The Relation between Gesture and Language Proficiency

Abstract

The theory of compensatory gesture (Gullberg, 1998) suggests that gesture could facilitate speech. Many studies have suggested that the lower the language proficiency is, the higher the gesture rate is generated. This study reduplicated previous studies using Mandarin (native)–English (non-native) as target language, comparing the gesture rate between narrations in native and non-native language, and between people with different non-native language proficiency. The results showed that people would gesture in a higher rate when speaking non-native language. Among the four gesture types, only the frequency of beat is increased when switching from native to non-native narration. This study asserts that the gesture pattern variance is motivated by language proficiency discrepancy due to the function of beat. The other finding is that lower English proficiency group produced gesture in a lower rate compared with higher proficiency group. The reason was that lower proficiency inclined to adopt skipping and code-switching to compensate speech while the higher proficiency preferred using gesture to facilitate speech.

Key words: Gesture, Language proficiency, Beat, Compensate

Introduction

The objective of this study is to examine how a person would gesture differently when speaking L1 and L2, and also how people with different L2 proficiency would gesture differently. This study defines "gesture pattern" as the frequency of gesture per clause and the percentage of each type of gesture in the overall gestures. This study adopts the definition of gesture by Gullberg (1998), which is "speech-associated, spontaneous, non-conventional hand and arm movement", and self-adaptor excluded.

The motivation of this research is the theoretical and empirical evidences that suggest the proficiency of a language would affect the frequency and type of gestures people produce in discourse. This hypothesis has been proved in some languages and this study wonders whether it could be generalized into other languages.

According to the theory of compensatory gesture (Gullberg, 1998), the use of gesture is considered as a communication strategy facilitating expression and interpretation in conversation. Speakers could use gesture as a compensation to their deficit in language proficiency. Thus it is expected that people would use gesture more frequently in L2 or FL than in L1.

Gullberg (2001) has conducted an empirical study comparing people's gestures when speaking in L1 and L2 to testify the compensatory gesture theory. The subjects were Swedish (L1)-French (L2) and French (L1)-Swedish (L2) speakers. The result shows that generally people would gesture more frequently when speaking L2 than L1. The favored gesture types also vary with the switch from L1 to L2. When speaking in L1, people incline to produce more iconic and beats than other gesture types. When speaking in L2, more metaphoric and deictic gestures are produced while the proportion of iconic gestures declines significantly (The definition of gesture type would be introduced in Method).

Research Gap

Firstly, it might not be enough to generalize the L1-L2 gesture pattern with the

evidence from just two languages. In order to testify the generalizability of the findings by Gullerg (1998), this study would set Mandarin as L1 and English as L2 to see whether the research result could be reduplicated. Mandarin and English belongs to different language family. If the result could be reproduced, it would be more plausible to the effect of proficiency on gesture is language-universal.

Secondly, it is still in doubt that language proficiency is the sole or main reason invoking the gesture differences. It is possible that the higher gesture frequency in L2 is caused by high-gesture culture of L2. In the case of Mandarin-English speaking population, this gesture culture hypothesis is plausible because studies (So, 2010) have proven that English has a relatively higher gesture culture compared with Mandarin. In order to find out whether language proficiency or the gesture culture is the underlying motivation of the gesture pattern difference, this study is going to compare how Mandarin speakers with different English proficiency would gesture in English. If language proficiency is the motivation as the compensatory gesture theory suggest, the lower proficiency the speaker is, the more gesture he would produce. However, if the gesture culture is the stimulus, the higher proficiency speaker would be expected to perform more gesture as they are supposed to master the gesture culture of L2 better than lower proficiency speakers.

In summary, this study proposes two research question: 1) Will people gesticulate in different frequency and prefer different gesture type when narrating in their native (Mandarin) and non-native language (English)? If so, how? 2) Will people with lower proficiency in non-native language gesture differently from people with higher proficiency? If so, how?

Assuming the validity of compensatory gesture theory, my hypothesis for Question One **(H1.1)** is that people would produce more gestures per clause when narrating in non-native language than in native language. In terms of the preferred gesture type, I hypothesize that **(H1.2)** iconic gesture might be preferred in native language while metaphoric gesture in non-native language, which is the result of the study by Gullberg (1998). The hypothesis **(H2)** for Question two is when gesturing in non-native language, people with a lower proficiency would gesture more frequently than those with a higher proficiency.

Method

This study conducted an experiment requesting Mandarin native speakers to narrate stories in both Mandarin and English. Nine subjects were recruited from universities in China as narrators. Five of the subjects are English major students who have studied English from 10 years in average and received 4-year extensive English training as undergraduates. The other four subjects are non-English major students who have learned English for 6 years in average. Subjects from English major group have relatively higher English proficiency than English major group according to their score in standardized test of English (CET-4, CET-6, TEM-4, TEM-8), but lower English proficiency than native English speakers. Such criteria would guarantee the accomplishment the narration task and maintain the proficiency discrepancy between L1 and L2 for each group, and a proficiency discrepancy in L2 between two groups. Listeners were recruited from the friends of the narrators because previous studies

suggest that people are more likely to produce gesture when interlocutors are familiar (Parrill, 2010, cited from Parrill, 2011).

The stimuli are video clip extracted from the cartoon "Sylvester The Cat" Episode 19, "Canary Row". The video is 6 minute long. The reason for such a selection is first, video would give subjects the freedom in story creation without having the input from either language. Second, this stimuli has been used by many gesture studies and proven to be able to invoke gestures of all type in many languages including Mandarin and English (McNeill, 1992; Brown & Gullberg, 2008; So, 2010).

Procedure

The video was split into 9 parts following the criteria set by McNeill (1992). Each part began with a fade-in and ended with a fade-out. Each narrator watched the video twice – once in whole episode, once in clips. They were told that the experiment aimed to test their memory skill and their task was to retell the story as detailedly as possible. In order to attract the listeners' attention during the narration, the listeners were told that they had to answer several questions concerning the story after narrator's narration. The narrator then started to narrate the story told by the video to the listener. The whole narration process was videotaped. The instructions to narrators and listeners and the questions for listeners are in Appendix A.

Coding

The video were transcribed three times, first time audio transcribing, second time gesture transcribing, third time clause segmenting. Gestures were transcribed into four types, iconic, metaphoric, deictic, and beat (McNeill, 1992; Gullberg, 1998; Parrill et al, 2013). Iconic gestures are depictions of concrete objects or scenes. Metaphoric gestures are depictions of abstract concepts. Deictic gestures are pointing gestures referring to either concrete or abstract concepts. Beat are gestures that correspond to the rhythm rather than the content of speech.

What to Compare

In order to compare the gesture frequency and rank of gesture type, I counted the number of gesture of each type and the number of clause for every person narrating in each language. The definition of clause is a meaningful NP + VP unit (Jörgensen & Svensson, 1986, cited from Gullberg, 1998). Meanwhile, as Gullberg (1998) suggested, there are many clause fragments in real conversation, thus a meaningful "clause-worthy" unit could also be counted as a clause (p.94). Gesture frequency is defined as the count of gesture divided by the count of clause.

To examine Hypothesis 1.1 – people will gesture more frequently in non-native language than in native language, I compared the overall gesture frequency (regardless of gesture type), and the frequency of each gesture type between Mandarin and English narration.

To examine Hypothesis 1.2 – people will yield more iconic gestures in native language but more metaphoric gesture in non-native language, I compared the proportion out of the overall gesture frequency among all the four gesture types within each language, in order to see whether people prefer different gesture type when narrating in different gesture.

To examine Hypothesis 2 – people with lower L2 proficiency will gesture more

frequently than people with higher L2 proficiency, I compared the overall gesture frequency in English and the frequency of each gesture type in English between high proficiency and low proficiency group. This would reveal whether there is a difference in gesture between people with different language proficiency.

Data Analysis

Due to logistic arrangement and the quality of video recording, 7 out of 9 subjects who produced data were eligible for coding and analysis. Three were from high proficiency group while the other four from low proficiency group. The transcriptions are in Appendix B. Table 1 shows the overall gresture frequency and frequency of each type of gestures in Mandarin and English narration. Table 2 shows the mean proportion of each type of gesture out of all gestures one produced. Table 3 shows the overall gesture frequency and frequency of each type of gestures produced by people with different L2 proficiencies.

	N	Mean (gesture per clause)	Std. Deviation
all_mandarin	7	0.547	0.255
all_english	7	1.309	0.496
iconic_mandarin	7	0.259	0.173
iconic_english	7	0.292	0.162
metaphoric_mandarin	7	0.014	0.018
metaphoric_english	7	0.040	0.042
deictic_mandarin	7	0.098	0.058
deictic_english	7	0.133	0.087
beat_mandarin	7	0.176	0.157
beat_english	7	0.844	0.388

Table 1. Gesture Frequency in Mandarin and English

	N	Mean	Std. Deviation
iconic proportion_mandarin	6	47.38%	0.205
metaphoric proportion_mandarin	6	2.39%	0.024
deictic proportion_mandarin	6	18.17%	0.066
beat proportion_mandarin	6	32.05%	0.237
iconic proportion_english	7	22.94%	0.085
metaphoric proportion_english	7	4.00%	0.055
deictic proportion_english	7	11.20%	0.091
beat proportion_english	7	61.86%	0.183

Table 2. Proportion of Each Gesture Type in Each Language

	N	Mean (gesture per clause)	Std. Deviation
all_english_high	3	1.657	0.470
all_english_low	4	1.047	0.365

iconic_english_high	3	0.409	0.192
iconic_english_low	4	0.204	0.065
metaphoric_english_high	3	0.039	0.059
metaphoric_english_low	4	0.040	0.035
deictic_english_high	3	0.182	0.083
deictic_english_low	4	0.096	0.080
beat_english_high	3	1.028	0.361
beat_english_low	4	0.706	0.394

Table 3. Gesture Frequency in Different L2 Proficiency

According to the descriptive statistics of H1.1, the gesture frequency in English narration (Mean = 1.309 (gesture per clause)) was higher than that in Chinese (Mean = 0.547). Two-tailed paired t-test indicated that this different was significant ($t(6) = 4.495$, p=0.004 < 0.05) (An alpha level of 0.05 was used for all subsequent analyses.).

Specifying to the variance of each gesture type, the results showed that the mean frequency of each gesture type in English was higher than that in Mandarin. However, the result of t-test suggest that such a difference was only significant for the frequency of beat (English (Mean = 0.844) > Mandarin (Mean = 0.176)), $t(6) = 4.459$, $p = 0.004$. The differences in the other gesture types between Mandarin and English were not significant given the t-test results: iconic: $t(6) = 0.465$, $p = 0.659$; metaphoric: $t(6) = 1.55$, $p = 0.172$; deictic: $t(6) = 1.424$, $p = 0.204$.

Table 5 illustrates the mean and standard deviation of the proportion of each gesture type out of all gestures in both language. According to the mean value, they were in a rank of iconic > beat > deictic > metaphoric in Mandarin. The rank was beat > iconic > deictic > metaphoric for English. One-way ANOVA test was used to test the significance of those two ranks.

First, in terms of Mandarin narration, Levene's F test revealed that the homogeneity of variance assumption was not met ($p = 0.005$). The Welch's F test was used. $F(3, 9.067) = 18.602$, $p < 0.0001$, indicating that at least two gesture types were different in their proportion. The post hoc comparisons using Games-Howell tests showed that the proportion of iconic gesture (Mean = 47.38%) and deictic gesture (Mean = 18.17%) were larger than metaphoric gesture (Mean = 2.39%). Thus the rank of iconic & deictic > metaphoric was significant. There was no significant difference between other comparisons.

Second, in terms of English narration, ANOVA result suggested that there were at least two gesture types that differed from each other in proportion, $F(3, 24) = 35.744$, $p < 0.0001$. The post hoc comparisons using Tukey HSD showed that the beat proportion (Mean = 61.86%) was larger than iconic (Mean = 22.94%, $p < 0.0001$), metaphoric (Mean = 4%, $p < 0.0001$), and deictic (Mean = 11.2%, $p < 0.0001$). The proportion of iconic was also significantly larger than metaphoric ($p = 0.023$). Thus, the rank of beat > iconic & deictic & metaphoric, and iconic > metaphoric were statistically significant.

According to Table 3, the group with higher English proficiency outnumbered the lower proficiency group in overall gesture frequency, and iconic, deictic, beat gesture frequency. The lower proficiency group had slightly higher frequency in metaphoric

gesture (Mean high = 0.039, Mean low = 0.04). A two-tailed unpaired t-test was used to examine the significance of those differences. The results showed that none of those differences were statistically significant.

Discussion

Gesture Difference between Mandarin and English

The first research question, "Do people gesticulate differently when narrating in native and non-native language", is answered by looking into the comparison result between the gesture frequencies of two languages. First, people incline to produce gesture more frequently in English than in Mandarin, which aligns with Hypothesis 1.1. More specifically, people incline to produce more beats when speaking in English while the frequency of other gestures seems to remain the same. Accordingly, the gesture proportion rank shows that people prefer iconic gesture in Mandarin while relying on beats in English. Metaphoric gesture is the least preferred type in both language. Those results contradict with previous study by Gullberg (1998) which suggest that people prefer metaphoric gestures most when narrating in non-native language.

Low Frequency of Metaphoric Gesture. First, I would like to explain why metaphoric gesture were rarely produced in either language. The account probably goes to the format of stimuli. The stimuli of this study is a video showing how a cat was attempting to catch a bird while the stimuli used by Gullberg (1998) was a comic picture teasing the unrecognizable handwriting of physicians. The stimuli used by Gullberg was more abstract and the goal of the subjects is to explain the punch line of that comic joke to the listener. The stimuli used by this story is a video, which involves a lot of motions and scene shifting. The goal of the subjects is to depiction the animated performances of the characters. It is reasonable that Gullberg's study would elicit a lot of metaphoric gesture to facilitate abstract explanation task while the depiction task required by this study would not. In order to reduplicate Gullberg's findings, the same stimuli might be required. The non-correspondence between Gullberg's and this research shows that the type of stimuli does have an effect on the gesture type people would produce in narration.

High Frequency of Beat. The second significant result is the increase of beat frequency in English narration compared with Mandarin narration. The result shows that the gesture difference between two languages is mainly motivated by the difference in beat. Thus, I would like to explore what this phenomenon suggests. My answer is that it suggests the gesture difference between Mandarin and English is motivated by proficiency discrepancy. I propose this answer based on the two conversational functions of beat in this study: repair and segmenting.

Repair. The functions of beat are revealed by the linguistic environment where beat gesture occurs. Firstly, I suppose that beat has the function of repair because beat frequently occurs accompanying self-repair in conversation. This study refers to self-repair according to the definition by Schegloff et al. (1977). Self-repair contains both self-correction and any other utterance in conversation that is "repairable or the trouble source" (p. 363). More specifically, Fox and Jasperson (1995) has proposed seven types of self-repair (cited from Rieger, 2003, p. 49-50). This study has detected five types of them, all accompanied by beat gestures. The examples of each type are listed below:

Type A: The repetition of one lexical item:

(1) Laura: and then rolled along [iconic] the street until the **bowling bowling** *[beat]* room (Appendix B-II-A-2-Line 20).

Type B: The replacement of a cut-off word:

(2) Hannah: So she tele, she is calling a company and want to hire somebody [deictic] to deliver, **hi-, her** *[beat]* stuff *[beat]* (Appendix B-I-B-2-Line 42).

Type C: The repetition of several lexical items

(3) Bea: so **the cat** *[beat]*, **the cat** *[beat]* **follows the**, **follows** *[beat]* **the** bird *[beat]* (Appendix B-I-A-2-Line 26).

Type D: A repetition and the replacement of one lexical item

(4) Bea: So this time **when the mon-**, **when** *[beat]* **the cat** *[beat]* want to catch *[beat]* the bird *[beat]* (Appendix B-I-A-2-Line 37-38).

Type E: The repetition of a clause or phrase and the addition of new elements before the repetition

(5) Xiao: And the cat *[beat]* **was in,** was, **was work in**, worked in *[beat]* the, en, bird catch center (Appendix B-II-C-2-Line 3)

Type G: Abandon the portion of talk that is being cut off and a restart

(6) Miya: and uh, uh, **he, there** *[beat]* **comes** *[beat]* an electronic *[beat]* trolly *[beat]*, a bus *[beat]* (Appendix B-I-C-2-Line 86)

Besides those five out of seven types of self-repair suggested by Fox and Jasperson (1995), Rieger (2003) suggested that "hesitation pauses" and "quasi-lexical pause fillers" are also gestures of self-repair (p. 48). Those features are frequently detected in the data and accompanied by beat gestures as well:

Type H: Hesitation pause:

(7) Li: but *[beat]* (**1.0**) er, (**1.0**) but *[beat]*, unfortunately *[beat]*, he was getted out (Appendix B-II-B-2-Line 9)

Type I: Pause fillers:

(8) Ying: And, and, **en, uh, OK,** *[beat]* this time he failed (Appendix B-II-D-2-Line 27)

According to Schegloff et al. (1977), there are four functions of repair: "word search" (p.363), "word replacement (correction)", "repair on person references", and "repair of next-speaker selection" (p. 370-372). Among the above eight examples, (1), (3), (5), (7), (8) function as word search; (4), (6) function as word replacement, while (2) functions as repair on person reference, which could be considered as a kind of word replacement. Because there are only two interlocutors in each conversation, the fourth function "repair of next-speaker selection" is not elicited.

Thus, the major function of repair in the narration of subjects in this study is for word search and word replacement. However, word search and word replacement are frequently a block of the projectivity of conversation. The more word search and word replacement functions are evoked, the less fluent the conversation is, and the lower the proficiency the speaker probably has in that language. Consequently, the beat gesture accompanying those repairs is an indication of relatively low language proficiency. The

first function of beat, repair, is proved, and the relation between repair and language proficiency discrepancy has been deduced.

