to La (103): with a little bit a poppy seed
 (103'): (*laugh*)
 104): to make |them feel closer | to the |Lord|
 Dad (105): | (*unintelligible*) |

(2) BASIC UNITS:

There are two basic units, as follows:

(1) VF1a SubStretch (24-81) is an INFORMING, specified by the semantic schema: Dad tells L about a church in Albuquerque.

(2) VF1a Substretch (82-93)+(98-104) is a DESCRIPTION specified by the semantic schema: L describes church to Dad and Mom. It is.

(3.1) DETAILED ANALYSIS OF INFORMING (24-81)

a) INTERNAL STRUCTURE of INFORMING:

The INFORMING has a nucleus and 4 satellites

The nucleus has an entry and a core.

The entry is a dyad initiated by Dad.

The core consists of a pre and a main part.

The pre is a dialogue, initiated by Dad and addressed to Leslie, with 3 exchanges.

The first member of the first exchange has one extension, a univocal co-construction by Leslie.

The main part is a univox by Dad addressed to Leslie.

It has one extension, a univocal co-construction by Leslie. The first satellite is an incidental query.

It has only a core, a dialogue initiated by L and addressed to Dad with one exchange.

The second satellite is also an incidental query. It has a core and an exit.

The exit is a univox by L.

The core is a dialogue initiated by L and addressed to Dad, with one exchange.

The third satellite is a multilogic remark, a duo initiated by E and followed up by L, with two rounds.

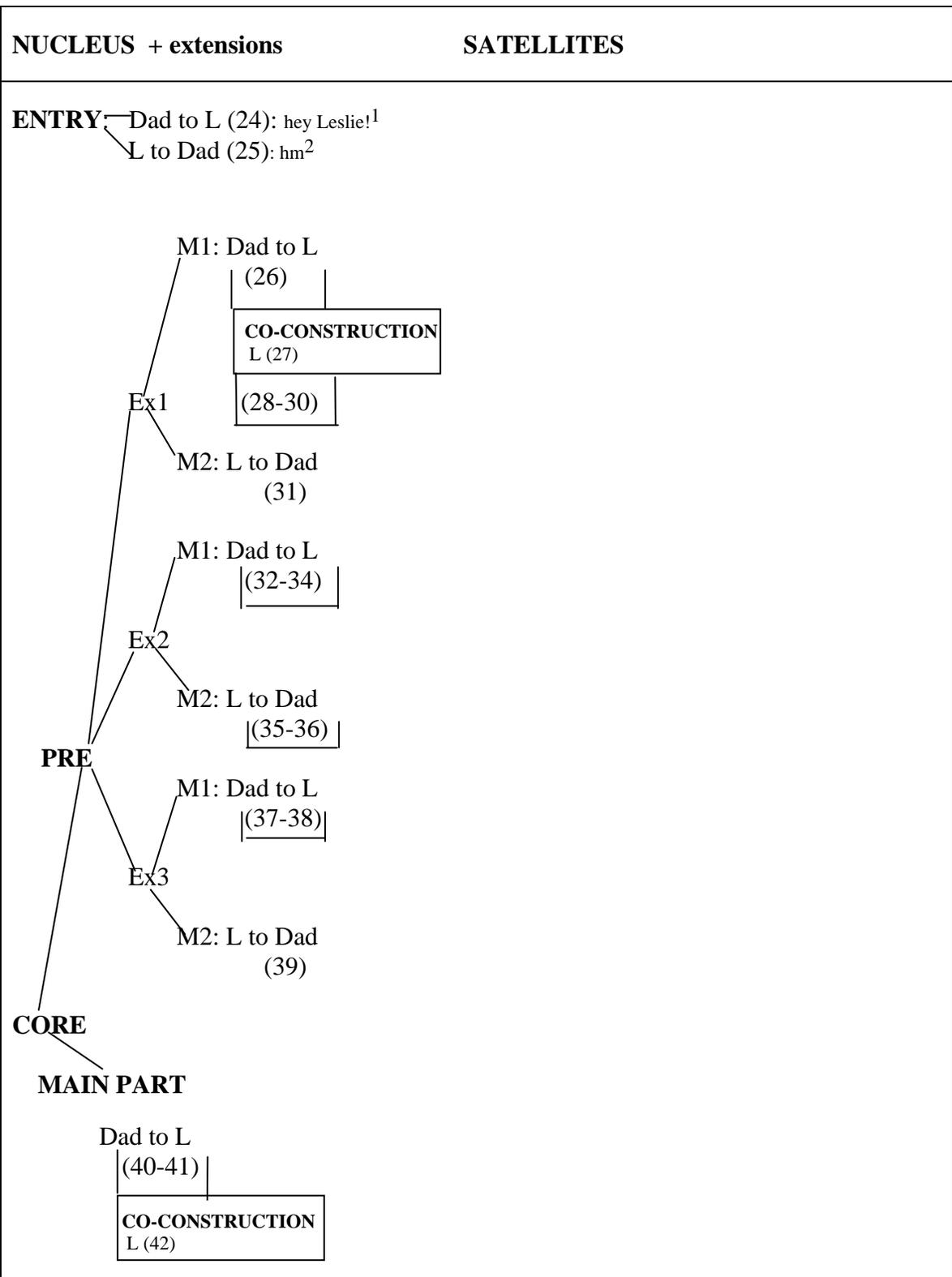
It has a secondary satellite, an incidental query. The latter has an entry and a core.

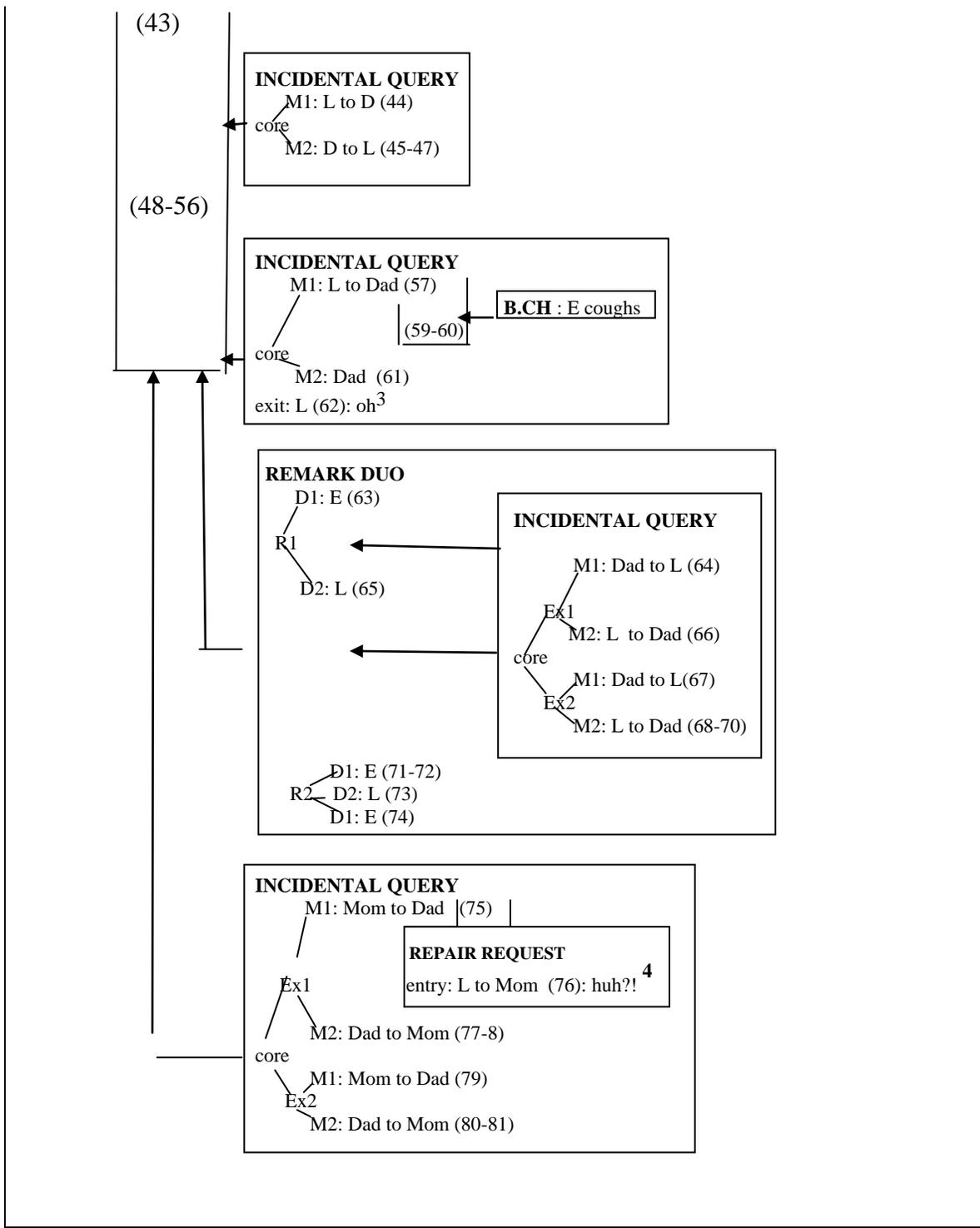
The entry is a univox by Dad.

The core is a dialogue initiated by Dad and addressed to L, with two exchanges.

The fourth satellite is an incidental query. It has only a core, a dialogue initiated by Mom and addressed to Dad, with two exchanges.

The first member of the first exchange has an extension, a repair request, with only an entry by L (see full repair request 88-90)





Respondent's account

-fn1

attempting to get attention

-fn2

recognizing speaker

-fn3

'oh' marks information receipt

response to answer

-fn4

request for clarification

b) RHETORICAL ORGANIZATION of CORES:¹

PRE to informing

Ex1: initial use of schema

M1: Dad's first query:

.1: preparation¹

(26) the church you went to out in [uh]

CO-CONSTRUCTION

L finishes Dad's thought²

(27) Albuquerque

(28) Albuquerque 3

.2: informing proper

(29) was that a new church?⁴

(30) uh⁵

M2: L's response:

(31) three years old I-think⁶

Ex2: additional use of schema

M1: Dad's second query proper:

(32) when they started out did they have⁷

(33) uh⁸

(34) thirty five people?⁹

M2: L's response:¹⁰

(35) I don't know

(36) I dunno

Ex3: additional use of schema

M1: Dad's query proper:¹¹

(37) do they have

(38) over a thousand people now?

M2: L's response:¹²

(39) well over

MAIN PART: informing by Dad

initiation:

(40) 'cause

development:

•1: preparation:

(40) I heard about it on the news¹³

(41) the church out in

CO-CONSTRUCTION by L

L finishes Dad's thought¹⁴

(42) Albuquerque?

(43) Albuquerque¹⁵

INCIDENTAL QUERY

M1: L's query:

(44) Cavalry Chapel?¹⁶M2: Dad's response proper:¹⁷(45) uh¹⁸

(46) I don't remember the name of it because they already gave it

(47) they were starting to tell about it

•2: informing proper:¹⁹

(48) they gave the name and then they gave the location and then they said that they

(49) started out with a

(50) few people and [they]

(51) [the people were]

(52) [uh] the first people to come there were told to call up

(53) people and [they made]

(54) they were averaging at the end around a thousand calls a

(55) week I-believe

(56) all their members

INCIDENTAL QUERY

M1: L's query to Dad:

(57) did they say anything about it being²⁰

(59) a renovated [uh]

(60) racquet ball court?

M2: Dad's response:²¹

(61) no

REMARK**R1: challenge**

D1: E challenging L:

(63) oh it isn't cool!²²**INCIDENTAL QUERY**

Ex1: initial use of schema

M1: Dad's first request for clarification to L:²³

(64) oh you sat out in the sun?!

D2: L meeting E's challenge:²⁴

(65) yes it IS cool

M2: L's response to Dad:²⁵

•1: response proper:

(66) no!

•2: elaboration:

(66) it's a racquetball court

Ex2: additional use of schema

M1: Dad's second request for clarification to L:²⁶
(67) inside ye're?

M2: L's response to Dad:

•1: response proper :²⁷

(68) yes!

•2: elaboration:²⁸

(69) it used to be a racquetball court now it's

(70) a church

R2: challenge

D1: E challenging L again:²⁹

(71) no [I was/]

(72) that isn't cool because people used to play racquetball there

D2: L meeting E's challenge:³⁰

(73) so?

D1: E topping L's challenge:³¹

(74) now those poor people can't play racquetball

INCIDENTAL QUERY³²

Ex1: initial use of schema

M1: Mom's first query to Dad:^{32'}

(75) when did you hear about that?

M2: Dad's response to Mom:³³

(77) one of the programs when I was switching

(78) stations

Ex2: additional use of schema

M1: Mom's second query to Dad:³⁴

(79) just recently?

M2: Dad's response to Mom³⁵

•1: response proper:

(80) yea

•2: elaboration:

(81) just this morning or last night, one or the other

Respondent's account:

fn1

finding out whether they are all talking about same subject (l. 24-56)

discussing history of previously visited places (l.24-39)

testing L's memory of places that she has visited (l.26-39)

fn1'

introduction to question

fn2

suggested word

fn3

continuation of question

fn4

question

fn5

pause

fn6

answer

fn7

question

fn8

pause

fn9

continuation of question

fn10

answer

fn11

question

fn12

answer

fn13

statement

fn14

suggested word

fn15

continuation of statement

fn16

question (is it called Cavalry Chapel?)

fn17

pause

fn18

answer

fn19

description of church (48-56)

fn20

introduction of question (57)

continuation of question (59-60)

fn21

answer

fn22

statement

'oh' marks speaker involvement

fn23

question (Dad takes E's comment, line 63, literally)

'oh' marks speaker involvement

fn24

response to statement (line 63)

fn25

response to question (line 64)

fn26

question

fn27

answer

fn28

details to answer

fn29

explaining previous statement

fn30

prompt

fn31

explanation

fn32

when he heard about it(75-81)

fn32'

when he heard about it

question

fn33

answer

fn34

request for further details

fn35

answer

(3.2) DETAILED ANALYSIS OF DESCRIPTION (82-104)

a) INTERNAL STRUCTURE of DESCRIPTION:

The DESCRIPTION has a nucleus and two satellites.

The nucleus has only a core, a univox by Leslie. The latter has an extension, a univocal co-construction by Eliot.

The two satellites are incidental queries.

The first incidental query has only a nucleus. The latter has an entry and a core.

