CASE STUDY 11

IN THE KITCHEN OF THE KOINONIA CAFE
I. BACKGROUND INFORMATION

On a Tuesday evening of January 1986, the student researcher tape-recorded interaction taking place in the kitchen of the Koinonia Cafe, a small restaurant on Elmwood Avenue in Buffalo. There are four participants. Two of the participants are always in the kitchen. They are: Sally, the cook, and Emily, the dishwasher. The other two participants constantly move in and out of the kitchen. They are: Tania, the waitress, and George, the waiter. Neither Tania, George or Emily are aware that they are being tape-recorded. Tania is the respondent. The four participants are very young, apparently in their early twenties. Tania and Emily are roommates.

Figure 1 shows a sketch of the kitchen.
FIGURE 1: SKETCH OF KITCHEN

- Dining Room
- Lounge
- Waitress Station
- back exit
- sinks
- waitresses
- X= dishwasher
- counter
- X= cook
- grill
- up
- down
- Ladies'room
PLACE OF SPECIMEN IN ENTIRE EVENT

There is only one environment, the kitchen of the restaurant. The respondent does not specify the place of the specimen in the total event. It could occur anywhere in the middle.

BEGINNING: the four participants arrive for work separately

S, E, G & T talk to each other while they work

MIDDLE

at one point Emily hurts herself

a while later Emily drops pots and pans and gets wet
she looks for a towel

SPECIMEN

END: the participants leave the kitchen after work
II. VERBAL FLOW STRUCTURE

A: SEGMENTATION OF TALK IN SPECIMEN

1) RESPONDENT'S SEGMENTATION:

The respondent gave a lengthy Blow-by-Blow commentary as she listened to the specimen. Then, in the Follow-Up interviewing she categorized the information directly relevant to the VF Structure present in the Blow-by-Blow, on the basis of two principles of organization: conversation foci and types of talk.

CONVERSATION FOCI are defined by the respondent as the differentiating factor for the interaction between the participants.
There are eleven foci in the specimen:

1: seafood order
2: chicken soup
3: note on door
4: changing board menu
5: the fan
6: appointment with JM
7: draft from fireplace
8: E hurts herself
9: E gets wet
10: E looks for a towel
11: G teasing S
There are five TYPES OF TALK defined by the student researcher as follows:

(1) **Business-at-Hand Talk:**
work-related talk (talk having to do with food preparation and serving)
the purpose of this talk lies within the event and the accomplishment or the fulfillment of it

(2) **Hybrid** (Ambiguous Business-at-Hand/Teasing):
the respondent could not clearly differentiate these two types of talk.
the business-at-hand talk usually initiated such scenes and somewhere in the duration became personalized
in these ambiguous situations, it appears as if the teasing which takes place still has some purpose related to the event

(3) **Teasing:**
this is totally personalized interaction
the only instance where this is noted is section 5 (lines 40-50)
( Note that in this section teasing is the conversation focus)

(4) **Social Talk:**
this is talk which is removed from the present situation and interaction and where another topic or referent is the focus

(5) **Incidental Talk:**
it stems from incidental occurrences which are unrelated to the actual event at hand

The relation between CONVERSATION FOCI and TYPES OF TALK is as follows:

<table>
<thead>
<tr>
<th>BUSINESS-AT-HAND</th>
<th>AMBIGUOUS BUSINESS-AT-HAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>seafood order</td>
<td>chicken soup</td>
</tr>
<tr>
<td></td>
<td>note on door</td>
</tr>
<tr>
<td></td>
<td>changing board menu</td>
</tr>
<tr>
<td></td>
<td>the fan</td>
</tr>
<tr>
<td>SOCIAL</td>
<td></td>
</tr>
<tr>
<td>JM</td>
<td>draft from fireplace</td>
</tr>
<tr>
<td>TEASING</td>
<td></td>
</tr>
<tr>
<td>G teasing S</td>
<td></td>
</tr>
<tr>
<td>INCIDENTAL</td>
<td></td>
</tr>
<tr>
<td>E hurts herself</td>
<td></td>
</tr>
<tr>
<td>E gets wet</td>
<td></td>
</tr>
<tr>
<td>E looks for a to</td>
<td></td>
</tr>
</tbody>
</table>
Transcript of Talk in specimen as segmented and characterized by respondent

T comes in

1: the seafood order (BUSINESS-AT-HAND)
T to S (1): those people with the seafood order
(2): they said they were in a hurry
(3): I don't know if /
(4): I don't know if you can do anything about it but
(5): but I just wanted to tell ya
(6): just to let you know
S to T (7): 'kay
T to S (8): [unintelligible]

T leaves

SILENCE

T comes in

2: the chicken soup
(BUSINESS-AT-HAND)
T to S (9): Sally we need more chicken soup

G comes in

(AMBIGUOUS)
G to T (10): I already told her
T to G (11): oh
G to T (12): she hasn't got it though
S to T [+G?] (13): [unintelligible]
G to S (14): we need it now
S to G (15): you do?
G to S (16): that's why I told you before
S to G (17): you just told me five minutes ago
G to S (18): no
S to G (19): yes
(20): you said:"you might as well put on some more chicken soup")
(21): [unintelligible]

T leaves

PAUSE
3: E asks T about JM (SOCIAL)
E to T (22): oh Tania
(23): I'm meeting with J M to-morrow
(24): do you want me to ask him about/
G to E (25): she's not out here
S to E (26): who you talking to?
E to G & S (27): huh?
(28): oh
(29): Tania's not here!
(30): laughter
E to G (31): George you know all about it
G to E (32): J M
(33): ya
S (33'): laughter
G leaves

SILENCE

G comes in

4: the chicken soup (BUSINESS-AT-HAND)
G to S (34): where is the chicken soup?
(35): Emily can get it for you
S to G (36): it's right under my feet
G to S (37): and you didn't put it on yet?!
S to G (38): no::
(39): I was doing something

5: G Teasing S (TEASING)
G to S (40): slug!
S to G (41): laughter
(42): I am not a slug
G to S (43): you're a slug
S to G (44): sluggard
(45): that's what the word is
(46): laughter
E to G (47): now listen Ma/
(48): uh George!
(49): get it together!
G to E (5): snicker
G leaves

SILENCE
6: E hurts herself (INCIDENTAL)
E to herself (51): ow!
(52): oh!
S to E (53): what did you do?
E to S (54): [unintelligible]
(55): nothing
(56): nothing at all
(57): just doing my/

7: the fan
(BUSINESS-AT-HAND)
E to S (58): it would be nice though if the smoke wasn't in here
S to E (59): okay
S to E (60): sorry
E to S (61): why thank you!
E to S (62): I don't know how you live with it Sally
S to E (63): it gets cold after a while
G comes in
G to S (64): leave the fan on!

(AMBIGUOUS)
S to G (65): huh?
G to S (66): you screw up our lighting
E to S (67): ya my eyes are burning out
G to E (68): that's 'cause she doesn't have the fan on
E to G (69): I-know
G leaves

PAUSE

T comes in

8: JM (SOCIAL)
E to T (70): Tania!
T to E (71): Emily!
E to T (72): I'm meeting with JM to-morrow
(73): now didn't you say you wanted to ask him about something?
(74): um...
(75): you wanted a speaker or-something
T to E (76): so when are you meeting him?
E to T (77): to-morrow

T to E (78): I mean [giggle]
(79): what time Emily?
E to T (80): four thirty
T to E (81): oh!
(82): I can talk to him Thursday night
9: the chicken soup (BUSINESS-AT-HAND)
T to S (83): the guy that ordered this veggie burger
  (84): he wants some more chicken soup
S to T (85): it's on now
  T leaves

SILENCE

10: E gets wet (INCIDENTAL)
E to herself (86): (sigh)
  SILENCE
E to herself (87): I knew I would drop these
  (88): honest-to-god!
  (89): it's raining!
  (90): (laughter)
S to herself (91): I'm reigning on the inside ... (singing)
E to S (92): [unintelligible]
S to E (93): I understand

11: E looks for a towel (INCIDENTAL)
E to S (94): [unintelligible]
  G comes in
G: (95): WHISTLING
S to E (96): what?
E to S (97): I need a towel
G to E (98): there aren't any
  PAUSE
E to herself (99): where are they?
  (100): laughter
  (101): they were here
  (102): here-we-go!
  G leaves
  PAUSE
  T comes in
**12: draft from fireplace (SOCIAL)**

T to E (103): Emily

(104): I discovered another drafty place
(105): in our house

E to T (106): where?

T to E (107): that fireplace

E to T (108): o:h!

T to E (109): you should feel the rush of air coming

(110): out of there

E to T (111): how do you/

(112): how do you
(113): block something like that?

**G comes in**

G to E (114): clothing

(115): newspaper

E to G (116): huh?

G to E (117): stuff it up!

E to G (118): really?

G to E (119): unless you're gonna wanna put a fire in it

T to G (120): no

(121): it's a gas one

**PAUSE**

G leaves

T to E (122): I was laying there talkin on the phone last night

(123): and I said: "where in the?"
(124): and I looked over my head

E resp. to T (125): (laughter)

T to E (126): and I said:

(127): "that fireplace!"

E to T (128): all right well

(129): we'll have to do something about it

T to herself (13): HUMMING

S to E (131): call for a free estimate about insulation

E to S (132): really?

