Children’s thinking in formal contexts: Accommodating chaos and complexity in cognitive intervention

Volume II

Exhibits
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Fractal Forms

The Mandelbrot set:

Fractal detail from the Mandelbrot set:

Fractal fern created by a non-linear equation:

Board with animals
ANIMAL CARDS

EXHIBIT D
Go! Cards

EXHIBIT E
**Classroom observation (CO1-1)**

**EXHIBIT F**

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<th>Ms A</th>
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**Comments:**

- **09h15 – 09h55**

1: 9:15 “Freeze, put homework away, sit on the carpet.
2: What’s the matter with your nose?
3: Take tissues to blow your nose.
4: Everyone flat on your bottom! Come, Robbie.
5: Quiet!
6: What word is this? (Run)
7: Can you sound it? (r-u-n)
8: This book is all about run [sic]
9: What is the title of the book?
10: What is the exclamation mark?
11: Who is the author of the book?
12: Who drew [sic] the picture, the illustrations?
13: What will happen in this story?
14: Now you must all concentrate.
15: Run! Said the lion, Run! Said the elephant,
16: Run! Said the zebra. Run! Said the leopard
17: Run! Said the giraffe, Jump! Said the…?
18: Try to remember who are all the animals in the story.
19: Two learners at the back talking
20: Why jump into water?
21: Can a fire burn in water? Learners: No!
22: Ls ask questions
23: What animals do we have? Zebra etc.

**Class progression:**

1 - Group: reading story and some individuals try alone
2 – Worksheet: answer questions about the story
24: Did you enjoy this story? Easy enough? Like to read it on your own?
25: Yes! (learners eager)
26: When is an easy time for fires? Which season are we in?
27: L: Autumn
28: L: Winter
29: Worksheet:
30: Write the title of the book
31: Draw what happened in the end of the story
32: Circle all the words that says “the”
33: [Everyone collecting their worksheets]
34: Let me see who is going on with their work?
35: [Teacher plays music while learners are busy with worksheets]
36: Are we quiet now?
37: You can make your own ending.
38: - Prior to this Karl drew his mate’s attention to a mistake that he had made
39: Teacher calls twice on Karl (who made a mistake) You must concentrate.
40: Kids relatively quiet, doing work.
41: Group 1 can get a smiling face.
42: One learner (Karl) urging others at this table to whisper.
43: Who would like a smiley face, a merit [show of hands] Then show me!
44: Picture: What must you draw?
45: Ls at table A draw animals, did not understand the task. Teachers asks
46: someone to tell them what to do.
47: E26: Think of the end. Draw a picture.
48: E got the most merits.
**Classroom observation (CO1-2)**

**EXHIBIT F**

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**Teacher's desk**

**Comments:** 11h00 - 11h40

1: And here I am wearing my new...

2: What do you think after this, what do you have to do?

3: Read the sentence and tell me.

4: L: You must draw the picture!

5: T: Will the leaders get the blue books please.

6: I'm counting three and then I want all the books on the desk!

7: Look at how you page your book!

8: Write the date!...Do it!

9: Lovely. Good girl. I see there's some angels in my class. I'm so glad.

10: Who knows what the heading is going to be?

11: Fekile, You've got one line left. What do you think you are doing?

12: What is the title?

13: Right! My clothes.

14: Bernhard, he knows what he's going to do. Bernhard is ready! Don't shout out...how do you show me you are ready?

15: out...how do you show me you are ready?

**Teacher introduces me by saying I am there to see if they learn, to check them up and see what they do. This focused attention on me and learners took a while to settle down and ignore me.**

16: **Activity**

17: My clothes.

18: My favourite thing to wear is......because....

19: I like to wear......because........

20: I think children (should / should not) wear school uniforms because.....

22: If I could buy one thing I would like to buy a/an......Because.....

24: And here I am, wearing my new.......

25: Must you write should and should not?