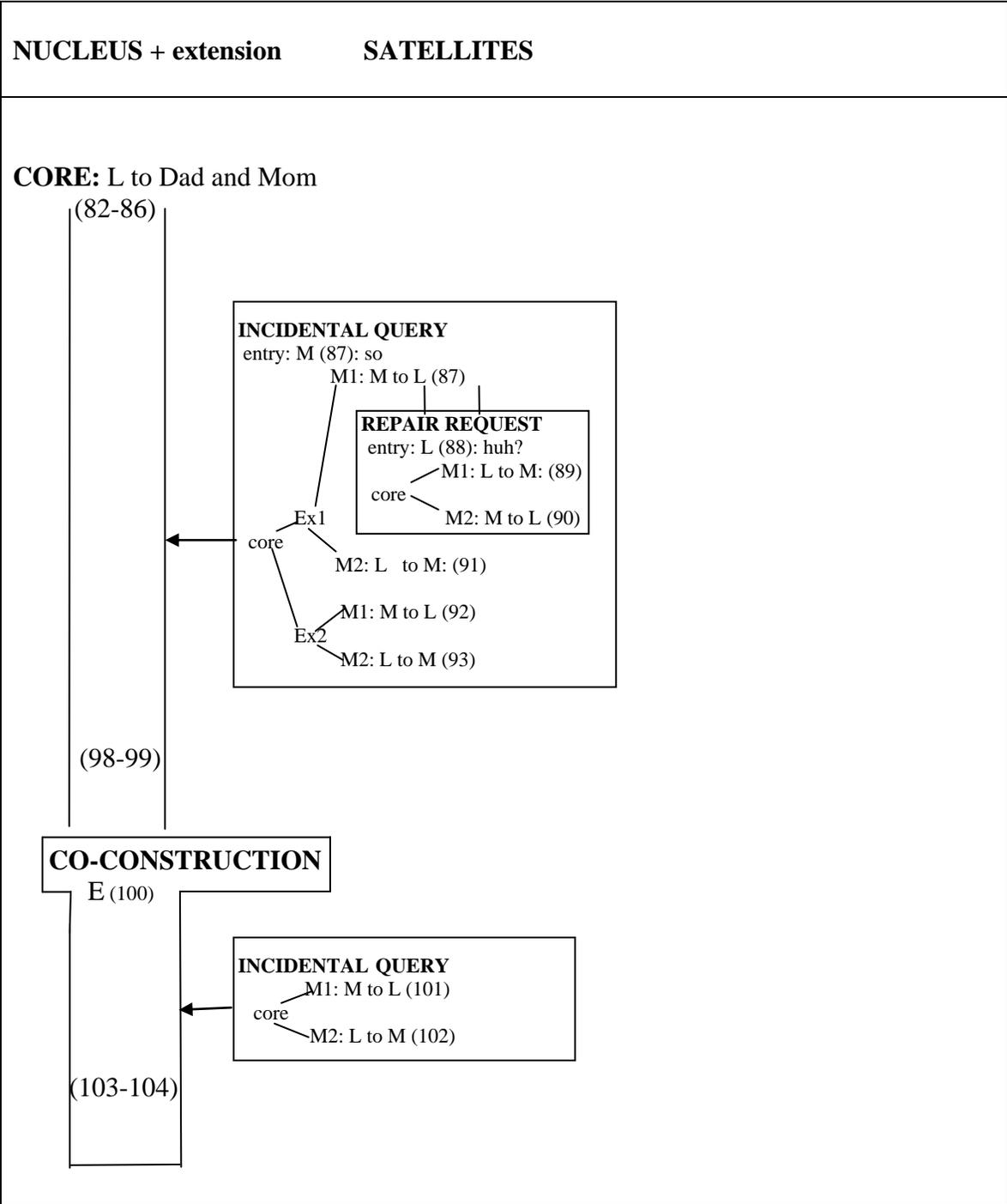
The entry is a univox.

The core is a dialogue initiated by Mom and addressed to Leslie, with two exchanges.

The first member of the first exchange has an extension, a repair request.

The latter has only a core, a dialogue initiated by L and addressed to Mom, with one exchange.

The second incidental query has only a nucleus. The latter has only a core, a dialogue initiated by Mom and addressed to Leslie, with one exchange



b) RHETORICAL ORGANIZATION of CORES:

L's description to Dad and Mom

•1: description of church and pastor:¹

(82) it used to be

(83) some [d]

(84) denomination I can't remember which one but now it 's non- denominational

(85) n [they got their]

(86) their pastor is six foot four and he's from California²

INCIDENTAL QUERY

Ex1: initial use of schema³

M1: M's first query to L: ⁴

(87) how did Leslie get to go?

REPAIR REQUEST

M1: L's request for clarification to M:⁵

(89) what?

M2: M's clarification to L:⁶

(90) how did Leslie go?

M2: L's response to M:

(91) Monty took me⁷

Ex2: additional use of schema

M1: M's second query to L: ⁸

(92) did Leslie wanna go?

M2: L's response to M: ⁹

(93) sure!

•2: description of piping in of scents:¹⁰

(98) they pipe

(99) potpourri through the vent system so it smells nice¹¹

INCIDENTAL QUERY

M1: M's request for confirmation to L: ¹²

(101) the church?

M2: L's response to M: ¹³

(102) yeah

CO-CONSTRUCTION

E adds to L's description: ¹⁴

REPAIRABLE

(100) [with a little bit a]

(103) with a little bit a poppy seed Respondent's accountlaughter

(104) to make them feel closer to the Lord

Respondent's account:**fn1**

description of church and pastor (l. 82-86)

fn2

almost taller than I am

fn3

explanation on if Leslie went to the church

fn4

question

fn5

request for clarification

fn6

clarification

fn7

answer

Monty is Leslie's co-worker

fn8

question

fn9

answer

Leslie always goes where she wants to go, where she wants to go

fn10

discussing the piping in of scents (l. 98-104)

fn11

statement

Leslie loves potpourri

fn12

question

fn13

answer

fn14

statement

VF6 SECTION (94)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF6:

Type of Talk: EMOTING

Modality of Talk: here-and-now

Focality: unimportant

Segmentation Criterion for VF6 Section (94):

triggering agent: News-mobile going by

b) Transcript of Talk in Section:

E (94): look! there's the News-mobile!

(2) BASIC UNITS:

The Section is constituted by verbal responses to the triggering agent, a newsmobile going by on the thruway. It is a cluster of two basic units, two EXCLAMATIONS by E. This is displayed in the following Table:

TRIGGERING AGENT	VERBAL RESPONSES
newsmobile going by	<p>EXCLAMATIONS by E:¹</p> <p>(94) look!</p> <p>(94) there's the news mobile!</p>

Respondent's account

"don't ask me what they're talking about"

I have no idea what I was talking about at the time (**serious**)

VF5 SECTION (95-97)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF5:

Type of Talk: INFORMATIVE

Modality of Talk: here-and-now

Focality: tertiary

Segmentation Criterion for VF5 Section (95-97):

triggering agent: car going by

b) Transcript of Talk in Section:

Mom to Dad (95): that
 (96): car got New York State plates?
 Dad to Mom (97): I dunno

(2) BASIC UNITS:

The Section is constituted by verbal responses to the triggering agent, car going by on the thruway. There is only one basic unit, VF5 Stretch (95-97). It is a QUERY, specified by the semantic schema, Mom asks Dad about the car's license plate.

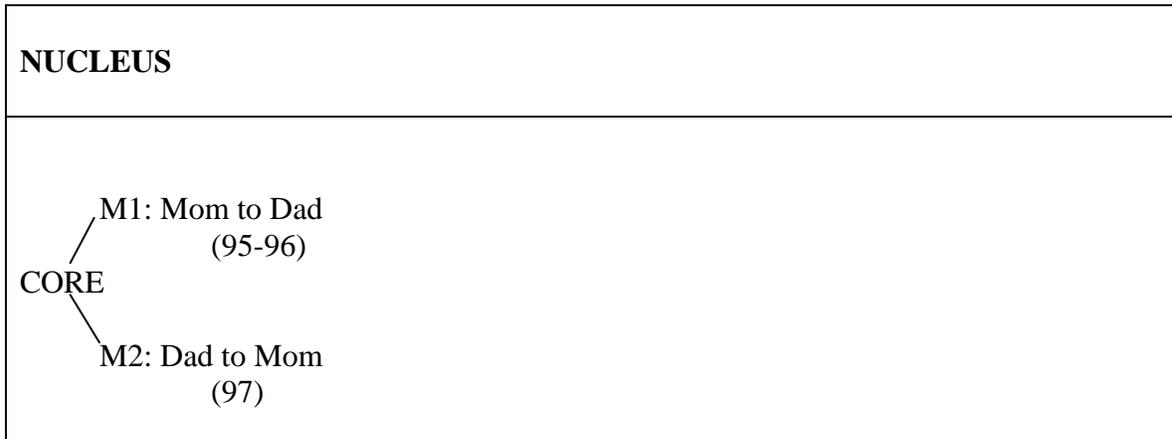
This is displayed in the following Table:

TRIGGERING AGENT	VERBAL RESPONSES
car going by	 QUERY by Mom to Dad (95-97)

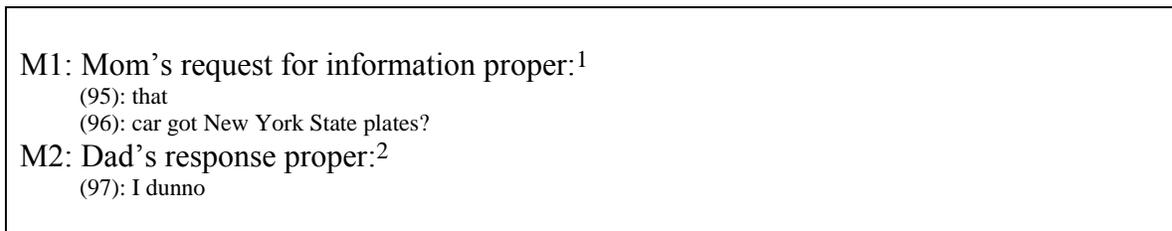
(3) DETAILED ANALYSIS OF QUERY (95-97)

a) INTERNAL STRUCTURE of QUERY:

The QUERY has only a nucleus. The latter has only a core, a dialogue initiated by Mom and addressed to Dad, with one exchange.



b) RHETORICAL ORGANIZATION OF CORE:



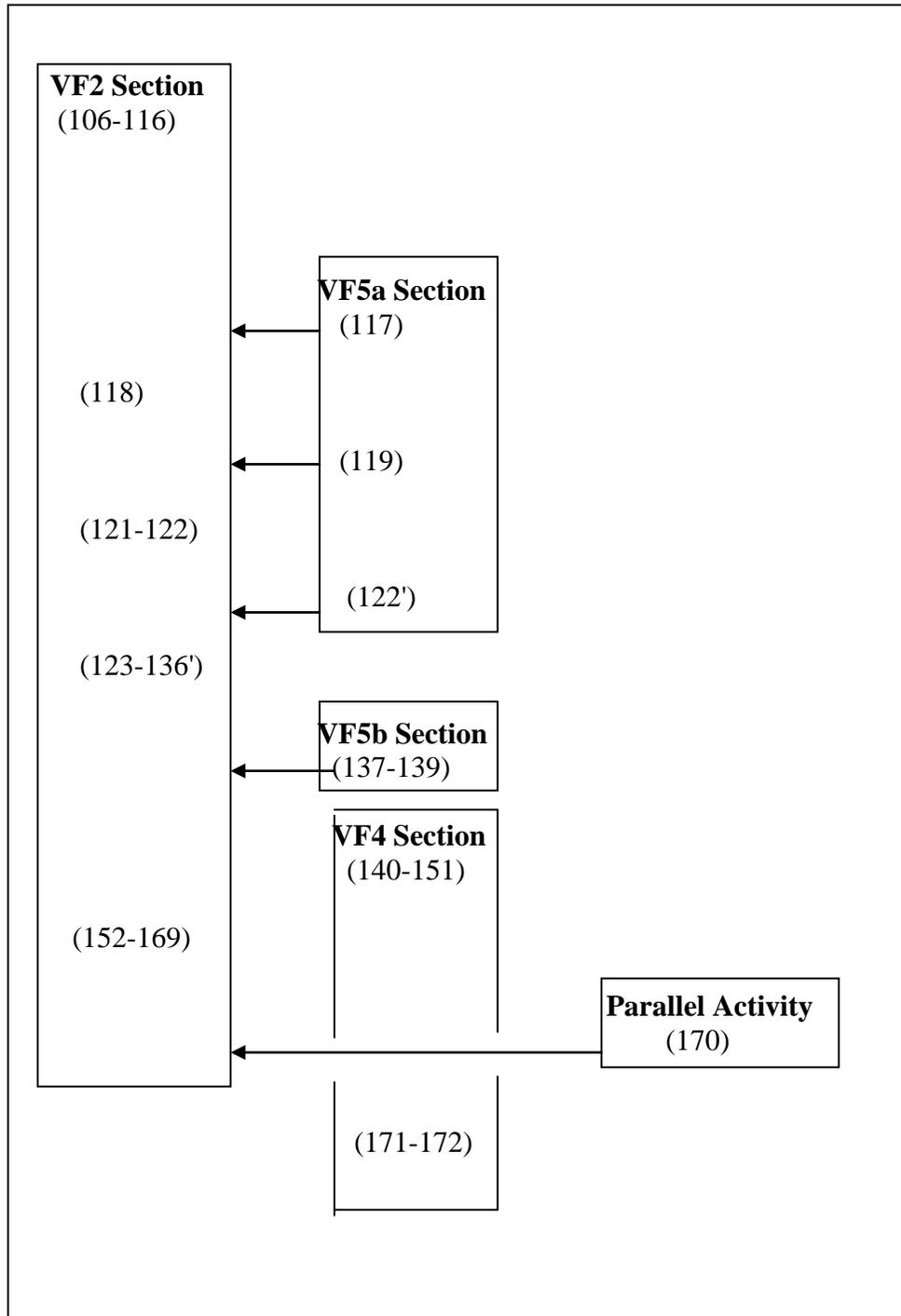
Respondent's account:

fn1
question

fn2
answer

OVERLAPPING VF SECTIONS

VF2 Section (106-116)+(118)+(121-122)+(123-136') is overlapped by VF4 Section (140-151)+(171-172), VF5a Section (117)+(119)+(122) and VF5b Section(137-139), and by the Parallel Activity (170).



VF2 SECTION (106-116)+(118)+(120-121)+(123-136')+(152-169)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF2:

Type of Talk: CHITCHAT

Modality of Talk: fictitious

Focality: secondary

Segmentation Criterion for VF2 Section (106-116)+(118)+(120-121)+(23-136')+(152-169): episode of blonde joke telling

b) Transcript of Talk in Section:

L (106): |so | are you gonna tell blonde jokes?

E (107): no! you didn't wanna hear them

E (108): they were/

(108'): uh

(109): how do you get a blonde to laugh at a joke on Monday?

L (110): on Monday?

(111): I dunno

E (112): tell it to her on Friday

L (113): (*laugh*)

E (114): I don't get it (*sarcastic*)

L (115): what's today?

