**Leonie (2;8) talking.**

L= Leonie

G= Gill

At the table: Leonie is variously making something out of playdoh, looking at a book and drawing.

G: Is that his head? 1

L: Yeah. There! We make a snake.

G: Okay. Can you make his beak? What does his beak look like?

L: Oh.. [indistinct] go(t) he go(t) a beak. A beak!

G: Hmmmm 5

L: that a beak? (note use of rising intonation to pose questions – no dummy auxiliary as yet.)

G: Where’s his beak? Can you put a beak on him?

L: I’ve pa (put) a beak

G: Put a beak, have you? (note use of tag questions to elicit response.)

L: Yeah 10

G: And shall we have him standing on one leg? (note use of mitigated imperative/collaborative language.)

L: [indistinct]

G: He’s just standing on one leg, isn’t he? Shall we make some legs?

L: Here’s some legs!

G: D’you want this leg? There we are. 15

L: Thank you

G: Good girl. How many legs has he got?

L: One..two

G: Yes. Has he got three legs?

L: No..he got ones legs 20

(note omission of auxiliary verb (is) ..and interesting pluralisation!)

G: One leg…two legs.

L: an arm

G: that’s it

L: (he) look(s) like a tortoise

G: looks like a tortoise? Does it? 25

L: Yeah.. I .. (indistinct.) He’s stuck

G: Okay. Well done! That’s very good, isn’t it?

L: (indistinct.)

G: Leonie…have you seen this (showing drawing on sheet.) Do you know what this is called?

L: Yeah 30

G: It’s a wug!

L: Oh, a wug.

G: A wug. Grandma’s (pronoun avoidance) going to draw another one

L: No draw a …a…. I want you (to) draw um… a duck (Leonie sometimes stutters slightly as she searches for the right word or structure.)

G: Oh it’s a bit like a duck. Can you count? So this is one wug and now what have

35

we got? One, two…

L: three..

G: Just two. One wug and …

L: At this point, Leonie utters a number of nonsense words. Does she recognise that ‘wug’ is a nonsense word and so feels entitled to make up her own?!

G: two 40

L: (indistinct)

G: one wug. And then what’s this. One wug and two (rising intonation)

L: (Indistinct)

G: No he’s called a wug. Can you say wug?

L: No! I say… (indistinct) 45

G: Could you say wug?

L: (indistinct)

G: Can you say wug?

L: (indistinct)

G: Well, we’ll come back to that shall we? Shall we do some writing? 50

Do you want to write your name?

L: No

G: What would you like to write?

L: I wanna do, er, dis (this) zebwa (zebra) 55

G: Okay. A zebra. Do you want to do a purple zebra?

L: Er.. I wanna do a pink zebwa

G: A pink zebra?

L: A pink zebwa.

Z: Do you want Grandma to do it? 60

L: No I wanna do it (indistinct)

Z: Okay. How many legs has a zebra got?

L: Er.. one, two, three, four, five

Z: Five legs?!

L: Yeah 65

Z: Is it?

L: And he got lots of legs (note omission of ‘is’ auxiliary)

Z: He’s got lots of legs

L: He got that one and that one (note omission of ‘is’ auxiliary)

G: Okay. Can you count them again? 70

L: one two three four five six seven

G: Seven legs?

L: Yeah

G: He hasn’t got seven legs.

L: one two three 75

G: one two three legs? So how many legs do we need to make for the zebra?

L: One two three four five six

G: okay. One two. Three. I think he’s got four legs

L: Oh

G: Has he got a long tail? 80

L: Look! He has teeth.

G: He’s got teeth?

L: He er he got a tongue (note omission of ‘has’ auxiliary)

G: He’s got a tongue? Oooh Is his tongue hanging out like that?

L: Yeah. He go (sticking out her tongue!)

G: And what’s he wanting to eat?

L: er..he wanna eat er… er.. he go (sticking out her tongue.) (Note use of elision)

G: Why’s he doing that?

L: He doing that he putting is tongue out

G: He is putting his tongue out.

L: Look (sticks her tongue out)

G: Yes! You’re putting your tongue out! What do you think he wants to eat?

L: Er lettuce!

G: Mmmm?

L: Lettuce

G: Lettuce? Is he eating lettuce? Oh. Okay. Can he have a bit of your drink? He’s trying to drink some of your drink, isn’t he?

L: Come on Zebwa.

G: Shall we have a look at the next picture? What have we got here?

L: A snake. I wanna make a snake.

G: Do you want to make a purple snake?