Cross, problems with favourite, draw my attention to group. Say they are stealing, not learning. No help and support. Problems with phonic skills. L becomes quiet, no response.
L: No! You must choose one!

T: Which one are you going to choose?

T: Shhh! I want to hear something special! Tula!

T: Don't like wearing a school uniform, why not?

L: [unclear]

T: Yes, right.

At one table: One learner says to another learner: Get going!

Own work! No talking about it, you do your own work!

L activity while they complete their own work.

Why you turning over, what is this nonsense? Sit properly!

Can you see the letters in that word? Tell me what they are!

You're also doing the same nonsense! Excuse me!! What did the metacog say?

Now they're just writing anything they want!

[Teacher moves around helping learners]

T: Metacogn on wall, points to picture (upside down) asks learners to sound out words.

Frequent praise, good girl, wonderful.

L example: “My clothes” Teacher shows me book

Goes about

Read this for me..does that sound right to you?

T: If you answer why, you say…because!

To me: C L reckons it's very good for them to do this (head upside down)

[children have to read and sound out words that are upside down]

L: Spelling “warm”

Teacher going about helping learners individually.

T: No! I want her to think! (Bride) If I tell you it's the “I” with the magic “e”?

Last 10 minutes no teaching but learners finishing their work. L shows book T” I don't want to read it, go on.”

Bernhard, what did I tell you if you go there? Rather go and do some perfect work.

Ls running around, doing what they want.

T: Is “because” on the transparancy? Show me where it is?
Classroom observation (CO1-3)  

EXHIBIT F

CLASSROOM OBSERVATION (40 minutes)

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Teacher   Ms C

Comments:

10h20 – 11h-00

1: Animals
2: Talk about animal homes.
3: Teacher draws house on board
4: L: That looks like a jail, ma’am!
5: T: No response
6: Why do we live in a home?
7: L: To protect us from weather.
8: L: To keep us warm.
9: T: What do you need to live?
10: L: Food, clothes
11: L: Vegetables.
12: T: Vegetables are food.
13: L: Money.
14: T: To pay for what?
15: L: Electricity, rent, bond
16: Draws white sheet down.
17: Teacher shows only the part they must do now.
18: The heading is: Animals need homes too!
19: I want your own thoughts, you’re not going to talk with anyone
20: L activity as they get ready to do the worksheet.
21: T: Are my managers helping me or are they the ones talking?”
22: T: Three minutes then your picture must be done.
23: To me: The children work slow, can express themselves reasonably but
24: difficulty with writing and reading. They don’t understand what they
25: read. Sometimes they do not understand the teacher.
26: T: What kind of animals are pets?
27: Children name them.
28: L: Squirrel.
29: T: Will you keep a squirrel in your house?
30: T: Which animals are farm animals?
31: L: Tortoises.
32: T: What do they need tortoises for on a farm?
33: L: Sheep
34: T: Sheep! Now we’re getting there! Wild animals?
35: Children name crocodiles, lions, leopards, snakes, cheetahs, tigers
36: T: Now, choose either a pet, farm or wild animal. Draw the animal with
37: the home of this animal. Then we going to think what these animals
38: need. You must know where the animals live. Write down the things you
39: know that animal will need to live.
40: L: How do you spell “window”
41: L: How do you spell “light”