(133): yeah

(134): that wouldn't be too hard to insulate the chimney
(135): would it?
13: note on door
(BUSINESS-AT-HAND)
T to S (136): why is this reservation on the door?
S to T (137): I dunno
   (138): ask George
   (139): he put it there
   (140): [unintelligible]

G comes in
T to G (141): George why is this up here?
G to T (142): what?
T to G (143): the reservation
   (144): why is it on the door?
G to T (145): 'cause I figure if I put it over there
   (146): it'd get lost a week away

(AMBIGUOUS)
T to G (147): oh very smart George
G to T (148): mmm

14: changing board menu
(BUSINESS-AT-HAND)
T to G (149): you forgot to change the board

G and T leave

SILENCE

15: the fan
(BUSINESS-AT-HAND)
G to S (150): Sally
   (151): leave that thing on!

(AMBIGUOUS)
   (152): every time you turn it off the place goes dark
   (153): and then the lights go weird!
   (154): and then we've gotta adjust the lights again
   (155): you've done it about 3 times in the past 15 minutes!
   (156): (laughter)
S to G (157): I don't like it on
   (158): (laughter)

SILENCE
(2) ANALYST'S SEGMENTATION: VERBAL FLOW SECTIONS

In addition to verbal flows, there are two related activities, as follows:

WHISTLING (95)
HUMMING (130)

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

DEFINING CRITERIA for VERBAL FLOW1:
Type of Talk: WORK-RELATED (in two modes: impersonal and personalized)
Modality of Talk: here-and-now
Focality: focal

SEGMENTATION CRITERIA FOR VF1 SECTIONS: triggering agents
need for seafood (1-8) [impers.]
need for more chicken soup (9) [impers.]
  “  “  “  “(10-21)[personalized]
need for more chicken soup (34-39) [impers.]
  “  “  “  “(83-85) [impers.]
lights flickering (58-59+62-63)[impers.]
  “  “  “  “(64-69) [personalized]
lights are flickering  (150-151) [impers.]
  “  “  “  “ (152-158) [personalized]
note on door (136-146) [impers.]
  “  “  “  “ (147-148) [personalized]
board menu (149)[impers.]
DEFINING CRITERIA for VERBAL FLOW2:
Type of Talk: TEASING
Modality of Talk: here-and-now
Focality: focal

SEGMENTATION CRITERION for VF2 SECTION:
triggering agent: S’s slowness (40-50)

DEFINING CRITERIA for VERBAL FLOW3:
Type of Talk: SOCIAL
Modality of Talk: displaced
Focality: focal

SEGMENTATION CRITERION for VF3 SECTION:
topic: draft in fireplace (103-129) + (131-135)

DEFINING CRITERIA for VERBAL FLOW4:
Type of Talk: INFORMATIVE
Modality of Talk: displaced
Focality: focal

SEGMENTATION CRITERION for VF4 SECTIONS:
topic: E’s forthcoming visit with JM (22-33’) and (70-82)

DEFINING CRITERIA for VERBAL FLOW5:
Type of Talk: SOCIAL RITUAL
Modality of Talk: here and now
Focality: focal

SEGMENTATION CRITERION for VF5 SECTION:
triggering agent: E is unhappy (60-61)
DEFINING CRITERIA for VERBAL FLOW6
Type of Talk: EMOTING
Modality of Talk: here-and-now
Focality: marginal

SEGMENTATION CRITERIA for VF6 SECTIONS: triggering agents:
   E drops a pan on herself (51-57)
   E drops pots and pans and gets wet (86-93)
   E looks for a towel (94) + (96-101)
   E finds an apron (102)

fn1
Impersonal WORK-RELATED TALK corresponds to BUSINESS-at-HAND, in respondent's categorization. Personalized WORK–RELATED TALK corresponds to AMBIGUOUS TALK. It is when WORK-RELATED TALK is used teasingly. Note that the same content may occur in the two modes.

fn2
Marginal talk corresponds to what the respondent calls Incidental Talk.
(3) COMPARISON between A’s and R’s ORGANIZATION

<table>
<thead>
<tr>
<th>ANALYST’S</th>
<th>RESPONDENT’S</th>
</tr>
</thead>
<tbody>
<tr>
<td>VF1 Section (1-8)</td>
<td>1: seafood order</td>
</tr>
<tr>
<td>impersonal</td>
<td>(1-8) B-at-H</td>
</tr>
<tr>
<td>VF1 Section (9-21)</td>
<td>2: chicken soup</td>
</tr>
<tr>
<td>impersonal (9)</td>
<td>(9) B-at-H</td>
</tr>
<tr>
<td>personalized (10-21)</td>
<td>(10-21) AMBIGUOUS</td>
</tr>
<tr>
<td>VF4 Section (22-33’)</td>
<td>3: JM</td>
</tr>
<tr>
<td></td>
<td>(22-33) SOCIAL</td>
</tr>
<tr>
<td>VF1 Section (34-39)</td>
<td>4: chicken soup</td>
</tr>
<tr>
<td>impersonal</td>
<td>(34-39) B-at-H</td>
</tr>
<tr>
<td>VF2 Section (40-50)</td>
<td>5: G teasing S</td>
</tr>
<tr>
<td></td>
<td>(40-50) TEASING</td>
</tr>
<tr>
<td>VF6 Section (51-57)</td>
<td>6: E hurts herself</td>
</tr>
<tr>
<td></td>
<td>(51-57) H-and-N</td>
</tr>
<tr>
<td>VF1 Section (58-59)+</td>
<td>7: the fan</td>
</tr>
<tr>
<td>(62-63)+(64-69)</td>
<td>(58-64) B-at-H</td>
</tr>
<tr>
<td>impersonal (58-59)</td>
<td>(65-69) AMBIGUOUS</td>
</tr>
<tr>
<td>VF5 Section (60-61)</td>
<td>8: JM</td>
</tr>
<tr>
<td>impersonal (62-63)</td>
<td>(70-82) SOCIAL</td>
</tr>
<tr>
<td>personalized (64-69)</td>
<td>(65-69) AMBIGUOUS</td>
</tr>
<tr>
<td>VF4 Section (70-82)</td>
<td>9: chicken soup</td>
</tr>
<tr>
<td></td>
<td>(83-85) B-at-H</td>
</tr>
</tbody>
</table>
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.
VF1 SECTION (1-8)

(1) RECAPITULATION
a) Analytic Specification of Section:

**Defining Criteria for VF1:**
Type of Talk: WORK-RELATED (impersonal mode)
Modality of Talk: here-and-now
Focality: focal

**Segmentation Criterion for VF1 Section (1-8)**
*triggering agent*: customers asking for their seafood order

b) Transcript of Talk in Section:

<table>
<thead>
<tr>
<th>Time</th>
<th>T to S</th>
<th>S to T</th>
<th>T to S</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>those people with the sea food</td>
<td>'kay</td>
<td>[unintelligible]</td>
</tr>
<tr>
<td>(2)</td>
<td>they said they were in a hurry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td>[I don't know if]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4)</td>
<td>I don't know if you can do anything about it but</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5)</td>
<td>but I just wanted to tell ya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6)</td>
<td>just to let you know</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student researcher's notes**

- fn1
  Tania comes into the kitchen to get rid of dirty dishes
  she looks at the stove to see how far along the seafood order is
  she tells Sally the customers are in a hurry

- fn2
  Tania leaves the kitchen to go to the waitress station
(2) BASIC UNITS:
The Section is constituted by T's verbal responses to the triggering agent: customers asking for their seafood order.
There is one basic unit, VF1 Stretch (1-8). It is a DEMAND specified by the semantic schema: Tania asks Sally to hurry with the seafood order.

This is displayed in the following Table:

<table>
<thead>
<tr>
<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customers asking for their seafood order</td>
<td>DEMAND by T to S (1-8)</td>
</tr>
</tbody>
</table>
(3) DETAILED ANALYSIS OF DEMAND (1-8)

a) INTERNAL STRUCTURE OF DEMAND:

The DEMAND has only a nucleus. The latter has a core and possibly also an exit (unintelligible). The core is a dialogue initiated by T and addressed to S, with one exchange.

