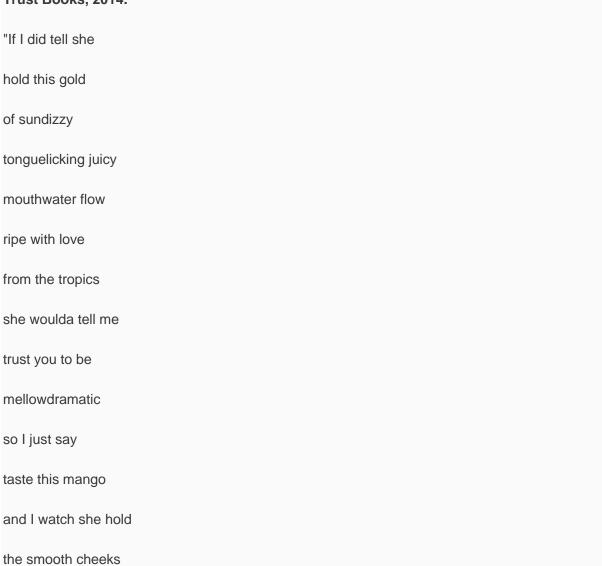
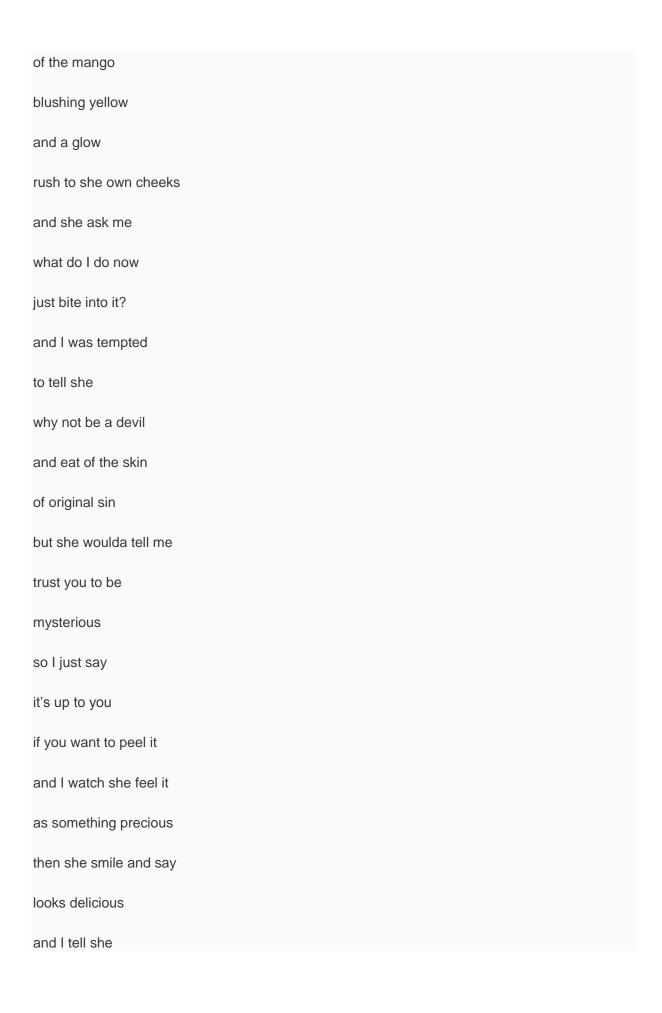
Extracts Language and Dialogue

Following on from the forum 'Language and Dialogue', take a look at the three extracts below and think about the language tools that have been used. How long are the sentences and the paragraphs? Do you think the author does this deliberately? If so, why? Is there any dialogue (speech or conversation)? What does it show about the characters and the way they're feeling? Does it make the page look more interesting? Is there any dialect (special words or pronunciation from a particular place)? What does this show you about the characters or the setting? Is there any slang? Are there many descriptive words? Do you feel the language is clear and simple, or complicated and difficult? Think about these points, and see what ideas about language you can get from these three authors.