42: Reading groups
43: One learners draws teacher’s attention to the fact that the learner next
44: to him put down pizza and food, and pizza is food. Teacher’s response:
45: Pay attention to your own work, my boy!
46: Three more minutes. They were getting ready for computers. Now you’ve
47: done [all this] now, reasons that people need homes. Full sentences.
48: Three reasons why animals need homes. In the end you are going to
49: have six sentences which will sound like “People need homes to…Animals
50: need homes too…
1: Handwriting
2: Doing the “b” sound
3: 09h25: Ls sitting in front for story. Sitting on bottom, hands in their laps.
4: 09h30: Knock on door. Little girl delivering teacher a letter.
5: 09h32: Start singing: Quack! Quack! Quack! Head, shoulders, knees and toes! And eyes, and ears and mouth and nose!
6: T: Karl, I’m looking at you!
7: Finish
8: Next: Toby toe, where are you, where are you. Here I am, and how do you do! Finger small, finger small, where are you, where are you? Here I am and how do you do! Etc. Continue with all the fingers of the hand
9: Let’s see who can do the best, boys or girls!
10: 09h36: Song is finished. Ls get their lunch boxes. First girls then boys.
11: Everyone back on the carpet.
12: Who do [sic] not have food?
13: Who will share with Tshepang/John?
14: Who wants to say a prayer for us?
15: Thank you, eyes closed, hands together.
16: Whose got healthy food today?
17: Ooh! Cheese!
18: Boys: You will not go unless you are all on this carpet!
19: Are you quiet now?
Classroom observation (CO2-2)

EXHIBIT F

### Classroom Observation (40 minutes)

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**Comments:** 10h15 – 10h55

1: So where is the “s”

2: Who had a drink? So why don’t you say so?

3: So how many do you have left?

4: Does that sound right?

5: And I’m now getting tired of this!

6: Metacog of the picture, then start writing a story about it?

7: You girls, especially you will stay in and finish your work!

8: 10H22: Don’t draw lines please, I can’t stand it!

9: What’s that there? (knowledge)

10: They did not eat four, what kind of a sum is that?

11: What did I say to you…but our ears are a big problem!

12: Go on! You’ve got four minutes to finish!

13: If it is done, put it down!

14: Kelly, I think you must write it straight into your book.

15: Did I say…no, but you don’t listen.

16: 10h30: Boys in front and girls ready for a story.

17: You must take that rubber home and leave it there!

18: How did I teach you to blow your nose! You didn’t do anything good!

19: Put your book down, I don’t care if you have finished.

20: Write a story on clothes.

21: L: It looks like black

22: T: No, it doesn’t look like black.

23: I wanted to show you the other day when I had my coat on…

24: Who remembers another sound that says the –er sound.

25: L: e and r

26: T: Where do we find this sound?
27: L: Spur
28: T: Uh-uh, spur is the other sound. How do we write spur?
29: T: Spar, does that say –er? (Exasperated) What about mother, father, quicker, 30: better, bigger?!
31: T: My picture….
32: L: …is all about clothes.
33: T: I was going to describe, but you’ve got a good sentence there.
34: T: Are you listening Martin? Use describing words.
35: Okay, but there’s more about the blouse. I was going to write about the scarf.
36: L: The colour is rusty!
37: T:….beige, rusty brown.
38: L: I don’t think that is red, it is brown.
39: T: Shall I stop showing you? And then you can do your own and then we’ll see 40: what happens!
41: T: No, I don’t want that. What would make a nice last sentence?
42: 10h55: Reading together. Ls continue with their own metacog. They 43: must write their own story.
44: T: What’s in the middle of your metacog?
45: L: Words
46: T: No! Clothes!
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| Teacher | |
|---------|-
| Ms C    | |

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<th>Comments:</th>
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<td>11h-00 – 11h40</td>
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1: Today, we are going to talk about nouns.
2: Any language that you speak, any language (quiet) words all have names.
3: [Tears up a learner’s paper who was not listening]
4: A noun is a word, we use for many things.
5: Something you can see is a noun.
6: [Asks for examples after giving some of her own]
7: Another word: adjective
8: If I say it’s a short pencil. If a say a fat teacher, what is fat?
9: L: Teacher.
10: T: No, adjective.
11: Do you agree with me, Fekile?
12: 11h09: Class interrupted by announcement
13: L: A medium cow.
14: T: What’s a medium cow?
15: L: Its when it’s fat, but not that fat! (Demonstrates)
16: T: I’ve never heard of a medium cow.
17: T: Crocodile, what about a crocodile?
18: L: A scary one.
19: T: Octopus?
20: L: A fat one.
21: L: A beautiful octopus!
22: T: That’s a new one!
23: L: A dangerous.
24: T: A dangerous. (writes on board)
25: 11h15: Worksheets (List of words – adjectives – Match adjectives with sea
The little rabbit behind the big tree. 