<table>
<thead>
<tr>
<th>NUCLEUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: T to S (1-6)</td>
</tr>
<tr>
<td>CORE</td>
</tr>
<tr>
<td>M2: S to T (7)</td>
</tr>
<tr>
<td>EXIT: T (8): [unintelligible]</td>
</tr>
</tbody>
</table>

b) RHETORICAL ORGANIZATION OF CORE:

M1: T's indirect demand to hurry (in format of statement "for your information")

•1: statement proper:
   1: those people with the sea food
   2: they said they were in a hurry

•2: elaboration (justification):

   REPAIRABLE (false start)
   3: [I don't know if]

   (4): I don't know if you can do anything about it [ but]
   (5): but I just wanted to tell ya
   (6): just to let you know

M2: S's response (promised compliance through acknowledgement of understanding): 2

   (7): 'kay

Respondent's account:

fn1
subtle urging to hurry

fn2
acknowledgement of understanding
VF1 SECTION (9-21)

(1) RECAPITULATION
a) Analytic Specification of Section:

**Defining Criteria for VF1:**
- **Type of Talk:** WORK-RELATED (impersonal + personalized modes)
- **Modality of Talk:** here-and-now
- **Focality:** focal

**Segmentation Criterion for VF1 Section (9-21)**
- **triggering agent:** need for chicken soup

b) Transcript of Talk in Section:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T comes in</td>
<td></td>
</tr>
<tr>
<td>T to S (9): Sally we need more chicken soup</td>
<td></td>
</tr>
<tr>
<td>G comes in</td>
<td></td>
</tr>
<tr>
<td>G to T (10): I already told her</td>
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<td>G to T (12): she hasn't got it though</td>
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<td>S to T (13): [unintelligible]</td>
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<td>G to S (18): no</td>
<td></td>
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<tr>
<td>S to G (19): yes</td>
<td></td>
</tr>
<tr>
<td>(20): you said: &quot;you might as well put on some more chicken soup&quot;</td>
<td></td>
</tr>
<tr>
<td>(21): [unintelligible]</td>
<td></td>
</tr>
<tr>
<td>T leaves</td>
<td></td>
</tr>
<tr>
<td>PAUSE</td>
<td></td>
</tr>
</tbody>
</table>

Student Researcher's notes and **Respondent's account**

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fn1

George comes in and is talking with his hands
George and Sally are facing each other
Sally is looking bewildered
The George came in of course to defend himself that he had already told you
we have contests you see who can remember to tell you about the soup first
Emily was doing the dishes and probably not really listening to us that we were talking
that's you and George were talking amongst ourselves about the soup.
fn2
Tania is listening to George and Sally
but leaves the kitchen before Emily asks her question about JM (see lines 22-24 further down)
George is scraping plates

(2) BASIC UNITS:

The Section is constituted by T's verbal responses to the triggering agent: need for more chicken soup.
There are two basic units, as follows:
(1) VF1SubStretch (9-13) is a DEMAND specified by the semantic schema: Tania asks Sally for more chicken soup.
(2) VF1SubStretch (14 -21) is a VERBAL ATTACK specified by the semantic schema: George attacks Sally verbally for being slow with the chicken soup.

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<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSES</th>
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</thead>
<tbody>
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<td>need for more chicken soup</td>
<td>(1) DEMAND (9-13)</td>
</tr>
<tr>
<td></td>
<td>(2) VERBAL ATTACK (14-21)</td>
</tr>
</tbody>
</table>
(3.1) DETAILED ANALYSIS OF DEMAND (9-13)

a) INTERNAL STRUCTURE OF DEMAND:

The DEMAND has a nucleus and one satellite.

The nucleus is in the impersonal mode. It has an entry and a core. The entry is a univox. The core is a dialogue, initiated by T and addressed to S, with one exchange.

The satellite is in the personalized mode. It is a dyadic remark initiated by G addressed to T.

<table>
<thead>
<tr>
<th>NUCLEUS</th>
<th>SATELLITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTRY: T to S (9): Sally</td>
<td></td>
</tr>
</tbody>
</table>

![Diagram of Nucleus and Satellite with labels M1, M2, T, S, and G in specific positions.]
b) RHETORICAL ORGANIZATION of CORES:

M1: T's indirect demand to hurry (in format of an expression of need)
statement of need proper:
(9): we need more chicken soup

REMARK (dyad)
G: sarcastic reminder to Sally:
(10): I already told her
dig at Sally:
(12): she hasn't got it though
T: acknowledgement:
(11): oh!

M2: S's response (promised compliance?):
(13): [unintelligible]

Respondent's account:

-fn1
request
we're back to the chiken soup
I/I think I already told you that we needed the soup
but a couple minutes went by
so I thought I'd check it out

-fn2
The remark is operating on two levels in the personalized mode:
G is referring directly to their contest:
we have contests you-see
who can remember to tell you about the soup first
and he is indirectly being sarcastic toward S:
sarcastic reminder toward Sally (10)
dig at Sally (12)

-fn3
acknowledgement
'oh' marks information receipt

-fn4
Sally's response is very likely something like: I'll put it on right away
(compare to her response line 85, which is a statement of achieved compliance: it's on now)
(3.2) DETAILED ANALYSIS OF VERBAL ATTACK (14-21)

a) INTERNAL STRUCTURE OF VERBAL ATTACK:

The VERBAL ATTACK is in the personalized mode. It has a nucleus and one satellite. The nucleus has only a multilogic core, a duo, involving G and S, with two rounds.

The satellite is a univocal back channel by S responding to G.

<table>
<thead>
<tr>
<th>NUCLEUS</th>
<th>SATELLITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1: G to S (14)</td>
<td>Back Channel</td>
</tr>
<tr>
<td>R1</td>
<td>S (15): you do?</td>
</tr>
<tr>
<td>D2: S to G (17)</td>
<td></td>
</tr>
<tr>
<td>CORE</td>
<td></td>
</tr>
<tr>
<td>D1: G to S (18)</td>
<td></td>
</tr>
<tr>
<td>R2</td>
<td></td>
</tr>
<tr>
<td>D2: S to G (19-21)</td>
<td></td>
</tr>
</tbody>
</table>

**Respondent's account:**

fn1

question implying lack of understanding (what are you talking about?)
b) RHETORICAL ORGANIZATION of CORE:

R1: initial attack
D1: G's verbal attack (in format of expression of need)
   .1: statement proper:
      (14): we need it now
   .2: elaboration:
      (16): that's why I told you before
D2: S's self-defense (in format of a denial):
   (17): you just told me five minutes ago

R2: repeated attack
D1: G's repeated attack (in format of rejection of denial):
   (18): no
D2: S's repeated self-defense (in format of counterattack)
   •1: defense proper (counter denial):
      (19): yes
   •2: elaboration (justification):
      (20): you said: "you might as well put on some more chicken soup"
      (21): [unintelligible]

Respondent's account:

-fn1 declarative demand
-fn2 defending position
-fn3 disagreement
-fn4 agreement with original comment
-fn5 further proof by quotation
VF4 SECTION (22-33')

(1) RECAPITULATION

a) Analytic Specification of Section:

**Defining Criteria for VF4:**

| Type of Talk: | INFORMATIVE |
| Modality of Talk: | displaced |
| Focality: | focal |

**Segmentation Criterion for VF4 Section (22-33')**

**topic:** E’s forthcoming visit with JM

b) Transcript of Talk in Section:

E to T (22): oh Tania!
   (23): I'm meeting with J M to-morrow
   (24): do you want me to ask him about/

G to E (25): she|s not out here
S to E (26): | who you talking| to?

E to G + S (27): huh?
E (28): oh!
   (29): Tania's not here!
   (30): laughter

E to G (31): George you know all about it
G to E (32): J M
   (33): ya
S (33'): laughter

G leaves
SILENCE

(2) BASIC UNITS:

There is one basic unit, VF4 Stretch (22-33') with two parts, a mistake and a correction.
- The mistake, is an OFFER by E to T, specified by the semantic schema: Emily offers Tania to get the information she wants from JM (22-29).
- The correction, is a REQUEST FOR CONFIRMATION by E to G, specified by the semantic schema: Emily asks George to confirm that he knows what Tania wants (31-33').
(3) DETAILED ANALYSIS of OFFER/ REQUEST for CONFIRMATION (22-33’)

a) INTERNAL STRUCTURE of OFFER/ REQUEST FOR CONFIRMATION:

The OFFER, Part I, has a nucleus and one satellite.
The nucleus has an entry and a core.
The entry is a univox.
The core is a partial dialogue initiated by E and addressed to T, with one partial exchange.

The satellite is a double univocal remark by G and S addressed to E.
It has a satellite, a univocal remark by E responding to G and S.

The REQUEST for CONFIRMATION, Part II, has a nucleus and a satellite.
The nucleus has an entry and a core.
The entry is a univox.
The core is a dialogue initiated by E and addressed to G, with one exchange.
PART I

ENTRY: E to T (22): oh Tania!¹

M1: E to T (23-24)

CORE

DUAL REMARK
G (25)
S (26)

REMARK
E (27-29) + laughter²

PART II

ENTRY: E (31): George!

M1: E to G (31)

CORE

M2: G to E (32-33)

Back Channel
S (33'): laughter³
Respondent's account:

-fn1
interruption (E tries to get T's attention)

Emily wasn't paying attention to the fact that we were all talking
so being her usual self she interrupted us
she had something she'd just thought about and wanted to ask me so she interrupted us

'oh' marks speaker involvement

-fn2
E probably looked bewildered and laughs (note by Student researcher)

-fn3
now you were laughing thinking how silly Emily was
b) RHETORICAL ORGANIZATION of CORE:

Part I
M1: E’s offer
  .1: preparation:
    (23): I’m meeting with JM to-morrow
  .2: offer proper (interrupted by G’s and S’s remark)
    (24): do you want me to ask him about /

DUAL REMARK
  -signaling mistake by G:
    (25): she's not out here
  -signaling mistake by S:
    (26): who you talking to?

REMARK
  E realizes her mistake:
  initiation:
    (27): huh?
    (28): oh!
  development:
    (27) Tania’s not there!

