

## Teaching unit 9: Madeleine – dressing up

### Background

Madeleine is a mixed race white British/Afro-Caribbean 8 year old from inner London. She was recorded with her friend Ben by the interviewer, Arfaan. In this extract it is Madeleine who takes the floor. For an 8 year old, she is an accomplished storyteller, making her story lively and involving her listeners by, amongst other things, her use of intensifiers, direct reported speech and rhetorical strategies.

Audio and transcript are available at: <http://www.englishlanguageresources.org/TU09>

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### Discussion points

#### Discourse markers

*like* (line 7, 75). In both cases the discourse marker *like* acts as a **hedge**. In line 7, *thing* combines with *like* to introduce a new item to the discourse and to simultaneously convey that Madeleine knows she is not describing what she wore precisely; in line 75 she suggests that what's important is that she was very young, rather than her actual age at the time. *Like* may also work with *innit* here to add emphasis to the fact that she was only three years old.

Note that Madeleine also uses BE LIKE as a quotative expression (see below). *Like* also occurs in the phrase *like that* (lines 9, 11, 21, 36, 48) where *that* is a **deictic** expression referring to the sound or gesture that she makes (*like* is not a discourse marker when it occurs as a part of a quotative expression or in the phrase *like that!*)

Clause final **yeah** (lines 1, 3, 6, 12, 29, 47, 50, 68) punctuates the story and checks that the listener is following

*innit* (line 75) may add emphasis to what Madeleine has just said whilst also acting as a face-saving strategy, appealing to the listener for understanding (after all, she was very young so could hardly be expected to take a good photograph).

#### General extenders

**and all that** (line 33) is the third part of a list (a common use for general extenders) and suggests that there are other things that punks wear that Madeleine could mention, but she assumes she doesn't need to itemise them because the interviewer and Ben know what punks wear.

#### Intensifiers

**really really shiny** (line 25)

not **really bothered** (line 50)

**all smudged** (line 69)

**that small** (line 73)

### Quotative expressions

Madeleine reports a lot of direct speech and gestures, and the quotative expressions that she uses for this are very varied for an 8 year old:

SAY (lines 37, 42, 51, 54, 64)

GO (lines 9, 11, 21, 36, 39, 48)

BE LIKE (55, 63, 67)

She also says *do that* followed by a gesture (line 53)

However with GO the quote is either nonlexicalised sound (sounds that are not words; see lines 9, 11, 21) or gestures (line 36, 48), and she follows them with the phrase *like that* (*like that* comes before the gesture in line 48), with the deictic form *that* pointing out the sound or gesture. It is debatable therefore whether GO is a fully fledged quotative expression in Madeleine's speech. In line 48, especially, it is similar in function to DO in line 53, which is also followed by the deictic *that* and a gesture. In this extract Madeleine never uses GO to introduce direct reported speech, unlike BE LIKE which introduces both gestures (line 67) and direct speech (lines 55 and 63). SAY always introduces direct speech here.

### Rhetorical strategies

Madeleine uses the three part list strategy (lines 34-36, and lines 65-67). Lines 34 and 35 differ only in their verb; line 36 then varies the structure slightly, with no *always* and *go like that* followed by a gesture. Lines 65 and 66 differ this time only in the nouns; again the third clause (line 67) differs slightly, with *was like* and a gesture. Note that on both occasions the interviewer reacts by laughing after the third clause (partly because of the gesture).