You must look for… 

If it says, you must not… 

I’m going to see if you can think for yourself a bit. 

T: Do you see, words, you must write into boxes. Then you go to the next box. See which word you must write? 

T: First do your whole worksheet, then… 

T: The easy thing to do, is to find the noun. Then you find the word that describes…
1 Group  Grade 1
2 Date  8 June 2000
3 Time  11:00 – 11:40
4
5 SH  What do you think is going to be on that paper, L?
6 L  I don't know.
7 SH  You don't know! You want to take a guess?
8 L  I know what it's going to be. Its going to be a...plan.
9 SH  Is it going to be a plan? Okay...did you write your name?
10 L  My name is...
11 L  Is that a tape?
12 SH  Yes, it is a tape.
13 L  It's a small one.
14 SH  It's a very small one. Do you want to see? Write on!
15 SH  Tell me what your name is?
16 L  Thedi.
17 L  Mashaole
18 L  Reneilwe
19 L  Khumo.
20 SH  No, I want him to say his name.
21 L  Khumo.
22 SH  Do you have those books at class. Okay. L is writing
23 her name.
24 L  L always copy. She likes to copy me, because she
25 don't want Ma'am must hit her.
26 L  My mommy she teach me my name.
27 SH  Who teach you your name?
28 L  My mummy.
29 SH  Your mummy?
30 L  I don't copy anyone.
31 SH  Don't you copy anyone?
32 L  No.
33 SH  That's good. Okay, who wants to guess what is on this
34 paper? Take a guess, what do you think is on there.
35 Anything, any guess. What do you think, learner? [silence]
36 SH  Shall I show you? Do you want to see what is on this paper
37 [turning it around]?
38 L  Animals!
39 L  It is too small, it is...
40 SH  What did you say? Are they too small?
41 L  Yes.
42 SH  Okay, why...
43 L  This one is too big!
44 SH  Yes!
45 L  And look at the eyes.
46 SH What about the eyes?
47 L The eyes are white inside.
48 L I can tell you what that is.
49 L ..because the neck is long.
50 SH ..are their necks long?
51 L Yes. Because...that they eat trees.
52 SH Yes, if their necks aren't long then they can't eat the leaves!
53 L The lions eat people, because the snakes like to take blood out.
54 SH Do lions eat people?
55 L But the..I like it.
56 L I like the zebra.
57 SH Do you like this one?
58 L A lion eats meat.
59 SH Yes, you're right! A lion eats meat!
60 L ..eats scary people?
61 SH Does the snake eat scary people?
62 L Uh-Uh, it sucks out our blood! [indecipherable]
63 SH Yes, there are poison on a snake's teeth. What else do you see here that you like, that is interesting.
64 L Hmm...a leopard!
65 L Elephant
66 L Lion
67 L Elephant, it is good!
68 SH Is an elephant good?
69 L An elephant...it is strong.
70 L It can kill a crocodile!
71 L And look this is a crocodile.[pointing to the immersed hippo]
72 SH This is a crocodile?
73 L Uh-uh, a hippopotamus.
74 SH A hippopotamus...can everybody say that? L, can you say hippopotamus?
75 L [shaking head]
76 SH Try it! [breaking into syllables] Hip-po-po-ta-mus!
77 L Hi-po-po-ta-mus!
78 SH That's nice! That's good!
79 L [trying it all at once]
80 L Hi-po-po-ta-mus!
81 SH That's nice! That's good!
82 SH Let's hear if L says hippopotamus?
83 L Hippopotamus.
84 SH That's nice, that's very good. Do you know the short word for hippopotamus?
85 L No?
86 SH You can just say hippo.
87 L I think you can give me this thing.[referring to the dictaphone]
88 SH You think I can give you this? Then I won't be able to tape all the other children's voices on. So, I'm sorry. Who can tell me where...the frog is? Who can look for the frog? Show me the frog.
89 L [singing in the background while researcher is busy with one learner]
90 L The frog.
91 SH Very good, there is the frog.
92 L This is a ostrich.[pointing to the flamingoes]
93 SH Does it look like an ostrich?
94 L No.
95 SH No? Why not?
Because...the feet are big. It's a flamingo. Because their feet are big? Yeah, because it's a flamingo. Ye...You are clever! It's a flamingo! And a flamingo, what colour is a flamingo? Pink. Yes, a flamingo is pink. What colour is an ostrich? A ostrich is purple. [incredulous] Purple!? Ostrich?...it's like white. Do you think and ostrich is purple, learner? No. No...what colour do you think it is? There's an ostrich. Let's just think, what colour is an ostrich? You know, learner? Brown and black. Yes...black and brown and white. Oh! I'm scared of this! Are you scared of it? What is it? It's... Do you know what it is? It don't know what it is? It's a bee. It stinks...it stinks. Do you know what bird that is? What do we call it? Uh...I think it's a... ...vulture! [together] Vulture! But it's a Sotho one, I think so. Is it a Sotho vulture? Yeah, if you kill it's going to be called a Sotho. But this I'm not scared of this. Which one? This...I'm not. What is it, what do we call it? It's... What do we call that bird? [indecipherable] Owl. What sound does an owl make? [together sounding the initial "o"] It makes like this...hoo-hoo, hoo-hoo! They do that. Have you heard it before? In the night they do that! In the night! You're right, in the night! What do we call this? A tiger! A leopard! Is it a leopard? How do we know it's a leopard? L, how do we know it's a leopard? No...our teacher was telling this story about it. I can read that story. Did you read that story? Whose going to tell L why we call this a leopard? Because uhm...because... he has dots on his body. Yes, he has SPOTS on his body. That's right! I'm scared of a gorilla.