Part II
M1: E’s request for confirmation:
  (31): you know all about it
M2: G’s response:
  (32): JM
  (33): ya

Respondent's account:

-fn1
request for information

after Emily interrupted our conversation
she didn't know that I'd left the room yet so she kept talking
that happens a lot even at home
she'll be talking to me and I'll just walk away
sometimes I'm still listening and other times I just get bored and I just walk away
I don't know what I was doing then though
I don't remember
- n2
  information to keep E from going on
- fn2'
  request for information
- fn3
  realization
- fn4
  'oh' is an exclamation
- fn5
  redirection toward George to make light of the situation
- fn6
  humoring
  George being obnoxious
VF1 SECTION (34-39)

(1) RECAPITULATION
a) Analytic Specification of Section:

**Defining Criteria for VF1:**
- **Type of Talk:** WORK-RELATED (impersonal mode)
- **Modality of talk:** here-and-now
- **Focality:** focal

**Segmentation Criterion for VF1 Section (34-39)**
- **triggering agent:** need for chicken soup

b) Transcript of Talk in Section:

G comes in

G to S (34): where is the chicken soup?
(35): Emily can get it for you
S to G (36): it's right under my feet

G to S (37): and you didn't put it on yet?!
S to G (38): no::
(39): I was doing something

**Student Researcher’s note**

fn1
George's eyebrows jump a foot when Sally tells him she had the soup at her feet all this time but hadn't put it on yet

(2) BASIC UNITS:

The Section is constituted by G's verbal responses to the triggering agent: need for chicken soup. There is one basic unit, VF1 Stretch (34-39). It is a QUERY specified by the semantic schema: George asks Sally where the chicken soup is.

This is displayed in the following Table:

<table>
<thead>
<tr>
<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>need for chicken soup</td>
<td>QUERY by G to S (34-39)</td>
</tr>
</tbody>
</table>
(3) DETAILED ANALYSIS OF QUERY (34-39)

a) INTERNAL STRUCTURE of QUERY:

The QUERY has only a nucleus. The latter has only a core, a dialogue initiated by G and addressed to S, with two exchanges.

**NUCLEUS**

```
M1: G to S (34-35)  [Diagram]
  EX1
  M2: S to G (36)

CORE

EX2
M1: G to S (37)
  M2: S to G (38-39)  [Diagram]
```
b) RHETORICAL ORGANIZATION of CORE:  

EX1: initial use of schema  
M1: G's request for information  
•1: request proper:  
  (34): where is the chicken soup?  
•2: elaboration (offer to help):  
  (35): Emily can get it for you  
M2: S's response to request proper:  
  (36): it's right under my feet  

EX2: additional use of schema  
M1: G's request for information (indirect request for explanation):  
  (37): and you didn't put it on yet!?  
M2: S's response  
•1: response proper:  
  (38): no  
•2: elaboration (explanation/justification):  
  (39): I was doing something

Respondent's account:  
-fn1  
George was trying to get his usual way  
actually you're both trying to convince each other that you're right  
-fn1'  
question about the soup  
-fn2  
helpful hint  
-fn3  
reluctant response to preceding question  
-fn4  
impatient question/response  
-fn5  
whiney excuse
VF2 SECTION (40-50)

(1) RECAPITULATION

a) Analytic Specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Talk:</strong> TEASING</td>
</tr>
<tr>
<td><strong>Modality of Talk:</strong> here-and-now</td>
</tr>
<tr>
<td><strong>Focality:</strong> focal</td>
</tr>
<tr>
<td><strong>Segmentation Criterion for VF2 Section (40-50)</strong></td>
</tr>
<tr>
<td><strong>triggering agent:</strong> S’s slowness</td>
</tr>
</tbody>
</table>

b) Transcript of Talk in Section:

G to S (40): slug!
S to G (41): laughter
   (42): I am not a slug
G to S (43): you're a slug
S to G (44): sluggard
   (45): that's what the word is
   (46): laughter
E to G (47): now listen [Ma]
   (48): [uh] George!
   (49): get it together!
G to E (50): snicker

G leaves
SILENCE

Respondent's account

fn1
George was putting dishes in the dishpan I-think when he probably asked about the soup again and you were putzin around doing stuff or you just didn't get around to it
(2) BASIC UNITS:
The Section is constituted by G's verbal responses to the triggering agent: Sally’s slowness.
There is one basic unit, VF2 Stretch (40-50). It is an INSULT specified by the semantic schema: George insults Sally teasingly for being too slow.

This is displayed in the following Table:

<table>
<thead>
<tr>
<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally’s slowness</td>
<td>INSULT by G to S (40-50)</td>
</tr>
</tbody>
</table>
(3) DETAILED ANALYSIS OF INSULT (40-50)

a) INTERNAL STRUCTURE of INSULT:

The INSULT has a nucleus and 1 satellite.
The nucleus has only a multilogic core, a duo, involving G and S with two rounds.

The satellite is a dyadic remark initiated by E responding to G.

<table>
<thead>
<tr>
<th>NUCLEUS</th>
<th>SATELLITE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D1: G to S (40)</td>
</tr>
<tr>
<td></td>
<td>R1</td>
</tr>
<tr>
<td>CORE</td>
<td>D1: G to S (43)</td>
</tr>
<tr>
<td></td>
<td>R2</td>
</tr>
<tr>
<td></td>
<td>REMARK (dyad)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) RHETORICAL ORGANIZATION of CORES:

**Round 1**
D1: G starts the insult:
   (40): slug

D2: S defends herself (S is angry and embarrassed)
   (41) laughter
   (42): I'm not a slug

**Round 2**
D1: G repeats insult:
   (43): you're a slug!

D2: S defends herself (correcting G):
   (44): sluggard
   (45): that's what the word is + laughter

**REMARK (dyad)**
- admonition by E:
  - initiation:
    (47): now listen [Ma]
    (48): [uh] George!
  - development:
    (49): get it together!
- acknowledgement by G:
  (50): snicker

**Respondeent's account:**
-fn1
wisecrack
-fn2
anger, embarrassment
-fn3
restatement (driving the point home)
-fn4
defending herself
correcting, taking offense
you were correcting his grammar
his vocabulary
the linguist that you are!
-fn5
anger, embarrassment
-fn6
defending S
E probably said that because George said 'slug' instead of 'sluggard'
VF6 SECTION (51-57)

(1) RECAPITULATION

a) Analytic Specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: EMOTING</td>
</tr>
<tr>
<td>Modality of Talk: here-and-now</td>
</tr>
<tr>
<td>Focality: marginal</td>
</tr>
</tbody>
</table>

**Segmentation Criterion for VF6 Section (51-57)**

triggering agent: E drops a pan on herself

b) Transcript of Talk in Section:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E to herself (51): ow!</td>
<td></td>
</tr>
<tr>
<td>(52): oh!</td>
<td></td>
</tr>
<tr>
<td>S to E (53): what did you do?</td>
<td></td>
</tr>
<tr>
<td>E to S (54): [unintelligible]</td>
<td></td>
</tr>
<tr>
<td>(55): nothing</td>
<td></td>
</tr>
<tr>
<td>(56): nothing at all</td>
<td></td>
</tr>
<tr>
<td>(57): just doing my/</td>
<td></td>
</tr>
</tbody>
</table>

Student Researcher's note

fn1

Emily must have dropped a pan on herself or-something

(2) BASIC UNITS:

The Section is constituted by verbal responses to the triggering agent: Emily drops a pan on herself.

There are two basic units, as follows:

1. VF6 SubStretch (51-52) is a cluster of EXCLAMATIONS of pain by Emily.
2. VF6 SubStretch (53-57) is a QUERY by Sally to Emily, specified by the semantic schema: Sally wants to know what happened to Emily.

This is displayed in the following Table:
TRIGGERING AGENT  |  VERBAL RESPONSES
--- | ---
E drops a pan on herself  |  (1) EXCLAMATIONS of pain by E:

(51): ow!
(52): oh!

(2) QUERY by S (52-57)

**Respondent's account:**

fn1
exclamation
she's always hurting herself with the dishes
I wonder what she did
probably pinched herself or-something
sliced herself with a knife
(3) DETAILED ANALYSIS OF QUERY (53-57)

a) INTERNAL STRUCTURE of QUERY:

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

```
NUCLEUS

M1: S to E (53)

CORE
M2: E to S (54-57)
```

b) RHETORICAL ORGANIZATION of CORE:

M1: S's request for explanation (why did you cry out?):

(53): what did you do?