  Segmenting. The second function of beat, segmenting, is found in the environment where beat goes along with speech rhythm. I conclude that function through comparing the linguistic expressions accompanied by beat in Mandarin narration with those in English narration. Examples are as follows. (9), (10), (11) are Mandarin examples. (12), (13) are English examples.

  (9)   Bea: rán hòu zhè gè hóu zi yě, bú shì, zhè gè māo *[beat]* yě gēn jìn qù le *[beat]* (Appendix B-I-A-1-Line 54-55).

    Then, this monkey also, no, this **cat** *[beat]* also **followed** *[beat]* in.

  (10)   Miya: dì èr cì dǎ tā chū laí de shì yí gè lǎo nǎi nai *[beat]* (Appendix B-I-C-1-Line 61)

    At the second time, it is an old **granny** *[beat]* that beat him out.

  (11)   Li: bǎ zì jǐ *[beat]* tán dào le yí gè gāo kōng dāng zhōng [iconic], qù zhuā nà zhī xiǎo niǎo *[beat]* (Appendix B-II-B-1-Line 12-14).

    He bounced **himself** *[beat]* high into sky to catch the **bird** *[beat]*.

  (12)   Bea: but the granny [beat] **ob*[beat]*vious*[beat]*ly** notice [beat] that this [beat] cat [beat], this [beat] monkey, is not really a monkey, but the actually the cat (Appendix B-I-A-2-Line 46-48).

  (13)   Hannah: But **just** *[beat]* **when** *[beat]* **he** *[beat]* **safely** *[beat]* **lands** *[beat]* **on** *[beat]* the **floor** *[beat]* … (Appendix B-I-B-2-Line 54-55)

  Beat marks the rhythm of the speech in both Mandarin and English examples. However, the syntactic and semantic part it marks is different between two languages. In Mandarin examples, beat comes along with nouns ("cat", (9); "granny", (10), "bird" (11)), proper-nouns ("himself", (11)), and verbs ("followed" (9)). The syntactic role of them are subject ("cat", (9); "granny", (10)), object ("himself", (11); "bird", (11)), and predicate ("followed", (9)). The lexical items accompanied with beat are all syntactically content words, thematically either predicate or core arguments of the predicate. In contrast with the Mandarin examples, in English, speakers would produce beat for the primary and secondary stressed syllable of a word ("obviously", (12)), or for every word in the sentence (e.g. (13)), regardless of the syntactic or thematic role.

  According to McNeill (1992), the function of rhythmic beat is to make the segment it accompanies more prominent, which usually signifying "the introduction of new characters, summarizing the action, introducing new themes, etc (p. 15)." However, the rhythmic beats in English narration seems to marking every segment of the utterance, regardless of its linguistic significance. I suppose that the reason is that when speaking in non-native language, speakers would use beat gesture to segment sentences into smaller meaningful units, namely words or syllables, to facilitate their sentence construction. This performance would probably also facilitate listeners to understand the input by processing a whole sentence through multiple shorter units. Based on this hypothesis, I suggest that beat could serve as a segmenting device in conversation. And this segmenting function aims to compensate the language proficiency of the speakers.

In summary, the increase in beat frequency in English narration reveals the underlying motivation of the gesture variance from Mandarin to English. The linguistic environment where beat occurs suggests that beat bears the functions of repair and segmenting. Repair and segmenting are both strategies compensating language proficiency. Thus, the increase of beat frequency in English narration suggests the speaker's lower language proficiency in their non-native language. As the overall gesture difference is mainly motivated by beat difference, this study claims that the gesture pattern variance from Mandarin to English is motivated by language proficiency.

Gesture Difference between High and Low Proficiency Group

According to the conclusion from the last section, the group with lower English proficiency are expected to produce more gestures than the higher English proficiency group. However, the results were contrary to the expectation in this study. The mean gesture frequency of the higher proficiency group was actually higher than the lower proficiency group. Although the t-test result suggests that such a difference was not significant, I think this phenomenon still deserves some discussions qualitatively.

I do not think this phenomenon denies the compensatory effect of gesture for language proficiency. Alternatively, it actually introduces additional strategies for language proficiency compensation.

Skipping. The first alternative strategy is skipping. Subjects from lower language proficiency group (Mean = 49, Std = 14.213) produced fewer clauses than the higher proficiency group (Mean = 110.67, Std = 9.074). A two-tailed unpaired t-test confirmed that difference ($t(5) = 6.503$, $p = 0.001$). Among the clauses the lower proficiency group omitted, most of them were the depiction of details. The following two excerpts are the narration of the fourth scene of the video from high proficiency group (Excerpt 1) and low proficiency group (Excerpt 2):

Excerpt 1 (Appendix B-I-C-2-Line 34-52):
Miya: So the fourth [emblem] time uh, this time *[beat]*, the cat *[beat]*, wěi zhuāng zěn me shuō (how to say "disguise"?) *[beat]*，ok, this time *[beat]* the cat *[beat]* pretends to be a monkey *[beat]*, and *[beat]* he *[beat]* uh *[beat]*, walks into *[iconic]* the bird's home and sees the granny. The bird hide himself *[iconic]* so the cat can't *[iconic]* find him. So the cat just like walks around the apartment *[iconic]*, and he uh, en, wat *[beat]*, wat *[beat]*,
Han: look for
Miya: look for *[iconic]* the bird, ye:s, and uh, hehe, he looks here *[iconic]*, and looks there *[iconic]*, and picks up *[iconic]* the, ta, the cover *[iconic]*, on the sofa *[iconic]* and on the table *[iconic]* to find whether the bird hide himself under *[iconic]* the furniture. And the the cat *[beat]* even, you know, picks out *[iconic]* the granny's dress. And the granny thinks the cat is very lovely, and he, he he say something like "what a lovely monkey" *[iconic]* and he even gives the cat *[beat]* a new *[beat]* lovely *[beat]* penny *[beat]*. But, just when *[beat]*, uh *[beat]*, just when [when] the cat *[beat]* thinks the granny *[beat]* doesn't recognize *[beat]* him *[deictic]*, the granny *[beat]* beats *[iconic]* him again with her umbrella *[iconic]*, so the cat *[beat]* fails *[beat]* another time *[beat]*.

Excerpt 2 (Appendix B-II-A-2-Line 21-29):
Laura: The fourth [emblem] time, when the cat was wandering around the street, he saw an old man was training a monkey with the music. And the monkey was dancing *[beat]* with *[beat]* the music *[beat]*. Tom *[deictic]* came up *[beat]* a good idea *[beat]*. He attracted *[beat]*, he attracted *[beat]* the monkey with an banana. And he changed the cloth with the monkey and then he rushed into *[beat]* the room *[beat]*. Uh, this time he thinks *[beat]* he could trick the old woman *[beat]* successfully *[beat]*, but the old woman uh, discover this trick and beats her *[beat]* with the umbrella *[beat]* again, threw out of, threw him out of the window.

When describing the scene of the cat looking for the bird in the room, Miya detailed described the action of the cat, the places where the cat looked at, and retold the dialogue between the granny and the cat. This depiction elicited a lot of iconic and beat gestures. In contrast, Laura summarized this scene by *"he (the cat) thinks he could trick the old woman successfully, but the old woman discover this trick and beats her with the umbrella again."* Those abstract lexicons (discover his trick) were less likely to elicit gestures. I suppose that it was the higher proficiency of Miya that motivates her to describe the scenes more detailedly, which stimulated more gestures from her narration. Laura, whose English proficiency was lower than Miya, chose to skip details which she might have difficulties to narrate, which reduced her gesture frequency.

Code-Switching. The second compensation strategy employed by subjects from low proficiency group is code-switching. When encountering difficulties in finding out the appropriate English expressions, subjects from low proficiency group sometimes code-switch to their native language, Mandarin. This process usually did not elicit any gesture. Here is an example of Ying from lower proficiency group narrating the "seesaw plot" (Appendix B-II-D-2-Line 23-27):

Ying: OK. And second time, this cat use a **qiào qiào bǎn (seesaw)**，<laughter>, and he go, he catch [beat], and this time, he finally catch the bird [iconic]. However, when he go, er, go along the street [deictic], the stone fall down [iconic], and, **zá zhòng le tā (hit onto him)**. And, and, en, OK, [beat] this time he failed.

Ying's narration excerpt shows that she did not know how to express "seesaw" and "hit onto him" in English. Instead of making an iconic or metaphoric gesture to express the semantic meaning of seesaw, she code switched into Mandarin with no gesture accompanied. I hypothesize that higher proficiency speakers tend to select gesture to compensate their proficiency while lower proficiency speaker tend to use code switching. This explains why the higher proficiency group has higher gesture frequency than lower proficiency group.

In summary, the reason for the higher proficiency group producing a higher gesture rate than lower proficiency group is that different proficiency group prefers different types of communication strategy. The lower proficiency group appeared to prefer skipping complex details and code-switching to native language while the higher proficiency group chose to use gesture to facilitate their narration. This phenomenon does not deny the compensatory effect of gesture in communication, but suggests there

are multiple strategies to compensate proficiency discrepancy and different population differs in their strategy preferences.

Conclusions

Comparing the gesture frequency and gesture type preference in Mandarin and English narration, I find that people do gesture differently when speaking native and non-native language. Non-native language would stipulate higher gesture rate. People are most likely to produce iconic gestures when speaking in native language but favor beat gestures more than other when speaking in non-native language.

The increase in beat frequency indicates that the gesture pattern variance between Mandarin and English is motivated by language proficiency. Beats accompanying self-repair function as word search and word correction. Beats accompanying word or syllable stress function as segmenting sentence into smaller unit to ease the difficulty of sentence construction and understanding. Those functions beat performs are all compensations for language deficiency.

Comparing the gesture frequency between higher English proficiency group and lower proficiency group, I find that higher proficiency group has a higher gesture rate than lower group. A qualitative analysis reveals that the lower group adopts different conversation compensation strategies besides gesture. One is skipping descriptive scenes in narration and the other is code switching to native language when encountering unknown expressions. Those strategies suppressed the production of gesture and consequently lowered the gesture rate. This observation suggests that there are multiple ways to compensate the deficiency in language proficiency and I hypothesize that lower proficiency group tends to adopt skipping and code-switching while higher proficiency group prefers using gestures. Future studies could further explore the difference in communication strategy between populations with different language proficiency.

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Appendix A: Instructions

I.　　Instructions (narrator):

The objective of this experiment is to test people's memory and narration competence. You will watch a cartoon episode and retell the plot to your friend as detailedly as possible.

Procedure:

1. You will watch a 6-minute cartoon episode. First, please open the file "whole episode.mp4" and watch that video. Please watch and memory the episode as carefully and detailedly as possible.
2. Then please open the folder "parts". The full episode you just watched is split into 9 parts. Please watch the sub-episodes from part 1 to 9 in the folder. Please watch and memorize the episode as carefully and detailedly as possible.
3. Please close the video after watching. You are going to narrate the plot of the video to your friend. Please videotape your narration process.
4. Please narrate the video in Mandarin to your friend as detailedly as possible.
5. Please then narrate the video in English to your friend as detailedly as possible.
6. This is the end of the experiment. Thank you for your participation.

II.　　Instruction (listener):

The objective of this experiment is to test people's memory and narration competence. Your friend will watch a cartoon episode and retell the plot of the cartoon to you. Please listen to your friend's narration carefully and answer some questions about the plot afterwards according to his/her narration.

1. Please go through the questions you are going to answer.
2. Please listen to your friend's narration carefully. You can ask questions about the plot when your friend is telling the story.
3. Please answer following questions in Mandarin after the narration of your friend.

III.　　Questions for listeners:

Your friend will watch a cartoon video and retell the plot to you. The cartoon video is about a cat chasing a bird but always defeated by the owner pf the bird. Please answer those questions after the narration of your friend. You can ask your friend questions during his/her narration to find out the answers. Please answer questions in Mandarin.

1. Who is the owner of the bird?
2. How did the cat get into the bird's house?
3. What animal did the cat play to trick the protector of the bird?
4. What person did the cat play to get into the bird's house?
5. What instrument did the bird owner use to beat the cat?
6. Where was the bird when the cat was electrified?

Appendix B: Transcription
Gesture: []
Clause: 【】

I.　　　High Proficiency Group
　　　A.　Bea and Ann
　　　　　1.　Mandarin

1　Bea:　【ā, zhè gè gù shì ne shì zhè yang de】，【tā shì yī gè liù fēn zhōng *[iconic]* de
2　　　　dòng huà piàn】．【zhè gè dòng huà piàn jiǎng le ēn, yī gè yī gè māo *[iconic]* xiǎng
3　　　　yào chī diào yī zhī niǎo *[iconic]* de gù shì】．【rán hòu zhè shì yī gè dòng huà
4　　　　piàn】．【rán hòu zhè gè māo *[iconic]* ne, xiǎng fāng shè fǎ de xiǎng yào chī diào
5　　　　*[beat]* zhè gè niǎo *[beat]*，【dàn shì ne, zhè gè niǎo de zhǔ rén *[iconic]* měi cì dōu
6　　　　jiù le zhè gè niǎo *[iconic]* de gù shì】．【rán hòu zhè gè gù shì zuì kāi shǐ ne jiù
7　　　　shī yì zhí māo ná zhe yī gè wàng yuǎn jìng *[iconic]*】，【zài tā de zhè gè, é, zài yī
8　　　　gè tā de zhè gè, é, yī gè dì fāng *[deictic]* jiào zuò guān niǎo zhě xié huì. jiù bird
9　　　　watcher *[deictic]*】．【jiù guān niǎo zhě xié huì *[beat]*, tā jiù ná yī gè wàng yuǎn
10　　　jìng zài kàn.】【rán hòu ne, tā jiù kàn dào le zhè zhī niǎo *[beat]*】，【rán hòu zhè
11　　　zhī niǎo zhèng hǎo yě zài ná wàng yuǎn jìng kàn *[iconic]* tā】．【rán hòu zhè zhī
12　　　niǎo zhù zài yī gè gōng yù *[iconic]*】，【zhè gè gōng yù jiào zuò yī gè broken *[beat]*
13　　　arms *[beat]* apartment *[beat]*】，cán fèi, cán, cán fèi de shǒu *[iconic]* ma】，【wǒ
14　　　yě bù zhī dào】，【de yī gè gōng yù *[deictic]* lǐ biān】，【rán hòu tā men jiù kàn
15　　　dào le】，【rán hòu zhè gè niǎo jiù shuō】，【wǒ *[iconic]* yǐ wéi】，【wǒ,wǒ hǎo
16　　　xiàng kàn dào le yī zhī māo】，【rán hòu tā yòu què rèn *[metaphoric]* le yí xià】
17　　　【wǒ zhēn de kàn dào le yī zhī māo】．【rán hòu ne】
18　Ann：　　　　　　　　　　　　　　　　　　　　　　　zhè zhī niǎo zài
19　　　"broken arms apartment" lǐ?
20　Bea:　【duì, duì, tā zài zhè gè gōng yù *[deictic]* lǐ biān zhù zhe】．【rán hòu zhè zhī
21　　　māo jiù dǎ suàn *[beat]* qù zhuō *[beat]* zhè zhī niǎo】．【rán hòu tā ne shǒu xiān jiù
22　　　shì shùn zhe gōng yù wài bian de nà gè shuǐ guǎn *[iconic]*】，【pá le shàng qù
23　　　*[iconic]*】，【pá dào le niǎo zhù de nà gè chuāng kǒu *[iconic]* nà】，【rán hòu nà
24　　　gè niǎo zhèng zài chàng gē *[iconic]*】，【rán hòu pī lǐ pā lā chàng gē *[iconic]*】．
25　　　【rán hòu ne, nà gè māo shàng qù *[iconic]* zhī hòu】，【nà gè niǎo hū rán jiù】，
26　　　【jiù fā xiàn le *[metaphoric]* é zhè gè māo *[deictic]* lái le】，【rán hòu jiù gǎn jǐn
27　　　tíng xià lái le】．【rán hòu nà gè māo jiù dǎ suàn bǎ tā zhuō zhù *[iconic]*】．【rán
28　　　hòu zhè gè niǎo *[deictic]* jiù gǎn jǐn fēi dào le wū lǐ biān *[iconic]*】，【 rán hòu
29　　　zhè gè māo yě gēn zhe jìn qù *[iconic]*】，【dàn shì ne bèi tā zhè gè niǎo de zhǔ rén
30　　　*[iconic]*, yī gè lǎo nǎi nai *[iconic]*, pā gěi dǎ le chū lai *[iconic]*】．【rán hòu, duì, 】
31　　　/// 【é bú duì *[beat]*, zhè shì tā dì èr cì emblem cháng shì】．【dì yī cì emblem
32　　　cháng shì tā shì zhí jiē dǎ suàn cóng zhè gèapartmentlǐ biān jìn qù de *[iconic]*】，
33　　　【dàn shì ne,　zhè gèapartment*[deictic]* tā shì jìn zhǐ māo *[beat]* hé gǒu *[beat]* jìn
34　　　rù de *[beat]*】，【suǒ yǐ tā jiù kě néng bèi lǐ biān de rén gěi rēng le chū lai *[iconic]*】．
35　　　【dì èr cì tā jiù shùn zhe zhè gè shuǐ guǎn pá shàng qù le *[iconic]*】．【rán hòu ne
36　　　dì sān cì ne, tā yòu bèi shuāi】，【tā yòu bèi lǎo nǎi nai dǎ chū lai zhī hòu ne】，