(115'): (*laugh*)

E (116): (*laugh*)

E (118): |Wednesday| (*drawn out*)

L (121): what else?!

(122): that's all?

E (123): |I've got some really rude jokes|

(124): more uh

(125): taste-

(126): less

(127): than/

L (128): about blondes?

(129): no?

E (130): let me think

(131): aaah!

E (132): why do blondes wash their hair in the

(133): kitchen sink?

L (134): I dunno

E (135): (*laugh*)

(135'): 'cause that's where you wash ALL vegetables

(3) DETAILED ANALYSIS OF TELLING (106-116)+(118)+(121-122)+(123-136')+(152-169)

a) INTERNAL STRUCTURE of TELLING:

The TELLING has a nucleus and 9 satellites.

The nucleus has an entry and a core.

The entry is a univox by L.

The core includes 3 sets consisting each of a Pre and a Main Part.

In set 1, the Pre has only a core, a dialogue initiated by L and addressed to E, with one exchange.

The Main Part has a nucleus and 3 satellites.

The nucleus has only a core, a dual answer query initiated by E.

The first satellite is a univocal back channel by L.

The second satellite is a univocal remark by E as if he were L.

The third satellite is an Incidental Query. It has only a core, a dialogue initiated by L and addressed to E, with one exchange.

In Set 2 the Pre has only a core, a dialogue initiated by L and addressed to E, with one exchange.

The second member of the exchange has 1 extension, a univocal co-construction by L E.

The Main Part has a nucleus and 1 satellite.

The nucleus has an entry and a core.

The entry is a univox by E.

The core is a double answer query initiated by E and addressed to L.

The satellite is a univocal back channel by L.

In set 3 the Pre has only a core, a quasi exchange initiated by E and addressed to L.

The Main Part has only a univocal core by E.

In set 4, the Pre has a nucleus and 1 satellite.

The nucleus has only a core, a quasi exchange initiated by E and addressed to L.

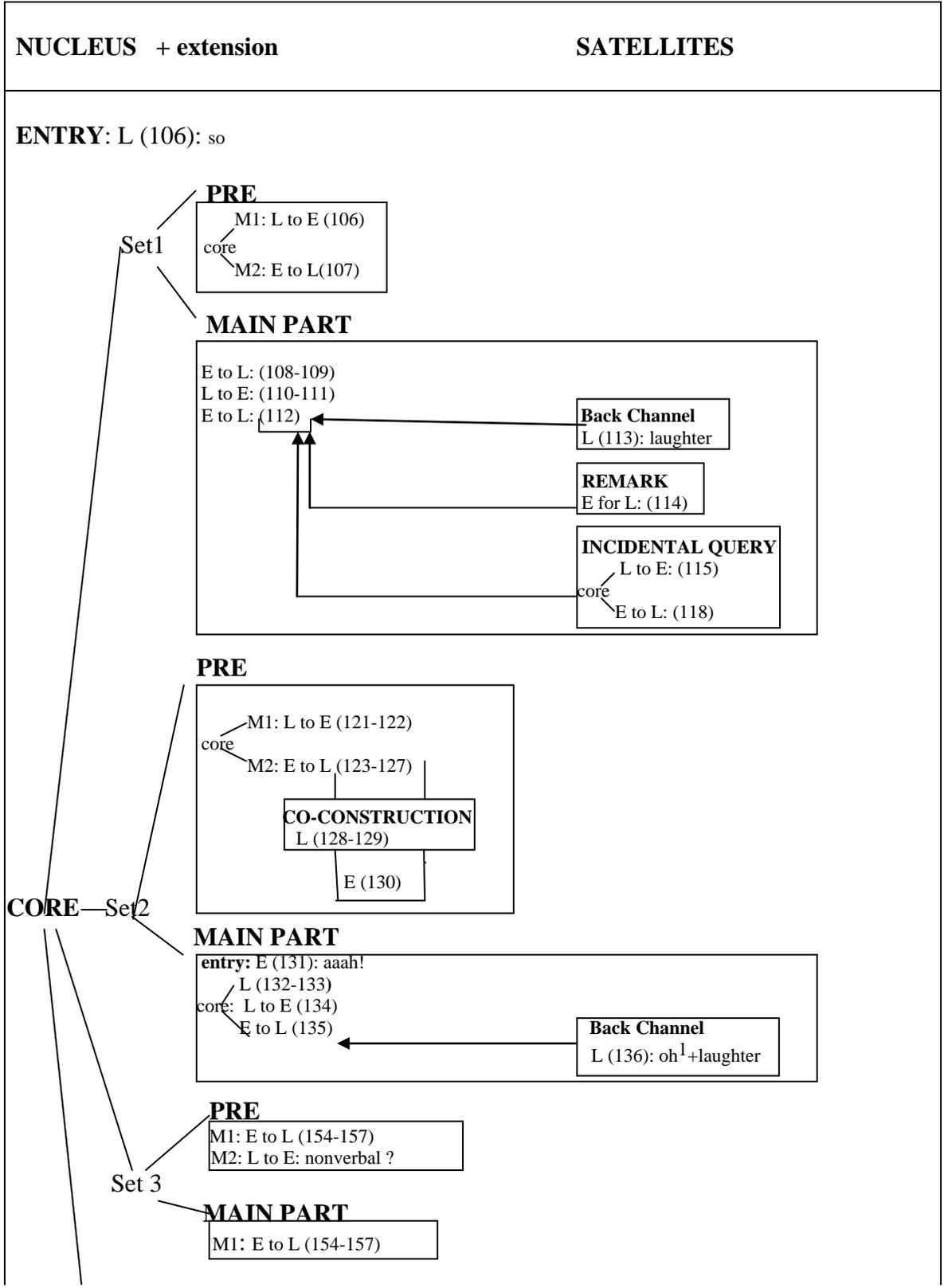
The Main Part has a nucleus and 3 satellites.

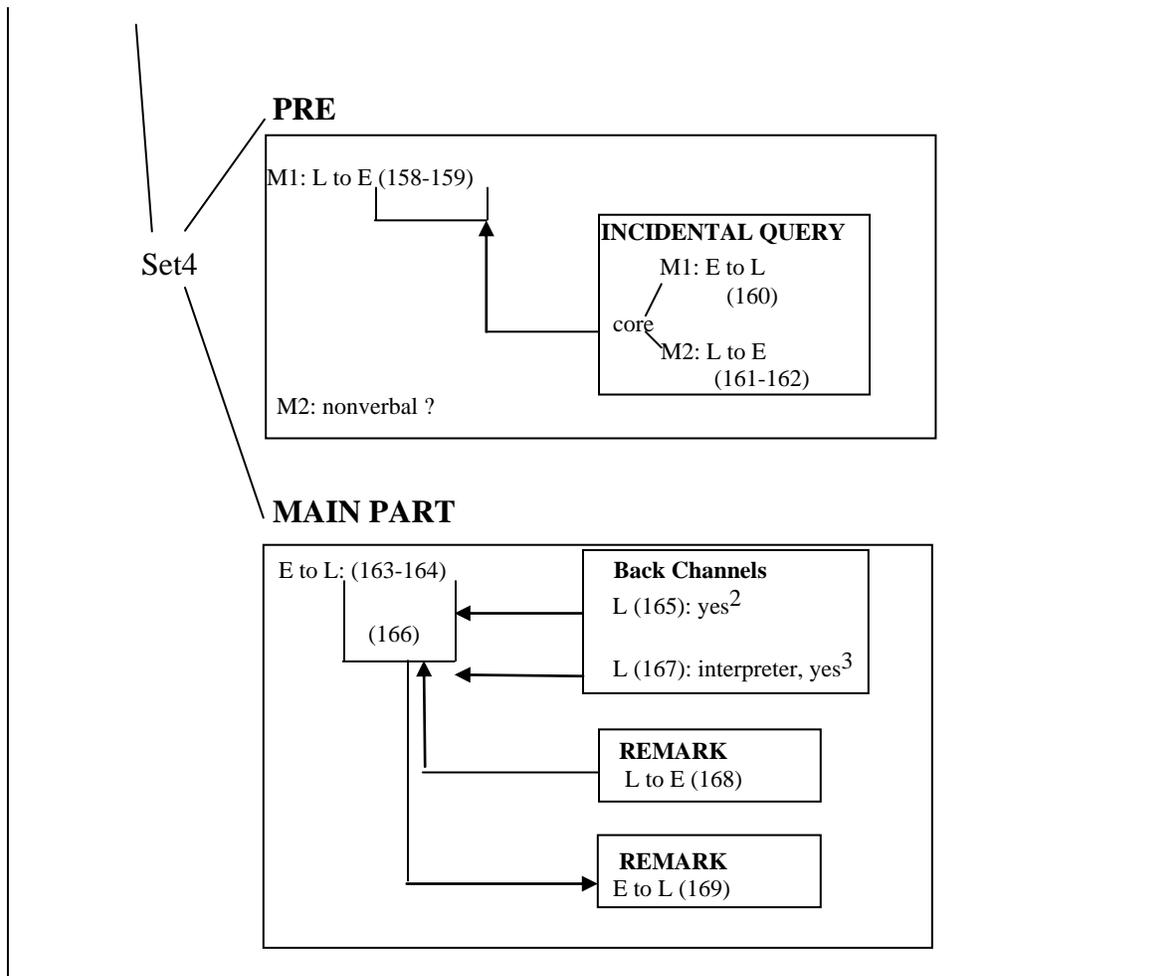
The nucleus is a univox by E.

The first satellite is a cluster of 2 univocal back channels by L.

The second satellite is a univocal remark by L

The third satellite is a univocal remark by E, the ongoing speaker.





Respondent's account:

-fn1

response to answer

obviously Leslie did not know that (commenting on the way she laughs and says "oh" as if she hadn't known not that she should)

'oh' marks information receipt

"oh" as if enlightened

-fn2

prompt for more

-fn3

repetition of answer to statement

b) RHETORICAL ORGANIZATION OF CORES:

Set1¹

PRE to JOKE 1

M1: L's demand for a blonde joke:

(106) are you gonna tell blonde jokes?²

M2: E's response³ (initial rejection)

•1: rejection proper:

(107) no!

•2: elaboration (justification):

(107) you didn't wanna hear them

REPAIRABLE

(108) [they were]

(108') [uh]⁴

MAIN PART: Compliance by E: JOKE 1 (in format of dual answer query)

M1: E's Query: ⁵

(109) how do you get a blonde to laugh at a joke on Monday?

M2: L's response

•1: preparation:

(110) on Monday?⁶

•2: response proper:

(111) I dunno⁷

M3: E's answer to own Query:

(112) tell it to her on Friday⁸

REMARK

sarcasm by E as if he was L: ⁹

(114) I don't get it

INCIDENTAL QUERY

(L's adding to joke with her own joke)

M1: request for information

(115) what's today?¹⁰ + laughter

M2: E's response:

(118) Wednesday¹¹ (*drawn out*) + laughter

Set 2¹²

PRE to JOKE 2

M1: L's demand for an additional blonde joke

•1: demand proper:

(121) what else?!¹³

•2: elaboration:

(122) that's all?¹⁴

M2: E's response (compliance by E)

preparation to JOKE 2:

(123) I've got some really rude jokes¹⁵

(124) more [uh]

(125) taste-

(126) less

(127) than...¹⁶

CO-CONSTRUCTION

L adds to E's description:

(128) about blondes?¹⁷

(129) no? ¹⁸

SELF COMMENT

L pauses to think: ¹⁹

(130) let me think

MAIN PART: JOKE 2 (in format of dual answer query)²⁰

M1: E's query:²¹

(132) why do blondes wash their hair in the

(133) kitchen sink?

M2: L's response: ²²

(134) I dunno

M3: E's answer to his own query: ²³

(135) 'cause that's where you wash ALL vegetables + laughter

Set 3:

PRE to JOKE 3

M1: E's offer²⁴

•1: preparation to offer:

(152) got some more but I'll wait

•2: offer proper:

(153) I'll give you one n let you think about it²⁵

M2: unspoken acceptance by E (?)

MAIN PART: aborted JOKE 3 (in format of dual answer query)

REPAIRABLES²⁶

M1: E (154): [why are blondes like]
 (155): no
 (156) [what do
 (157): blondes n]

Set 4²⁷

PRE to joke 4

M1: L's demand for a specific blonde joke

(158) what was the first one you told?²⁸
 (159) I want to tell Joe

INCIDENTAL QUERY

M1: E's request for clarification:

(160) what one was it?²⁹

M2: L's response³⁰

•1: preparation:

(161) I can't remember

•2: response proper:

(162) it was the one before the tunnel one

M2: unspoken agreement to comply by E (?)

MAIN PART: JOKE 4 (in format of equation between two terms)

•1: term 1:

REPAIRABLE

E (163): [a blonde]

E (164): a brunette in between two blondes³¹

•2: term 2:

E (166): [is an] interpreter³²

REMARK

disparaging comment by L about herself:³³

(168): can't remember it for more than five minutes

REMARK

allusion to line 159 by E:

(169): tell me if he likes it³⁴

Respondent's account:

-fn1

joke #1 (l.106-118)

-fn2

question

background information: Leslie likes blonde jokes

there's a popular belief in jokes that blondes are not intelligent as people with other hair colors

the stereotype is that blondes are less intelligent than other people

has nothing to do with Leslie's boyfriend

-fn3

answer

-fn4

pause

-fn5

question

-fn6

question

-fn7

prompt for answer (=you tell me)

-fn8

answer

-fn9

statement

suggesting that L is slow and resembles the girl in the joke

-fn10

question

-fn11

answer

-fn12

discussing jokes (l.121-129)

-fn13

prompt

-fn14

question

-fn15

answer

-n16

description of rude jokes (l.124-127)

-fn17

question

-fn18

prompt

-fn19

pause

-fn20

joke #2 (l.132-135)

-fn21

question

-fn22

prompt for answer (=you tell me)

-fn23

answer

-fn24

start of joke #3 (l.152-153)

-fn25

statement

-fn26

question

Eliot telling another joke

-fn27

reiteration of earlier joke (l.158-169)

-fn28

question

-fn29

request for clarification

-fn30

response to request

-fn31

statement attempting to gain information

-fn32

answer to statement

-fn33

statement

-fn34

statement

VF5a SECTION (117)+(119)+(122)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF5a:

Type of Talk: INFORMATIVE

Modality of Talk: here-and-now

Focality: tertiary

Segmentation Criterion for VF5a Section (117)+(119)+(122):

triggering agent: Dad not sure of how to get to L's house

b) Transcript of Talk in Section:

Dad to Mom (117): now you want me to turn right at |the light |
(119): right?

Mom to Dad (122): no not |(unintelligible) | left

(2) BASIC UNITS:

The Section is constituted by verbal responses to the triggering agent, Dad not sure of how to get to L's house. There is only one basic units, VF5a Stretch(117)+(119)+(122). It is a QUERY, specified by the semantic schema, Dad asks Mom directions to Leslie's house.