M2: E's response:

(54): [unintelligible]

•1: response proper (negation):

(55): nothing
(56): nothing at all

•2: elaboration (explanation, unfinished):

(57): I was just doing my/

Respondent's account:

fn1
request for information
courtesy

fn2
frustrated answer (55-57)
OVERLAPPING VERBAL FLOWS:
VF1 Section (58-59) + (62-69) is overlapped by VF5 Section (60-61)
VF1 SECTION(58-59)+(62-69)

(1) RECAPITULATION
a) Analytic Specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Talk:</strong> WORK-RELATED (impersonal +personalized modes)</td>
</tr>
<tr>
<td><strong>Modality of Talk:</strong> here-and-now</td>
</tr>
<tr>
<td><strong>Focality:</strong> focal</td>
</tr>
<tr>
<td><strong>Segmentation Criterion for VF1 Section (58-59)+(62-69)</strong></td>
</tr>
<tr>
<td><strong>triggering agent:</strong> lights flickering</td>
</tr>
</tbody>
</table>

**Respondent's account:**

fn1 this is the part where you had the fan off so it would tape okay without us knowing
that's why Emily was choking to death from the smoke in the kitchen

b) Transcript of Talk in Section:

| E to S (58): it would be nice though if the smoke wasn't in here |
| S to E (59): okay |
| E to S (62): I don't know how you live with it Sally |
| S to E (63): it gets cold after a while |
| **G comes in** |
| G to S (64): leave the fan on! |
| S to G (65): huh? |
| G to S (66): you screw up our lighting |
| E to S (67): ya my eyes are burning out |
| G to E (68): that's 'cause she doesn't have the fan on |
| E to G (69): I-know |

| G leaves |
| PAUSE |

**impersonal**

**personalized**
(2) BASIC UNITS:

The Section is constituted by E's verbal responses to the triggering agent: lights flickering.
There are two basic units, as follows:
(1) VF1 SubStretch (58-59)+(62-63) is a DEMAND by E to S specified by the semantic schema: Emily asks Sally to keep the fan on, in the impersonal mode.
(2) VF1 SubStretch (64-69) is an ORDER by G to S, specified by the semantic schema: George orders Sally to keep the fan on, in the personalized mode.

This is displayed in the following Table:

<table>
<thead>
<tr>
<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>lights flickering</td>
<td>(1) DEMAND by E to S (58-59)+(62-63)</td>
</tr>
<tr>
<td></td>
<td>(2) ORDER by G to S (64-69)</td>
</tr>
</tbody>
</table>
(3.1) DETAILED ANALYSIS OF DEMAND (58-59)+(62--63)

a) INTERNAL STRUCTURE of DEMAND:

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

The satellite is a univocal remark by E addressed to S.
It has a secondary satellite, a univocal remark by S responding to E.
b) RHETORICAL ORGANIZATION of CORES:

M1: E's indirect demand to keep fan on (in format of wish): ¹
(58): it would be nice though if the smoke wasn't in here

M2: S's response (promised compliance): ²
(59): okay

REMARK
complaint by E: ³
(62): I don't know how you live with it Sally

REMARK
excuse by S: ⁴
(63): it gets cold after a while

Respondent's account:
fn1
complaint /subtle request
fn2
understanding response (= I promise to turn the fan on)
fn3
complaint to keep (Sally) from doing it again
fn4
response to satisfy
and you're trying to be nonchalant about it
and just sort-of/
yeah give some sort of off-the-cuff answer
so she doesn't ask you why you really don't have the fan on
that's a good excuse
'cause it does get cold out here
(3.2) DETAILED ANALYSIS OF ORDER (64-69)

INTERNAL STRUCTURE OF ORDER:
The ORDER has a nucleus and two satellites.
The nucleus has only a univocal core by G addressed to S.

The first satellite is a univocal back channel by S in response to G.
The second satellite is a univocal remark initiated by E addressed to G.
It has a secondary satellite, a dyadic remark initiated by G and addressed to E.

Respondent's account:
fn1
innocent remark (lack of understanding)
b) RHETORICAL ORGANIZATION of CORES:

G's order to S to keep fan on
  •1: order proper: 1
    (64): leave the fan on!
  •2: elaboration (justification): 2
    (66): you screw up the lighting

REMARK
E's support of G: 3
initiation:
  (67): ya
development:
  (67): my eyes are burning out

REMARK (dyad)
- G's dig at S: 4
  (68): that's because she doesn't have the fan on
- E's acknowledgement E: 5
  (69): I know

Respondent's account:

-fn1
ardent demand

and then George came in "leave the fan on!"
so he was complaining 'cause the lights were going up and down
but they do that anyway
the circuit breakers go on and off
but uh
he had to complain about something
George made that little remark
'cause he wants you to be sure to know that it was all your fault
that the lighting was screwed up and that Emily's poor eyes were burning out
-fn2
complaint with reasoning
-fn3
agreement with reasoning
-fn4
final dig
-fn5
agreement
VF5 SECTION (60-61)

(1) RECAPITULATION
a) Analytic Specification of Section:

**Defining Criteria for VF5:**
- **Type of Talk:** SOCIAL RITUAL
- **Modality of Talk:** here-and-now
- **Focality:** focal

**Segmentation Criterion for VF5 Section (60-61)**
- **triggering agent:** E is unhappy

b) Transcript of Talk in Section:

S to E (60): sorry
E to S (61): why! thank you!

(2) BASIC UNITS:

The Section is constituted by S's verbal responses to the triggering agent: E is unhappy. There is only one basic unit, VF5 Stretch (60-61). It is an APOLOGY by S to E.

This is displayed in the following Table:

<table>
<thead>
<tr>
<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>E complaining</td>
<td>APOLOGY (dyad)</td>
</tr>
</tbody>
</table>
|                     | - S’s offer of an apology to E:  
|                     | (60): sorry               |
|                     | - E’s acceptance:        |
|                     | (61): why! thank you     |

Respondent's account:
- fn1
  - apology
- fn2
  - expression of gratitude
VF4 SECTION (70-82)

(1) RECAPITULATION
a) Analytic Specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: INFORMATIVE</td>
</tr>
<tr>
<td>Modality of Talk: displaced</td>
</tr>
<tr>
<td>Focality: focal</td>
</tr>
</tbody>
</table>

**Segmentation Criterion for VF4 Section (70-82)**

**topic:** E’s forthcoming visit with JM

b) Transcript of Talk in Section:

```
E to T (70): Tania!
T to E (71): Emily!
E to T (72): I'm meeting with J M to-morrow
    (73): now didn't you say you wanted to ask him about something?
    (74): um...
    (75): you wanted a speaker or-something?
T to E (76): so when are you meeting him?
E to T (77): to-morrow
T to E (78): I mean (giggle)
    (79): what time Emily?
E to T (80): four thirty
T to E (81): oh
T to E (82): I can talk to him Thursday night
```

**Respondent's account**

fn1

okay um
Emily was going back to her question she asked when she wasn’t really talking to me
and uh
she usually asks me questions like that
when she thinks of them
I let one of those little giggles, ya-know, that people do when they're either uncomfortable or angry

(2) BASIC UNITS:

There is only one basic unit, VF4 Stretch (70-82). It is an OFFER, specified by the semantic schema: Emily offers to get information from JM.
a) INTERNAL STRUCTURE OF OFFER:

The OFFER has a nucleus with one satellite.
The nucleus has an entry and a core.
The entry is a dyad.
The core is a dialogue initiated by T and addressed to E, with one exchange.

The satellite is an incidental query.
It has only a nucleus.
The latter has an entry and a core.
The entry is a univox.
The core is a dialogue initiated by T and addressed to E, with one exchange.
The second member of the exchange has an extension, a Repair Request.
The latter has an entry, a core and an exit.
The entry and the exit are univoxes.
The core is a dialogue initiated by T and addressed to E, with one exchange.
**Respondent's account:**

-fn1
getting attention

-fn2
obnoxious acknowledgement

-fn3
I was annoyed that she didn't understand what I meant..

so she doesn't forget

so

oh I giggled there because

when I said: "I mean (giggle) what time Emily?"

'cause I was annoyed that she didn't understand what I meant by:

"when are you meeting him?"

because she'd already told me that she was meeting him to-morrow

so

instead of saying "no dummy I mean what time?"

I let one of those giggles ya-know that people do when they're either uncomfortable or angry

-fn4

'oh' marks information receipt
b) RHETORICAL ORGANIZATION of CORES:

M1: E's offer of assistance (in format of question)

•1: preparation (informing): 1
  (72): I'm meeting with JM to-morrow

•2: offer proper
  initiation:
  (73): now
  development: 2
  (73): didn't you say you wanted to ask him about something?
  (74): [um...]
  (75): you wanted a speaker or-something?

INCIDENTAL QUERY
M1: T's request for information: 3
  (76): when are you meeting him?
M2: E's response4
  (77): to-morrow

REPAIR REQUEST
T rephrasing her question: 5
  (79): what time Emily?
E's corrected response:
  (80): 4.30

M2: T's response (rejection of offer): 6
  (82): I can talk to him Thursday night

Respondent's account:
- fn1
  opening fact leading to following question
  (see 23: I’m meeting with JM to-morrow )
- fn2
  helpful reminder question
  (see 24: do you want me to ask him about...)
- fn3
  question about meeing
- fn4
  response
- fn5
  annoyed explanation of question (I did not mean "what day?", I meant "what time?")
- fn6
  response to Emily's original question to satisfy her
  I didn't know what she was talking about at that time
  so I was bewildered
  that's why I just said/
  instead of explaining the whole thing I said: I'll talk to him on Thursday night
'cause I didn't know what she was talking about
I still don't know
I don't remember telling her that I had to ask John anything
but uh
maybe she meant John Peterson
'cause I did talk to him
VF1 SECTION (83-85)

(1) RECAPITULATION
a) Analytic Specification of Section:

**Defining Criteria for VF1:**
*Type of Talk:* WORK TALK (Impersonal Mode)
*Modality of talk:* here-and-now
*Focality:* focal

**Segmentation Criterion for VF1 Section (83-85)**
*triggering agent:* need for more chicken soup

b) Transcript of Talk in Section:

<table>
<thead>
<tr>
<th>T turns to S</th>
<th>S to T (85): it's on now</th>
</tr>
</thead>
<tbody>
<tr>
<td>T to S (83): the guy that ordered this veggie burger</td>
<td>S to T (85): it's on now</td>
</tr>
<tr>
<td>(84): he wants some more chicken soup</td>
<td>T leaves</td>
</tr>
<tr>
<td></td>
<td>SILENCE</td>
</tr>
</tbody>
</table>

(2) BASIC UNITS:

The Section is constituted by T's verbal responses to the triggering agent: need for more chicken soup. There is only one basic unit, VF1 Stretch (83-85). It is a DEMAND specified by the semantic schema: Tania asks Sally for the chicken soup.