37	【tā yòu dǎ suàn cóng zhè gè shuǐ guǎn lǐ biān zuān jìn qù *[iconic]*】．【rán hòu
38	dòng huà piàn lǐ yǒu duō shǎo kuā zhāng de】．【tā cóng shuǐ guǎn lǐ biān zuān
39	jìn qù *[iconic]*】，【rán hòu zhè gè niǎo jiù ná bǎo líng qiú *[iconic]* cóng nà gè shuǐ
40	guǎn shàng mian nà gè kǒu gěi rēng le xià qu *[iconic]*】，【rán hòu zhè gè bǎo líng
41	qiú jiù dào le māo de dù zi lǐ *[iconic]*】，【bǎ tā rēng le chū lai *[iconic]*】，【rán
42	hòu jìn le nà gè bǎo líng qiú guǎn *[deictic]*】，【rán hòu huán， nà gè shé me, lái
43	le yī fā *[metaphoric]*】．【rán hòu, zhè shì dì sān cì emblem】．【rán hòu dì sān
44	cì zhè gè māo hái shì méi yǒu dé chěng】，【rán hòu tā xià lái *[iconic]* de shí hòu
45	huán kàn dào yī gè shuǎ hóu *[iconic]* de rén】，【jiù shì nà zhǒng shuǎ hóu de】，
46	【rán hòu yǒu yī zhī hóu zi *[iconic]*】．【rán hòu ne tā jiù ná yī gēn xiāng jiāo
47	*[iconic]* bǎ nà gè hóu zi yǐn yòu guò qu *[iconic]*】，【rán hòu jiù shuō】，【bǎ nà
48	gè hóu zi yīng gāi shì zá yūn le bā *[metaphoric]*】，【wǒ yě bù zhī dào
49	*[metaphoric]*】，【rán hòu tā yòu chuān shàng le nà gè hóu zi de yī fu *[iconic]*】，
50	【jiǎ zhuāng zì jǐ shì zhī hóu zi】．he
51	Ann： hahahaha
52	Bea：【 rán hòu ne, tā jiù yòu qù *[iconic]* le nà gè niǎo tā jiā】，【rán hòu zhè cì ne, tā
53	jiù shì bǎ tā zhuā zhù le *[iconic]* zhī hòu】，【nà gè niǎo bú shì yòu jìn qù le *[iconic]*
54	jiā lǐ biān ma】，【rán hòu zhè gè hóu zi yě, bú shì, zhè gè māo *[beat]* yě gēn jìn
55	qù le *[beat]*】．【rán hòu zhè cì tā yòu pèng dào le nà gè lǎo nǎi nai】，【rán hòu
56	tā zhuāng zuò zì jǐ shì zhī hóu zi】．【rán hòu lǎo nǎi nai hái shuō zhè hóu zi hǎo
57	kě ài】，【rán hòu shé me zhī lèi de】．【rán hòu ne tā jiù zài jiā lǐ biān dào chù
58	zhǎo zhè gè niǎo】．【zhè gè zhuō zi dǐ xia xiān kāi *[iconic]* kàn yī kàn ā】，【shā
59	fā dǐ xia xiān kāi *[iconic]* kàn yī kàn ā】，【rán hòu tā xiān le nà gè lǎo nǎi nai de
60	qún zi *[iconic]*】，【qún zi xià biān kàn yí xià *[iconic]*】，【rán hòu xiān dì bǎn
61	*[iconic]*, jiù shì dì tǎn xià mian kàn yí xià】．【rán hòu zhè shí hòu nà gè lǎo nǎi
62	nai *[deictic]* jiù shuō】，【shuō, āi yā, nà gè xiǎo hóu zi ā, gěi nǐ yī gè xiǎo yìng bì
63	*[iconic]*】，【ràng nǐ qù wán】，【rán hòu nà gè, nà gè māo huán jiǎ zhuāng zì jǐ
64	shì hóu zi】，【shuō hǎo ya hǎo ya, zěn me zhe *[metaphoric]*】，【jiù dǎ suàn jiē
65	shòu nà gè yìng bì】，【rán hòu nà gè lǎo nǎi nai duang jiù bǎ tā dǎ le yí xià】，
66	【shuō nǐ bié yǐ wéi, jiù yǐ wéi nǐ bié yǐ wéi nà gè shé me nǐ néng piàn wǒ】，【rán
67	hòu jiù yòu bǎ tā nòng chū qù *[iconic]* le】，【rán hòu tā jiù yòu shī bài le】．【rán
68	hòu ne, zài lái yī cì ne】，【tā jiù, é, tā jiù ná nà gè *[deictic]*】，【zhè *[beat]* bù
69	zhuāng hóu zi yě shī bài le ma】，【rán hòu tā zěn me zhe le】，【é duì *[beat]*, rán
70	hòu ne tā jiù dǎ suàn】，【tā jiù ná nà gè, ná nà gè, ná nà gè dūn *[iconic]*】，【rán
71	hòu ná nà gè bǎn *[iconic]*】，【rán hòu zuò yī gè qiāo qiāo bǎn *[iconic]*】，【bǎ
72	zì jǐ qiāo shàng qù *[iconic]*】，【rán hòu tā jiù ná le yī gè tè bié chóng de dōng xi
73	*[iconic]*】，【rán hòu fàng dào lìng yī duān *[iconic]*】，【rán hòu zì jǐ zhàn shàng
74	qù *[iconic]*】，【bǎ nà gè yī wǎng shàng fàng *[iconic]*】，【tā zì jǐ jiù tán shàng
75	qù le ma *[iconic]*】．【tán shàng qù zhī hòu tā jiù bǎ nà gè niǎo zhuā *[iconic]* qǐ
76	lái le】．【zhuā qǐ lái zhī hòu tā jiù xià lái *[iconic]* zhī hòu】【dàn shì tā jiù yòu
77	cǎi *[iconic]* le yí xià nà gè bǎn】，【bǎ nà gè chòng de nà gè dōng xi yòu qiāo qǐ
78	qù le *[iconic]*】．【jié guǒ nà gè chóng de dōng xi diào xià lái *[iconic]* bǎ tā zì jǐ
79	zá dǎo le *[iconic]*】．【rán hòu tā suǒ yǐ nà gè niǎo *[deictic]* jiù fēi le】．【rán hòu
80	ne, tā yòu xiǎng le yī gè bàn fǎ *[metaphoric]*】，【zhēn shì yī gè fēi cháng zhí zhuó

81	de boy】．【é bú duì, zài zhè gè qiāo qiāo bǎn zhī qián *[metaphoric]* tā hái yǒu yī
82	gè】，【jiù shì zhè gè lǎo nǎi nai *[deictic]*】，【lǎo nǎi nai gěi tā nà gè *[iconic]* lóu
83	xià *[iconic]* de nà gè mén tóng, jiù shì bǎo wèi chǔ bā yīng gāi shì】，【huò zhě,
84	dǎ yī diàn huà shuō wǒ yào chū mén *[beat]*】，【pài yī gè mén tóng *[beat]* shàng
85	lái bāng wǒ ná yí xià *[iconic]* dōng xi】．【rán hòu ne zhè zhī māo *[deictic]* jiù
86	tīng dào le】，【suǒ yǐ tā jiù shàng qù *[iconic]* ná le】．【rán hòu tā shàng qù ná
87	de shí hòu】，【lǎo nǎi nai shì cóng mén de nà gè chuāng hu *[deictic]*】，【jiù shì
88	mén shàng mian bú shì yǒu yī gè chuāng hu】，【lǎo nǎi nai jiù cóng mén chuāng
89	hu shàng guò lai le】．【chū lai le rán hòu jiù shuō nà nǐ jiù jìn lái bā】，【nǐ jìn
90	lái zhī hòu nǐ bāng wǒ bǎ dōng xi ná xià qu *[iconic]*】，【rán hòu wǒ yì huǐ jiù zài
91	lóu xià dà tīng *[deictic]* nà gēn nǐ jiàn miàn】．【rán hòu zhè gè māo jìn qù zhī
92	hòu jiù yǒu yī gè xiāng zǐ *[iconic]*】，【yǒu yī gè xíng lǐ xiāng, hé yī gè niǎo lóng
93	*[iconic]*】，【rán hòu nà gè niǎo lóng shì ná bù bāo qǐ lái *[iconic]* de】，【rán hòu
94	bāo qǐ lái】，【rán hòu zhè gè māo jiù gǎn jǐn bǎ tā ná chū qù *[iconic]*】，【rán
95	hòu bǎ xiāng zǐ rēng le *[iconic]*】，【rán hòu jiù bǎ yī gè niǎo lóng bào zhe *[iconic]*】,
96	【dào le xià mian *[iconic]* zhè gè jiǎo luò lǐ biān】．【rán hòu tā yī dǎ kāi nà gè
97	bù *[iconic]*】，【jié guǒ fā xiàn nà gè niǎo lóng lǐ shì nà gè lǎo nǎi nai】．【rán
98	hòu nà gè lǎo nǎi nai yòu bǎ tā zòu le yī dùn】．【rán hòu duì】，【rán hòu ne tā
99	jiù yòng le yī gè qiāo qiāo bǎn *[deictic]*】，【qiāo qiāo bǎn zhī hòu ne】，【tā hái
100	shì méi yǒu chéng gōng】．【yú shì ne tā yòu zhàn dào le tā zhī qián kàn niǎo de
101	nà gè tái zi shàng. nà gè gōng yù lǐ biān *[deictic]*】．【tā dǎ suàn ná yī gè shéng ér
102	bǎ zì jǐ dàng guò qu *[iconic]*】．【nǐ dǒng bā, jiù shì dàng guò qu *[iconic]*】，【jié
103	guǒ tā zhí jiē jiù shì dàng dào le qiáng shàng *[iconic]*】，【shuāi le】，【jiù shì
104	liǎn zháo de shuāi dǎo le qiáng shàng *[iconic]*】，【rán hòu diào le xià lái *[iconic]*】,
105	【rán hòu zhè shì lìng wài yī cì cháng shì】．【zuì hòu yī cì ne, tā dǎ suàn cóng
106	diàn xiàn zǒu guò qu *[iconic]*】，【jiù shì, zǒu gāng sī *[iconic]* nà zhǒng gǎn jué】,
107	【jiù shì cóng diàn xiàn zǒu guò qu *[iconic]*】，【dàn shì ne, jiù shì nà gè diàn xiàn
108	jiù shì diàn chē de nà gè】
109	Ann： aaaa
110	Bea: 【yòng de nà gè deictic】，【rán hòu ne jiù zài tā zǒu *[iconic]* de guò chéng zhōng
111	yī liàng diàn chē lái le】，【nà gè diàn chē jiù shì nà gè niǎo hé nà gè lǎo nǎi nai kāi
112	zhe de】，【rán hòu jiù bǎ tā】，【rán hòu jiù gè zhǒng tōng diàn】，【bǎ tā zá, nà gè
113	diàn, diàn le】，【rán hòu suǒ yǐ jiù méi le】，【rán hòu nà gè niǎo jiù yòu shuō le
114	yī jù tā kāi tóu shuō de huà】，【shuō wǒ hǎo xiàng kàn dào le yī zhī māo】，【rán
115	hòu lǎo nǎi nai shuō】 【shì de, nǐ kàn dào le yī zhī māo】．【rán hòu jiù méi le】

2. English

1   Bea: 【This is a story】 【that a cat want to, wants to catch a bird *[iconic]*】, 【but
2   stopped by bird's owner *[deictic]*, a granny *[deictic]*】. 【So uh, at the beginning of
3   this cartoon *[deictic]*, this cat *[beat]* standing *[beat]* on a window *[beat]* of bird
4   *[beat]* watcher *[beat]* society *[beat]*】, 【and use a, wàng yuǎn jìng zǎ shuō ā,
5   *[iconic]*】
6   Ann: <shén me>scope
7   Bea: 【uh, shén me？ shén me scope】
8   ///
9   Someone: telescope.
10 Bea: 【Ohhh, telescope】. 【using a telescope*[iconic]*】. 【and Then *[beat]* she *[beat]*】,
11 【wǒ yīng gāi yòng "he" ma *[deictic]*】？ 【He ba *[beat]*】. 【And then he saw
12 *[beat]* the bird *[deictic]*】, 【and saw the bird】 【who is also using the telescope
13 *[beat]* watching him *[beat]*】. 【So the cat *[deictic]* uh, and the bird *[deictic]* lives
14 in an apartment naming *[beat]* "broken *[beat]* arm *[beat]* apartment *[beat]*"】. 【So
15 the cat *[deictic]* decided to go *[beat]* catch *[beat]* the *[beat]* bird *[beat]*】【and then,
16 at first time *[beat]*, he, came *[beat]* directly *[beat]* into *[beat]* the department
17 *[beat]*】, 【but *[beat]*, uh, the apartment *[deictic]* is not allowed *[beat]*】, 【uh
18 *[beat]*, uh *[beat]*, the cat *[beat]* or dogs *[deictic]* are not allowed to go into the
19 apartment】 【so he *[deictic]* is thrown out of *[iconic]* the apartment by someone
20 *[deictic]*】. 【And then *[beat]*, he decide to climb to the, climb *[iconic]* to *[beat]*
21 the *[beat]*】, 【I don't know which floor *[deictic]*】, 【climb to the floor that bird
22 *[beat]* lives *[beat]* by climbing the pipes *[iconic]* outside *[iconic]* the apartment】.
23 【But, and then *[beat]* the bird is singing *[beat]*】, 【and, uh, very happlily *[beat]*
24 when *[beat]* the cat *[beat]* is climbing *[beat]*】 【and when the bird *[beat]* find】
25 【the cat *[beat]* is, uh, uh, coming to catch, it, her, to catch her】, 【the bird goes
26 into *[iconic]* the house *[beat]*】, 【so the cat *[beat]*, the cat *[beat]* follows the,
27 follows *[beat]* the bird *[beat]*】, 【but is *[beat]* thrown *[beat]* out *[beat]* by the
28 granny *[beat]*】. 【And third time, uh, and, the third time *[beat]*, the cat decided
29 to go into *[iconic]* the pipe. to, uh, to, to, to, to catch the bird *[deictic]*】. 【But the
30 bird throw a bowling ball *[iconic]* into *[iconic]* the pipe】 【and uh, uh, and then
31 the ball is eaten *[iconic]*, like eaten】, 【 go into *[iconic]* the stomach of the cat】.
32 【And, yes *[beat]*, this is the third *[beat]* time】. 【And the next time, the cat
33 *[deictic]* find a monkey *[beat]* on the street *[deictic]* with a <jangler> *[beat]*】, 【use
34 a banana *[iconic]* to attract the monkey *[beat]*】, 【and uh, uh, s:: ///】
35 Ann: Steal
36 Bea: 【Steal？tōu？ Grab *[beat]*】. 【And grab the clothes *[beat]* of the monkey *[beat]*】
37 【and pretends】 【that *[beat]* he *[beat]* is a monkey *[beat]*】. 【So this time when
38 the mon-, when *[beat]* the cat *[beat]* want to catch *[beat]* the bird *[beat]*】【and goes
39 into *[iconic]* the house】, 【he pretend himself *[beat]* like *[beat]* a *[beat]* monkey
40 *[beat]*】 【and the granny seems to believe that he is really a monkey】, 【so the
41 cat *[beat]* is looking for *[beat]* the bird all over *[iconic]* the house. 】【He searched
42 the sofa *[beat]*, the table *[beat]*, and the dress *[beat]* of the granny *[beat]* and the

43 carpet *[beat]*】.【And then the granny, the granny *[beat]* gives a penny *[iconic]*
44 to the cat *[beat]*, uh, to the, cat *[beat]*, yes】.【Uh, also [emblem of quotation mark]
45 the monkey】.【And the monkey very happily *[beat]* accept *[beat]* the penny
46 *[beat]*】,【but the granny *[beat]* ob*[beat]*vious*[beat]*ly notice *[beat]*】【that this
47 *[beat]* cat *[beat]*, this *[beat]* monkey, is not really a monkey, but the actually the
48 cat】.【So she *[deictic]* throw *[beat]* the cat *[beat]* away *[beat]* again *[beat]*】.
49 【And then::, the:: ca:::t:::uh, use another way, like】,【xiān shì mén tóng hái shì
50 XXX lái zhe】,【wǒ wàng le】,【ā then *[beat]*, then the cat *[beat]* heard that the
51 granny *[deictic]* calls the service desk *[deictic]*】【that he wants a boy come to
52 his *[deictic]* room to take a luggage for her】.【And her, she lives in Room 158】.
53 【And the cat pretend *[beat]* to served, pretend to be the boy who provide the
54 service】,【and came *[deictic]* to the granny's hom, hom, room】.【After the
55 granny *[beat]* letting the cat in】,【the cat only, the, the granny *[beat]* told *[beat]*
56 the cat *[beat]*】【that please take my luggage *[deictic]* to downstairs】【and I
57 will see *[beat]* you in *[beat]* the lobby *[beat]*】,【so the cat *[beat]* came in *[beat]*
58 and see one luggage box *[deictic]*, and one cage *[deictic]*, covered by a cloth】.
59 【And *[beat]* then *[beat]* the cat take the luggage and the cage out】.【UH, but
60 he directly throw the luggage away *[deictic]*】,【and take the cage to a corner
61 *[beat]*】.【And when he opens the cage】,【he find】【that it *[deictic]* is not
62 the bird in the cage,【but the granny】.【Then the granny beats the uh, cat *[beat]*
63 very hardly】.【So this is another failure】.【And then the cat want to use a
64 seesaw or a leverage】.【And he used a very heavy *[beat]* thing *[beat]* to make
65 himself *[deictic]* up *[iconic]* to the sky】 and 【grab *[iconic]* the bird】.【The,
66 uh, and, but when *[beat]* he *[beat]* falls *[beat]* down *[beat]*】,【he falls *[beat]* down
67 on *[beat]* the *[beat]* other side *[iconic]* of the seesaw】.【So the heavy *[beat]* thing
68 *[beat]* up *[iconic]* again】【and fall down on *[beat]* his head *[beat]*】.【So he
69 *[beat]* lost the bird *[beat]* again】.【Then he tries to use a rope *[beat]* to swing
70 *[iconic]* himself over to the bird's apartment】.【To the bird's apartment *[beat]*.
71 en.】【To the bird's apartment】.【But *[beat]* he goes directly *[iconic]* to the
72 wall】,【and, uh *[beat]*, fails again】.【The last time the cat want to go from
73 *[iconic]* the electronic wire】.【But when he was on *[beat]* his way *[beat]*】,【a
74 trolly bus was coming *[iconic]*】.【And uh, uh, make, make, uh, *[beat]*】
75 Ann: driven
76 Bea:【Yeah, ###, driven by bird and granny】.【Driven by the bird and granny *[beat]*】,
77 【and the bird is, got electricity on himself *[iconic]*】.【Hehe, what a strange
78 expression】.【And he failed *[metaphoric]* anyway】.【So this *[deictic]* is the
79 overall story】.