SH   What's this, what do we call this?
L      [everyone talking at once]
SH   [whistling to get everyone's attention] Let's hear what L
SH   wants to say.
L      .. when you ... light ... it goes.
SH   When you switch off the light it goes?
L      Yes.
SH   You're right, it flies and you know what we call it?
L      ... and it gets into your hair.
SH   It gets into your hair, that's what they say.
L      [indecipherable]
SH   Can anybody tell me what we call this animal..
L      I know it...
SH   ... what it's name is?
L      It's ... it looks like a monkey.
SH   It begins with a "b".
L      A bee.
L      [talking together]
SH   Okay, let me tell you what we call it... it's a bat!
L      A bat! A bat!
SH   A bat. Can you sound that word?
L      b – a – ...
SH   Just a second, sound the word for me...
L      b – a – t, bat!
SH   That is great! What animal is this?
L      It's a rhino!
SH   It's a rhino. Yes. What are these funny things on his head?
L      Like ... it's like a nose.
L      It's like a nose.
L      ... and he have two eyes, yes.
SH   Yes. Can you see two eyes there?
L      Here, but the other side there's another one.
SH   On the other side. Do you think we can call those things on
L      his head horns?
SH   Yes! They are horns!
L      Yes, horns. Like when you get like a cow!
SH   But instead it's here in front.
L      What is this name?
L      Here!
SH   Show me another animal on this picture that has horns.
L      Which other animals also have horns?
SH   That's right, L. That one also has horns.
L      ... also this one.
SH   This one looks like it...
L      [learners talking together]
SH   Let's just look at the bee. This one looks like it has horns, but it
SH   actually is NOT horns. We call it something else.
L      Like this, it doesn't bite, this.
L      It's a snail!
SH   It's a snail.
L      [indecipherable]
SH   The elephant, you said that the elephant, learner, has horns. But
L      we ... you're right, actually ... but we call it another word. We call it
L      another word.
L      Um... um..
SH   We call it? Tusks!
L      Tusks
L      Yeah, they're over here.
SH What is that? What is that?
220 SH Shark!
221 L Why do you say it's a shark, what makes it look like a shark?
222 L Because it's got...
223 L Teeth!
224 L Teeth.
225 L Teeth.
226 L ...big teeth.
227 L It has big teeth. What...
228 SH [pointing to something else]
229 L Wait, wait, wait! What else makes it look like a shark?
230 SH [persistent] This one.
231 L No, no, no...what else makes it look like a shark, let's focus on the
232 shark.
233 L It's a fish.
234 SH Yes, it's a fish. It's teeth makes it look like a shark, and maybe that
235 fin on the back also makes it look like a shark.
236 L I know what is this animal!
237 L Okay, tell me....you're right.
238 SH It doesn't have a big mouth.
239 L Yes...did you hear what he said this animal is?...Ah! we must listen
240 when someone speaks.
241 L It's a crab.
242 SH Yes, you're right. You listened...it's a crab.
243 L The shark gets in the water...
244 L [interrupting] ..and...
245 SH Shhh...let's hear what learner says.
246 L ...then he get into the water...then he's gonna eat you!
247 SH Ooh...the shark is going to..
248 L [interrupting] I know...
249 L ..wait, wait, wait...L says a shark is dangerous because
250 SH when you are in the water it's going to eat you. Do you all agree?
251 L [together] Yes!
252 L [all together]
253 SH One, one, one! One at a time.
254 L Because, when you see a shark, and then he's going to eat your
255 arms, and your feet and your legs.
256 L What is this?
257 SH I'll tell you now. L, what did you want to say?
258 L The shark eat the fish...there's more fish.
259 SH When the shark eats the fish there is more fish?
260 L When we eat the crab...when we eat the crab
261 L [indecipherable]...and then the shark will come and eat them.
262 SH Yes, the shark will come and eat them when they jump inside.
263 L What did you say about this girl, L? How does she look?
264 SH She's cross.
265 L She's cross. Why do you think she's cross?
266 L Because uhm...
267 SH What is happening?
268 L Because uh...the sealions are out of the water. No, here's the
269 water!
270 SH Okay, maybe it's because the sealions are out of the water. Why
271 else could she be cross?
272 L Because, because the girl is putting this..whose giving the sealions
273 fishes.
274 SH Okay, what is this boy doing?
275 L He's uhm...he's taking his bag, because the ant wanna steal his
276 bag.
SH Do you think maybe he could be stealing her bag and that's why
she is cross?