This is displayed in the following Table:

<table>
<thead>
<tr>
<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for more chicken soup</td>
<td>DEMAND (83-85)</td>
</tr>
</tbody>
</table>
(3) DETAILED ANALYSIS OF DEMAND (83-85)

a) INTERNAL STRUCTURE of DEMAND:

The DEMAND has only a nucleus. The latter has only a core, a dialogue initiated by T and addressed to S, with one exchange.

NUCLEUS

<table>
<thead>
<tr>
<th>CORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: T to S (83-84)</td>
</tr>
<tr>
<td>M2: S to T (85)</td>
</tr>
</tbody>
</table>

b) RHETORICAL ORGANIZATION of CORE:

M1: T's indirect demand for the chicken soup (in format of: For Your Information)
   .1 preparation:
     (83): the guy that ordered this veggie burger
   .2 demand proper: ¹
     (84): he wants some more chicken soup

M2: S's response (signaling achieved compliance):
   (85): it's on now ²

Respondent's account:
fn1
statement making indirect request
fn2
informative reply
okay
I remember after you said: " it's on now"
I thought: "didn't we tell her 10 minutes ago about this soup?"
but I didn't say anything
'cause I knew George was already on your case
so I didn't say anything
and I just thought "well"
and um
I-guess I left the kitchen then
VF6 SECTION (86-87)

(1) RECAPITULATION
a) Analytic Specification of Section:

**Defining Criteria for VF6:**
- **Type of Talk:** EMOTING
- **Modality of Talk:** here-and-now
- **Focality:** marginal

**Segmentation Criterion for VF6 Section (86-87)**
- **triggering agent:** E drops pots and pans

b) Transcript of Talk in Section:

E to herself (86): sigh

SILENCE

E to herself (87): I knew I would drop these!

(2) BASIC UNITS:

The Section is constituted by E's verbal responses to the triggering agent: E drops pots and pans. It is a cluster of EXCLAMATIONS OF FRUSTRATION by Emily.

This is displayed in the following Table:

<table>
<thead>
<tr>
<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>E drops pots and pans</td>
<td>EXCLAMATIONS of frustration (univocal)</td>
</tr>
<tr>
<td>(86): sigh</td>
<td>E (87): I knew I would drop these!</td>
</tr>
</tbody>
</table>

**Respondent's account**

fn1
Emily was trying to put up too many buckets at once or kettles I-think then she dropped them
VF6 SECTION (88-93)

(1) RECAPITULATION

a) Analytic Specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: EMOTING</td>
</tr>
<tr>
<td>Modality of Talk: here-and-now</td>
</tr>
<tr>
<td>Focality: marginal</td>
</tr>
</tbody>
</table>

**Segmentation Criterion for VF6 Section (88-93)**

**triggering agent:** E gets wet

b) Transcript of Talk in Section:

E to herself: (88): honest-to-God!
   (89): it's raining!
   (90): laughter

S (91): I'm reigning on the inside (singing)

E to S (92): [unintelligible]

S to E (93): I understand

(2) BASIC UNITS:

The Section is constituted by E's verbal responses to the triggering agent: E gets wet. There are two basic units, as follows:

(1) VF6 SubStretch (88-91) is a cluster of EXCLAMATIONS of frustration by Emily.
(2) VF6 SubStretch (92-93) is unintelligible.

This is displayed in the following Table:
**Respondent’s account:**

- **fn1**
  and of course she was frustrated but she wasn't going to swear
  so I don't know what she said there
  something about "honest-to-God!" or "good heavens!"
- **fn2**
  she always hangs them (the pots) up wet that's why she said it was raining in there
- **fn3**
  and she was laughing 'cause she was like:
  "huh" (heavy sigh)
  frustrated
  bewildered
  'cause she dropped everything and then they were dripping all over her head
- **fn4**
  you started singing 'cause I-guess it reminded you of a song
- **fn5**
  whatever Emily said you understood
  I-guess you were trying to console her: "it's okay Emily"
- **fn6**
  I guess you were trying to console her: "it's okay Emily"
OVERLAPPING ACTIVITY FLOWS

VF6 Section (94) + (96-102) is overlapped by Related Activity WHISTLING (95)
VF6 SECTION (96) + (96-101)

(1) RECAPITULATION
a) Analytic Specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF6:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Talk:</strong> EMOTING</td>
</tr>
<tr>
<td><strong>Modality of Talk:</strong> here-and-now</td>
</tr>
<tr>
<td><strong>Focality:</strong> marginal</td>
</tr>
</tbody>
</table>

**Segmentation Criterion for VF6 Section (94) + (96-101)**

**triggering agent:** E looks for a towel

b) Transcript of Talk in Section:

E to S (94): [unintelligible]  
G comes in

S to E (96): what?  
E to S (97): I need a towel  
G to E (98): there aren't any

PAUSE

E to herself (99): where are they?  
(100): laughter  
(101): they were here

(2) BASIC UNITS:

The Section is constituted by E's verbal responses to the triggering agent: E looks for a towel.

There are three basic units, all EXCLAMATIONS of impatience by E.

This is displayed in the following Table:
**Respondent’s account:**

- **fn1**
  and then Emily was all wet so she wanted a towel

- **fn2**
  statement of need/request for assistance

- **fn3**
  response to request

that part there about the towels and junk
George told her there weren’t any towels

- **fn4**
  question of disbelief

but Emily said:
"she saw them there the other day so they gotta be there"
she wouldn't believe him
VF6 SECTION (102)

(1) RECAPITULATION
a) Analytic Specification of Section:

Defining Criteria for VF6:
Type of Talk: EMOTING
Modality of Talk: here-and-now
Focality: marginal

Segmentation Criterion for VF6 Section (102)
triggering agent: E finds an apron which she uses as a towel

b) Transcript of Talk in Section:

E to herself: (102): here-we-go!

G leaves
PAUSE

(2) BASIC UNITS:

The Section is constituted by E's verbal responses to the triggering agent: E finds an apron which she uses as a towel. There is only one basic unit, VF5 Stretch (102). It is an EXCLAMATION of relief by E.

This is displayed in the following Table:

<table>
<thead>
<tr>
<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>E finds an apron which she uses as a towel</td>
<td>EXCLAMATION of relief (univox): E (102): here-we-go!</td>
</tr>
</tbody>
</table>

Respondent’s account:
fn1
oh when she said: "here-we-go!" she found an apron
it wasn't a towel but she used it anyway
statement of satisfaction

Related Activity: WHISTLING

Focality: marginal

George whistling\textsuperscript{1} to demonstrate his authority (95)

Respondent's account:

\textsuperscript{fn1}
who’s that?
okay that’s George
demonstrating his authority
the message is: “I am the boss”
OVERLAPPING ACTIVITY FLOWS

VF3 Section (103-129)+(131-5) is overlapped by Related Activity HUMMING (130)
VF3 SECTION (103-129)+(131-135)

(1) RECAPITULATION
a) Analytic Specification of Section:

**Defining Criteria for VF3:**
Type of Talk: SOCIAL TALK
Modality of Talk: displaced
Focality: focal

**Segmentation Criterion for VF3 Section (103-129)+(131-135)**

**topic:** draft from fireplace

b) Transcript of Talk in Section:

```
T to E (103): Emily
   (104): I discovered another drafty place
   (105): in our house
E to T (106): where?
T to E (107): that fireplace
E to T (108): o::h!
T to E (109): you should feel the rush of air coming
   (110): out of there
E to T (111): how do you/
   (112): how do you
   (113): block something like that?
G comes in
G to E (114): clothing
   (115): newspaper
E to G (116): huh?
G to E (117): stuff it up!
E to G (118): really?
G to E (119): unless you're gonna wanna put a fire in it
T to G (120): no
   (121): it's a gas one
PAUSE
G leaves
T to E (122): I was laying there talkin on the phone last night
   (123): and I said: "where in the/"
   (124): and I looked over my head
E to T (125): laughter
T to E (126): and I said:
   (127): "that fireplace!"
E to T (128): all right well
   (129): we'll have to do something about it
S to E (131): call for a free estimate about insulation
E to S (132): really?
   (133): yeah
   (134): that wouldn't be too hard to insulate the chimney
   (135): would it?
```
(2) BASIC UNITS:

There is only one basic unit, VF3 Stretch (103-129)+(131-135). It is a TELLING specified by the semantic schema: Tania describes the draft in the fireplace to Emily.

(3) DETAILED ANALYSIS OF TELLING (103-129)

a) INTERNAL STRUCTURE OF TELLING:

The TELLING has a nucleus and five satellites.
The nucleus has an entry and a core.
The entry is a univox.
The core is a univox, initiated by T and addressed to E, with one exchange.