B. Hannah and Emily

    1. Mandarin

1 Hannah: 【rán hòu zhè gè jiǎng de jiù shì yī gè māo yào *[beat]* zhuā yī gè niǎo *[beat]*

2   de gù shì】．【ēn zhè gè māo hé zhè gè niǎo ne zhù zài liǎng dòng lóu [emblem]】，

3   【zhè liǎng dòng lóu shì xiāng duì zhǎode *[iconic]*】，【zhè gè māo jiù yào dào

4   duì miàn nà gè lóu *[deictic]* qù zhuā nà gè niǎo *[beat]*】．【ēn ēn rán hòu ne tā xiān

5   shì yòng yī gè】，【zhè gè lǐ miàn yī gòng yǒu jiǔ gè piàn duàn [emblem]】，【rán

6   hòu zhè jiǔ gè piàn duàn】【hello, zhè jiǔ gè piàn duàn jiù shì ēn tā jiǔ cì *[beat]*

7   cháng shì *[beat]* qù zhuā zhè gè niǎo】【*[beat]* rán hòu dōu shī bài *[beat]* le】．

8 Emily: shì tāng mǔ māo de5 gù shì ma？

9 Hannah：【duì duì duì duì duì】，【rán hòu nà gè niǎo *[beat]* hǎo jiǔ jiù shì *[beat]* tāng

10   mǔ māo lǐ de dòng huà piàn lǐ de nà gè 】．

11 Emily: jiù shì nà gè dà tóu niǎo, huáng huáng de.

12 Hannah：【ēn ēn ēn ēn, duì duì duì】．【rán hòu nà gè māo shǒu xiān jiù yòng yī gè

13   wàng yuǎn jìng *[iconic]* qù kàn nà gè niǎo】，【rán hòu tā zhǎo dào nà gè niǎo de

14   wèi zhì】，【rán hòu nà gè niǎo jiù zài nà chàng gē *[metaphoric]* tè biè de yì ma】，

15   【rán hòu nà gè māo jiù cóng nà gè】，【tā tā rán hòu tā jiù xià le lóu *[iconic]*】，

16   【rán hòu tā pǎo dào duì miàn nà gè lóu de mén kǒu jiù qù zhuō nà gè niǎo

17   *[deictic]*】．【rán hòu nà gè nà gè lóu de mén kǒu jiù xiě zhǎoyī gè gǒu hé māo bù

18   de rù nèi *[iconic]*】．【rán hòu tā yī jìn qù *[iconic]* jiù bèi rén rěng chū lái le

19   *[iconic]*】．【ēn rán hòu jiù shì tā yòu zuò le dì èr cì cháng shì *[beat]*】．【ēn,

20   ràng wǒ xiǎng yī xià hā [self-adaptor]】．【ēn é é dì èr cì tā jiù zǒng jié le *[beat]*

21   jiào xùn】．【yīn wéi dì yī cì *[beat]* de shí hòu *[beat]* tā zhí jiē jìn qù *[iconic]* jiù

22   bèi rěng chū lái le】．【*[iconic]* shuō míng māo shì bù néng *[beat]* jìn qù de】．

23   【rán hòu dì èr cì de shí hòu tā jiù cóng nà gè lóu wài miàn yǒu yī gè qǔ shuǐ dào

24   de nà gè guǎn zi *[iconic]*】，【tā jiù cóng nà gè guǎn zi pá le shàng qù *[iconic]*】．

25   【rán hòu nà gè niǎo wán quán bù zhī dào】【*[iconic]* nà gè māo yǐ jīng lái le】，

26   【rán hòu nà gè niǎo jiù chàng a chàng,　chàng a chàng】，【rán hòu zài lóng zi

27   lǐ dàng qiū qiān *[iconic]*】．【rán hòu nà gè māo jiù zhè yàng zài nà lǐ dǎ jié zòu

28   *[iconic]*】，【rán hòu nà gè niǎo wán quán bù zhī dào *[metaphoric]* māo lái le】，

29   【rán hòu děng tā fā xiàn】【māo lái le de shí hòu】【tā jiù gǎn jǐn cóng nà gè lóng

30   zi lǐ pǎo le *[iconic]*】，【rán hòu jiù pǎo dào fáng jiàn lǐ qù】，【rán hòu māo jiù

31   zhuī jìn qù *[iconic]*】，【rán hòu rán ér tā huán méi yǒu zhuī hěn yuǎn *[beat]*】，

32   【jiù bèi nà gè niǎo *[beat]*de zhǔ rén *[beat]* gěi rěng chū lái le *[iconic]*】．【nà gè

33   niǎo *[beat]* de zhǔ rén ne shì yī gè lǎo tài tài】．【rán hòu dì sān gè piàn duàn shì

34   [self-adaptor]】，【é,　dì sān gè piàn duàn tā jiù bù shì pá zhè gè *[beat]*】，【tā

35   jiù bù shì pá zhè gè shuǐ guǎn le *[beat]*】．【nà gè shuǐ guǎn *[iconic]* hěn cū ma】，

36   【tā jiù xiǎng cóng dì xià zuān *[iconic]* jìn qù】．

37 Emily: zuān

38 Hannah: 【rán ér nà gè niǎo zǎo jiù fā xiàn】【tā nà mo zhān le】．【rán hòu tā jiù ná

39   le yī gè qiān qiú *[iconic]* huái shì shén mo qiú】，en

40 Emily：   cóng shàng miàn guàn xià qù

41 Hannah: 【ēn, nǐ *[deictic]*kàn guò nà gè dòng huà piàn ma】

42   Emily: cāi de dào,　yīn wéi tāng mǔ māo dōu hěn bèn ma.

43   Hannah:【duì a, rán hòu, rán hòu jiù nà mo yī zá xià lái *[iconic]*】,【rán hòu nà gè

44   qiú】,【hǎo xiàng méi yǒu dào tā dù zi lǐ *[iconic]*】,【dàn kàn qǐ lái hěn xiàng

45   dào dù zi lǐ】,【jiù bǎ tā cóng nà gè shuǐ guǎn zhí jiē zá xià lái *[iconic]*】,【rán

46   hòu nà gè,　rán hòu nà gè māo hǒu】,【tā zhěng gè xià shēn jiù zài nà gè qiú

47   shàng】,【rán hòu nà gè qiú yī zhí zhuǎn yī zhí zhuǎn】【jiù bǎ tā sòng dào yī gè

48   dǎ bǎo líng qiú de fáng jiàn lǐ qù *[iconic]*】.【dū rán hòu wǒ men jiù tīng dào nà

49   gè bǎo líng qiú bèi zhuàng de shēng yīn】.【ēn dì sì gè huán shì dì wǔ gè】.

50   Emily：dì sì cì

51   Hannah:【dì sì cì】.【é dì sì cì [self-adaptor], xiǎng xiǎng】,【dì sì cì tā jiù kāi shǐ

52   *[beat]* huà zhuāng dǎ bàn le】.【é bù shì dì sì cì tā jiù zhī dào bù néng zhí jiē *[beat]*

53   zhè mo jìn qù le】.【tā jiù zhī dào māo shì bù néng jìn qù de】.【rán hòu tā jiù

54   kàn dào yī gè hóu zi zài nà lǐ mài yì *[iconic]*】.【rán hòu nà gè zhǔ rén jiù ràng

55   hóu zi yòu chàng yòu tiào *[iconic]*】,【tā jiù ná nà gè xiāng jiāo bǎ hóu zi yǐn yòu

56   *[iconic]*guò lái】.【rán hòu hóu zi yī dào le jiǎo luò *[deictic]* jiù tuō le hóu zi de

57   yī fú *[iconic]*】,【rán hòu tāng mǔ māo jiù chuān zhǎohóu zi de yī fú jìn le nà gè

58   fáng jiàn *[deictic]*】.【rán hòu jìn le nà gè fáng jiàn *[beat]* zhī hòu】【nà gè lǎo tài

59   tài hǎo xiàng jiù zhēn de bǎ tā dāng chéng le yī zhí hóu zi *[beat]*】,【rán hòu jiù

60   gěi tā】,【yīn wéi nà gè hóu zi shì mài zá shuǎ de ma *[deictic]*】,【rán hòu tā

61   jiù gěi rén,　xiàng rén tǎo qián *[iconic]* shì bù shì】,【rán hòu nà gè lǎo tài tài jiù

62   lái lái lái *[iconic]*, zhè gè hóu zi, gěi nǐ yī gè, yī gè, yī gè xīn de qián bì *[iconic]*】,

63   【rán hòu tāng mǔ jiù tài rù xì le】,【tā jiù qù jiē nà gè qián bì *[iconic]*】,【rán

64   hòu tā jiē dào de shí hòu】,【nà gè lǎo tài tài, jiù, jiù, jiù, jiù,】

65   Emily: jì de tā shì ma?

66   Hannah:【duì rán hòu jiù -】

67   Emily: -jiù bǎ tā rěng chū qù

68   Hannah:【ēn, ēn bù jiù zhí jiē ná *[iconic]* yī gè shén mo dōng xī lái zhǎo】,【jiù yī

69   gè sǎn】,【jiù dǎ tā *[iconic]*】,【rán hòu bǎ tā dǎ de hǎo cǎn】,【rán hòu tā jiù

70   chū qù le】.

71   Emily: rán hòu shì dì wǔ cì.

72   Hannah:【dì wǔ cì】,【shì ma】,【dì wǔ cì】,【hǎo duō a】.【ēn, ēn, ràng wǒ

73   xiǎng yī xià】.【é [self-adaptor], ēn, ēn, dì wǔ cì】,【é dì wǔ cì shì zài yī gè

74   cháng jǐng *[beat]*lǐ miàn】,【yī gè cháng jǐng jiù shì nà gè lǎo tài tài zài gěi gōng

75   sī de zhí yuán dǎ diàn huà】,【nà gè lǎo tài tài tā yào wài chū chū xíng *[beat]* le】,

76   【ràng tā men gěi tā zhǎo yī gè fú wù yuán lái sòng bāo guǒ *[beat]*】,【rán hòu

77   tāng mǔ māo jiù tīng jiàn le】,【rán hòu tā jiù tā jiù huà zhuāng chéng yī gè yóu

78   dì yuán】,【rán hòu tā jiù qù qiāo mén *[iconic]*】,【rán hòu lǎo tài tài jiù bǎ bāo

79   guǒ gěi tā】.【dàn shì tā zhī ná le】,【tā jiù jìn mén le】,【rán hòu hěn duō

80   bāo guǒ ma】,【dàn shì tā jiù zhī ná le nà gè】,【tā jiù zhī ná le nà gè】,【tā

81   jiù zhī ná le nà gè niǎo lóng zi】.【tā yǐ wéi tā bǎ niǎo *[beat]* ná zǒu le】,【dàn

82   shì dāng tā bǎ niǎo lóng zi ná dào wài miàn *[iconic]* de shí hòu】,【jiē kāi nà gè

83   ēn lóng zi de lián mù *[iconic]* yī kàn】,【jié guǒ fā xiàn shì zhǔ rén】,【nà gè

84   zhǔ rén yòu bǎ tā bào dǎ yī dùn *[beat]*】.【ēn, ēn, rán hòu shì dì liù gè shì ma】?

85   Emily: duì

86 Hannah: 【dì liù cì tā jiù yòng le yī gè qiāo qiāo bǎn】，【yīn wéi tā yào pá dào lóu
87   shàng *[deictic]*qù】，【nà gè niǎo de yī gè lóng zi lǐ】．【shì lóu dǐng ba】，【rán
88   hòu tā jiù ná le yī gè qiāo qiāo bǎn *[iconic]* ma】，【rán hòu tā jiù shǒu xiān bǎ yī
89   gè zhòng wù fàng zài zhè biān *[iconic]*】，【rán hòu tā jiù dèng jiù dàn shàng qù
90   le *[iconic]*】，【rán hòu tā dàn shàng qù zhuā dào nà gè niǎo bó zi *[iconic]* jiù zhí
91   jiē xià lái *[iconic]*】．【rán hòu tā yī xià lái *[iconic]* de shí hòu gāng gāng yī luò
92   dì】，【gāng gāng tā dàn qǐ lái de nà gè zhòng wù jiù zhí jiē zá dào tā tóu shàng
93   *[iconic]*】，【suǒ yǐ tā yǒu méi yǒu】，【rán hòu tā yǒu méi yǒu ná dào nà gè niǎo
94   ér】．【rán hòu shì dì qī cì le ma】，【dì qī cì，wéi shén mo yī gòng jì de yǒu jiǔ
95   cì】，【jiǔ cì huán shì bā cì】，【āi wàng le wàng le】．
96 Emily: dì qī cì.
97 Hannah: 【dì qī cì】，【bù duì dì liù cì】，【rán hòu dì qī cì】，【rán hòu zhè cì *[beat]*tā
98   jiù yùn yòng le shù xué fāng fǎ *[beat]*】，【tā cè liàng le liǎng gè lóu jiàn de jù lí
99   a *[iconic]*，jiǎo dù a】，【rán hòu tā jiù xiàng nà gè】，【nǐ kàn dié zhàn piàn nà
100   lǐ miàn hā】，【jiù shì ná gè shéng zi shuǎi guò qù *[iconic]*】，【rán hòu zhè yàng
101   bǎ zì jǐ shuǎi guò qù *[iconic]*】．
102 Emily: rán hòu huá guò qù.
103 Hannah: 【ēn rán hòu huá guò qù】．【dàn shì bù shì huá guò qù】，【jiù shì tā cóng
104   zhè biān jiù shì jiù shì ná zhǎonà gè shéng zi jiù zhí jiē rén jiù shuǎi guò *[iconic]*
105   qù】，【yīn wéi nà gè niǎo ér tā zài zhè gè chuāng zi *[deictic]* lǐ ma】，【jié guǒ
106   tā jiù chā nà mo yī diǎn diǎn *[iconic]* jiù zhuā dào niǎo ér le】，【jié guǒ tā zhuàng
107   dào nà gè chuāng *[iconic]*】，【zhuàng dào nà gè qiáng le】．【rán hòu jiù bǎ zì
108   jǐ zhuàng biě le】．【ēn，hā hā，kàn zuì hòu yī gè shì，zuì hòu yī gè shì】，【tā
109   *[deictic]* xiǎng de bàn fǎ cóng zhè gè lóu *[deictic]* dào nà gè lóu *[deictic]*】，【zhěng
110   gè gù shì dōu shì tā cóng zhè gè lóu *[deictic]* dào nà gè lóu *[deictic]*】，【tā jiù
111   tōng guò pá nà gè tiān shàng de lǎn xiàn *[iconic]*】，【dāng shí jiù shì zài nà gè jiù
112   shì jiù shì jiù shí dài de shí hòu nà gè gōng jiāo chē tā shì yǒu lǎn xiàn *[iconic]*de】．
113   【rán hòu gōng jiāo chē zǒu de shí hòu *[iconic]*】，【tā tóu shàng yǒu gè，yǒu gè
114   jiē chù diǎn *[iconic]*】，【tā jiù huì huá dào *[iconic]*nà gè lǎn xiàn shàng】．【rán
115   hòu tā nà gè，tā nà gè diǎn huá dào nà gè lǎn xiàn shàng de shí hòu】【nà gè lǎn
116   xiàn jiù huì tōng diàn】，【jiù nà yī diǎn jiù huì tōng diàn】，【rán hòu nà gè māo
117   jiù pá nà gè lǎn xiàn *[iconic]*】，【jiù pá guò qù】，【rán hòu nà gè niǎo bìng bù
118   zài nà gè lóu shàng】，【nà gè niǎo *[beat]*zài nà gè gōng jiāo chē *[beat]*lǐ miàn】，
119   【ér qiě tā zài kāi nà gè gōng jiāo chē】，【tā fā xià nà gè māo zài nà gè shàng
120   miàn *[deictic]*】，【rán hòu tā zhǔ rén yě zài chē shàng】，【rán hòu tā men jiù
121   qù zhuī nà gè māo *[deictic]*】，【rán hòu nà gè lián jiē diǎn jiù yī chù pèng *[iconic]*
122   dào nà gè māo】，【nà gè māo jiù diàn de，diàn de bù xíng *[iconic]*】，【rán hòu
123   zhěng gè jiù shì wán quán méi yǒu *[beat]* zhuā zhù tā】．