This is displayed in the following Table:

TRIGGERING AGENT	VERBAL RESPONSES
Dad not sure... 	QUERY by Dad to Mom

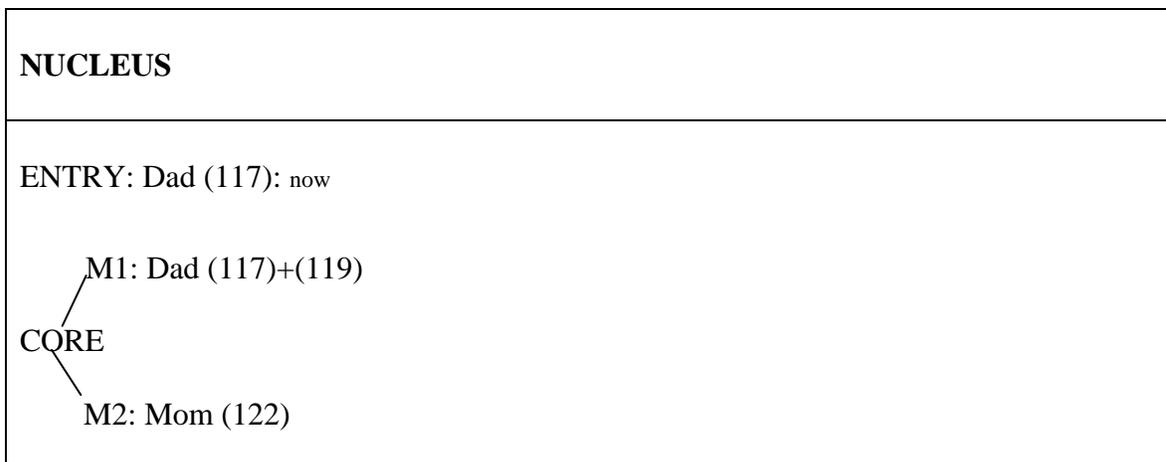
(3) DETAILED ANALYSIS OF QUERY (117+119+122)

a) INTERNAL STRUCTURE of QUERY:

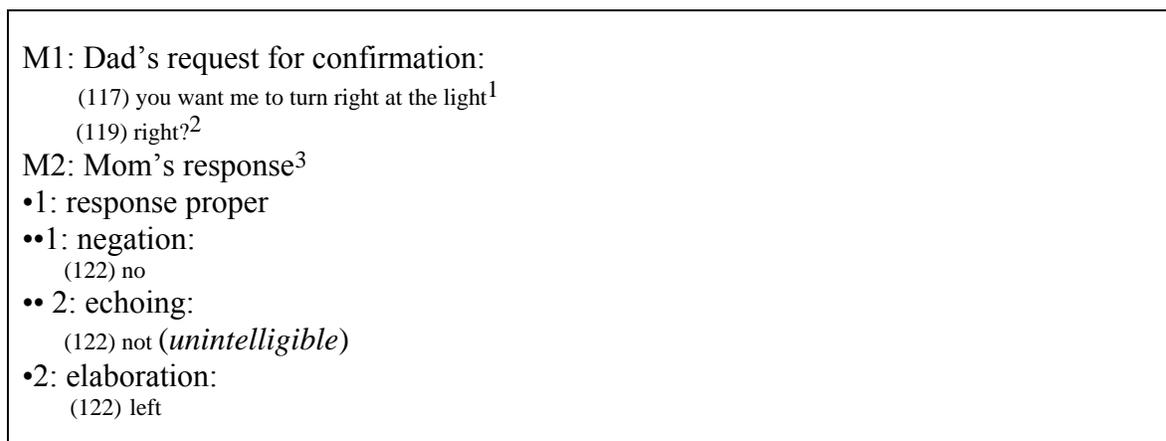
The QUERY has only a nucleus. The latter has an entry and a core.

The entry is a univox.

The core is a dialogue initiated by Dad and addressed to Mom, with one exchange.



b) RHETORICAL ORGANIZATION OF CORE:



Respondent's account:

-fn1

question: Dad asking directions of Mom

-fn2

request for answer (tag)

-fn3

answer

VF5b SECTION (137-139)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF5b:

Type of Talk: INFORMATIVE

Modality of Talk: here-and-now

Focality: tertiary

Segmentation Criterion for VF5 Section (137-139):

triggering agent: Mom does not want L to be too long

b) Transcript of Talk in Section:¹

Mom to L (137): how long will you be Leslie?

L to Mom (138): two minutes

E (139): two minutes (*deep voice*)

Respondent's account:

fn1

stopping at Leslie's house to pick up things for Harriet (l.137-139)

(2) BASIC UNITS:

The Section is constituted by verbal responses to the triggering agent—Mom does not want L to be too long. There is only one basic unit, VF5a (137-139). It is a QUERY, specified by semantic schema: Mom asks Leslie how long she will be.

This is displayed in the following Table:

TRIGGERING AGENT	VERBAL RESPONSES
Mom does not want... 	QUERY by Mom to L

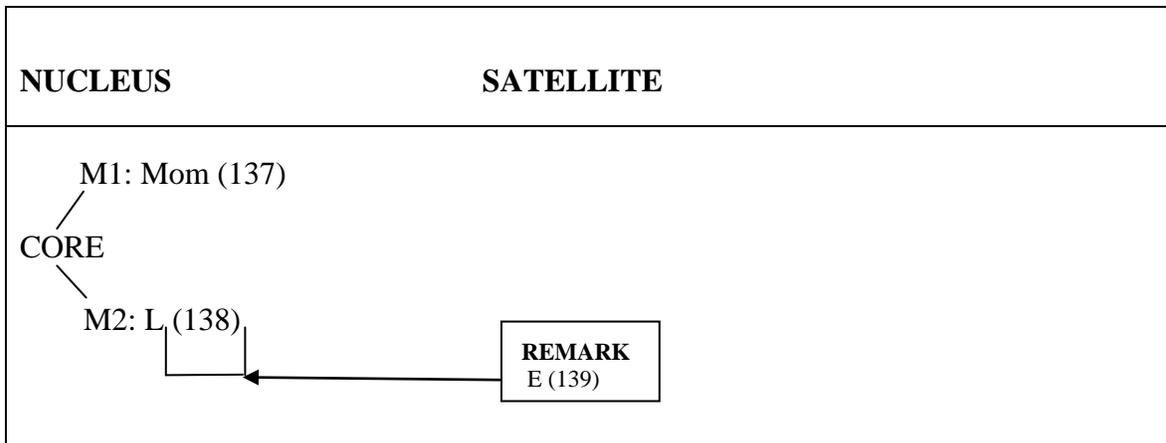
(3) DETAILED ANALYSIS OF QUERY (137-139)

a) INTERNAL STRUCTURE of QUERY:

The QUERY has a nucleus and one satellite.

The nucleus has only a core, a dialogue initiated by mom and addressed to L, with one exchange.

The satellite is a univocal remark by E.



b) RHETOPRICAL ORGANIZATION OF CORE:

M1: Mom's request for information to L (indirectly telling L not to be too long):

(137) how long will you be Leslie? ¹

M2: L's response:

(138) two minutes²

REMARK

E's sarcastic repeat:

(139): two minutes³ (deep voice)

Respondent's account

fn1

question

fn2

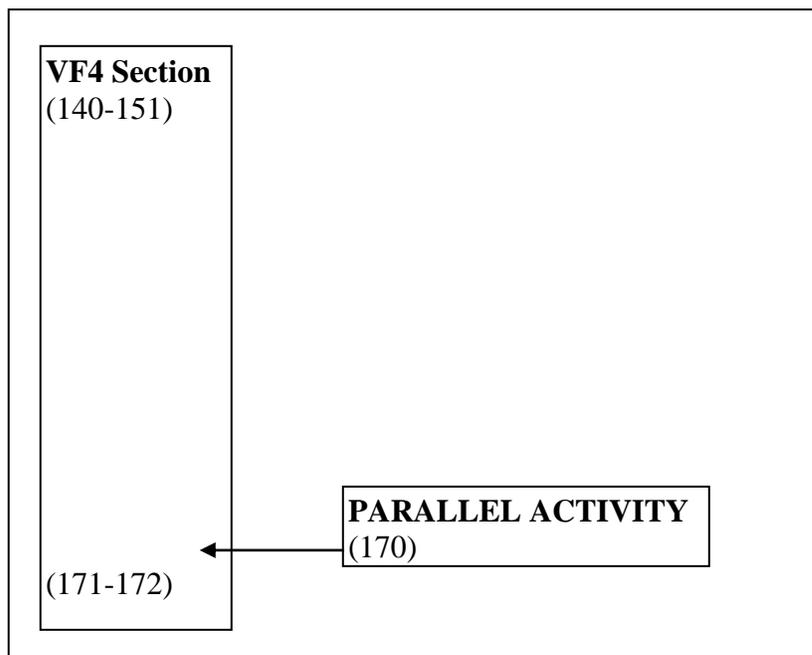
answer

fn3

repetition of answer

OVERLAPPING VF SECTIONS

VF4 Section (140-151)+(171-172) is overlapped by a PARALLEL ACTIVITY (170).



VF4 SECTION (140-151)+(171-172)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF4:

Type of Talk: ACTIVITY-RELATED

Modality of Talk: here-and-now

Focality: tertiary

Segmentation Criterion for VF4 Section (140-151)+(171-172):

triggering agent: Dad parking the car

b) Transcript of Talk in Section:

E to Dad (140): don't back in
 (141): 'cause
 (142): [it makes peop]
 (142'): it's harder for people to get out n ye're |slower |
 L to Dad (143): |well | you don't have to [uh]
 (144): back in
 (145): you can just
 (146): drop outside the
 (147): |hou/ | outside the |driveway|
 E to Dad (148): |do a | |U-turn |
 (149): |Dad |
 Dad to L (150): |okay |
 Dad to E (151): no I don't wanna

E to Dad (171): you could back out n
 (172): after these people cross
[Leslie gets out of car; car shuts off]

(2) BASIC UNITS:

The Section is constituted by verbal responses to the triggering agent, Dad parking the car. There are two basic units, as follows:

(1) VF4 SubStretch (140-142')+(148-149)+(151)+(171-172) is an OFFER OF ADVICE by E to Dad, specified by the semantic schema: Eliot tells Dad where to park the car.

(2) VF4 SubStretch (143-147)+(150) is also an OFFER OF ADVICE by L to Dad, specified by the semantic schemas: Leslie tells Dad where to park the car.

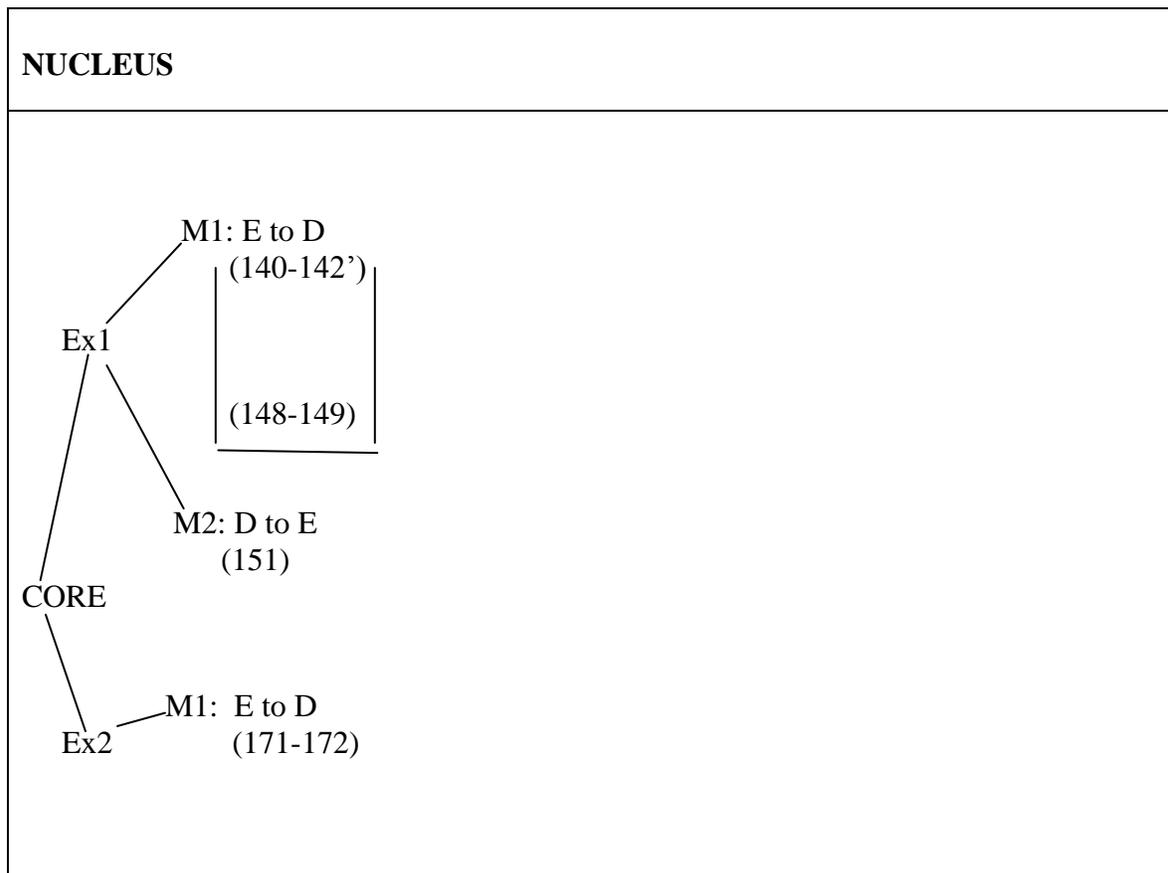
This is displayed in the following Table:

TRIGGERING AGENT	VERBAL RESPONSES
Dad parking car	→ ADVICE to Dad by E (140-142')+(148-149)+(151)+(171-172) → ADVICE to Dad by L (143-147)+(150)

(3.1) DETAILED ANALYSIS OF ADVICE (140-142')+(148-149)+(151)+(171-172)

a) INTERNAL STRUCTURE of ADVICE:

The ADVICE has only a nucleus. The latter has only a core, a dialogue initiated by Eliot and addressed to Dad, with two exchanges (the second exchange being only partial).



b) RHETORICAL ORGANIZATION OF CORE:

Ex1: initial use of schema

M1: E's recommendation to Dad

•1: preparation:

(140) don't back in¹

(141) 'cause

REPAIRABLE

(142) [it makes peop]

(142') it's harder for people to get out n ye're slower²

•2: recommendation proper:³

(148) do a U-turn

(149) Dad

M2: Dad's response⁴

•1: response proper (rejection):

(151) no

•2: elaboration:

(151) I don't wanna

Ex2: additional use of schema

M1: E's recommendation to Dad (unfinished)

preparation:

(171): you could back out n

(172): after these people cross...⁵

Respondent's account:

fn1

recommendation on course of action

description of why not back in

fn2

description of why not back in

fn3

statement

fn4

response to statement

fn5

recommendation on course of action

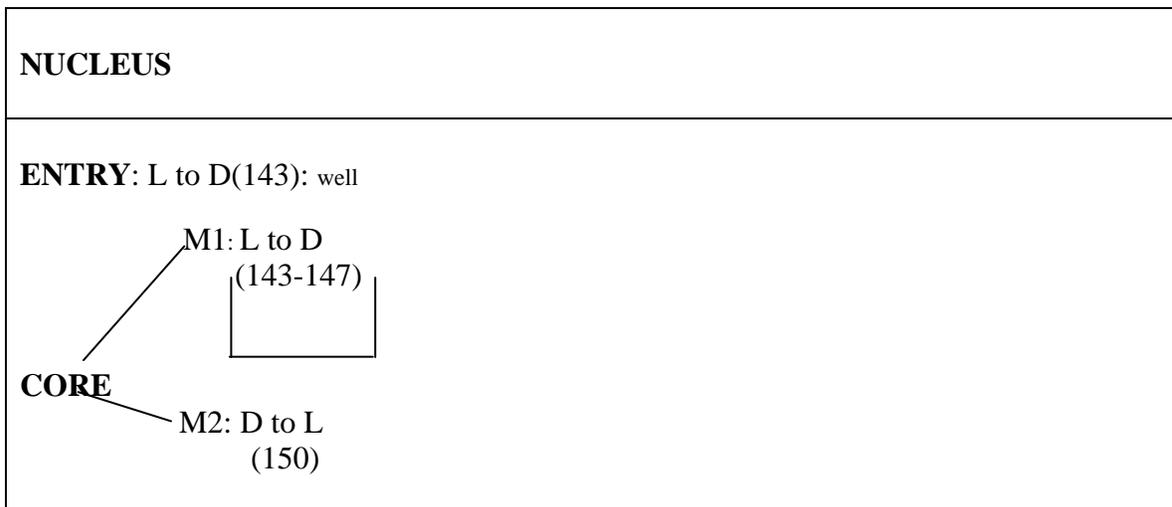
(3.2) DETAILED ANALYSIS OF ADVICE (143-147)+(150)

a) INTERNAL STRUCTURE of ADVICE:

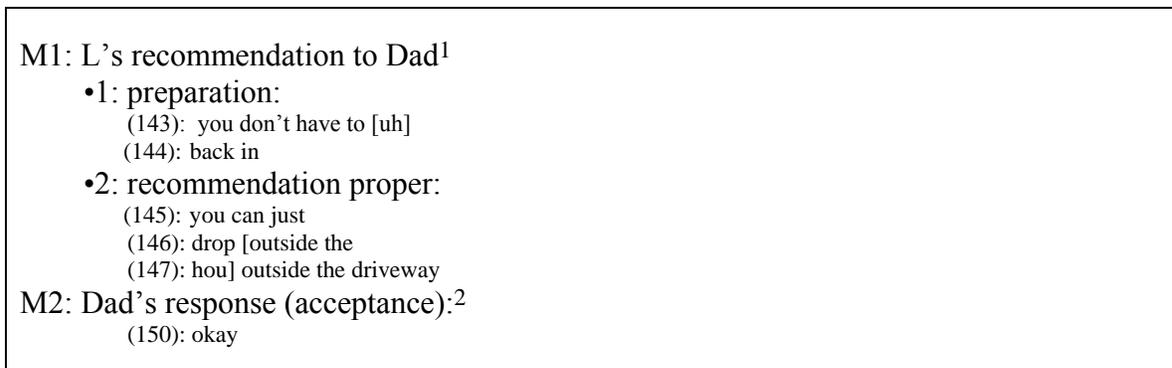
The ADVICE has only a nucleus. The latter has an entry and a core.

The entry is a univox.

The core is a dialogue initiated by L and addressed to Dad, with one exchange.



b) RHETORICAL ORGANIZATION of CORE:



Respondent's account:

fn1

recommendation on course of action

fn2

response to statement

PARALLEL ACTIVITY: E singing (170)**Transcript of singing:**

E (170): dadadadada

Respondent's account

(170)

silence filler: Eliot sings

VF1c SECTION (173-187)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF1c:

Type of Talk: CHITCHAT

Modality of Talk: displaced

Focality: tertiary

Segmentation Criterion for VF1c Section (173-187):

topic: Leslie

b) Transcript of Talk in Section:

Mom to E (173): I think she looks more like a little kid with bangs

E to Mom (174): Leslie?

Mom to E (175): with |her hair |

E to Mom (176): |with her hair?|

E to Mom (177): yeah

Mom (178): (*chuckle*)

E to Mom (179): her hair doesn't look grown-up

(180): that's okay

(181): that's Leslie

(182): [th]

(183): I think it'd be hard to imagine her grown-up

Mom to E (184): why?

long pause

Dad to E (185): you imagine WHAT?

E to Dad (186): nothin Dad

(187): (*long sigh*)

(2) BASIC UNITS:

There is only one basic unit, VF1c Stretch (173-187). It is a MUSING, specified by the semantic schema: Mom and Eliot talk about Leslie behind her back.

(3) DETAILED ANALYSIS OF MUSING (173-187)

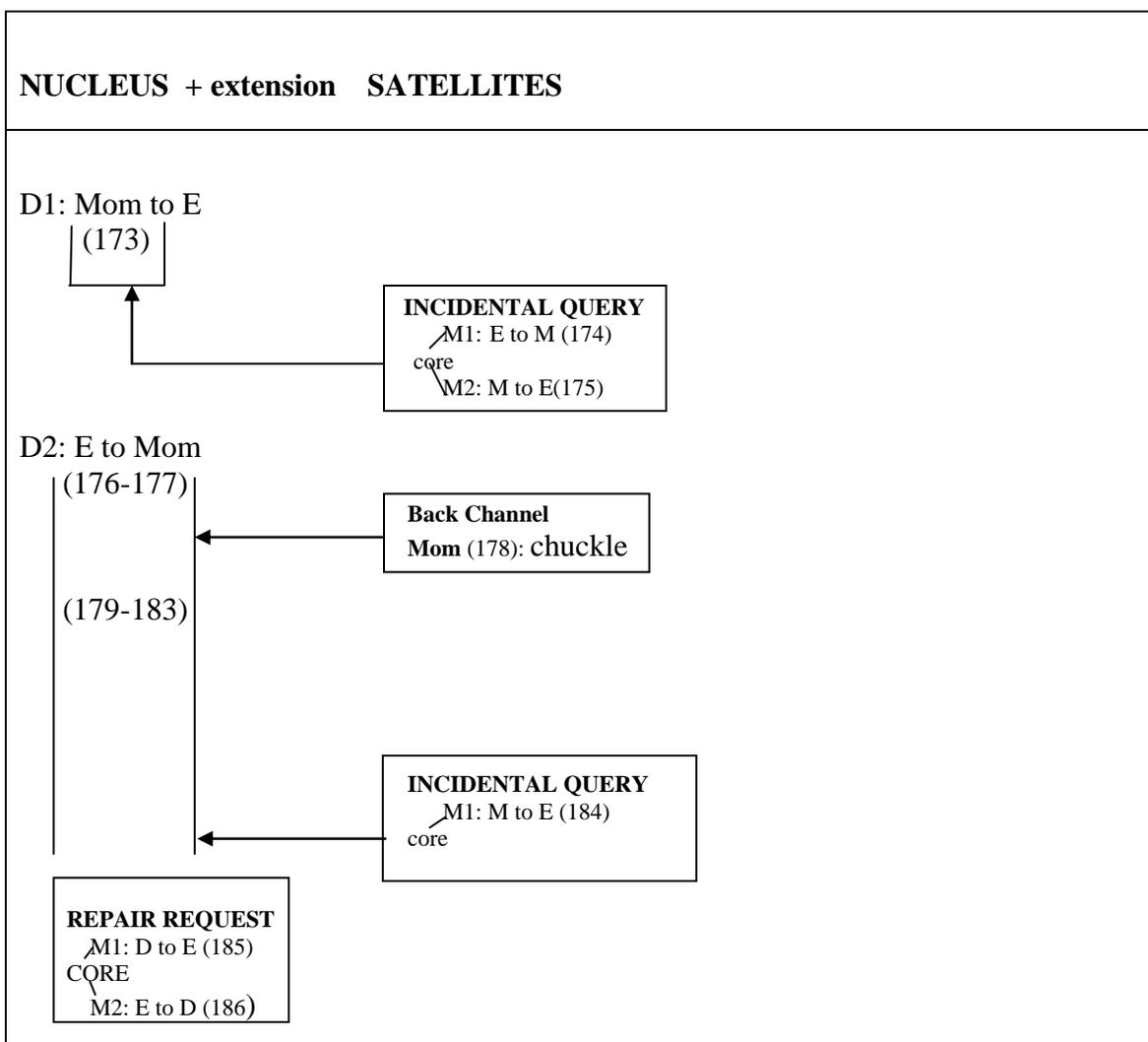
b) INTERNAL STRUCTURE of MUSING:

The MUSING has only a nucleus. The latter has a core and three satellites.
The core is multilogic, a duo involving Mom and Eliot, with only one round.

The first satellite is an incidental query. It has only a nucleus. The latter has only a core, a dialogue initiated by E and addressed to Mom, with one exchange.

The second satellite is a univocal back channel by Mom

The third satellite is an incidental query. It has only a partial nucleus with a partial core by Mom addressed to E.



b) RHETORICAL ORGANIZATION OF CORES

D1: Mom's musing about L: ¹

(173) I think she looks more like a little kid with bangs

INCIDENTAL QUERY²

M1: E's request for clarification:³

(174) Leslie?

M2: Mom's response (implied: yes)

elaboration:

(175) with her hair⁴

D2: E's Interpretation of Mom's clarification

•1: preparation:

(176): with her hair?

•2: statement proper (agreement): ⁵

(177): yeah

(179) her hair doesn't look grown-up

•3: elaboration (explaining why he agrees with Mom)⁶

••1: initial formulation:

(180) that's okay

(181) that's Leslie⁷

••2: reformulation⁸

(182) [I th]

(183) I think it'd be hard to imagine her grown-up⁸

INCIDENTAL QUERY

M1: Mom's request for clarification to E:⁹

(184) why?

REPAIR REQUEST

M1: Dad's request to repeat to E:¹⁰

(185) you imagine WHAT?

M2: E's response to Dad:¹¹

(186) nothin Dad (long sigh)

Respondent's account:

-fn1

statement

“talking behind Leslie's back”: discussing Leslie's hair while she is not around to defend herself

-fn2

finding out what the conversation is

-fn3

request for clarification (=are you talking about L?)

-fn4

clarification (= she looks like a kid because of her hair)

-fn5

agreement with statement

“Eliot agrees”

-fn6

statement of why I agreed

-fn7

statement

discussing Leslie behind her back

-fn8

discussing Leslie behind her back: Leslie ’ll always be the younger sister

-fn9

request for clarification (by Mom)

-fn10

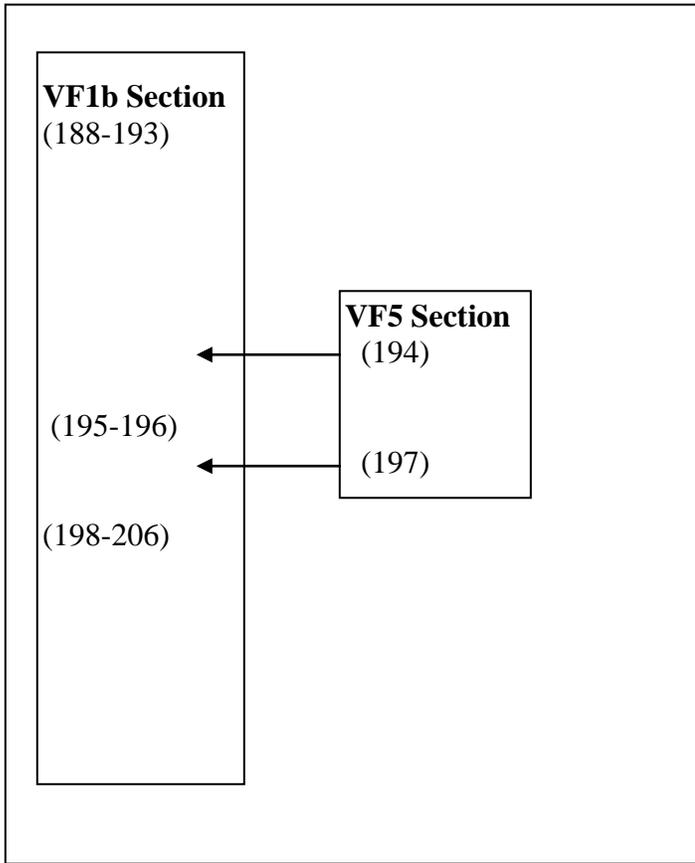
request for clarification (by Dad)

-fn11

response to request (by Dad)

OVERLAPPING VF SECTIONS

VF1b Section (188-193)+(195-196)+(198-206) is overlapped by VF5 Section (194)+(197).



VF1b SECTION (188-193)+(195-196)+(198-206)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF1b:

Type of Talk: CHITCHAT

Modality of Talk: displaced

Focality: secondary

Segmentation Criterion for VF1b Section (188-193)+(195-196)+(198-206):

topic: Bills and sports

b) Transcript of Talk in Section:

E to Dad (188): readin' the paper
 (189): hey who's s'posed to win?
 Dad to E (190): Buffalo
 E to Dad (191): by?
 Dad to E (192): seven
 Dad to E: (193): how much were they favored by last week?
 E to Dad (195): I dunno
 (196): a guy last night favored 'em by ten
 (198): ya-know I kinda get nervous with these high scoring both way though
 (199): to-tell-you-the-truth
 Mom to E (200): how's it any different than a basketball game?

long pause

Mom to E (201): hmm?
 E to Mom (202): how's it any different than a basketball game? (*reflective*)
 (203): basketball games
 (204): are supposed to be high-scoring
 (205): football games are supposed to be LOW
 (206): scoring

[*car starts; L gets in*]

(2) BASIC UNITS:

There are two basic units, as follows:

(1) VF1b SubStretch (188-192) is a QUERY, specified by the semantic schema: Eliot asks Dad about the Buffalo Bills.