The five satellites include two incidental queries, two back channels by E responding to T, and a remark.

The first incidental query has only a nucleus. The latter has a core and an exit.
The exit is a univox.
The core is a dialogue, initiated by E and addressed to T, with one interactive exchange.

The second incidental query has a nucleus and a satellite.
The nucleus has a core and an exit attempt.
The exit attempt is a univox.
The core is a dialogue, initiated by E and addressed to T, with one exchange.
The second member of the exchange has an extension, a repair query.
The latter has only a core, a dialogue initiated by E and addressed to G, with one exchange.
The satellite is a univocal remark by T responding to G.

The remark is also a univocal remark.
It has a satellite, a dyadic remark initiated by S and addressed to E.
It has a satellite, a univocal back channel by E responding to S.
ENTRY: T to E (103): Emily!¹

INCIDENTAL QUERY
M1: E to T (106)
core
M2: T to E (107)
exit: E to T (108): oh!²

INCIDENTAL QUERY
M1: E to T (111-113)
core
M2: G to E (114-115)

REPAIR REQUEST
M1: E to G (116)
core
M2: G to E (117)

Exit attempt: E to (118): really?³

REMARK T (120-121)

Back Channel
E (125): laughter

Back Channel
E (128): all-right

REMARK E to T (128-129)

REMARK dyad
S to E (131)
E to S (133-135)

Back Channel
E (132): really?⁴
Respondent's account:

fn1
getting attention
fn2
'oh' marks information receipt
exclamation/acknowledgement
fn3
George assumes Tania's interactional role
fn4
acknowledging remark
fn5
acknowledgement
b) RHETORICAL ORGANIZATION of CORES:

T telling about a problem (in format of narrative)
•1: background
  •1: opening:
    (104): I discovered another drafty place
    (105): in our house

INCIDENTAL QUERY
M1: E’s request for information:
    (106): where?
M2: T’s response (information requested):
    (107) that fireplace

•2: severity of problem:
    (109): you should feel the rush of air coming
    (110): out of there

INCIDENTAL QUERY
M1: E’s request for directive:
  REPAIRABLE (false start)
    (111): how do you
    (112): how do you
    (113): block something like that?
M2: G’s
  •1: response proper (advice):
    (114): clothing
    (115): newspaper

REPAIR REQUEST
M1: E’s request to repeat:
    (116): huh?
M2: G’s response (repeat):
    (117): stuff it up!

•2: elaboration (sarcasm):
    (119): unless you’re gonna wanna put a fire in it

REMARK
dismissal by T to G
  •1: rejection proper:
    (120): no
  •2: elaboration (justification of rejection):
    (121): it’s a gas one
••3: how draft was discovered:  
(122): I was laying there talkin on the phone last night  
(123): and I said: "where in the ...?  
(124): and I looked over my head

•2: climax  
(126): and I said:  
(127): "that fireplace!"

**REMARK**  
orienting toward solution of problem by E to T  

initiation:  
(128): well 

development:  
(129): we'll have to do something about it

**REMARK (dyad)**  
-S's offer of solution:  
(131): call for a free estimate  
-E's acknowledgement  
•1: acknowledgement proper:  
(133): yeah  
•2: elaboration (wondering about specifics):  
(134): that wouldn't be too hard to insulate the chimney  
(135): would it?

---

**Respondent's account:**  

-fn1  
(103-121)  
...I came into the kitchen just chatting and I remember 'cause I wanted to tell/ to tell Emily about that/that so we could do something about the fireplace 'cause it was always cold in there and that's where all the draft was coming from so I figured: "well as long as I have time to kill..." so I started talking about that  

-fn2  
opening/leading statement  

-fn3  
request for information  

-fn4  
response  

-fn5  
descriptive statement showing severity of situation
and then George was offering his wonderful advice about stuffing newspaper up it
I don't think anybody was really interested in the whole conversation

question: couldn't hear
“huh? ... what?”
I don't know why she couldn't hear a word that was being said

reiteration of advice

sarcastic remark

clarification

descriptive narrative of how she knows about the draft

climax of description

redirecting toward solution

offering solution

wondering about specifics
Related Activity HUMMING
Focality: marginal

Tania humming to herself (130)

Responent's account:
fn1
Tania who is bored with her conversation with Emily withdraws into herself, humming.
VF1 SECTION (136-148)

(1) RECAPITULATION
  a) Analytic Specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: WORK-RELATED (impersonal + personalized modes)</td>
</tr>
<tr>
<td>Modality of Talk: here-and-now</td>
</tr>
<tr>
<td>Focality: focal</td>
</tr>
<tr>
<td>Segmentation Criterion for VF1 Section (136-148)</td>
</tr>
<tr>
<td>triggering agent: note on door</td>
</tr>
</tbody>
</table>

b) Transcript of Talk in Section:

| T to S (136): why is this reservation on the door? |
| S to T (137): I dunno |
| (138): ask George |
| (139): he put it there |
| (140): [unintelligible] |

  G comes in    impersonal

| T to G (141): George why is this up here? |
| G to T (142): what? |
| T to G (143): the reservation |
| (144): why is it on the door? |
| G to T (145): 'cause I figure if I put it over there |
| (146): it'd get lost a week away |

  T to G (147): oh very smart George!    personalized

| G to T (148) mmm |

(2) BASIC UNITS:
The Section is constituted by T's verbal responses to the triggering agent: note on door. There are two basic units, as follows:
(1) VF1 SubStretch (136-140) is a QUERY specified by the semantic schema: Tania asks Sally about the note on the door.
(2) VF1 SubStretch (141-148) is also a QUERY specified by the semantic schema: Tania asks George about the note on the door.

This is displayed in the following Table:
(3.1) DETAILED ANALYSIS OF QUERY (136-140)

a) INTERNAL STRUCTURE OF QUERY:

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

**NUCLEUS**
b) RHETORICAL ORGANIZATION of CORE:

M1: T's request for explanation: ¹
(136): why is this reservation on the door?

M2: S's response
  • 1: response proper
    (137): I dunno
  • 2: elaboration²
    (138): ask George
    (139): he put it there
    (140): [unreadable]

-fn1
question about reservation

I was ignoring her (Emily) then
oh yeah
I was switching gears
she was still on that/
on the chimney
I was the one who started that conversation
so I saw that on the door
yeah
probably diverted my attention 'cause I couldn't figure out why anyone would put it on the kitchen door
'cause Dominic once in a while goes around pulling stuff off the door and throws it out and I was afraid it would get lost
goes around pulling stuff off the door and throws it out and I was afraid I woul get lost

fn2
uncertain response directed toward George
(3.2) DETAILED ANALYSIS OF QUERY (142-148)

a) INTERNAL STRUCTURE OF QUERY:

The QUERY has only a nucleus. The latter has a core and an exit.
The exit is a dyad initiated by T and acknowledged by G in the personalized mode.
The core is a dialogue initiated by T and addressed to G, with one exchange.
The first member of the exchange has an extension, a repair request.
The latter has only a core, a dialogue initiated by G and addressed to T, with one exchange.

<table>
<thead>
<tr>
<th>NUCLEUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: T to G (141)</td>
</tr>
<tr>
<td><strong>REPAIR REQUEST</strong></td>
</tr>
<tr>
<td>M1: G to T (142)</td>
</tr>
<tr>
<td><strong>core</strong></td>
</tr>
<tr>
<td>M2: T to G (143-144)</td>
</tr>
<tr>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td>M2: G to T (145-146)</td>
</tr>
<tr>
<td><strong>EXIT:</strong> T to G (147): oh very smart George!^{1}</td>
</tr>
<tr>
<td>(dyad) G to T: (148): mm</td>
</tr>
</tbody>
</table>

Respondent's account:

fn1
sarcastic drop of conversation

I was lying through my teeth
I didn't think that was smart at all because all he had to do was tape it by the cash register with the date on it
and nobody takes it down until the day it's over with
but I/
I still don't understand why he put it on the door
but I just didn't feel like pressing it 'cause no one can win an argument with him anyhow
so I just decided to tell him how smart he was and then forget about it
but
just the way he said it
that's how I talk when I really don't know why I did what I did

'oh' marks speaker involvement
b) RHETORICAL ORGANIZATION of CORE:

M1: T's request for explanation to George: ¹
   (141): George why is this up there?

REPAIR REQUEST
M1: G's request to repeat: ²
   (142): what?
M2: T's response (repeat): ³
   (143): the reservation
   (144): why is it on the door?

M2: response (George's excuse): ⁴
   (145): 'cause I figure if I put it over there
   (146): it'd get lost a week away

Respondent's account:

-fn1 directing question to George
-fn2 request for clarification
-fn3 restatement of question
-fn4 George's excuse
   just the way he said it
   --that's how I talk when I really don't know why I did what I did--
   I think that George really didn't know why he did that
   he just put it there
   but uh
   I don't know what you-guys were doing
   probably not paying attention to us
VF1 SECTION (149)

(1) RECAPITULATION
a) Analytic Specification of Section:

<table>
<thead>
<tr>
<th>Defining Criteria for VF1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Talk: WORK-RELATED (impersonal mode)</td>
</tr>
<tr>
<td>Modality of Talk: here-and-now</td>
</tr>
<tr>
<td>Focality: focal</td>
</tr>
<tr>
<td>Segmentation Criterion for VF1 Section (149)</td>
</tr>
<tr>
<td>triggering agent: board menu</td>
</tr>
</tbody>
</table>

b) Transcript of Talk in Section:

T to G (149): you forgot to change the board

G and T leave

SILENCE

(2) BASIC UNITS:

The Section is constituted by T's verbal responses to the triggering agent: board menu. There is only one basic unit, VF1 Stretch (149). It is a REMINDER specified by the semantic schema: Tania’s reminder to George.