2. English

1 Hannah: 【So it's a story about a cat striving to catch a bird】. 【And live in the opposite
2 building *[iconic]* . 【The building is very tall *[iconic]*】. 【En [self-adapter], he
3 tried eight [emblem] times】. 【The first time the bird is singing】 【and the cat
4 *[beat]* just goes *[beat]* straightly *[beat]*, straight into *[iconic]* the building】. 【But
5 there is a sign *[deictic]*, a sign out, outside *[iconic]* in the building】, 【reading
6 that cats and dogs should not enter *[iconic]* this building】. 【En, so he goes into
7 *[iconic]* the building】 and 【get thrown out *[iconic]* directly】.
8 Emily: en, en
9 Hannah: 【And em the second time】, (clear throat), 【he uses a water channel *[iconic]*
10 outside the building】. 【en you know that *[deictic]* water channel】. 【And he
11 climbs up *[iconic]* this building】 and 【he finds out the bird *[deictic]*】. 【So
12 he, the bird is still *[beat]* singing *[beat]* without knowing *[beat]* that the cat *[beat]*
13 is already there *[deictic]*】. 【And so the cat enjoys this and he beats the time
14 *[iconic]* to the singing of the bird】. 【And suddenly the bird *[beat]* realize *[beat]*】
15 【that the cat *[beat]* is already there *[beat]*】【and he, he's get *[beat]* panic *[beat]*】
16 【and he, it runs away *[iconic]*】. 【And the cat runs *[beat]* after *[iconic]* it】 【and
17 get threw out *[iconic]* by its master】. 【And third time en, the, the】 【let me I
18 think about a little [self-adapter]】. 【This time he does not climbs the channel】.
19 【He just get inside *[iconic]* this channel】, 【and he climbs inside this channel
20 up to *[iconic]* the building】 【and the bird *[deictic]*, the bird finds out this】 【and
21 so it uses a very *[beat]* heavy *[beat]* ball *[beat]* *[iconic]*】, 【and he, and it throws
22 *[beat]* the ball *[beat]* inside *[beat]* the *[beat]* channel *[beat]*】 【and the ball *[beat]*
23 hit *[beat]* the cat *[beat]* on the, hit him down *[iconic]* to the earth】. ## (laughter).
24 【And the ball is still rolling *[iconic]*】 【when it lands *[iconic]* the uh, the floor
25 *[deictic]*】. 【And the ball just send the cat all the way *[iconic]* to a balling house】.
26 【And the third time, uh no, no, the fourth time, right, fourth time, um, uh, the cat
27 learns *[beat]* that *[beat]* he cannot *[beat]* go directly *[beat]* into that building *[beat]*】
28 【so he sees a monkey *[beat]* was playing by *[beat]* the street *[beat]*】 【and he
29 induces this monkey with a banana】. 【And get *[beat]* his *[beat]* cloth *[beat]*】
30 【and he disguises himself as a, a as a monkey】, 【and he goes inside the building
31 *[deictic]*】 【and the master of the cat *[deictic]*, the old woman, she seems to be
32 taken】, 【she seems to be taken in by the cat】, 【but she is *[beat]* not *[beat]*】.
33 【And she pretend to give a penny *[beat]* to the cat *[beat]*】. 【And the cat en, he
34 was playing *[beat]* the monkey】, 【so he receives *[iconic]* the penny】. 【But
35 just *[beat]* the moment *[beat]* he, reach out his hand to receive the money】, 【the,
36 the old woman take out a stick *[iconic]*】 【and hit *[iconic]* this monkey】. 【Hit
37 *[iconic]* this cat】. 【So he fails *[beat]* again *[beat]*】. 【En, En, this is the fourth
38 time right [self-adaptor]】, 【And the】
39 Emily: Fifth time.
40 Hannah: 【Fifth time】. 【Ah, And the master, the old woman, she wants to pack out】.
41 【I think may be for travelling】. 【So she tele, she is calling a company and want
42 to hire somebody *[deictic]* to deliver, hi-, her *[beat]* stuff *[beat]*】. 【So the, the

43　　cat overhears this】　【and he disguises himself as a deliverer】．【And he goes
44　　to the building】　【and he knocks the door and the woman open the door】　【and
45　　he enter into the house】　【and he takes this cage】．【He is so happy】　【because
46　　he thinks】　【that he is successful this time】．【But when he lifts up the cloth
47　　*[beat]* of the cage】，【because the cage is covered by a cloth *[iconic]*】．【But
48　　there is no bird】，【 but is the old woman, master】．【And the master hits the
49　　cat *[deictic]* very *[beat]* badly *[beat]* with an umbrella *[beat]*, an *[beat]* umbrella
50　　*[beat]*】．【OK】．【So this is fifth time】．【And the sixth time】．【He uses
51　　a see**saw** *[beat]*】．【Seesaw is <qiaoqiaoban> *[beat]*】．【So to use this seesaw,
52　　he has to use a heavy thing *[iconic]* to put one side *[iconic]* of the seesaw】．【So
53　　he can just bounces up *[iconic]*】．【He bounces up to the building】　【and catches
54　　the bird *[iconic]* in his hand. in his hand】．【But just *[beat]* when *[beat]* he *[beat]*
55　　safely *[beat]* lands *[beat]* on *[beat]* the floor *[beat]*】，【the heavy stuff *[deictic]*
56　　just, um, fall falls down *[iconic]*】　【and hit him, hit him】．【He get hit badly】．
57　　【And this is the, um,/// what, what, um, sixth time?】
58　Emily: Yeah, sixth time.
59　Hannah:　【So two times (emblem) left】．【Um, oh, this time he uses math】．【He
60　　does good math *[beat]* to measure *[beat]* the the length *[iconic]* and the angle
61　　*[iconic]* between the two buildings *[iconic]*】　【because he wants to use a rope
62　　[icnoic]】．【The rope is tied one side to that building *[iconic]*】　【so he can just
63　　catches *[iconic]* the other side】【and throws *[iconic]* himself to the other building
64　　*[deictic]*】．【And un, but *[beat]* his math is bad *[beat]*】　【and he doesn't catch
65　　the bird】，【but end up hurting himself by knocking on the wall *[iconic]*】．【Yeah.
66　　The last time】．
67　Emily: the seventh time?
68　Hannah:　【Seventh time?】　【Still the seventh time】．【So this is the eighth time】．
69　Emily: It was the sixth time.
70　Hannah:　【I misses some】
71　Emily: It was the sixth time when the cat tries to throw himself to the building by the
72　　rope so,
73　Hannah:　【Anyway, I can't remember the last time】．【The last time】，【you know,
74　　in the old times, the bus runs with a cable *[beat]*】．【Cable is <dianlan>】．【SO
75　　there is a connect point *[iconic]* between the bus and the cable *[iconic]* and this
76　　point】　【when the bus 】
77　Emily: Moves
78　Hannah:　【No, moves】．【And this point *[deictic]* is get energized <tongdian>】．
79　　【SO this *[beat]* time *[beat]* toms uses】，【the cat, he uses the ca, cable to, crawl
80　　*[iconic]*, crawl to the opposite building *[deictic]*】，【but the bird is not in that
81　　building *[deictic]*】．【It is on *[beat]* the *[beat]* bus *[beat]* with its master】．【So
82　　the bird finds out the cat *[deictic]* is crawling on the cable *[deictic]*】　【So it drives
83　　the point using the connect point *[iconic]*】　【which is energized *[beat]* to hit the
84　　um, hit the cat】．【So the cat get the electronic *[beat]* shock *[beat]*】．
85　Emily: Yeah
86　Hannah:　【So he fails eight times】．

C. Miya and Han

1. Mandarin

1 Miya: 【zhè shì yī gè guān yú māo zhuā xiǎo niǎo de gù shì】. 【zài gù shì de zuì kāi
2 shǐ yǒu yī zhī huáng sè de xiǎo niǎo】, 【tā, tā zì yóu zì zài de gē chàng】, 【tā
3 jiào ted】. 【rán hòu tā, tā bù zhī dào zì jǐ jǐ suì le】, 【rán hòu zhè gè gù shì jiù
4 kāi shǐ le】. 【ted zhù zài yī zhuàng dà, gāo lóu lǐ tóu】, 【rán hòu tedde nà gè】,
5 【fàng, tā, tā guān zài yī gè niǎo lóng lǐ *[iconic]*】, 【rán hòu nà gè niǎo lóng zài
6 nà gè gāo lóu de chuāng hù qián tóu *[iconic]*】, 【guà zài chuāng hù [nà
7 biān]iconic】, 【a. rán hòu [zhè gè]deictic】
8 Han: guān zài nǎ?
9 Miya: 【hā, *[beat]* hā, *[beat]* ted *[iconic]*, zài niǎo lóng lǐ *[iconic]*】, 【niǎo long, fàng
10 zài chuāng biān *[iconic]*】. 【yī gè chuāng hù *[iconic]* nà gè yán shàng *[iconic]*】.
11 Han: shì zài, shì zài wū lǐ biān huán shì wū wài?
12 Miya: 【zài wū lǐ tóu *[deictic]*, wū lǐ tóu de nà gè chuāng hù *[iconic]* páng biān】. 【rán
13 hòu zhè gè dà lóu duì miàn *[deictic]* ne】, 【yǒu lìng wài yī zhuàng dà lóu [icnoic]】.
14 【rán hòu yǒu yī zhī māo *[iconic]*, ná zhǎoyī gè, yī gè wàng yuǎn jìng *[iconic]*】,
15 【zài kàn nà gè xiǎo niǎo】. 【rán hòu tā kàn *[iconic]* dào xiǎo niǎo de shí hòu】,
16 【tā zài wàng yuǎn jìng *[iconic]* lǐ kàn dào nà gè xiǎo niǎo *[deictic]* zhèng zài ná
17 wàng yuǎn jìng kàn zhǎo tā *[deictic]*】. 【rán hòu zhè gè shí hòu xiǎo niǎo kàn dào
18 le māo *[deictic]* kàn dào le tā *[deictic]* kàn dào le tā *[deictic]*】.
19 Han: duì shì
20 Miya: 【rán hòu xiǎo niǎo jiù fàng xià le *[iconic]* wàng yuǎn jìng】. 【duì】. 【rán
21 hòu shuō a】, 【nà lǐ yǒu yī zhī huài māo māo】. 【rán hòu ne. /rán hòu nà gè
22 māo *[deictic]* lì mǎ jiù fēi bēn xià lóu *[iconic]*】, 【rán hòu chōng jìn le *[iconic]*
23 xiǎo niǎo suǒ zài de dà lóu】, 【rán hòu chōng jìn qù *[iconic]* de dì èr miǎo jiù bèi
24 yī gè dōng xī dǎ chū lái le *[iconic]*】, 【jiù bèi yī duī dōng xī jiù dǎ chū lái *[iconic]*
25 le】, 【rán hòu huán rēng le *[iconic]* yī bǎ yǔ sǎn chū lái hǎo xiàng】. 【rán hòu
26 ne zhè gè xiǎo niǎo *[deictic]* a bù shì zhè gè māo jiù shī bài le dì yī cì [emblem]】,
27 【xiàn zài māo kāi shǐ dì èr cì cháng shì [emblem]】. 【māo yòu, yòu guǐ guǐ suì
28 suì zài xiǎo niǎo suǒ zài nà dòng dà lóu xià tóu *[iconic]* kàn a kàn】. 【xiǎo niǎo
29 nà gè chuāng hù *[iconic]* páng biān yǒu yī gè shuǐ guǎn】, 【zhí tōng dào dì xià
30 *[iconic]*】. 【rán hòu māo kàn a kàn】, 【pá shàng qù le】. 【pá dào māo, nà gè,
31 pá dào māo】, 【māo pá dào nà gè shuǐ guǎn shàng de shí hòu】, 【rán hòu tā jiù
32 chéng gōng tiào dào le nà gè chuāng yán shàng】. 【yào zhuā nà gè xiǎo niǎo】.
33 【xiǎo niǎo jiù zài niǎo lóng lǐ miàn pū téng】, 【shuō a, huài māo māo lái zhuā
34 wǒ le】, 【rán hòu xiǎo niǎo jiù cóng niǎo lóng lǐ fēi chū lái】, 【rán hòu jiù chōng
35 jìn le *[iconic]* nà gè fáng jiàn lǐ】, 【rán hòu ne zhè gè shí hòu māo jiù yě gēn
36 zhǎotā [jìn le]fáng jiàn *[iconic]*】. 【xià yī miǎo māo yòu bèi dǎ chū lái le *[iconic]*】,
37 【rán hòu dǎ dào le dà jiē shàng】. 【rán hòu】
38 Han: tā bèi shéi dǎ chū lái de?
39 Miya: 【xuán niàn *[metaphoric]*】. 【rán hòu dì sān, dì sān [emblem], māo de dì sān
40 cì cháng shì yòu yào kāi shǐ le】. 【māo zhè cì shùn zhǎoshuǐ guǎn】, 【jiù tā
41 zhān jìn *[iconic]*le shuǐ guǎn lǐ wǎng shàng pá *[iconic]*】, 【rán hòu xiǎo niǎo kàn

42   dào māo zhān dào le shuǐ guǎn lǐ】, 【xiǎo niǎo jiù ná nà gè qiān qiú cóng nà gè

43   shuǐ guǎn de nà gè kǒu *[iconic]* de shàng kǒu rēng xià qù le *[iconic]*】, 【rán hòu

44   māo bù shì zài lǐ tóu pá ma】, 【māo jiù bèi nà gè qiān qiú zá zhōng le】, 【rán

45   hòu nà gè qiān qiú diào jìn le tā de dù zi lǐ *[iconic]*】.

46   Han: wā, hǎo cǎn

47   Miya: 【māo jiù diào le chū lái】, 【rán hòu nà gè dù zi dà dà de *[iconic]*, jiù, jiù, jiù

48   bù shòu kòng zhì】, 【yīn wéi qiān qiú tài zhòng le jiù pǎo zǒu le *[iconic]*】. 【tā

49   qí shí shì gǔn zǒu de】. 【rán hòu zhè māo dì sān cì [emblem]cháng shì jiù yòu

50   shī bài le】. 【yú shì māo yòu kāi shǐ le dì sì *[iconic]* chi, cì cháng shì】

51   Han: tā bǎ qiān qiú tǔ chū lái le?

52   Miya: 【zhè bù zhòng yào *[metaphoric]*】. 【tā kàn dào lù biān *[beat]* yǒu yī gè mài

53   yì de rén】, 【rán hòu tā zài shuǎ hóu *[beat]*】, 【rán hòu tā jiù pǎo dào guǎi jiǎo

54   chù】, 【gěi nà gè hóu kàn le yī gēn xiāng jiāo *[iconic]*】, 【rán hòu nà gè hóu

55   jiù gēn zhǎotā qù le *[iconic]*】, 【jié guǒ bèi tā bào dǎ yī dùn】, 【rán hòu māo

56   wèi zhuāng chéng le hóu】.

57   Han: shén mo? tā bèi shéi bào dǎ yī dùn?

58   Miya: 【hóu zi *[deictic]* bèi māo *[deictic]* bào dǎ le yī dùn】, 【rán hòu māo *[deictic]*

59   bǎ hóu *[deictic]* de yī fú, mào zi [self-adapter] dōu gěi chuān shàng le】. 【rán hòu

60   xué hóu de yàng zi】. 【rán hòu ne, zhè gè māo ne, jiù, jiù, jiù jìn le nà gè】. 【òu::

61   ////dì èr cì dǎ tā chū lái de shì yī gè lǎo nǎi nǎi *[beat]*】. 【nǐ bù wèn dì èr cì shéi

62   dǎ chū lái de】, 【wǒ gēn nǐ shuō xuán niàn】, 【bù shì】, 【shì yī gè lǎo nǎi nǎi

63   [self-adapter]】. 【rán hòu zhè gè māo *[deictic]* ne, jiù jìn le *[iconic]* nà gè xiǎo

64   niǎo de dà lóu le】, 【rán hòu jìn le *[iconic]* xiǎo niǎo de jiā】. 【qí shí shì yī gè

65   jiǔ diàn *[iconic]*】. 【rán hòu tā jiù jìn qù le zhī hòu】, 【nà gè xiǎo niǎo kàn dào

66   māo lái le】, 【tā jiù gǎn jǐn yòu pǎo zǒu *[iconic]*le a】, 【rán hòu nà gè lǎo nǎi

67   nǎi kàn dào māo】, 【rán hòu māo jiù xué hóu zi de yàng zi *[iconic]*】, 【jiù kǎ

68   kǎ jiào】. 【rán hòu lǎo nǎi nǎi shuō】【a, zhè shì yī zhī kě ài de hóu hóu】. 【rán

69   hòu lǎo nǎi nǎi jiù méi guǎn nà zhī māo】. 【nà māo jiù zài fáng jiàn lǐ miàn

70   [xiān]shā fā bù a, nà gè chuáng, zhuō zi de bù a, zhuō bù a *[iconic]*】, 【jiù xiān

71   qǐ lái kàn xiǎo niǎo duǒ zài nǎ】. 【rán hòu tā huán bǎ lǎo nǎi nǎi de qún bǎi yě

72   gěi xiān qǐ lái *[iconic]* le】. 【rán hòu qún bǎi xiān qǐ lái *[iconic]* zhī hòu lǎo nǎi

73   nǎi kàn le tā yī yǎn】, 【tā yě kàn le lǎo nǎi nǎi yī yǎn】, 【lǎo nǎi nǎi shuō】【hǎo

74   ba, hóu, kě ài de hóu zi zhè lǐ yǒu yī gè, yī gè *[iconic]* zhǎn xīn de biàn shì, kě ài

75   de biàn shì gěi nǐ】, 【rán hòu māo ná bēi zi jiē zhù le *[iconic]* biàn shì】. 【rán

76   hòu māo běn lái tè biè kāi xīn ne】. 【rán hòu yòu dǎ suàn zhǎo xiǎo niǎo de shí

77   hòu】【nǎi nǎi tú rán jiù ná chū yǔ sǎn bǎ māo bào dǎ le yī dùn】, 【shuō, jiù shén

78   mo fuck cat】, 【jiù bǎ tā gǎn chū qù le】. 【rán hòu zhè shì māo de dì sì cì cháng