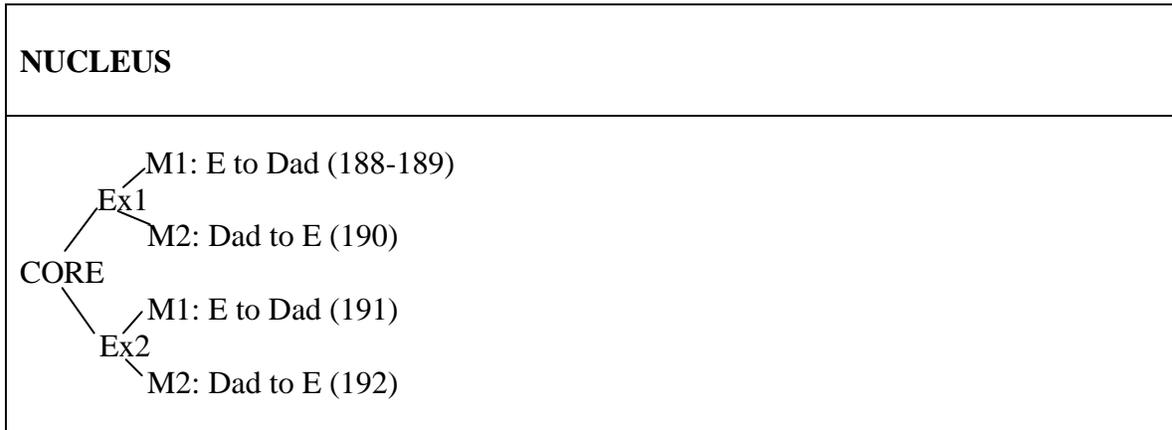
(2) VF1b SubStretch (193)+(195-196)+(198-206) is also a QUERY, specified by the semantic schema: Dad asks Eliot about the Buffalo Bills.

(3.1) DETAILED ANALYSIS OF QUERY (188-192)

a) INTERNAL STRUCTURE of QUERY:

The QUERY has only a nucleus. The latter has only a core.

The latter is a dialogue initiated by E and addressed to Dad, with two exchanges.



b) RHETORICAL ORGANIZATION of CORE:¹

<p>Ex1: initial use of schema</p> <p style="padding-left: 20px;">M1: E's request for information to Dad:² (188): readin' the paper (189) hey who's s'posed to win?</p> <p style="padding-left: 20px;">M2: Dad's response to E:³ (190) Buffalo</p> <p>Ex2: additional use of schema</p> <p style="padding-left: 20px;">M1: E's request for information to Dad:⁴ (191) by?</p> <p style="padding-left: 20px;">M2: Dad's response to E:⁵ (192) seven</p>
--

Respondent's account:

fn1

discussing sports (l.188-199)

fn2

question

fn3

answer

background information: Dad is an avid Buffalo Bills fan

fn4

question

fn5

answer

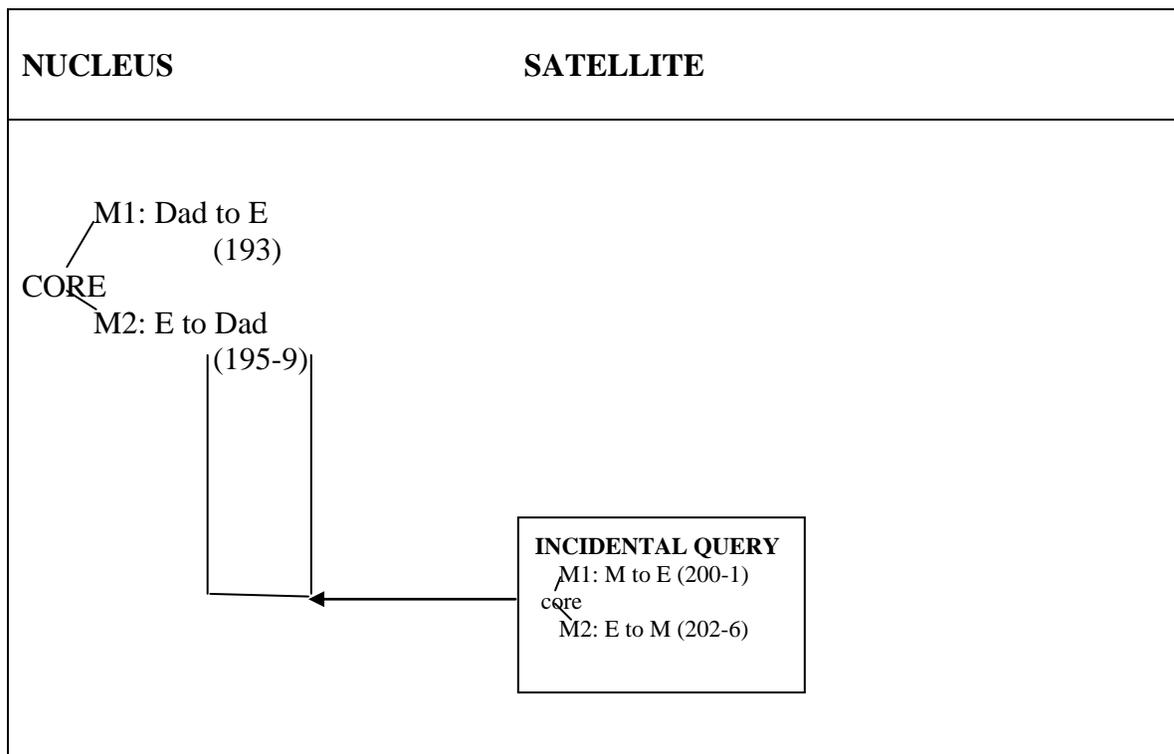
(3.2) DETAILED ANALYSIS OF QUERY (193)+(195-196)+(198-206)

a) INTERNAL STRUCTURE of QUERY:

The QUERY has a nucleus and one satellite.

The nucleus has only a core, a dialogue initiated by Dad and addressed to Eliot, with one exchange.

The satellite is an incidental query. It has only a core, a dialogue initiated by Mom and addressed to Eliot, with one exchange.



b) RHETORICAL ORGANIZATION of CORE:¹

M1: Dad's request for information to E:¹

(193) how much were they favored by last week?

M2: E's response to Dad²

•1: response proper:

(195) I dunno

•2: elaboration:

(196) a guy last night favored 'em by ten³

PARENTHESIS

initiation:

(198) you know

development: 4

(198) I kinda get nervous with these high scoring both way though

(199) to-tell-you-the-truth

INCIDENTAL QUERY

M1: Mom's request for clarification to E⁵

request proper:

(200) how's it any different than a basketball game? ⁶

repeating request:

(201): hmm? ⁷

M2: E's response to Mom

•1: preparation:

(202) how's it any different than a basketball game? ⁸

•2: response proper:⁹

(203) basketball games

(204) are supposed to be high-scoring

(205) football games are supposed to be LOW

(206) scoring

Respondent's account:

fn1

discussing sports (l.193-199)

-fn1'

question

-fn2

answer

I usually do not follow spreads closely but sound knowledgeable in this instance

-fn3

statement

-fn4

statement

Eliot's outlook on the game ahead, no, on the previous game. sorry

-fn5

difference

-fn6

question

-fn7

prompt

-fn8

repetition of question

we're talking about football and all of a sudden we go to basketball

-fn9

answer

VF5c SECTION (194)+(197)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF5c:

Type of Talk: INFORMATIVE

Modality of Talk: displaced

Focality: unimportant

Segmentation Criterion for VF5c Section (194)+(197):

agenda item: stove for grandma

b) Transcript of Talk in Section:

Mom to Dad (194): hey Jim (*softly*)

(197): we need to find a range for your mother

(2) BASIC UNITS:

There is only one basic unit, VF5c Stretch (194)+(197). It is a REMINDER, specified by the semantic schema: Mom reminds Dad of the stove for grandma.

(3) DETAILED ANALYSIS OF REMINDER (94+97)

a) INTERNAL STRUCTURE of REMINDER:

The REMINDER has only a nucleus. The latter has an entry and a core.

The entry is a univox.

The core is a quasi dialogue initiated by Mom and addressed to Dad.

NUCLEUS

ENTRY: Mom (194):hey Jim!¹ (softly)

CORE:
 M1: Mom to Dad (197)
 M2: Dad to Mom (197')

Respondent's account

fn1

attempt to get attention

b) RHETORICAL ORGANIZATION of CORE:

M1: Mom's reminder to Dad:

(197): we need to find a range for your mother¹

M2: Dad's response:

(197'): nonverbal acknowledgement (?)

Respondent's account:

fn1

statement

VF1c SECTION (207-213)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF1c:

Type of Talk: CHITCHAT

Modality of Talk: displaced

Focality: tertiary

Segmentation Criterion for VF1c Section (207-213):

topic: Harriet's age

b) Transcript of Talk in Section:

L to Mom (207): so how old is Harriet now?

Mom to L (208): eighteen

L (209): eighteen!

(210): downright ancient!

E to L (211): she can VOTE this year!

L to Mom (212): we keep this up she'll be twenty-one before long!

Mom (213): (*laugh*)

(2) BASIC UNITS:

There is only one basic unit, VF1c Stretch (207-213). It is a QUERY, specified by the semantic schema: Leslie asks Mom about Harriet's age.

(3) DETAILED ANALYSIS OF QUERY (207-213)

a) INTERNAL STRUCTURE of QUERY:

The QUERY has a nucleus and one satellite.

The nucleus has an entry and a core.

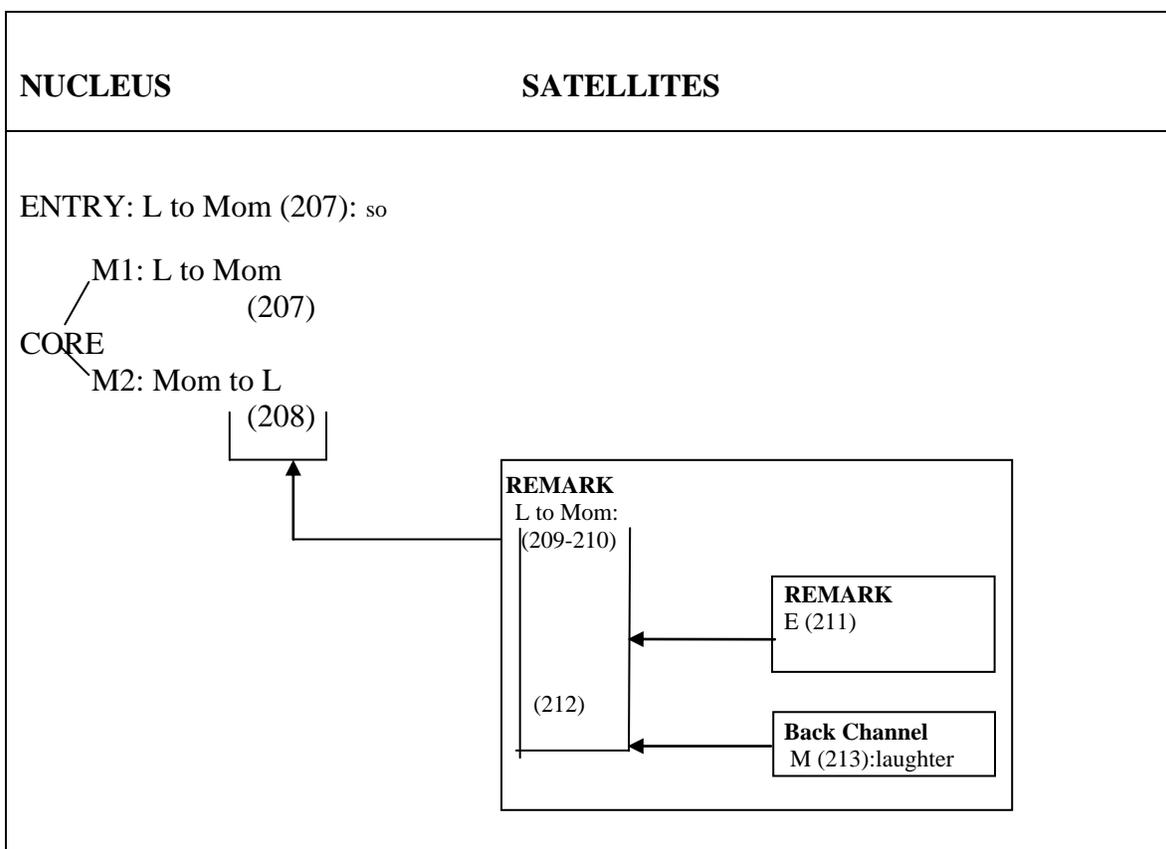
The entry is a univox.

The core is a dialogue initiated by Leslie and addressed to Mom, with one exchange.

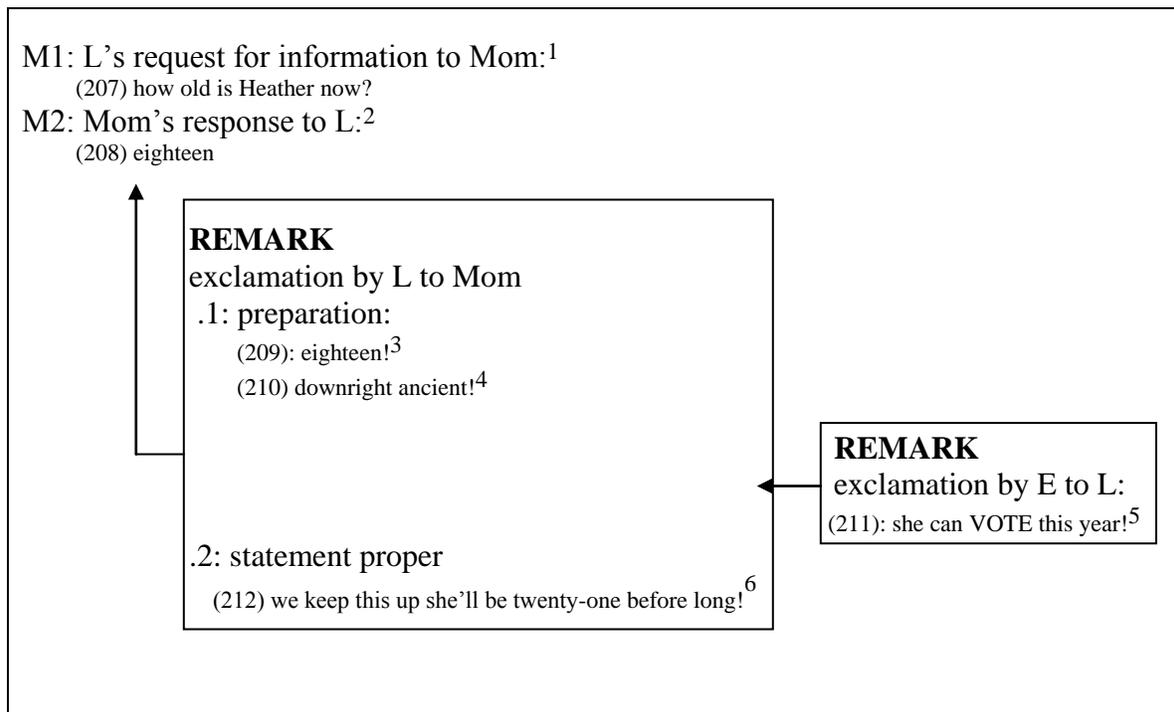
The satellite is a univocal univocal remark by Leslie to Mom. It has two secondary satellites.