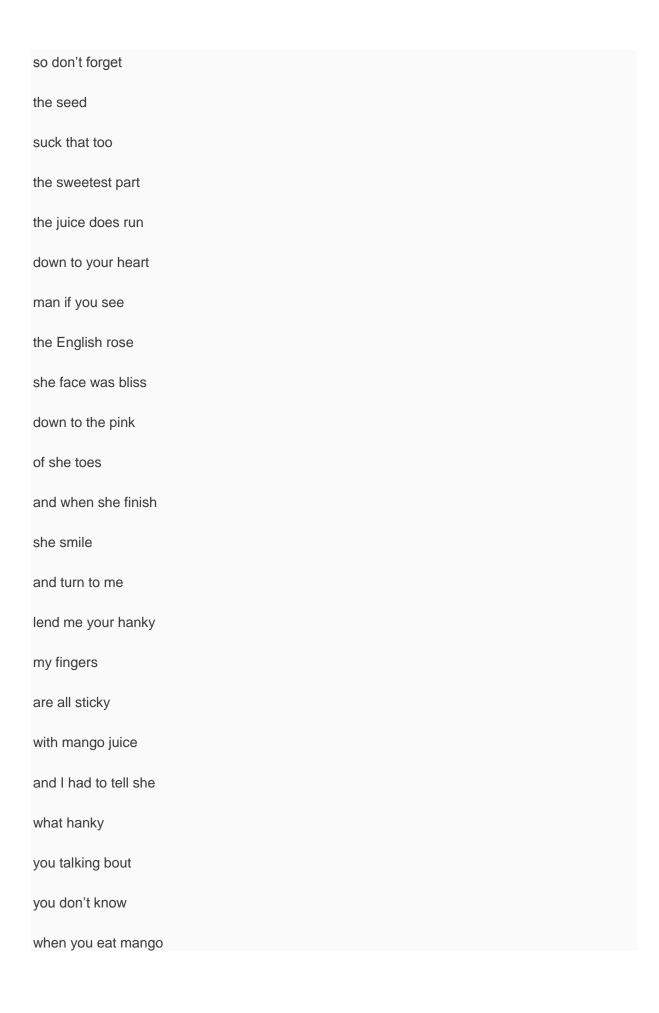
1. English Girl Eats Her First Mango

Agard, John. "English Girl Eats Her First Mango." In *Give the Ball to the Poet*, edited by George Horrell, Aisha Spencer and Morag Styles, 42. London: Commonwealth Education Trust Books, 2014.





don't waste sweet words
when sweetness
in your hand
just bite it man
peel it with the teeth
that God give you
or better yet
do like me mother
used to do
and squeeze
till the flesh
turn syrup
nibble a hole
then suck the gold
like bubby
in child mouth
squeeze and tease out
every drop of spice
sounds nice
me friend tell me
and I remind she
that this ain't
apple core



you hanky
is your tongue
man just lick
you finger
you call that
culture
lick your finger
you call that
culture
unless you prefer
to call it
colonisation
in reverse"
This second example is part of a story by the New Zealand writer Patricia Grace. In the story, a teacher is trying to teach a high school class who think the lesson is boring. The students aren't paying attention and are talking about all sorts of other things.
2. The Dream Sleepers
Grace, Patricia. The Dream Sleepers and Other Stories. Auckland: Longman Paul, 1980.
"'The bell Sir.'
'I know.'
'We don't want to be last down the canteen.'
'I've got to go home and put the meat in'
'All right, we'll have a look at those again tomorrow.'

Tomorrow there would be corridors to walk and steps to go down just as there were today. There'd be a group in the courtyard playing kick square, someone walking on the roof, and people waiting in rows in the canteen. There'd be more pie and doughnut bags to step on or over, and there'd be a swing door somewhere slamming back and forth. There'd be another message or two to read on the concrete block walls, and perhaps one to write. There was one to be written if only you could know what it was.

'So now just copy down that section into your books where it says "Our Heritage", showing all the things that have been handed down to us by the people of Ancient Greece, on page sixteen.'

'What for?'

'Why do we have to copy it down?'

'Who's that calling out? Page sixteen – if you work quickly and quietly you'll get it finished by the time the bell goes.'

'What for?'

'Why do we have to copy it down?'

'Who's that calling out? Page sixteen – if you work quickly and quietly you'll get finished by the time the bell goes.'

'What for? If we want to read about it we can read out of this book here. We don't have to write it all out.'

'I asked you not to call out, and if you have time you can draw a picture of one of these urns here, on page eighteen, or these coins at the bottom of the page'

It's a waste of time.'

'Now look I've had enough of this calling out, you're the one who's wasting time. Get started or you'll still be here when the bell goes.'

'Not me, I start work at four'

'Not me either I'm going home to get ready'

'And that boy there, Pele, get that hat off.'

'He can't Miss he's sister gave him a kina.'

'Now you heard me, get it off, you're supposed to be in uniform '

'But Miss we all haven't '

'None of us is in uniform.'
'See Juliet with her jandals on and Va with a tee shirt and Junior with a green jersey'
'Besides it's very bad manners, now get it off.'
'Who said it's bad manners?'
'Hey Pele boy you got bad manners.'
'No I hafn't, I got a Kina.'
'Hey Pele you forgot to say "Peel-eeze".'
'You forgot to say "Tha-ank you".'
'Now stop all this nonsense. None of you have got any manners whatsoever, and I'm waiting for you Pele, to get that hat off.'
'He can't Miss it's stuck on his head.'
'He's whole head'll come off Miss.'
'Hey Miss it's nearly bell time.'
'Come here Pele. I'm going to see Mr Sutton about you in a minute.'
'What for Miss?'
'For being rude and ill-mannered, now give me that hat.'
'I hafn't got it Miss.'
Because he has taken it off and passed it behind him to Juliet who passed it back to George. George toed it across to Francie who stared at the wall and passed it to Nga who passed it to Va."

3. Goodmornin Brother Rasta

Berry, James. "Goodmornin Brother Rasta." In *Give the Ball to the Poet*, edited by George Horrell, Aisha Spencer and Morag Styles, 10. London: Commonwealth Education Trust Books, 2014.

"Good-days wash you mi brother

a-make peace possess you

and love enlightn you

a-make you givin be good

and you everymore be everybody

and you meetn of eye to eye be vision

and all you word them be word of wonderment"

Extracts one and three © Commonwealth Education Trust

Extract two © Longman Paul 1980