79   shì a [self-adapter], dì sì cì [emblem]】. 【rán hòu māo jiù kāi shǐ le dì wǔ cì

80   [emblem]cháng shì】. 【māo zhè cì de cháng shì ne, shì, é *[beat]* shì zhè yàng de】,

81   【nà gè lǎo nǎi nǎi gěi kè】, 【bù shì shuō zài zhù jiǔ diàn ma】, 【tā jiù gěi nà

82   gè, nà gè jiǔ diàn qián tái dǎ diàn huà *[iconic]*】, 【shuō wǒ yào zhǔn bèi chū qù

83   le *[iconic]*】, 【qǐng nǐ bāng wǒ dǎ bāo yī xiē xíng lǐ】, 【yī gè nà gè, é, fú wù,

84   fú wù yuán bǎ wǒ de nà gè xíng lǐ hé niǎo lóng zi tái xià qù】. 【māo duǒ zài nà

85   gè, nà gè qián tái yī gè xiǎo bì chú *[iconic]* lǐ tóu tīng dào le】, 【rán hòu māo jiù

86	dǎ bàn chéng nà gè fú wù yuán de yàng zi】，【rán hòu jiù qù qiāo lǎo nǎi nǎi de
87	mén】．【rán hòu tā jiù qiāo mén *[iconic]*】，【rán hòu lǎo nǎi nǎi shuō lóng zi
88	hé nà gè é lǚ xíng xiāng jiù fàng zài mén hòu tóu】，【wǒ děng xià zài dà tīng jiàn
89	nǐ】，【rán hòu māo qù [dǎ kāi]le mén *[iconic]*】，【rán hòu bǎ lóng hé xiāng zi
90	*[iconic]*dōu tí zǒu le】，【rán hòu tí zǒu *[iconic]* dào le lóu tī jiàn de shí hòu】【tā
91	jiù bǎ xiāng zi rēng le *[iconic]*】，【rán hòu tā jiù bào zhǎoniǎo lóng jiù xià qù le】．
92	【rán hòu xià dào nà gè, nà gè, nà gè dà lóu de nà gè hòu biān *[iconic]*】，【jiù shì
93	yī gè xiàng yī gè là jí cháng yī yàng de hòu biān *[iconic]*】，【rán hòu tā dǎ kāi
94	lóng zi】，【rán hòu lǎo nǎi nǎi zài lǐ tóu dūn zhǎone】．【lǎo nǎi nǎi yòu ná yǔ
95	sǎn bǎ tā bào dǎ le yī dùn】．【zhè shì māo de dì jǐ cì cháng shì】？
96	Han: wǔ cì
97	Miya: 【hǎo lèi *[beat]*】，【māo mǎ shàng yào kāi shǐ dì liù cì [emblem]cháng shì le】．
98	【māo de dì liù cì cháng shì tè biè, tè biè xué shù】，【tā zài duì miàn de dà lóu
99	*[deictic]* lǐ ná】，【zài zhuō zi shàng huà le yī gè nà gè jǐ hé tú *[iconic]* a】，【yán
100	jiù wǒ yào zěn mo, jiù shì shén mo jiǎo dù *[iconic]*】，【zěn mo yàng kǎ】，【rán
101	hòu guò qù *[iconic]*】，【rán hòu tā yán jiù hǎo le zhī hòu tā jiù】，【rán hòu xiǎo
102	niǎo huán zài duì miàn de lóng zi *[deictic]* lǐ kàn zhǎonà zhī māo】，【rán hòu shuō,
103	jiù zhī lèi huán shì zài rǔ mà *[metaphoric]* nà zhī māo】．【rán hòu nà gè māo jiù
104	gǎo le yī gè shéng zi】，【xiàng rén yuán tài shān yī yàng xiǎng bǎ zì jǐ dàng guò
105	qù *[iconic]*】．【rán hòu jié guǒ tā jiù shì jì suàn chū le wèn tí】．【tā dàng guò
106	qù de shùn jiàn tā jiù zá zài le nà gè xiǎo niǎo chuāng hù páng biān *[deictic]*】，【zá
107	huài le *[beat]*】．【rán hòu ne *[beat]*, rán hòu nà gè māo jiù zá huài le *[metaphoric]*】．
108	【rán hòu jiù yūn dào le】，【rán hòu zhè cì cháng shì yòu shī bài le】．/【zuì hòu
109	yī cì cháng shì [emblem]】．【zuì hòu yī cì cháng shì māo shì cóng tiān shàng guò
110	qù de】．【yīn wéi nà gè tiān shàng bù shì yǒu diàn, xiàn diàn xiàn ma *[iconic]*,
111	jiù shì nà gè diàn chē, diàn guǐ de nà gè xiàn】，【rán hòu tā jiù cóng nà gè diàn
112	xiàn shàng miàn *[iconic]*】，【tā [self-adapter] jiù xiàng bǎ lěi wǔ yǎn yuán nà
113	yàng māo zhǎo yāo jiù guò qù le】．【rán hòu jié guǒ māo zhǎoyāo guò qù de shí
114	hòu nà gè diàn xiàn hǎo cháng a】，【tā zǒu zhǎozǒu zhǎoxià miàn diàn, diàn chē
115	lái le】．【rán hòu diàn chē lái le】，【māo jiù yòu táo】，【dàn nà gè diàn chē
116	shùn zhǎomāo zǒu de fāng xiàng táo】，【rán hòu nà gè diàn chē měi cì pèng *[iconic]*
117	dào māo māo jiù huì bèi diàn】，【rán hòu māo jiù bèi diàn de hǎo cǎn hǎo cǎn】，
118	【rán hòu diàn chē jìng tóu *[iconic]* yáo dào diàn chē lǐ tóu】，【nà gè xiǎo niǎo
119	hé lǎo nǎi nǎi shuō】：【a wǒ diàn dào māo le】，【lǎo nǎi nǎi shuō you did!】
120	【rán hòu zhè gè gù shì jiù jié shù le】．

2. English

1	Miya: 【Long long ago, there is a lovely yellow little bir, bird, named Ted】．【One
2	day Ted is singing. Something like】，"【I my name is ted】，【I don't know】
3	【how, how old am I】."【So here is a cat *[iconic]*】．【Here is a bird *[iconic]*】，
4	【sorry, here is a bird *[iconic]*】，【and he lives in a small cage *[iconic]*, behind
5	*[beat]*, no behind *[beat]*, next to *[beat]* a window *[beat]*】．【and in one building

6   *[iconic]* . 【and he he he in another building *[beat]* hehehe】

7   Han: Just opposite.

8   Miya: 【Yeah, opposite *[beat]*】. 【hehe. This bird building *[iconic]*】. 【There is

9   *[deictic]* another building】. 【And there is a cat *[iconic]*. en. Spying *[iconic]*, or

10   watching the bird through a telescope】. 【And he sees *[beat]* the bird in the

11   telescope】, 【and he finds out *[beat]*】 【the cat *[beat]*, the bird *[beat]* is also

12   seeing him *[deictic]* in a telescope *[beat]*】. 【And so the bird *[beat]* discover】

13   【*[beat]* there is a cat [cat] watching *[beat]* himself *[deictic]*】. 【So the bird drops

14   *[iconic]* the telescope】 【and says】 【there is a bad bad cat】 【and the cat is

15   very, like, uh, and cat, uh, is determined *[beat]* to catch *[beat]* the bird】. 【And

16   he rush down *[iconic]* the building, and rushing to *[iconic]* the bird's building】.

17   【But just after one minute *[metaphoric]*, oh no, one second, he is throw out

18   *[iconic]*】.【So it's the first [emblem], it's the cat's *[beat]* first *[beat]* attempt *[beat]*

19   to catch *[beat]* the bird *[beat]*】. 【And the second [emblem] time, the cat *[beat]*

20   climbs up *[iconic]* the pipe, along the bird's building *[iconic]*】, 【but when *[beat]*

21   when *[beat]* the cat *[deictic]* arrives at the bird's window *[deictic]*】, 【and the cat

22   *[beat]* cat *[beat]* wants to catch *[iconic]* the bird】, 【and the bird *[deictic]* flies

23   away *[iconic]*】, 【and one second *[metaphoric]*, there is a granny *[beat]*, with

24   white hair *[iconic]*, blue dress *[iconic]*】, 【and uh, uh *[beat]*, the, granny seizes

25   the cat, with a, an umbrella *[deictic]*】. 【The cat uh, fails *[metaphoric]* again】.

26   【And the third [emblem] time the cat】. 【This time *[metaphoric]* the cat climbs

27   into *[iconic]* the pipe *[iconic]*】, 【and want to climb up *[iconic]* in the pipe

28   *[iconic]*】, 【so without *[iconic]* being discovered *[beat]*】. 【The bird *[beat]* is

29   very clever *[beat]*】 【and the bird *[beat]* discovers *[metaphoric]* the cat's *[beat]*

30   scheme *[beat]*】. 【 So uh, uh *[beat]* he *[deictic]* drops a leed ball *[iconic]* into

31   *[iconic]* the pipe】 【and the lead ball *[beat]*, uh, the poor cat *[beat]* swallowed

32   *[iconic]* the lead *[beat]* ball *[beat]*】. 【And just fails *[metaphoric]*, uh】

33   Han: drops

34   Miya: 【drops *[iconic]* another time】. 【So it's the third [emblem] time】. 【So the

35   fourth [emblem] time uh, this time *[beat]*, the cat *[beat]*】, 【wěi zhuāng zěn me

36   shuō *[beat]*】, 【ok, this time *[beat]* the cat *[beat]* pretends to be a monkey *[beat]*】,

37   【and *[beat]* he *[beat]* uh *[beat]*, walks into *[iconic]* the bird's home】 【and sees

38   the granny】. 【The bird hide himself *[iconic]*】 【so the cat can't *[iconic]* find

39   him】. 【So the cat just like walks around the apartment *[iconic]*】, 【and he uh,

40   en, wat *[beat]*, wat *[beat]*】,

41   Han: look for

42   Miya: 【look for *[iconic]* the bird, ye:s】, 【and uh, hehe, he looks here *[iconic]*】,

43   【and looks there *[iconic]*】, 【and picks up *[iconic]* the, ta, the cover *[iconic]*,

44   on the sofa *[iconic]* and on the table *[iconic]* to find】 【whether the bird hide

45   himself under *[iconic]* the furniture】. 【And the the cat *[beat]* even, you know,

46   picks out *[iconic]* the granny's dress】. 【And the granny thinks】 【the cat is

47   very lovely】, 【and he, he he say something like】 【"what a lovely monkey"

48   *[iconic]*】 【and he even gives the cat *[beat]* a new *[beat]* lovely *[beat]* penny

49   *[beat]*】.【But, just when *[beat]*, uh *[beat]*, just when [when] the cat *[beat]* thinks】

50 　　【the granny *[beat]* doesn't recognize *[beat]* him *[deictic]*】，【the granny *[beat]*

51 　　beats *[iconic]* him again with her umbrella *[iconic]*】，【so the cat *[beat]* fails *[beat]*

52 　　another time *[beat]*】．【So the fifth [emblem] time, the granny calls *[iconic]* the

53 　　the qián taí，calls *[beat]* the service *[beat]*】 【and uh, she wants *[beat]* a porter

54 　　to carry her cage *[beat]* and her suitcase *[beat]*】．【So the cat pretends to what?

55 　　wěi zhuāng *[metaphoric]*】。

56 Han: forge.

57 Miya: 【Forges *[metaphoric]* it as a porter】 【and granny told him】．【uh, when

58 　　the cat knocks at *[iconic]* the door】，【the, the granny tells *[beat]* him *[beat]*】

59 　　【that the cage *[beat]* and suitcase *[beat]* is just behind *[beat]* the door】 【*[beat]*

60 　　and she *[deictic]* will see *[beat]* the porter *[beat]* in the lobby *[beat]*】．【And *[beat]*

61 　　the cat *[beat]* opens *[iconic]* the door】 【and he *[beat]* takes away *[beat]* the

62 　　suitcase *[beat]*, and the cage *[beat]*】，【and he throws away *[iconic]* the suitcase

63 　　*[iconic]*】，【and uh, just carry the case *[iconic]*】，【so no, sorry *[iconic]*, throw

64 　　away *[iconic]* the suitcase *[beat]*, yeah】，【and carries the cage *[beat]* into the rear

65 　　*[beat]* of the building *[iconic]*】．【And when he uh, uh, uncover *[iconic]* the cloth

66 　　*[iconic]* on the cage *[iconic]*】，【what he *[beat]* sees *[beat]* is not the bird *[beat]*,

67 　　but the granny *[beat]*】．【So granny beats *[iconic]* him again with the umbrella

68 　　*[iconic]*】．【So after *[beat]* five *[beat]* times *[beat]* failure *[beat]*, the cat *[beat]*

69 　　tries *[beat]* another way *[beat]*】．【This time *[beat]* he *[beat]*, he he tries to

70 　　*[metaphoric]* calculate the angle *[iconic]*, and the distance *[iconic]* between the

71 　　windows *[iconic]* of two building. Right.】 【And he tries to swing *[iconic]* himself

72 　　from this building to the bird's building】．【And the bird *[beat]* just *[beat]* watch

73 　　him *[deictic]* close *[beat]*】 【so see *[beat]* what will happen】．【So this time

74 　　*[deictic]* the the the cat actually swings himself *[iconic]* to the, directly to the uh, to the

75 　　wall *[beat]*, to the wall】．

76 Han: Window

77 Miya: 【No, behind the window *[iconic]*】，【the wall next to the window *[beat]* of

78 　　the bird's building *[beat]*】．【So he fails *[metaphoric]* again】．【And the next

79 　　time [self-adapter], oh, this *[deictic]* time, the bird tries another way】，【he, he

80 　　tries to go enter *[iconic]* the bird's building through the electronic grid *[iconic]*, uh,

81 　　you know *[metaphoric]*】

82 Han: Line

83 Miya: 【Line, yeah, something a grid *[beat]* wire *[beat]* of a line *[iconic]*】．【Electronic

84 　　line hanging above *[iconic]* the sky *[iconic]*. Yeah *[beat]*】．【and just when the

85 　　cat *[beat]*, you know, walks on *[iconic]* the line】，【and uh, uh, he, there *[beat]*

86 　　comes *[beat]* an electronic *[beat]* trolly *[beat]*, a bus *[beat]*】，【and the bus *[beat]*

87 　　just like *[beat]* following *[beat]* the cat】．【And each time *[deictic]* the bus catches

88 　　*[iconic]* the cat】，【the cat is striked *[beat]*】．【So who *[beat]* drives *[beat]* the

89 　　trolly *[beat]*】 【is actually the bird *[beat]* and the granny *[beat]*】．【And the bird

90 　　and the granny they are very happy】【and congratulate *[metaphoric]* each other】

91 　　【like, Wow, we catch the the uh, bad bad cat】，【so that's the end of the story】．