The first secondary satellite is a univocal remark by Eliot to Leslie.

The second secondary satellite is a back channel by Mom (laughter)



b) RHETORICAL ORGANIZATION OF CORES:



Respondent's account

-fn1

question

-fn2

answer

-fn3

repetition of answer

-fn4

statement

-fn5

statement

“she doesn't have anybody to vote for”: commenting on the fact that the political choices are few and meager (**factual**)

-fn6

statement

VF1b SECTION (214-234)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF1b:

Type of Talk: CHITCHAT

Modality of Talk: displaced

Focality: saecondary

Segmentation Criterion for VF1b Section (214-234):

topic: colors

b) Transcript of Talk in Section:

Mom to L (214): you have a pink front door
 (215): red
 (215'): s'pose it's red
 L to Mom (216): it's red darn-it! (*emphatically*)
 (217): [what's i]
 (218): what's it with you and red?
 Mom to L (219): well the |down- | |stairs one looks RED |
 E to L (220): |(about to interrupt)|
 L to Mom (221): |red n pink |
 Mom to L (222): the upstairs one looks PINK
 E to L (223): Mom said [s]
 (224): [there] we had a [red carp]
 (225): red couch at home
 (226): it's pink isn't it?
 L to E (227): it's red (*laughing*)
 E to L (228): [YOU did]
 (229): it's pink
 L to E (230): it's red (*laughing*)
 E to L (231): it is PINK
 L to E (232): (*laughing sigh*)
 (232'): | [ohh what color was] |
 Mom to L (233): | [what is it with] | WHO did you say?
 L to E (234): what color was my wastebasket
 (234'): last year?

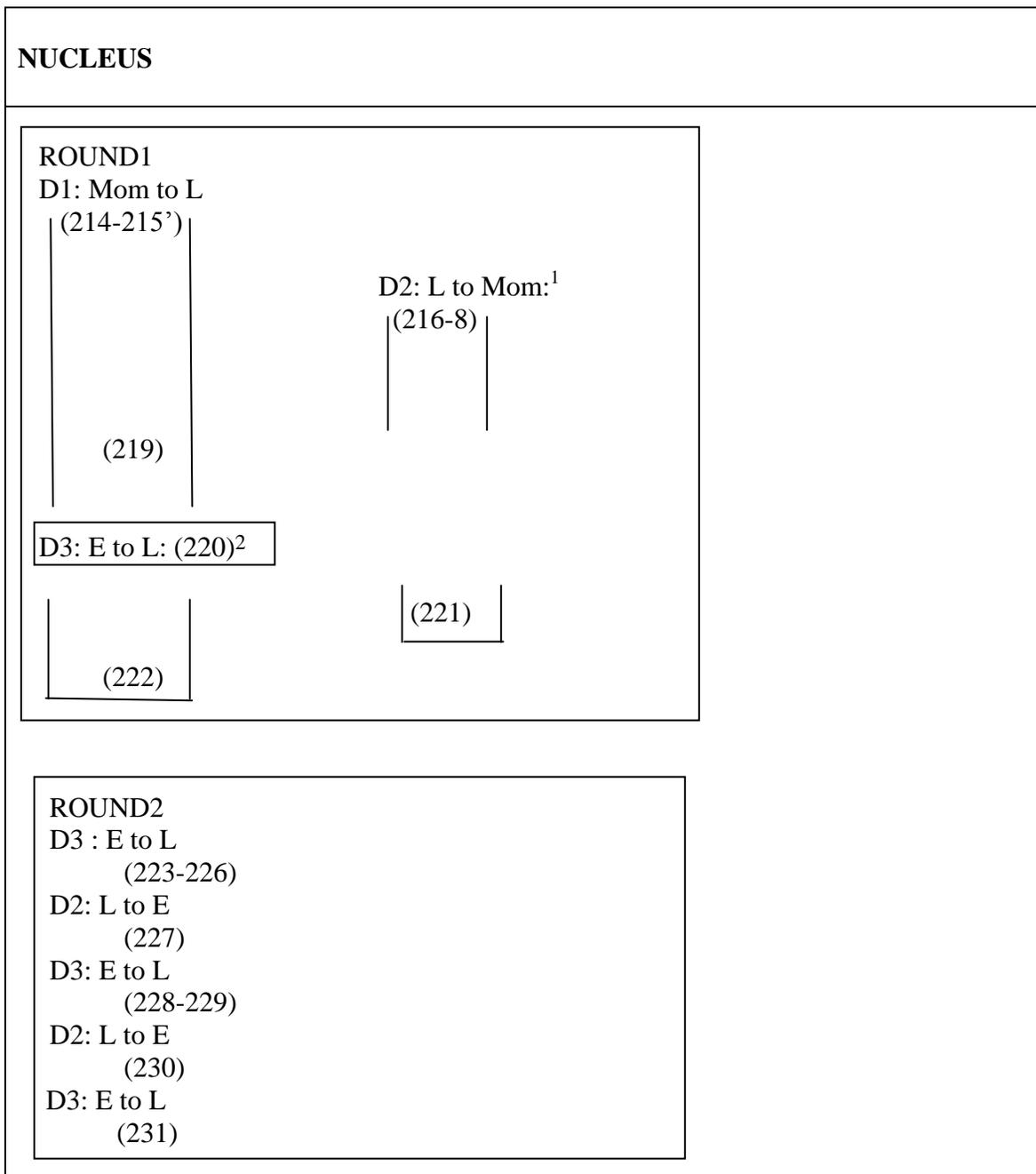
(2) BASIC UNITS:

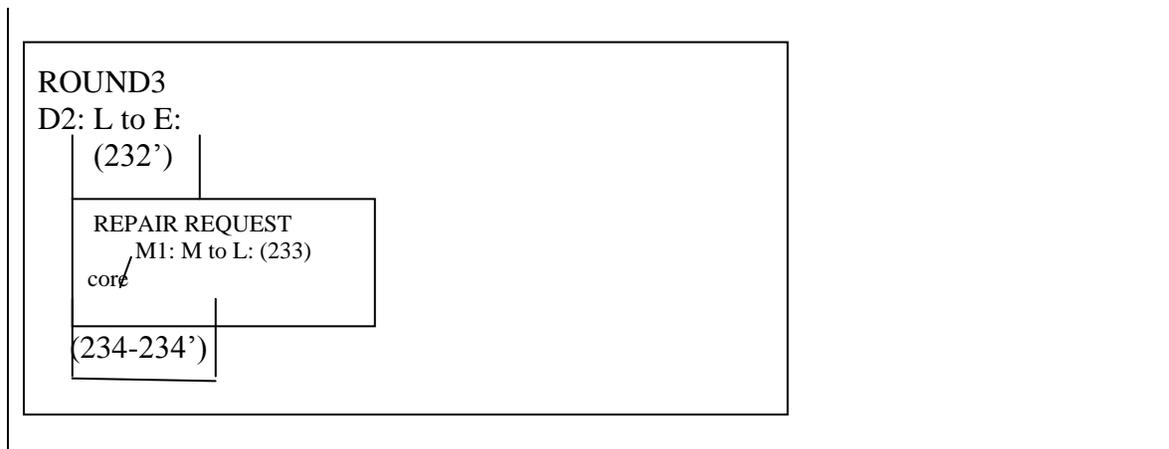
There is only one basic unit, VF1b Stretch (214-234). It is a RITUAL BANTER, specified by the semantic schema: Mom, Leslie and Eliot engage in ritual banter.

(3) DETAILED ANALYSIS OF RITUAL BANTER (214-234')

a) INTERNAL STRUCTURE of RITUAL BANTER:

The RITUAL BANTER has only a nucleus. The latter has only a core. It is multilogic, a duo with three rounds initiated by Mom.





Respondent's account:

-fn1

D2 overlaps D1

-fn2

Eliot is about to interrupt to start Round 2

a) RHETORICAL ORGANIZATION OF CORE:

ROUND1: Banter between Mom and L

D1: Mom taunting L

•1: Mom's initial formulation

••1: taunt proper:¹

(214): you have a pink front door

••2: self correction:

(215): red

(215'): s'pose it's red

D2: L's response:²

•1: initial formulation:

(216): it's red darn-it! (*emphatically*)

(217): [what's it]

(218): what's it with you and red?³

•2: reformulated statement in light of L's response

••1: first part

initiation:

(219): well

development:

(219): the downstairs one looks RED⁴

•2: reformulation:

(221): red n pink⁵

••2: second part:

(222): the upstairs one looks PINK⁶

ROUND2: banter between E and L

D3: E taunting L⁷

•1: preparation:

(222): Mom said [s]

(224): [there] we had a [red carp]

(225): red couch at home

•2: taunt proper:

(226): it's pink isn't it?⁸

D2: L's response:

(227): it's red⁹

D3: E contradicting L:

(228): [YOU did]¹⁰

(229): it's pink¹¹

D2: L contradicting E:

(230): it's red¹²

D3: E contradicting L:

(231): it is PINK¹³

ROUND3: banter between L and E (interrupted)

D2: L's question to E:

REPAIRABLE

initiation:

(232): ohh!¹⁴

development:

(232'): what color was my...

REPAIR REQUEST

M1: Mom's request for a repeat to L (unattended):

(233): [what is it with]

(233): WHO did you say?¹⁵

(234): what color was my wastebasket

(234'): last year?¹⁶

Respondent's account:

-fn1

statement

-fn2

response to Mom's statement

-fn3

question

-fn4

statement

-fn5

statement

-fn6

statement

-fn7

statement

-fn8

question

-fn9

answer

-fn10

response to answer

It is not clear what this is, possibly: you did say it's pink

-fn11

statement

-fn12

statement

-fn13

statement

-fn14

exclamation of impatience

-fn15

question

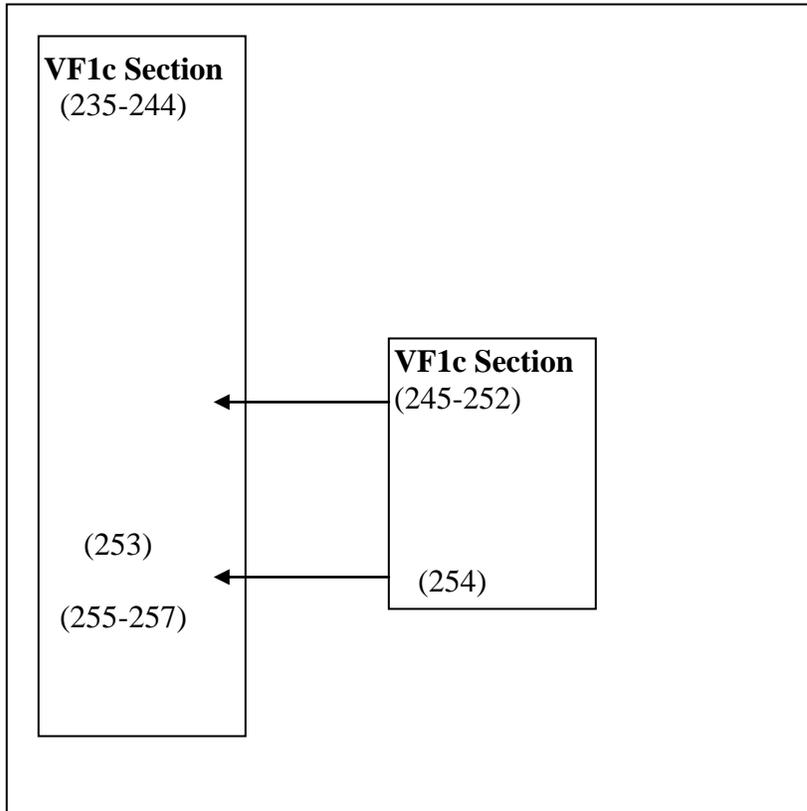
-fn16

question

“we go from talking about colors to wastepaper baskets!”: commenting on the frequent changes in conversation
the conversation was not terribly important (**factual**)

OVERLAPPING VF SECTIONS

VF1c Section (235-244)+(153)+(255-257) is overlapped by VF1c Section (245-252)+(254).



VF1c SECTION (235-244)+(253) +(255-257)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF1c:

Type of Talk: CHITCHAT

Modality of Talk: displaced

Focality: focal (tertiary)

Segmentation Criterion for VF1c Section (235-244)+(253)+(255-257):

topic: trash containers

b) Transcript of Talk in Section:

Mom to L (235): oh Leslie do you want the dark blue

(236): er the

(237): blue |bigger | one with

E (238): |cough |

Mom to L (239): the lid?

(240): think it was in the apartment |when you moved in |

L to Mom (241): |if it's tall then |

(242): it's too tall and we have to go out and buy garbage bags

(243): but if it's too short like my little red one was...

(244): somebody took the wheels off!!

L to Mom (253): |what did I say?|

L to Mom (255): oh! if it's too tall then you have to use a garbage bag

(256): have to go out and buy extra plastic but

(257): if it's short then you can use the incidental plastic that you get from going to the store

(2) BASIC UNITS:

There is only one basic unit, VF1c Stretch (235-244)+(253)+(255-257). It is a QUERY, specified by the semantic schema: Mom asks Leslie what trash can she wants.