L: Er.. a (indistinct) it's got (indistinct) It’s got geen (green – note cluster consonant avoidance.)

G: It’s got green. And what other colour has it got?

L: Er purple and geen

G: Hmm and what’s this colour?

L: Er… white

G: No. What’s this colour here?

L: er.. lellow (yellow) consonant substitution?

G: That’s right. Shall we look at these colours? Leonie, what’s this colour?

L: er geena

G: Blue

L: geen

G: What’s this color?

L: Geen

G: You’re being silly (she knows her colours perfectly well. She’s just decided not to co-operate)What’s this colour?

L: Geena

G: Okay, this is green isn’t it?

L: No, dat (that’s) green. (consonant substation) And that geen and that geen.

G: They’re all green! What colour’s this?

L: geen

G: O-oh! They’re not all green, are they?

L: Yeah

G: Shall we find another picture? What have we got? Wait a minute. What have we got here? What’s this picture? No This picture.What’s that?

L: er an elepant (indistinct)

G: What have we got here?

L: I wanna make er dat (that)

G: What’s that?

L: I wanna make er dat

G: What’s that?

L: I wanta make it dat.

G: What is it?

L: I wanna make er dat!

G: What’s that?

L: (indistinct)

G: It's a walrus

L: no it a walrus

G: It's a walrus that’s right

L: It not a walrus (indistinct) it a zebwa

G: A zebwa?

L: Yeah

G: No. It’s not a zebra. And who are all these people?

L: I wanna make lady.

G: Is that a lady?

L: I wanna make lady!

G: Okay. What’s she doing this lady?

L: I wanna make a bucket pease (note cluster consonant avoidance.)  
G: Make a bucket?

L: I wanna make dat. Lady

G: What’s this?

L: I wanna make lady.

G: Hmmm

L: I wanna make a lady

G: Okay

L: No dat lady. I wanna make pink lady.

G: A pink lady

L: Yeah

G: Shall Grandma make you a bucket?

L: No…I wanna make a fis (fish)

G: A what?

L: A fis

G: A fish? (Leonie gets a bit cross at this point. Anything to do with the fis phenomenon?)

L: I don wanna make a fis

G: Okay

L: I make a fis

G: Make a fis

L: I make a fis

G: Okay

L: (whispering) I make fis

G: Yeah

L: I make fis. I make fis.

G: How many fish are there?

L: I do fis.

G: okay. Leonie ..

L: Du (you) do a fis

G: I can do a fish. How many fish are there?

L: No

G: One…

L: No. They’re not one two three four five. They’re one two three

G: okay. Three …

L: No they’re one two three four five.

G: Okay. Are they three…. Crocodiles.

L: no

G: are they three crocodiles?

L: No

G: What are they?

L: They are three er rabbits (responds to creativity of game.)

G: Rabbits?! No, they’re not.

L: Yeah

G: Are they three fish?

L: Dere three er house! Dere three houses (false start and repair – suggests ability to self correct.)

G: Three houses? Are they three squirrels?

L: There three er teeth (cheese?)

G: Three cheeses?

L: Dere three cheeses

G: Oh

L:Dere three er houses

G: Mmmmm

L: Dere three er playdoh

G: Three playdohs?

L: er

G: And what did Grandma say this was? What was he called?

L: Er Pingu

G: it’s a wug

L: No it Pingu

G: Is it a wug?

L: No Pingoo

G: okay

L: Look (holds nose)

G: Don’t do that. Leonie how many wugs are there? (whoops, cardinal error!)

L: (indistinct)

G: Shall we make some more fish? Look, what we could do is we could make a little fish like this and shall we make him some eyes and there’s his little tail.

L: No dat a little nose (note how she repeats structure above with her own modifications.)

G: mmhmm

L: dat a little nose

G: yep

L: dat a little nose

G: That’s a little nose

L: (indistinct) mouth

G: that’s a mouth

L:der mouth (mouf?)

G: Mmmm

L: da da!

G: That’s very good

L: I make a..a pomme bear (indistinct)

G: Can you make another one?

L: I make piggy!

G: A piggy? What colours are piggies?

L: er… orange

G: No they’re not orange!

L: er pink

G: yes. We’ve got pink haven’t we?

L: er piggies pink? (note use of rising intonation for question.)

G: Piggies are pink.

L: I make piggy

G: okay

L: I wanna make piggy a (out of ) playdoh

G: Okay

L: two eyes

G: Good

L: and a head (use of coordinating conjunction enables long lists!) two did

G: two did?

