

## Transcript: Secondary School English

T. Hey Dai. Just stop a minute. If he's killed a white person what are they implying?

S. That if he'd killed a black person it's not so bad.

T. It's not so important. Who are they saying is probably more likely to be a killer?

S. A black person

T. A black person! So if you're in the South and you're a male and you've killed a white person and are black, you're in trouble, big trouble. Thank you for reading Dai.

Catherine, in your hugest voice, please.

### Seen from the perspective of 'exchanges' and 'moves'.

1	T	I	Hey Dai. Just stop a minute.
1	S	R	(student complies and stops reading)
2	T	I	If he's killed a white person what are they implying?
2	S	R	That if he'd killed a black person it's not so bad.
2	T	F	It's not so important.
3	T	I	Who are they saying is probably more likely to be a killer?
3	S	R	A black person
3	T	F	A black person!
3/4	T	F/I	So if you're in the South and you're a male and you've killed a white person and are black, you're in trouble, big trouble.
4	T	F/I	Thank you for reading Dai.
5	T	I	Catherine, in your hugest voice, please.

### Seen from the perspective of 'acts'

1	T	I	Nomination Command	Hey Dai. Just stop a minute.
1	S	R	(non-verbal)	
2	T	I	Question (clarification)	If he's killed a white person what are they implying?
2	S	R	Statement	That if he'd killed a black person it's not so bad.
2	T	F	Statement (reformulation)	It's not so important.
3	T	I	Question (probe)	Who are they saying is probably more likely to be a killer?
3	S	R	Statement	A black person
3	T	F	Statement (repetition)	A black person!
3/4	T	F/I	Statement	So if you're in the South and you're a male and
4			(summative evaluation)	you've killed a white person and are black, you're in trouble, big trouble.
4	T	F/I	Politeness marker	Thank you for reading Dai.
5	T	I	Command	Catherine, in your hugest voice, please.

## **Interaction between a teacher and a student in a junior secondary Maths classroom**

- T. What distance do you have to measure?  
S. The distance.  
T. Which distance?  
S. The distance from the vertex.  
T. Which vertex?  
S. (pointing) That one.  
T. Can you be more precise?  
S. The top left vertex.  
T. OK. So what do we measure?  
S. The distance from the top left vertex.  
T. Good. To where?  
S. The outside of the other shape.  
T. I'm not sure what you mean. Where on the other shape?  
S. The bottom left hand corner.  
T. OK. And what do we call that shape?  
S. The object.  
T. OK. So the line's going to ...  
S. The bottom left vertex of the object.  
T. OK. Put that all together and tell me what you're measuring, what distance?  
S. The distance from the top left vertex of the image to the bottom left vertex of the object.

From Robert Veal, In 'Pedagogy and the Shaping of Consciousness'  
Frances Christie (Ed), 1999.

## Year 7 Graphic Communication

1. T. Alright, are you going to be able to actually make it?
2. S. No, we were stuck while we were doing the front one. Because, we couldn't pull it up.
3. T. Okay, right, good.
4. S. Look, we have this behind here and then we go 'Woo ...!!'.
5. T. Alright, good. Okay, now, you need to describe ... in words ... on your paper how that actually works.
6. S. Well, when you pull that up, that's connected to that and it comes up.
7. T. James, are you listening so that you can write down what they're saying?
8. S. Yeah
9. S. Well, they're joined together ... it was pull the top James ... you don't pull the bottom, the top.
10. T. Have you all agreed on the way it works?
11. S. Yeah, when you pull this and it comes up ...
12. S. ... this is attached ...
13. S. ... and in the middle of the tower, it's joined behind, there's a bit of paper so when you pull that it comes up and then it goes 'Waa... !'
14. T. Alright, just read me what you've got.
15. S. Um, when you pull the top, top object it pulls the bottom object upwards because it's attached behind the thing.
16. T. Would somebody who just walked into this room, if they read that, would that actually help them to ... would they know what you're talking about?
17. S. No.
18. S. If they pull the fox up the ladder ...
19. S. How about if you say behind the tower, they're joined by ...
20. T. Okay, that's probably an important thing isn't it? ... that it's a tower?

## Year 12 Graphic Communication

1. T. Solution to what?
2. S. To the problem being given.
3. T. Problem, solution. Somewhere in between here, this sort of stuff might happen (pointing to words on board - 'ideas', 'drawing with a specific purpose'). It might happen here. Or it might happen here. If we go along a continuum. Although it's rarely like that. We're not just talking about things are we? Anyone? I mean, you can't just go out and buy a dozen ideas.
4. S. It's a process.
5. Yep, a process (writes this on board). Alright, it's really, really important to get hold of that idea. We're not talking about a thing, we're talking about a process. So if we're going to talk about what designers do, we're not talking so much about a product. We're talking about a process. And that sheet that I gave you, there's various sorts of titles, like Art Designer, Graphic Designer, Fashion Designer, Interior Designer, Furniture Designer

## Health and Physical Education: Reading a web definition

Speaker Turn

1. R Oh, that's really complicated!
2. L Yeah – [reads from web page]

Adolescence is the transitional stage of development between childhood and full adulthood, representing the period of time during which a person is biologically adult but emotionally not at full maturity.

3. R [checks site itself]...So adolescence is the “stage” where umm the child has become a teenager not yet an adult [looks to partner for agreement]
4. L Yeah [reads] “between childhood and full adulthood” ...
5. L i.e., a teenager...
6. R ...and at this time [reads] the “person is biologically adult but emotionally not...”
7. L Like you could write like ‘(*Adolescence is a stage*) during which the person is technically an adult [looks to partner for affirmation] but biologically...’ [Inaudible interaction]
8. R But they are not really because they are not technically adults biologically because, like...I don't consider myself an adult [smile at each other] so in many ways “biologically” [inaudible]
9. L It's basically describing what a teenager is [looks for confirmation]
10. R Yeah [nods]...[addresses teacher]...we're having a bit of trouble [both smile for teacher] interpreting the definition...
11. T What adolescence is [reads screen]
12. L Like how to explain what a teenager actually is
13. R In our own words
14. L Describing [inaudible]
15. T It says here [reading from screen]

Adolescence is the transitional stage of development between childhood and full adulthood, representing the period of time during which a person is biologically adult but emotionally not at full maturity.

16. T So how could you put that in your own terms?
17. L They are in the middle of being a child and an adult...
18. T Yep
19. L ...but they're not quite an adult yet and not quite fully...
20. T [laughs] not fully mature
21. L [laughs]
22. T OK. They're saying [reading screen] they're not mentally mature OK? ...
23. R Yep
24. T ...but “biologically”...so physically they're maturing but psychologically, mentally they're still, sort of, a child. OK?
25. Girls yep