L [together] Yeah! Yeah! Yeah!

SH Does it make sense?

L [together] Yeah!

L He is running.

SH Yes, he is running. He's running very fast because he stole her
bag.

L Here's a ant on a umbrella. The ant is too small.

L [indecipherable]

SH Yeah, an ant must be smaller than that, and ant is not as big as an
umbrella, né?

L Hmmm, it's just small like this.

SH Very, very small.

L But he crawls like this and this and then he goes.

SH See how many black ants you can find, there are more than one.

L Count them, try to find them on the …

L [together] One! Two! Three! Four!

L [other] One! Two! Three…!

L …and five!

L Hey we already count this one!

L There are one, and two and three…yeah, and four..

L There are four!

L There are five!

L Oh! Here is another one…

L …and six of them!

L Here is another one!

L Seven of them!

SH How can we make sure? Sometimes we get confused… I'm going
to ask you now…sometimes we count one of these and we forget
that we counted them, and then we count them again. How can
we make sure that we don't count one and more than one? Do
you think it will help if we take a bean and we put in on the ant so
we know that we have already counted it?

L I know which blue bean goes…

SH Okay, so we know there's one ant. There are two ants…

L …and five ants!

SH [as learners put beans on the ants]…two, three, four,

L …and then five…

SH [together with learners] …five…six…

L Where's another one?

L …seven…can you find it?