1　Laura: 【wǒ xiàn zài gěi nǐ jiǎng yī gè gù shì a】，【zhè jiù shì *[deictic]* yī gè māo hé
2　lǎo shǔ *[beat]* de gù shì】．【jiù shì wǒ men xiǎo shí hòu kàn de māo hé lǎo shǔ】．
3　【qí zhōng yǒu yī duàn ne jiù shì】【nà gè māo *[deictic]*, tāng mǔ, yào zhuā yī zhī
4　niǎo】，【rán hòu tā yòng le bā zhòng bù tóng [emblem]de fāng fǎ yào zhuā zhè
5　zhī niǎo】．【rán hòu gù shì shì zhè yàng de *[deictic]*】．【jiù shì zhè zhī māo ne,
6　tā zhù zài niǎo de duì miàn *[beat]*】，【rán hòu tā men liǎng gè *[beat]* lóu *[beat]*
7　zhī jiàn gé zhǎoyī gè jiē dào】．【māo yòng wàng yuǎn jìng *[beat]* kàn zhè gè niǎo
8　*[beat]*】，【zhè shí hòu niǎo *[beat]* yě yòng wàng yuǎn jìng *[beat]* tóng shí wàng
9　zhǎo tā *[deictic]*】．【zhè shí hòu māo tú rán fàng xià lái wàng yuǎn jìng chōng
10　dào le tā de fáng zi lǐ miàn】，【dàn shì yī chōng jìn qù mǎ shàng bèi dǎ chū lái
11　le】，【yīn wéi mén kǒu guà zhǎoyī gè pái zi】，【xiě zhǎomāo hé gǒu bù néng
12　rù nèi】．【zhè shì dì yī cì cháng shì】．【dì èr cì de shí hòu ne, tā shì shùn zhǎonà
13　gè niǎo de lóu de nà gè yān cōng wǎng shàng pá *[iconic]*】，【pá dào le sān lóu
14　*[beat]*】，【pá dào le niǎo lóng zi de páng biān *[beat]*】．【rán hòu tā dào de shí
15　hòu】，【niǎo méi yǒu yì shí dào】，【huán zài chàng gē】．【tā jiù zài páng biān
16　gěi tā zhǐ huī】．【rán hòu ne, zhè zhī niǎo tú rán yì shí dào le wéi xiǎn】，【jiù
17　duǒ jìn le wū zi lǐ miàn】，【māo yě gēn zhǎojìn qù le】．【dàn shì zhè gè māo,
18　niǎo de zhǔ rén *[deictic]* ne, jiù bǎ zhè zhī māo *[deictic]* gěi dǎ le】，【yòng yī gè
19　yǔ sǎn *[beat]* bǎ tā *[beat]* dǎ le *[beat]*】，【rán hòu bǎ tā rěng dào le chuāng hù wài
20　miàn *[iconic]*】．【zhè shì dì èr cì】．【dì sān cì ne, tā jiù gǎi le yī zhòng fāng
21　shì】，【jiù shì shùn zhǎoyān cōng lǐ miàn pá shàng qù】，【rán hòu pá dào zhōng
22　jiàn de shí hòu】【nà zhī niǎo yòng yī gè hēi de dà qiú zi *[iconic]*】，【cóng yān
23　cōng shàng miàn *[iconic]* rěng xià lái】，【bǎ zhè gè māo zá zhōng le】，【zhè
24　zhī qiú luò dào le tā de dù zi lǐ *[iconic]*】，【rán hòu māo shùn zhǎojiē dào yī zhí
25　gǔn a gǔn a gǔn *[iconic]*】，【yī zhí gǔn dào le yī gè bǎo líng qiú guǎn *[iconic]* lǐ
26　miàn】，【suǒ yǐ shì hěn cǎn *[beat]*】．【zhè shì dì sān cì】．【dì sì cì ne, zhè zhī
27　māo zài jiē shàng liū dá liū dá *[iconic]*】，【kàn zhǎole yī gè lǎo tóu *[deictic]* zài
28　xùn liàn yī gè hóu zi *[beat]*】．【nà gè hóu zi tīng zhǎoyīn lè zài tiào wǔ *[beat]*】．
29　【rán hòu ne zhè zhī māo jiù xiǎng】，【xiǎng yào bàn chéng zhè zhī hóu zi】，
30　【zhuāng chéng hóu zi *[beat]*】【rán hòu hùn jìn *[beat]*nà gè niǎo de fáng jiàn lǐ】．
31　【rán hòu tā jiù gěi le tā yī zhī xiāng jiāo】，【yòu huò nà zhī hóu zi guò lái】．
32　【gēn tā huàn le yī fú】．【rán hòu zhè zhī māo yòu duǒ jìn le, yòu zhòng xīn *[beat]*
33　chōng jìn le *[beat]*, nà zhī niǎo, niǎo de fáng jiàn lǐ】，【rán hòu kāi shǐ dào chù
34　fān】，【zhǎo zhè zhī niǎo】．【tā kàn jiàn nà gè *[deictic]* lǎo tài tài de shí hòu jiù
35　fā xiàn shì nà gè niǎo de zhǔ rén de shí hòu】，【lā le liǎng xià tā de mào zi *[iconic]*】．
36　【jiù shì rán hòu é, jiǎ zhuāng zì jǐ shì hóu zi *[deictic]* zài nà lǐ tiào wǔ】．【lǎo tài
37　tài jiù gěi le tā yī fēn qián】，【jiù shì shuō nǐ biǎo yǎn de hěn hǎo】，【dàn shì
38　mǎ shàng yòu gěi le tā yī gùn zi】，【jiù shì fā xiàn le tā de mì mì】．【rán hòu
39　zhè shì dì wǔ cì】．【dì liù cì de shí hòu ne tā shì, é zài niǎo de lóu xià *[beat]* zuò
40　le yī gè qiāo qiāo bǎn *[beat]*】，【rán hòu fàng le yī gè hěn zhòng de nà gè fá mǎ

41 zài yī tóu *[iconic]*．【zhè shì hòu tā jiù dàn qǐ lái le *[iconic]*】．【dàn qǐ lái de
42 shùn jiàn ne】，【tā jiù zhuā zhǎole nà zhī niǎo *[iconic]*】．【dàn shì ne, tā zài pǎo
43 de guò chéng zhōng】，【fǎ mǎ dàn qǐ lái le *[iconic]*luò zài le tā de tóu shàng】，
44 【tā yòu bèi *[beat]* zá yūn le *[beat]*】，【zhè shì dì liù cì】．【dì qī cì shì tā *[deictic]*
45 yòu yòng yī zhòng gāo kē jì de fāng shì】，【jiù shì tā huà le yī zhāng tú zhǐ *[iconic]*】，
46 【zhǔn bèi jiù shì cóng tā chuāng hù zhè biān *[deictic]* yòng yī gēn shéng zi yōu
47 *[iconic]* dào duì miàn qù *[deictic]*】，【rán hòu ne, dàn shì tā méi yǒu suàn zhǔn
48 jù lí】，【zhí jiē zhuàng dào le qiáng shàng *[deictic]*】．【yòu méi yǒu chéng gōng
49 *[beat]*】．【zuì hòu yī cì ne, tā jiù shì fēi cháng mào xiǎn】，【dào nà gè liǎng gè
50 lóu zhī jiàn de diàn xiàn shàng zǒu *[iconic]*】，【xiǎng yào zǒu dào duì miàn qù
51 *[deictic]*】，【dàn shì zhè shí hòu ne diàn chē guò lái le】，【diàn chē yī guò lái
52 jiù huì diàn dào tā de jiǎo *[beat]*】，【yī guò lái jiù huì diàn dào tā de jiǎo *[beat]*】．
53 【zhè shí hòu nǐ kě yǐ xiǎng yī xià nà gè sī jī shì shéi】，【jiù shì nà gè niǎo *[deictic]*
54 huán yǒu tā de zhǔ rén *[deictic]* zài diàn tā】，【suǒ yǐ bā cì dōu méi yǒu chéng
55 gōng】，【zhè jiù shì zhěng gè gù shì】．

2. English

1 Laura：【I will tell you a story about】　【a cat *[deictic]* is trying, uh, uh, a cat *[beat]*
2 Tom *[beat]* is trying to catch a bird in different ways】．【But he never succeed】．
3 【The first time, the first time *[beat]*, he, uh, he lived *[beat]* in a building *[beat]*
4 called the bird *[beat]* of the *[beat]* society *[beat]*】．【He used a telescope to watch
5 the opposite building *[deictic]*】　【where the bird is lived *[beat]* there *[beat]*】
6 【and the bird is doing the same thing to use *[beat]* a telescope *[beat]* to watch
7 *[beat]* the cat *[beat]*】．【The cat put down the telescope】【and rushed down into
8 the room】．【But he was beaten heavily and throw out】　【because there is a
9 board on the window, saying that】【cats *[beat]* and bird *[beat]* are forbidden *[beat]*
10 uh, are not *[beat]* allowed, maybe】．【And the second *[beat]* time, uh, the cat, um,
11 climbed up the chimney *[beat]* of the apartment *[beat]*】　【where the bird *[beat]*
12 lived *[beat]*】．【Uh, but *[beat]*, the uh, when he arrived at the balcony of the bird】，
13 【the bird *[deictic]* was singing a song】　【and didn't realize the dangerous】．
14 【When he, when the bird realized】，【the bird rushed into the room】　【and the
15 cat followed him】．【But he was beaten by the bird owner, an old woman, by the
16 umbrella】，【and thrown out of the window】．【The third time, the cat changed
17 a different way】．【He, uh, forced his way into the chimney *[deictic]*】，【but on
18 the half way, the bird threw a big black ball *[iconic]* into the chimney】，【and the
19 ball came into the cat's belly *[iconic]*】　【and fall down *[iconic]* onto the street】
20 【and then rolled along *[iconic]* the street until the bowling bowling *[beat]* room】．
21 【This is the third time】．【The fourth [emblem] time, when the cat was wandering
22 around the street】，【he saw an old man was training a monkey with the music】．
23 【And the monkey was dancing *[beat]* with *[beat]* the music *[beat]*】．【Tom
24 *[deictic]* came up *[beat]* a good idea *[beat]*】．【He attracted *[beat]*, he attracted
25 *[beat]* the monkey with an banana】．【And he changed the cloth with the monkey】
26 【and then he rushed into *[beat]* the room *[beat]*】．【uh, this time he thinks *[beat]*】

27　　　【he could trick the old woman *[beat]* successfully *[beat]*】，【but the old woman
28　　uh, discover this trick and beats her *[beat]* with the umbrella *[beat]* again】，【threw
29　　out of, threw him out of the window】．【And *[beat]* uh, fifth *[beat]* time *[beat]*,
30　　the fifth time, the cat *[beat]* made a seebow *[beat]* under *[beat]* the under the
31　　window】，【he used a heavy weight *[iconic]* on one side *[iconic]*】【and then
32　　he bounced up *[iconic]* to sky】【and he catch *[iconic]* the bird uh quickly】．
33　　　【But when he dropped *[beat]* onto the street *[beat]*】，【the heavy weight *[iconic]*
34　　drop on his head】【and this time he didn't success】．【The sixth time, the sixth
35　　time, he uh [self-adaptor], the sixth time, haha, he, uh, ha, dui, he draw a draft
36　　*[deictic]*】，【the draft *[beat]* is very difficult *[beat]*】，【maybe *[beat]* he *[deictic]*
37　　used some physical principle】，【he wants to use *[beat]* a rope *[beat]* and use
38　　*[beat]* his gravity *[beat]* uh, swing from this side *[deictic]* to the other side
39　　*[deictic]*】，【but *[beat]* he *[beat]*, uh , fly onto the wall and dropped *[iconic]* to
40　　the ground】．【The last time *[beat]* he wants to, he determines to take an adventure】．
41　　　【He walk *[beat]* on *[beat]* the, he walk on the electric wire *[deictic]*】，【but, at
42　　this time, the trolly bus is coming】．【And when the bus is coming *[beat]*】，【he
43　　was electri, electrified】．【He en, he was electrified】【and so you can guess
44　　who is the driver】．【They are the bird and his owner】．【So this is the all story
45　　*[metaphoric]*】．

B. Li and Laura

1. Mandarin

1 Li: 【tōng guò guān kàn zhè duàn yǐng piàn】, 【wǒ dà gài jì zhù le yǒu wǔ liù gè
2 qíng jié】. 【dì yī gè jiù shì】, 【a shǒu xiān nà gè xiǎo māo, a shì māo, tā shì nà
3 gè zhuō niǎo jú de, a, yī yuán ba】, 【suǒ yǐ tā de rèn wù jiù shì yào zhuō zhù nà
4 gè xiǎo niǎo】. 【rán hòu dì yī gè qíng jié ne jiù shì】【tā tōng guò nà gè wàng
5 yuǎn jìng cóng nà gè zhuō niǎo jú guān kàn dào le xiǎo niǎo】, 【rán hòu tā jiù
6 yào qù zhuō tā *[beat]*】. 【dàn shì bù xìng de shì, dāng tā pá dào *[beat]* nà gè fáng
7 zi lǐ miàn de shí hòu】【bèi nǚ zhǔ rén gěi gǎn le chū lái *[beat]*】. 【dì èr gè qíng
8 jié ne jiù shì】, 【tā tōng guò nà gè xià shuǐ *[beat]*, kě yǐ shuō shì xià yǔ de nà gè
9 guǎn dào】, 【rán hòu cóng dǐ xià pá dào le fáng zi shàng miàn qù zhuō zhù le nà
10 zhī xiǎo niǎo】. 【dàn shì tóng yàng ne, yě shì bèi nà gè nǚ zhǔ rén gěi gǎn le chū
11 lái *[beat]*】. 【dì sān gè tā jiù xiǎng dào le yī gè qiāo qiāo bǎn】, 【suǒ yǐ tā jiù
12 zhǎo le yī gè qiāo qiāo bǎn *[beat]*】, 【fàng le yī gè chèng tuó *[beat]*】, 【bǎ zì
13 jǐ *[beat]* dàn dào le yī gè gāo kōng dāng zhōng *[iconic]*, qù zhuā nà zhī xiǎo niǎo
14 *[beat]*】. 【tā zhuā dào le *[iconic]* nà zhī xiǎo niǎo】, 【dàn shì bù xìng de shì
15 dāng tā diào xià lái *[iconic]* de shí hòu】, 【yòu bèi chèng tuó *[beat]* zá dào le
16 *[beat]* zì jǐ *[beat]*】. 【suǒ yǐ xiǎo niǎo *[beat]* yòu *[beat]* fēi zǒu le】. 【dì sì gè
17 jiù shì tā zǒu dào jiē shàng *[deictic]* de shí hòu】【kàn jiàn le yī zhī hóu】, 【suǒ
18 yǐ ne tā jiù yòng yī zhī xiāng jiāo *[deictic]* bǎ hóu de yī fú *[beat]* gěi piàn le guò
19 lái】, 【chuān dào le zì jǐ shēn shàng】, 【jiǎ bàn chéng yī zhī hóu qù zhuā xiǎo
20 niǎo】. 【dāng tā qián rù dào nǚ zhǔ rén de jiā lǐ】, 【bèi jié jú jié, jú yě shì hěn
21 bù xìng de bèi nǚ zhǔ rén fā xiàn le】【suǒ yǐ bèi gǎn le chū lái】. 【dì sì gè ne jiù
22 shì, a dì wǔ gè *[beat]* jiù shì ne】, 【tā tōu tīng dào é, jiǔ diàn zhǔ rén hé nǚ zhǔ
23 rén de duì huà】, 【shuō yào chū qù chū, qù yǒu shì, huò shì lǚ xíng】, 【wǒ yě
24 méi tīng qīng】. 【ràng tā bāng máng bān yī xià xíng lǐ】, 【suǒ yǐ tā jiù jiǎ bàn
25 chéng jiǔ diàn de fú wù rén yuán qù bān xíng lǐ】. 【rán hòu tā jiù bǎ zhuāng yǒu
26 nà gè xiǎo niǎo de niǎo lóng ná le chū lái *[iconic]*】. 【tā yǐ wéi lǐ miàn shì yī gè
27 xiǎo niǎo】, 【dàn qí shí yě shì nǚ zhǔ rén】, 【suǒ yǐ tā yòu bèi bào dǎ le yī dùn
28 *[deictic]*】. 【huán yǒu yī gè jiù shì tā xiǎng tōng guò nà gè lián jiē fáng *[beat]*,
29 jiàn zhù de diàn [beat]xiàn *[beat]*, qù zhuā zhù nà gè xiǎo niǎo】, 【pá dào *[iconic]*
30 fáng jiàn qù zhuā xiǎo niǎo】. 【a, bù xìng de jiù shì tā, a, pá shàng le nà gè yǒu
31 guǐ diàn chē de diàn xiàn】. 【xià miàn shì xiǎo niǎo zhèng zài xíng shǐ de yǒu guǐ
32 diàn chē】, 【suǒ yǐ tā yòu bèi ēn, yǒu guǐ diàn chē *[beat]* dài zhǎozǒu le *[beat]*】.
33 【suǒ yǐ jiù shì zāo shòu le yī qiē】, 【shòu dào le yī wàn diǎn shāng hài, ēn】.

2. English

1   Li: 【After watching this clip】, 【I remember some plots *[metaphoric]*】. 【The first
2   is the en, the cat *[beat]* is the, bird catch *[beat]* society】. 【He wants to catch the
3   bird】. 【The first plot is he en, is he *[beat]* en, want *[beat]* to find out *[beat]* the
4   bird by telescope】, 【en, en, resultedly *[beat]*, resultly *[beat]*, he find it】. 【So
5   he go *[beat]* into *[beat]* the room to catch *[beat]* the bird】, 【but *[beat]*
6   unfortunately, the owner of the house, of the house, get him out】. 【The second
7   plot is he climb the building *[iconic]* by rain pipe】, 【en, en, so he, he get into
8   *[iconic]* the house from the window *[iconic]* to catch *[iconic]* the bird】, 【but
9   *[beat]* er, but *[beat]*, unfortunately *[beat]*, he was getted out】. 【en The third is /
10   he find a seesaw, he find a seesaw to catch the *[beat]* bird】. 【En, when, when
11   *[beat]* he *[beat]*, / when he jumped *[iconic]* on *[beat]* the see*[beat]*saw*[beat]*】,
12   【he *[deictic]* get into *[iconic]* the house】 【and catch *[iconic]* the bird】, 【but
13   when he, when he *[beat]* fell down *[iconic]* on the seesaw】, 【en, he loses the
14   bird】. 【The fourth is】 【he find a monkey *[deictic]*】, 【en, so he get the monkey
15   *[beat]* dress *[beat]* by a banana】, 【en, en she, she, she /// she】
16   Laura: Pretend.
17   Li: 【Yeah】. 【He pretend a monkey to get into *[iconic]* the, er, house *[beat]*, to catch
18   *[beat]* the bird *[beat]*】. 【At first *[beat]* the owner can't *[beat]*, cannot distinguish
19   the *[beat]* cat】, 【but after *[beat]*, after some talking with the cat】, 【the owner,
20   the owner finally figured out, figured out】, 【so he so she *[beat]*, en get up *[iconic]*
21   the cat】. 【The fifth is】, 【en, en, yes, he pretend a waiter of a hotel】 【because
22   he hear the *[beat]* talking between the owner *[beat]* of *[beat]* the hotel and *[beat]*
23   the *[beat]* waiter】. 【En, yes, so he pretended the waiter】 【want to *[beat]* get
24   in the house to catch the bird】. 【But when she catch the the *[beat]* // but when
25   she catch *[beat]* the *[beat]* bird *[beat]* out *[iconic]*】 【she finally he find *[beat]*
26   that】 【*[beat]*, the bird, the bird is the owner】.
27   Laura: hahaha
28   Li: 【so en, so he is disappointed and be beated *[iconic]*】. 【The last one is】 【she
29   want to get into *[iconic]* the house by *[beat]* the, er, traffic line *[beat]*, traffic line】,
30   【but actually it is the, the tro, I don't know [emblem]】.
31   Laura: trolly?
32   Li: 【trolly? What】
33   Laura: Trolly.
34   Li: 【Of a trolly】. 【Actually *[beat]* it is trolly lines】. 【The bird is driving the car
35   *[iconic]*】. 【The bus is driving the car】. 【Uh the bus】
36   Laura: The bird. hehe
37   Li: 【The bird】, 【the bird is driving the bus *[iconic]*】. 【So he, he is on the lines
38   *[deictic]*】. 【She is also hurt】. 【That's the *[beat]*, what, the end of the story】.

