

Harry, Hermione and Ron meet for the first time

(Harry Potter and the Philosopher's Stone)

Context

- *Setting*: Ron meets Harry at a wagon's train, probably on their way to Hogwarts, School of Witchcraft and Wizardry
- *Interlocutors*: Hermione, Harry and Ron
- *Topic of conversation*: Ability of each of the characters to do magic

H: Has anyone seen a toad? A boy named Neville's lost one.

R: No.

H: /p+ əu /r+ ə ju du:ɪŋ mædʒɪk /r+ lets si: ðen/

R: /r+ sʌnfain /r+ deɪsɪz /r+ bʌtə / . mɛləu /p tɜ:n ðɪs stju:pɪd fæt ræt jɛləu/

H: /p ə ju suə ðæts ə rɪəl spel /p wel /p its nɒt veri gʊd /r ɪz ɪt /r+ əf kɔ:s /p aɪv

bɪ:n traɪŋ ə fju: sɪmpl wʌns maɪself /p bət ðeɪv ɔ:l wɜ:kt fə mi: /p fə r ɪgzɑ:mpl

/p ɒkjʊləs /p rɪpɑ:rəʊ /p ðæts betə r /r+ ɪznt ɪt /p həʊli krɪkɪt /p jɔ: hæri pɔ:tə

/p aɪm hɜ:maɪəni greɪndʒə/ . ənd/ . ju ɑ:/

R: / . əm /p rɒn wɪsli/

H: /p pleʃə/ You better two change into your robes. I expect we'll be arriving soon.

You've got dirt in your nose by the way, did you know? Just there.

Accounting for Tone and Prominence choices

1. /r+ ə ju du:ɪŋ mædʒɪk /

The speaker decides to make use an **r+** tone because she is clearly seeing what the two boys are doing so she decides to take an active and dominant – due to her abilities – role in the conversation.

Secondly, Hermione decides to make [*doing*] prominent because, as we said before, she sees what Harry and Ron are about to do, but by means of exploitation of the system she decides to select the verb in order to express curiosity in what is about to happen. To make the exploitation even clearer, she also makes prominent [*magic*] when she knows they are all wizards.

2. /p + tɜ:n ðɪs stju:ɪd fæt ræt jeləu/

Ron while performing a magic spell tries to make his best in order for it to succeed. For this to happen it is necessary to emphasize the words that contain what he wants to achieve by making them prominent, in this case [*turn*] and [*yellow*]. Furthermore, to clearly mark to whom the spell should make effect on, he selects [*stupid*] that is the adjective modifying the rat – which is already at play because of the context.

3. /p its nɒt veri gud /

In this tone unit, the speaker uses a **p** tone. She presents the utterance as new information even though all of them saw that the spell was not good. Here we say there is an exploitation of the system because the election of the speaker contradicts the context.

4. /p bæt ðeɪv ɔ:l wɜ:kt fə mi: /

The speaker presents the utterance as new information. As they first met each other there is no way the other participants knew the spells worked for her.

5. /p ɒkjʊləs /p riːrəʊ /

In these tone units, the speaker uses a **p** (proclaiming) tone because the words are presented as totally new information and are part of the spell. The girl projects separateness and locates herself outside he area of convergence.

6. /r+ ju: hæri pɔ:tə /

In this tone unit the speaker uses a **p** (proclaiming tone) because she presents what she says as new information to the participants involved in the conversation, even though they all already know that he is Harry Potter. So we can say that she is exploiting the system, that is, she is contradicting the context by varying her election

7. /ju ɑ:/

In this tone unit the speaker uses a **level** tone because she expects the interlocutor – Ron – to give her an answer.

Comprehension Activities

1. Why does Ron need a seat?
2. Who has taught Ron a trick?
3. What does the trick consist of?
4. Has Hermione been successful with her tricks so far?