This is displayed in the following Table:

<table>
<thead>
<tr>
<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>board menu</td>
<td>REMINDER (149)</td>
</tr>
</tbody>
</table>
(3) DETAILED ANALYSIS OF REMINDER (149)

a) INTERNAL STRUCTURE OF REMINDER:

The REMINDER has only a nucleus. The latter has only a core, a univox by T addressed to G.

<table>
<thead>
<tr>
<th>NUCLEUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE: T to G (149)</td>
</tr>
</tbody>
</table>

b) RHETORICAL ORGANIZATION of CORE:

T to G : reminder proper: ¹
(149): you forgot to change the board

fn1

Student Researcher's note:
Tania remembers that the seafood special has changed and tells George they have to change the board (149) statement to change subject

Respondent’s account:
statement to change subject
VF1 SECTION(150-158)

(1) RECAPITULATION
a) Analytic Specification of Section:

Defining Criteria for VF1:
Type of Talk: WORK-RELATED (impersonal + personalized modes)
Modality of Talk: here-and-now
Focality: focal
Segmentation Criterion for VF1 Section (150-158)
triggering agent: lights flickering

b) Transcript of Talk in Section:

G comes in
G to S (150): Sally
    (151): leave that thing on!
    (152): every time you turn it off the place goes dark
    (153): and then the lights go weird!
    (154): and then we've gotta adjust the lights again
    (155): you've done it about 3 times in the past 15 minutes!
    (156): laughter
S to G (157): I don't like it on
    (158): laughter

SILENCE

(2) BASIC UNITS:

The Section is constituted by G's verbal responses to the triggering agent: lights flickering.
There is only one basic unit, VF1 Stretch (150-158). It is an ORDER specified by the semantic schema: George orders Sally to keep the fan on.

This is displayed in the following Table:

<table>
<thead>
<tr>
<th>TRIGGERING AGENT</th>
<th>VERBAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>lights flickering</td>
<td>ORDER (150-158)</td>
</tr>
</tbody>
</table>
(3) DETAILED ANALYSIS OF ORDER (150-158)

a) INTERNAL STRUCTURE of ORDER:

The ORDER has only a nucleus. The latter has an entry and a core.
The entry is a univox.
The core is a dialogue initiated by G and addressed to S, with one exchange.

<table>
<thead>
<tr>
<th>NUCLEUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENTRY</strong>: G to S (150): Sally</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>M1: G to S (151-156)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>M2: S to G (158)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
b) RHETORICAL ORGANIZATION of CORE:

M1: G's order to keep fan on
•1: order proper in the impersonal mode: 1'
  (151): leave that thing on!
•2: elaboration (justification in the format of a narrative) in the personalized mode: 2
  ••1: background:
    (152): every time you turn it off the place goes dark
    (153): and then the lights go weird!
    (154): and then we've gotta adjust the lights again
  ••2: climax (accusation): 3
    (155): you've done it about 3 times in the past 15 minutes! + laughter

M2: S's response (justification for non-compliance): 4
  (157): I don't like it on + laughter 5

Respondent's account:

-fn1
(150-158)
I think that's where you must've turned the fan off again because you were worried about the tape recorder and of course the lights flickered and of course George came back you were probably laughing 'cause you didn't know what to say because you didn't want to spill your beans about the tape recorder actually when the lights flicker like that they go dark and then they get the same light again as they were before except once that night they did stay dark so I guess that's why he said that he doesn't like the lights to flicker 'cause then the customers are like: "what's going on?" they think something's gonna blow up one night these customers were asking me about the lights flickering
-fn1' demand
-fn2 complaint with reasoning
-fn3 accusation
-fn4 excuse to silence him
-fn5 you were probably laughing 'cause you didn't know what to say because you didn't want to spill your beans about the tape recorder
III: INTERACTION CLIMATE

I. INTERACTIVE MODE: PARTICIPANT ALIGNMENTS
The participants align themselves along a negative/positive opposition:
Occasionally Tania gives Sally some indication as to how she feels towards Emily and George. She looks down on Emily. She is an air-head.
She rejects George completely. He is obnoxious. Always wants to have his way.
Whenever George is participating, something different takes place because he is always causing trouble, being sarcastic etc.
From the way she talks to Sally it seems that she regards her favorably.

II. REACTIVE MODE:
PSYCHOLOGICAL STATES AND CHARACTER TRAITS
Most of the time the information provided by Tania is about how the participants' psychological states, or their character traits, explain their behavior.
DATA FROM RESPONDENT’S ACCOUNT PERTAINING TO INTERACTION CLIMATE

VF1 SECTION (1-8)

REACTIVE MODE: PSYCHOLOGICAL STATES as explanation of behavior
T comes to the kitchen because she is bored
actually I was just being bored
I come in and tell ya kinds of wonderful things when I'm bored
so part of it was 'cause I was bored and I wanted to have something to do so I came into the kitchen

VF1 SECTION (9-21)

I. INTERACTIVE MODE: PARTICIPANT ALIGNMENTS
T and G are competing with each other:
we have contests you-see
who can remember to tell you about the soup first

II. REACTIVE MODE: PSYCHOLOGICAL STATES as explanation of behavior:
T comes to the kitchen again because she is bored
I was being bored again
I/I think I already told you that we needed the soup
but a couple minutes went by
so I thought I'd check it out
I. INTERACTIVE MODE: PARTICIPANT ALIGNMENTS
E is dismissed as an airhead by T
she didn't know that I had left the room yet
that happens a lot even at home
she'll be talking to me and I'll just walk away
sometimes I'm still listening
and other times I just get bored and I just walk away

so then she was probably embarrassed because she said: "oh George you know all about it don't you?"
but George being obnoxious he said: "yeah JM"

and S laughs at her silliness
now you were laughing thinking how silly Emily was

II. REACTIVE MODE: PSYCHOLOGICAL STATES and CHARACTER TRAITS
as explanation of behavior:
E, being her usual self she interrupted us
she had something she'd just thought about and wanted to ask me
so she interrupted us

she didn't know that I'd left the room yet so she kept talking
that happens a lot even at home
she'll be talking to me and I'll just walk away
sometimes I'm still listening
and other times I just get bored and I just walk away

she was probably embarrassed
because she said: "Oh George!"

but G being obnoxious he said: "yeah JM"

VF1 SECTION (34-39)

REACTIVE MODE: PSYCHOLOGICAL STATES as explanation of behavior
G is bored and obnoxious:
G was trying to get his usual way
I think G was bored too

we have meaning less conversations at work anyway
VF2 SECTION (40-50)

REACTIVE MODE: PSYCHOLOGICAL STATES and CHARACTER TRAITS as explanation of behavior

G is impatient:
that's about George when he was getting impatient
he's the boss when the boss isn't around
what a guy!

S reacts as a linguistic student:
you were correcting his grammar
his vocabulary
the linguist that you are!

VF6 SECTION (51-57)

REACTIVE MODE: CHARACTER TRAITS as explanation of behavior:

E is not completely together
she's always hurting herself with the dishes

VF1 SECTION (58-59)+(62-69)

REACTIVE MODE: PSYCHOLOGICAL STATES as explanation of behavior

S is nonchalant because she is trying to hide why she wants the fan off:
and you're trying to be nonchalant about it
and just sort-of/
yeah give some sort of off-the cuff answer
so she doesn't ask you why you really don't have the fan on

G is his obnoxious self:
he had to complain about something
'tcause he wants you to be sure to know that it was all your fault
that the lighting was screwed up
and that E's poor eyes were burning up
**VF4 SECTION (70-82)**

**REACTIVE MODE: PSYCHOLOGICAL STATES and CHARACTER TRAITS as explanation of behavior**

E is totally self absorbed:
- she usually asks me questions like that when she thinks of them so she doesn't forget

T is obnoxious and annoyed
- obnoxious acknowledgement
- annoyed explanation of question

**VF3 SECTION (103-129)+(131-135)**

**REACTIVE MODE: PSYCHOLOGICAL STATES as explanation of behavior**

T is bored
- oh I was having one of my bored fits again
  - that's why I came into the kitchen just chatting

Everybody is bored
- I don't think anybody was really interested in the whole conversation
  - yeah we were passing time

**VF1 SECTION (136-148)**

**I. INTERACTIVE MODE: PARTICIPANT ALIGNMENTS**

How T deal with G (147)
- but I just didn't feel like pressing it 'cause no one can win an argument with him anyhow
- so I just decided to tell him how smart he was and then forget about it

**II. REACTIVE MODE: PSYCHOLOGICAL STATES as explanation of behavior**

T is bored (136)
- I was switching gears

I was the one who started that conversation (= the draft in the chimney)
- I get bored with the tings I talk about I-guess