(3) DETAILED ANALYSIS OF QUERY (235-244)+(253-257)

a) INTERNAL STRUCTURE of QUERY:

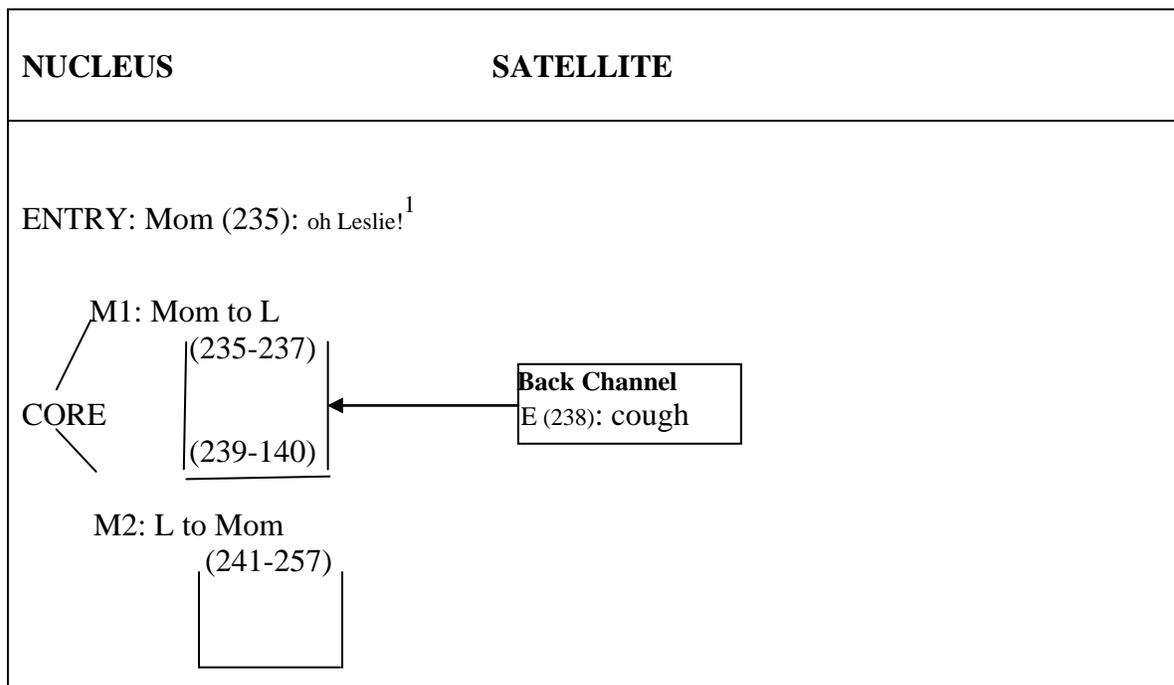
The QUERY has a nucleus and 1 satellite

The nucleus has an entry and a core.

The entry is a univox.

The core is a dialogue initiated by Mom and addressed to Leslie, with one exchange.

The satellite is a back channel by E.



Respondent's account:

fn1

'oh' marks speaker involvement

b) RHETORICAL ORGANIZATION of CORE:¹

M1: Mom's request for information:

.1: request proper: ¹

(235): do you want the dark blue

(236): er the

(237): blue bigger one with

(239) the lid?

.2: elaboration:

(240): think it was in the apartment when you moved in²

M2: L's response to Mom

REPAIRABLE (false start) ³

(241): if it's tall the

(242): it's too tall and we have to go out and buy garbage bags

(243): but if it's too short like my little red one was...

(244): somebody took the wheels off!!⁴

SELF COMMENT

(253): what did I say?⁵

response proper

initiation:

(255): oh!⁶

development: ⁷

(255): if it's too tall then you have to use a garbage bag

(256): have to go out and buy extra plastic but

(257): if it's short then you can use the incidental plastic that you get from going to the store

Respondent's account:

-fn1

talking about bags

-fn1'

question

finding out what is being talked about

-fn2

statement

-fn3

attempt to answer

-fn4

statement

-fn5

question

-fn6

exclamation (remembering)

-fn7

answer

“back to garbage again”: commenting on the change in conversation
not really important conversation (**factual**)

VF1c SECTION (245-252) + (254)

(1) RECAPITULATION

a) Analytic Specification of Section:

Defining Criteria for VF1c:

Type of Talk: CHITCHAT

Modality of Talk: displaced

Focality: tertiary

Segmentation Criterion for VF1c Section (245-252) + (254):

topic: : like jokes?

b) Transcript of Talk in Section:

E to L (245): did you like it?
 (246): did he like it?
 L to E (247): what?
 (248): yeah
 (249): he said we've been telling too many blonde jokes
 E to L (250): who has?
 L to E (251): the family
 (252): in the car
 E (254): |really? |

(2) BASIC UNITS:

There is only one basic unit, VF1c Stretch (245-252)+(254). It is a QUERY, specified by the semantic schema: Eliot asks Leslie if Joe liked his blonde joke.

(3) DETAILED ANALYSIS OF QUERY (245-252) + (254)

a) INTERNAL STRUCTURE of QUERY:

The QUERY has a nucleus and one satellite.

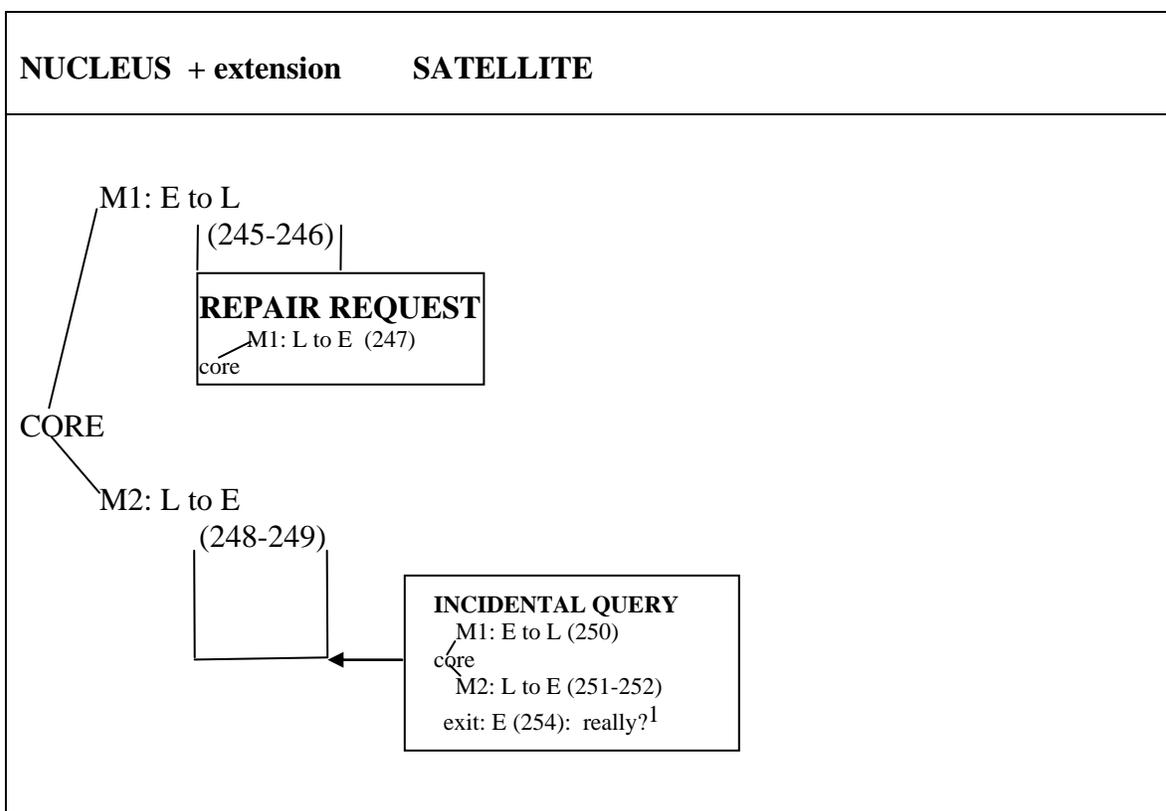
The nucleus has only a core, a dialogue initiated by E and addressed to L, with one exchange.

The first member of the exchange has an extension, a repair request initiated by L and addressed to E. It has only a partial core.

The satellite is an incidental query. It has a core and an exit.

The exit is a univox by E.

The core is a dialogue, initiated by E and addressed to L, with one exchange.



Respondent's account:

fn1
question

b) RHETORICAL ORGANIZATION OF CORES:

M1: E's request for information to L:¹

REPAIRABLE

(245) did you like it?

request proper:

(246) did he like it?

REPAIR REQUEST

M1: L's request to repeat (disregarded):²
(247) what?

M2: L's response

•1: response proper:³

(248): yeah

•2: elaboration:⁴

(249): he said we've been telling too many blonde jokes

INCIDENTAL QUERY

M1: E's request for clarification:⁵

(250): who has?

M2: L's response:⁶

(251): the family

(252): in the car

Respondent's account:

-fn1

question

Eliot inquires about his joke

-fn2

request for clarification

-fn3

answer

-fn4

details of answer

-fn5

question

-fn6

answer

III. INTERACTION CLIMATE

In his initial Blow-by Blow commentary, the respondent makes three types of humorous¹ comments:

funny:

small comment that may be humorous

sarcastic:

comment that is sometimes satirical or unserious

usually the opposite of what I really mean

sometimes nasty when the obvious stares me in the face

(it seems so obvious to me, but maybe not to another)

ex: Is the grass green?

no, it's blue and yellow

not a division of insulting

insulting:

making a rude or insulting comment (not seriously) in order to be humorous

insulting is a put-down, although because of the use on family members, it is more for the use of being funny than the point of being insulting

all the insults listed are comments on the way the people are acting at the moment, not on the people themselves

The Interaction Climate is couched only in the **REACTIVE MODE**. It includes reference to the psychological states of the participants and the respondent's private reactions, as follows:

(1) PSYCHOLOGICAL STATES OF PARTICIPANTS (on the basis of how they sound):

Dad: inquisitive (28-9)

Leslie: confident (39)

Eliot: knowledgeable (195)

(2) Eliot's PRIVATE REACTIONS:

about	number of insults	number of sarcasms	number of funnies
Dad	3	3	2
himself	4	2	1
Leslie	4	1	6
(Mom & Leslie)		2	
Harriet			1
Joe	1		
situation as a whole			2

fn1

Note importance of humor for teenagers

DATA FROM RESPONDENT'S ACCOUNTS PERTAINING TO INTERACTION CLIMATE

VF3 SECTION (3)+(7-11)

E's PRIVATE REACTIONS about Dad:

(3)+(7+9)

"Dad's taking off"

joking about Dad: a family car such as a Taurus is not noted for its performance but the background noise was contrary

(funny)

(7-9)

"slowly"

comment associated with joke about father's driving slow (**sarcasm**)

(10-11)

"there goes another guy"

"road kill"

joking about Dad: suggesting that Dad ran over another person and that he got his license from a cracker jack box

(funny)

VF1a SECTION (24-93)+(98)+(105)

(1) PSYCHOLOGICAL STATES OF PARTICIPANTS:

(28-30)

Dad seems to be inquisitive

(39)

Leslie's confidant

(2) PRIVATE REACTIONS OF RESPONDENT:

1: about Dad

(40-41)

"Dad's memory falters"

joking about Dad: suggesting that Dad's memory is failing because he cannot remember the word 'Albuquerque'

(insulting)

(45)

"he's slipping"

joking about Dad: same as above but because of the "uh" (**insult**)

2: about himself

(71-72)

"the retard strikes again!"

joking about Eliot: the sentence makes no sense the way the sentence sounds it reminds me of a dumb comment

(insult)

3: about Leslie

(93)

"Leslie always goes where she wants to go when she wants to go"

joking about Leslie:

"sure" as if to say: "of course I wanted to go or I would've stayed home!" (**funny**)

4: about the situation as a whole

(103-104)

"envision a thousand people all unconscious in their seats listening to the pastor who is six foot four!"

making fun of the situation as a whole: clear from context (**funny**)

VF2 SECTION (106-116)+(118)+(120-121)+(123-136')+(152-169)

PRIVATE REACTIONS OF RESPONDENT:

1: about L

(112)

“one week later she finally gets it”

joking about Leslie: suggesting that Leslie is slow and resembles the girl in the joke

insinuating that Leslie is slow-witted for the sake of being funny (**insult**)

(130-136')

“obviously Leslie did not know that”

joking about Leslie: it was not important enough for Leslie to know about (she's not blonde) (**insult**)

(168)

“she used to be blonde

dyed her hair black”

joking about Leslie: suggesting that Leslie resembles the blonde in the jokes and has poor memory

'artificial intelligence': this is a reference to the joke Q: “what do you call a blonde who has dyed her hair black?”

A: "artificial intelligence" (**insult**)

2: about himself:

(109)

“Eliot gives in”

joking about Eliot: joking about the ease with which I go from being sure that I am not going to tell a joke to telling one

(“no,no,no. well okay”) (**funny**)

(154)

“Eliot telling another joke”

joking about Eliot (**insult**)

(154-5)

“he's slipping”

joking about Eliot: suggesting that I am having difficulty remembering the joke

space between lines as if I can't remember (**insult**)

(156-7)

“he's faltering”

joking about Eliot : same as above (**insult**)

VF4 SECTION (140-151)+(171-172)

RESPONDENT'S PRIVATE REACTIONS ABOUT DAD AND HIMSELF:

(141-142')

"Eliot knows what he's talkin' about
he's helpin' out Dad"

1: joking about Eliot:

I have no seniority nor more experience than Dad yet I am telling him how to drive

I really know less about driving than my father (**sarcasm**)

2: joking about Dad: Dad does not know how to drive (**sarcasm**)

(148-149)

"back seat driver telling Dad how to drive"

same as above:

1: joking about Eliot (**sarcasm**): he thinks he knows it all
smart aleck

2: joking about Dad (**sarcasm**): he does not know how to drive

VF1c SECTION (173-187)

PRIVATE REACTIONS BY RESPONDENT:

1: about L:

(183)

"Leslie 'll always be the younger sister": (2) joking about Leslie (**funny**)

2: about Dad:

(185)

"Dad slips in late"

joking about Dad: he missed the whole conversation and as it ends he asks what it was about when he was there all
along

suddenly paying attention, as usual (**insult**)

VF1b SECTION (188-206)

PRIVATE REACTIONS BY RESPONDENT:

1: about himself:

(193-195)

"Eliot knows his sports": humorous comment about himself (**funny**)

(2) about the whole situation:

"Dad starts the car and we're off to the races"

joking about the whole situation: in a Taurus, ya, right

the car is a family one, not a sports car (**funny**)

VF1c SECTION (207-213)

RESPONDENT'S PRIVATE REACTIONS ABOUT HARRIET:

“downright ancient” (210)
 joking about Harriet: saying what Leslie says to mock her (**funny**)
 “she doesn’t have anybody to vote for” (211)
 humorous comment about Harriet (**funny**)

VF1b SECTION (214-234)

RESPONDENT'S PRIVATE REACTIONS :

(1) about Leslie:

“Leslie is partially color blind” (216)
 joking about Leslie: joking about her saying the color is different than it really is (**insult**)

(2) about Mom and Leslie:

“we go from talking about colors to wastepaper baskets!” (232’-234)
 joking about Mom and Leslie: sarcastic comment about the conversation (**sarcasm**)

VF1c SECTION (235-244)+(253)+(255-257)

RESPONDENT'S PRIVATE REACTIONS:

(1) about Leslie:

“real pressing matters” (244)
 joking about Leslie: joking about the importance of talking about garbage bags and containers (**sarcasm**)

(2) about Mom and Leslie:

“back to garbage again” (255-257)
 (2) joking about Mom and Leslie: sarcastic comment about the conversation (**sarcasm**)

VF1c SECTION (245-252)+(254)

RESPONDENT'S PRIVATE REACTIONS about Joe:

“How would he know?”
 joking about Joe: he is not one of the family and probably would not know if we do indeed tell too many blonde jokes (**insult**)