C. Xiao and Ling

    1. Mandarin

1 Xiao: 【yī gè lǎo tài tài yǎng le yī zhī xiǎo niǎo jiào tweentie】，【rán hòu tā zhù zài
2   yī gè fáng zi lǐ miàn】，【tā duì miàn shì yī gè zhuō niǎo de zhōng xīn】.【rán
3   hòu zhuō niǎo zhōng xīn lǐ biān yǒu yī zhī māo】，【nà zhī māo jiù xiǎng bǎ nà gè
4   lǎo tài tài yǎng de xiǎo niǎo zhuā dào tā nà lǐ qù】.【suǒ yǐ nà zhī māo xiǎng jìn
5   le gè zhòng bàn fǎ qù zhuā nà zhī xiǎo niǎo】.【dì yī zhòng bàn fǎ shì tā yòng
6   wàng yuǎn jìng】，【kàn dào le xiǎo niǎo zhī hòu jiù qù zhuā tā】，【dàn shì méi
7   zhuā dào】，【bèi lǎo tài tài fā xiàn le】.【dì èr zhòng fāng fǎ shì ēn】，【nà zhī
8   māo yòng, é, yòng pá xià shuǐ guǎn dào】，【pá dào le duì miàn de lóu shàng qù
9   zhǎo nà zhī xiǎo niǎo】，【dàn shì yě méi yǒu zhuā dào】.【dì sān zhòng bàn fǎ
10   shì nà zhī māo huà le】，【yòng suàn shù suàn chū lái dào duì miàn lóu de jù lí】，
11   【xiǎng yòng yī gēn shéng zi】，【yòng dàng qiū qiān de bàn fǎ dàng guò qù】，
12   【dàn shì dào zuì hòu shuāi xià lái le】.【rán hòu xià yī zhòng bàn fǎ shì】，【ēn,
13   nà zhī māo qiǎng le, piàn le yī zhī hóu zi de yī fú】，【rán hòu dǎ bàn chéng yī zhī
14   hóu zi】，【xiǎng hùn jìn lǎo tài tài de fáng jiàn lǐ miàn】，【dàn shì bèi lǎo tài tài
15   fā xiàn le】【tā shì nà zhī māo】，【suǒ yǐ méi yǒu chéng gōng】.【xià yī zhòng
16   bàn fǎ shì】，【ēn, yī zhī māo jiǎ bàn chéng yī gè fú wù yuán】，【yīn wéi lǎo tài
17   tài xiǎng ràng fú wù yuán bāng tā tí xíng lǐ】.【tā jiǎ bàn chéng fú wù yuán】【jìn
18   rù lǎo tài tài de fáng jiàn lǐ qù ná xíng lǐ】，【tā zuì zhōng bǎ nà gè niǎo lóng zi gěi
19   ná zǒu le】.【dàn shì niǎo de lóng zi lǐ miàn shì lǎo tài tài】，【bìng bù shì nà zhī
20   xiǎo niǎo】.【suǒ yǐ tā huán shì shī bài le】.【zuì hòu yī zhòng bàn fǎ shì nà zhī
21   māo pá dào yī gè yǒu guǐ diàn chē de shàng miàn】，【xiǎng yào tōu tōu dì bǎ nà
22   zhī niǎo zhuā zǒu】，【dàn shì nà zhī niǎo shì kāi chē de, kāi yǒu guǐ diàn chē de
23   sī jī】.【dào zuì hòu, nà zhī māo huán shì méi yǒu zhuā dào nà zhī niǎo】，【suǒ
24   yǐ nà zhī māo huán shì shī bài le】.
25 Ling: méi yǒu le?
26 Xiao: méi yǒu le.

    2. English

1 Xiao: 【En, an old lady have a bird *[beat]*, named tweentie】.【And he *[beat]* lived
2   *[beat]* in a building *[beat]*】【in front of *[beat]* the building *[beat]* was an bird
3   catch center *[beat]*】.【And the cat *[beat]* was in was, was work in, worked in
4   *[beat]* the, en, bird catch center】.【So the cat wants to en, ca, caught, the, en
5   bird】.【And he tried some of, many, many methods *[beat]* to catch the bird】.
6   【The first method is that】【en, he use er, he use the telescope *[beat]* to find the
7   bird in the, in, an, <yī gè lóng zǐ lǐ miàn> *[iconic]*】，【<rán hòu, rán hòu> in a cage
8   *[iconic]*】，【and he *[beat]* wants *[beat]* to *[beat]*, wanted to get into the cage
9   *[iconic]*】【but he failed *[beat]*】.【And the second method is that】【he use
10   en, he use an line *[iconic]* to climb, climb the building】,【then he failed】.【Then
11   he dressed like a monkey, an monkey】.【But the old lady find that】【he were
12   the cat but not the monkey】【and he didn't catch the bird】.【And then he
13   dressed like a waiter】，【and he wants to, en, en, haha, he wants to, en,

14 *[metaphoric]*, en, cheated *[beat]* the old *[beat]* lady *[beat]*】 【and get the bird
15 *[beat]*】．【And the old lady *[beat]* find that】 【he, he was not the waiter】 【and
16 then he didn't catch the bird】．【And finally he, he get on *[iconic]* the top of the
17 trolly bus】，【but the bus driver was the bird】．【And finally he didn't catch the
18 bird】，【and he failed *[beat]*】．【That's the ending】．

D. Ying and Ling
  1. Mandarin

1 Ying: 【gù shì de míng zì hǎo xiàng shì jiào zuò mǒu mǒu jiē shàng de yī zhī xiǎo
2 niǎo】．【rán hòu, kāi tóu shì】【yī zhī, yī zhī, é, yī zhī māo】，【ná zhǎowàng
3 yuǎn jìng *[iconic]*】，【wàng zài le duì miàn lóng zi lǐ *[iconic]* yǒu yī zhī xiǎo
4 niǎo】．【rán hòu tā jiù xiǎng zhuō zhè zhī xiǎo niǎo】．【yú shì, é, yú shì tā jiù
5 cóng nà gè *[deictic]*, lóu shàng, lóu, zhè gè jiàn zhù shàng de nà gè xià shuǐ guǎn
6 dào *[iconic]* cóng xià wǎng shàng pá】．【tā pá de shí hòu xiǎo niǎo kàn dào le】．
7 【xiǎo niǎo yú shì jiù ná le yī gè bǎo líng qiú cóng lóu dǐng de guǎn zi *[iconic]* lǐ
8 wǎng xià rēng *[iconic]*】，【é, zài zhōng jiàn de guò chéng dāng zhōng zhè gè qiú】，
9 【jié guǒ māo jiù bǎ qiú chī dào le dù zi *[iconic]* lǐ】．【rán hòu tā jiù dài zhǎozhè
10 zhī bǎo líng qiú gū lū gū lū cóng guǎn dào lǐ chū lái】，【rán hòu yī zhí jìn le bǎo
11 líng qiú, bǎo *[beat]* líng *[beat]* qiú *[beat]* de fáng jiàn lǐ】，【rán hòu jiù zá le bǎo
12 líng qiú le *[deictic]*】．【zhè shì dì yī cì [emblem]tā men liǎng gè de jiāo fēng】．
13 【dì èr cì [emblem]tā men liǎng gè de jiāo fēng hǎo xiàng shì ēn】，【///, ēn, xiǎng
14 yī xiǎng. hǎo, hǎo xiàng shì, ēn, ēn, zhè zhī, māo, ēn】，///，【tā shén mo lái zhe】，
15 [laughter]，【zhè zhī māo, zhè zhī māo, ēn, tā, tā, tā bàn chéng, tā bàn chéng le hóu
16 zi】，【tā zài jiē shàng *[deictic]* zǒu kàn jiàn】【yī zhī, yī gè yì rén *[beat]* zài gēn
17 hóu zi wán shuǎ *[beat]*】．【rán hòu tā jiù bǎ hóu zi piàn guò lái】，【rán hòu bǎ
18 hóu zi de yī fú bā le *[iconic]*】，【chuān zài zì jǐ shēn shàng *[iconic]*】，【tā jiù
19 mó fǎng hóu zi *[deictic]* de dòng zuò】．【rán hòu tā yòu shùn zhǎonà gè guǎn dào
20 pá jìn le zhè zhī xiǎo niǎo *[beat]* de jiā】，【pá jìn qù zhī hòu ne】，【ēn, ēn, jiā
21 lǐ de zhè gè lǎo nǎi nǎi jiù méi yǒu, jiǎ zhuāng méi yǒu rèn chū tā lái】，【rán hòu
22 tā jiù zài fáng jiàn lǐ gēn xiǎo yā, zi gēn xiǎo niǎo zhuō mí cáng】．【jié guǒ jiù
23 bèi lǎo nǎi nǎi gěi fā xiàn le】．【lǎo nǎi nǎi dì èr cì jiù, dì yī cì zhuāng zuò méi
24 yǒu [emblem]fā xiàn tā】，【rán hòu hòu lái jiù gào sù, jiù ná le yī gè yǔ sǎn qiāo
25 le *[iconic]* tā yī xià】，【bǎ tā gǎn chū qù le *[iconic]*】，【gào sù tā】【wǒ zǎo jiù
26 fā xiàn nǐ le】．【rán hòu, zhè gè hǎo xiàng shì dì èr cì jiāo fēng】．【rán hòu dì
27 sān cì <laughter>, dì sān cì <laughter>, hǎo xiàng shì】，【ēn, tā, xiǎo māo ná le
28 yī gè qiāo qiāo bǎn guò lái *[iconic]*】，【rán hòu tā bào zhǎoyī kuài shí tóu *[iconic]*】，
29 【nòng le guò lái】，【bǎ shí tóu *[iconic]* fàng zài qiāo qiāo bǎn de lìng yī biān
30 *[iconic]*】，【rán hòu tā jiù jiè zhù zhè gè lì liàng dàn dào le xiǎo niǎo jiā *[deictic]*】，
31 【bǎ xiǎo niǎo chéng gōng de zhè cì chéng gōng dì zhuā dào le *[iconic]* shǒu lǐ】．
32 【dàn shì rán hòu tā tiào xià lái zhī hòu jiù zǒu *[deictic]*】，【méi xiǎng dào qiāo
33 qiāo bǎn shí tóu de lìng yī biān zhèng hǎo zá dào le māo de nǎo dài shàng *[iconic]*】．

34 【māo jiù bèi piadào le dì shàng】. 【jiù shì, zhè cì hǎo xiàng shì dì jǐ cì jiāo fēng
35 le?】 [self-adapter]
36 Ling: dì sān.
37 Ying: 【dì sān, hǎo de】. 【rán hòu dì sì cì de huà】, 【hǎo xiàng shì lǎo nǎi nǎi yào
38 chū yuǎn mén】, 【tā jiù dǎ diàn huà gěi nà gè, ēn, yī gè zhào gù māo de dì fāng
39 *[deictic]* shuō】, 【zhào gù xiǎo niǎo de dì fāng shuō】, 【kě bù kě yǐ zhào gù wǒ
40 *[beat]* de niǎo *[beat]*】. 【rán hòu, rán hòu māo zài páng biān *[deictic]* tōu tīng dào
41 le】, 【yú shì tā jiù bàn chéng *[beat]* zhè gè gōng sī de yè wù yuán qù, lǎo nǎi nǎi
42 jiā qiāo mén *[iconic]*】, 【rán hòu xī wàng néng】. 【qiāo mén dǎ kāi mén *[iconic]*
43 zhī hòu】【jiù shì lǎo nǎi nǎi jiā yǐ jīng bǎ nà gè zhuāng niǎo de lóng zi fàng zài zhè
44 lǐ *[iconic]*】, 【rán hòu huán yǒu yī gè xíng lǐ xiāng *[deictic]*】. 【lóng zi shàng
45 shì gài zhǎo bù de】. 【rán hòu zhè zhī māo jiù līng zhǎolóng zi hé xíng lǐ xiāng
46 chū le mén】. 【chū le mén zhī hòu】, 【tā jiù bǎ xíng lǐ xiāng gěi rěng le *[iconic]*】,
47 【rán hòu ná zhǎolóng zi jiù zǒu le】, 【dào le yī gè pì jìng de xiǎo xiàng *[iconic]*】,
48 【tā kě néng xiǎng dǎ kāi lóng zi tōu chī niǎo】. 【jié guǒ dǎ kāi lóng zi zhī hòu
49 shì lǎo nǎi nǎi】. 【lǎo nǎi nǎi, he, jiù, jiù bǎ zhè zhī māo yòu gěi dǎ pǎo le *[iconic]*】.
50 【zhè jiù shì dì wǔ cì le】, 【rán hòu, rán hòu, rán hòu】,
51 Ling: a
52 Ying: 【rán hòu jiē xià lái jiù shì】【huán yǒu yī cì zhè zhī māo zài zì jǐ de fáng jiàn lǐ
53 huà tú *[metaphoric]*】, 【huà lái huà qù】, 【rán hòu tā kě néng】, 【rán hòu,
54 rán hòu, tā jiù ná zhǎoyī gè shéng zi *[iconic]*】, 【tā jiù zěn mo jì suàn hǎo le jiǎo
55 dù】, 【cóng zhè gè lóu *[deictic]* dàng dào *[iconic]* xiǎo niǎo de chuāng zi nà lǐ
56 *[deictic]*】【bǎ xiǎo niǎo zhuā guò lái】. 【jié guǒ tā dàng guò qù zhī hòu】【jiù
57 piade yī xià jiù pāi dào le qiáng shàng *[iconic]*】, 【jiù dàng huí lái le】. 【hǎo
58 le】. 【rán hòu huán yǒu zuì hòu yī cì shì】【lǎo nǎi nǎi hé xiǎo niǎo zuò zhǎoyǒu
59 guǐ diàn chē *[deictic]*zài xià miàn *[deictic]*】, 【rán hòu māo zài shàng miàn yī zhī
60 tiào *[iconic]*】. 【rán hòu lǎo nǎi nǎi jiù bù zhī dào lā *[iconic]*shén mo dōng xī】,
61 【rán hòu jiù huì chū diàn】, 【rán hòu jiù yī zhí zài tiào】. 【rán hòu zhè gè gù
62 shì jiù jié shù le】.

2. English

1 Ying: 【There is a cat, and a bird [emblem], and a grandma [emblem], a grandmother
2 [emblem]】. 【OK, rán hòu, er, The cat, en, always want *[metaphoric]* to catch
3 the bird *[deictic]*】. 【However, he always *[metaphoric]*, en, failed】. en, hehehe.
4 【The first, the first time, he *[deictic]*, en, he use, en】, 【<wàng yuǎn jìng zěn me
5 shuō>】
6 Ling：telescope
7 Ying: 【Telescope to look *[iconic]*, en, to watch this bird】. 【And then, he, en, en, he
8 allowed, he get along a group, a pipe *[iconic]*】
9 Ling: en
10 Ying: 【<xià shuǐ guǎn dào>】
11 Ling: <zhè wǒ bù huì shuō.>

12 Ying: 【En, er, <zěn me shuō ne>】，<laughter>，【went to the】

13 Ling: Tube, <guǎn zi>

14 Ying: <guǎn zi>,

15 Ling: Tube

16 Ying: Tube, tube. T-U-P?

17 Ling: T-U-P

18 Ying: 【He want to go to catch the bird *[deictic]*】. 【However, the bird use a ball】
19 【throw *[iconic]* into the tube】. 【And, and the cat *[deictic]* eat *[iconic]* this ball】
20 【and this time he failed *[metaphoric]*】. 【The second time, the cat pretend *[beat]*
21 to be a monkey】 【and he go into the bird's, the bird's house】. 【However, the
22 grandma, er, en, knowledge】 【he, he is a cat *[beat]*】, 【and then, <gǎn pǎo le>
23 *[iconic]*，<laughter>, en, throw him *[deictic]* away】. <laughter>. 【OK. And
24 second time, this cat use a <qiào qiào bǎn>】，<laughter>, and 【he go, he catch
25 *[beat]*】, 【And this time, he finally catch the bird *[iconic]*】. 【However, when
26 he go, er, go along the street *[deictic]*】, 【the stone fall down *[iconic]*】, 【and,
27 <zá zhòng le tā>】。【And, and, en, uh, OK, *[beat]* this time he failed】. <laughter>.
28 【En, and then, en, <wǒ wàng le>】。

29 Ling: <dì sì cì>.

30 Ying: 【And then. Oh, en, the grandma want to go, go, go to a trip】 【and he ask the
31 desk clerk to er, er *[beat]*, look after his bird】. 【However, en, the cat has listen
32 en their talk *[deictic]*】 【and he pretend to be a clerk *[beat]*】, 【and he take the
33 grandmother's case *[deictic]* and the <niǎo lóng>】

34 Ling: cage.

35 Ying: 【Cage】, 【and en, en, bird cage】?

36 Ling: Steal the cage.

37 Ying: 【Bird cage】. 【However, when he open the bird, the cage】, 【he found
38 *[metaphoric]* is, en, grandma in his hand it】. heheh. 【And this time he failed
39 again】. 【And, en, OK. And, And then he, en, en, he use his math *[deictic]* math
40 knowledge】, 【he want to en, want to use *[iconic]* a <shéng zi>, tab】,

41 Ling: String

42 Ying: 【String to catch the bird】. 【However, when he is a string】, 【he, en, en, he
43 fall down *[iconic]* again】. 【He, hehe, fails】. 【En the last time, en, finally, it
44 appears the grandma *[beat]*】 【and the bird *[beat]* was in a bus, bus】, 【<yǒu
45 guǐ diàn chē bù xiǎo dé zěn me shuō>】，【in a bus】. 【And hehe, and the cat was
46 in the, was through on a line *[iconic]*】. 【I don't know】. 【It has electricity】.
47 【And that end *[metaphoric]*】.