L: yeah two did (xxxxxxx times!)

G: That’s very good.

L: dat two did. Two did. etc

G: Leonie. What's in this picture?

L: mmm elephant

G: yeah

L: lion

G: yeah

L: butterfly

G: butterfly?

L: seahorse

G: hmmhmm

L: (indistinct)

G: is that a crocodile?

L: No dats a leepard (leopard) and dats a zebra

G: hmmhmm

L: and dat a ?beetle and dat a ?

G: Do you think they’re really children? Do you think they are children underneath?

L: Yeah.. dat children

G: yes

L: there are children underneath

G: mmmmm

L: and that an elepant and that a seahorse

G: hmmhmm

L: and that a yellow and that .. (indistinct)

G: And what colours can you see?

L: (indistinct)

G: Can you remember this story?

L: Yeah

G: What is this story about?

L: (indistinct)

G: what is he called?

L: (indistinct)

G: cent…

L: (indistinct)

G: centipede. Isn’t he? And how many legs has he got?

L: one two three four five

G: and what was.. what was the problem with one of his legs?

L: (indistinct) and buy shoes

G: Buy shoes? Hmmhmm and what did they go and do?

L: um some shoes er wore shoes.

G: And how many shoes does he have to buy?

L: one two.. and not hurt

G: cos they not hurt. hmmm

L: one two three four five

G: And what are all these shoes doing?

L: And his mummy (indistinct) a hundred

G: A hundred? Yes a hundred shoes. Have you got a hundred legs?

L: No

G: How many legs have you got?

L: one two three

G: one two three?

L: I will draw on dis picture

G: okay

L: oh! I got legs. (indistinct) I do some drawing?

G: You can do some drawing. Yes

L: I do my.. (indistinct)

G: Oh I think you need to sit here. Leonie. We can’t see you if you do some drawing.You have to say here. Can you do some writing?

L: No. I do some drawing.

G: Can you do some writing. Can you write mummy on here? How do you spell mummy?

L: (indistinct.)

G: And can you write Daddy? And can you write Leonie? And can you write Granddad? What other names can you write?

L: Nonsense words

G: oh, that’s lots of names, isn’t it?

L: Nonsense words

G: What did Grandma say this was called?

L: (indistinct)

G: What’s he called? Is he called a wug?

L: No

G: Is he called a wug?

L: He called a birdee.

G: He’s called a birdee! Shall we look at the story again? So what happened when he put on his shoes?

L: he not scared

G: did his feet still hurt?

L: Yeah

G: so what did they have to put on his feet?

L: dat

G: Mmmm

L: (indistinct)

G: And what did all his aunties knit him?

L: dere hurt mummy

G: they hurt! so what did he have when they hurt? What are these?

L: er socks

G: Socks! And were they better then?

L: Yeah

G: Yeah? And then what did he do?

L: er a go to seep (sleep) note cluster consonant avoidance

G: He went to sleep?

L: And he socks he socks he went to fleep (sleep) with his socks. (notice how Leonie copies my past tense usage, changed from her first utterance above.)

G: He was sleeping with his socks on?

L: Yeah

G: And what happened when he woke up?

L: He wake up and put is socks on

G: Okay. And did that take him a short time?

L: Yeah

G: Or a long time?

L: A long time

G: Why did it take him a long time?

L: He stibby! (?)

G: Because he had lots and lots of socks, didn’t he?

L: Yeah

G: Mmmmm?

L: We read dat again.

G: We read that today didn’t we?

L: We read it at mama (Grandma’s) today (reduplication?)

G: We read it at Grandma’s house?

L: Yeah

G: Yes. And then what happened? So many shoes! Did he want to put all his shoes on?

L: No

G: What happened?

L: He (indistinct)

G: What happened?

L: He (indistinct)

G: Mmmm. And what does he do with all his shoes? Who does he give them to?

L: Look deres a spider got shoes

G: Yes!

L: Dey like their shoes

G: They like their shoes, don’t they?

L: Yes.

G: Yes. And then what happened? Who are these?

L: Snakes

G: yes and what did they do with the shoes?

L: They liked them

G: They like them, don’t they?

L: They like those..

G: Did they put them on their feet?

L: Yeah. I like snakes

G: You like snakes

L: Yeah…some drawing

G: Okay

L: Do some drawing with mama  
G: you want to do some drawing at Grandma’s house?

L: No I want to do some drawing

G: Have you done enough talking do you think?

L: Yeah.