L Where's another one?

L Look, look…can you find more ants?

L No…this are not ants.

L Did you put on the umbrella?

L Where's the umbrella…oh here.

L Seven ants…did you find all the ants?

L No! There's a ant.

L No.

L There's another one on it.

L Where's it?

L No, I mean… you already put a bean on that one.

L Okay.

L So did we find all the ants?

L [together] Yes.

L So how many ants are there?

L There are one…[together] two, three, four, five, six, seven!
SH  Uh-Uh! Do you have any beans in your hands at the moment?
L  No.
SH  Okay. Let's just take all the beans off and then we'll know many ants there are. How many ants are there?
L  [together] One, two, three, four, five, six, seven, eight, nine!
SH  Okay, three…
L  What about this one?
SH  Nine…Ah! How many are there? No, no, no! Put it back, it was on the board, so it must have been an ant!
L  One, two, three, four, five, six…
L  There are ten of them!
SH  Ten ants…okay. Now try to do the same and see if you can find…the blue butterflies.
L  What, what, what! Blue, there's another blue.
L  Two…
L  That…that's not a butterfly.
SH  It's a butterfly…
L  A blue butterfly. How many have you found yet?
L  [Excited and sing-song while busy with the task]
L  I'm going to use blue, not red. [beans]
L  A butterfly is blue.
L  Where is another one?
L  This is not for eating, I know.
SH  Uh-uh. No, I painted it so you mustn't put it in your mouth.
L  You gonna die.
SH  No, you won't die, but maybe you'll get sick. Can you find another butterfly, a blue butterfly?
L  Blue.
L  But this one…
SH  Ah, learner, you found one!
L  Awwa! This one is not a butterfly.
SH  L, I can see some butterfly close to you on this side of the picture.
L  Oh! Oh!
SH  See if you can find it. We don't count this butterfly because this one is not only blue. There's a blue butterfly right in front of you learner. You are looking at it.
L  Ah!
SH  Ah! There learner found it! Okay, let's just put that blue one back.
L  Okay, can you see, that you've covered all the butterflies?
SH  [Together] Yes!
L  I wanna cover this one!
L  No!
SH  Only the butterflies.
L  Put that down…
SH  So how many butterflies are there?
L  [To another learner] Put this down! Put this down!
SH  Okay…
L  There are four, there are four! One...two…
L  Uh-Uh! Throw them down, they can count…
L  One, two three...four, [together] five, six.
L  Six of them!
SH  Okay, so learner says it's six. Okay, how can we check and make sure that it is six? How can we make sure? L? You have an idea.
L  Because...
SH  What do you think, learner?
L  Because...there was butterflies…
[interrupting and shouting] Butterflies! Butterflies!
[talking together]
How are going to know...
[interrupting]...on the table!
How are we going to know if there are five. What did we do with
the ants to count them? What did we do with the ants?
[doing something]
No, no, no! Listen to what I am asking you. How did we count the
ants? What did we do?
We did take them off.
Yes...okay, so do that?
I think there are five.
One, two, three, four, five, six.
Ah! There are six! All together...Okay.
I think you are going to give me this recorder.
No!
You would really like to have it, wouldn’t you?
Yes.
But unfortunately I cannot give it to you.
I think...
Hmm...what do you think?
...like a card.
Yes...before I show you the cards, tell me, how many lions do you
see?
[together] Two! Two! One! Two!
If we take one lion out, how many will there be?
[together] One! One! One!
...and two giraffes.
Okay, if we put the leopards, if we put the leopards and the lions
together in one cage, how many animals there be? If we put the
lions [pointing to both individually]...
Hundred of them!
No...just a second...how many lions do we have?
Two!
Two!
How many leopards do we have?
Two!
Two!
If we put them all into one cage...
There are going to be four!
If we put these two leopards into that cage, how many ANIMALS
will there be in that cage?
[together] Four!
Will there be four?
[sing-song] Yeah, four, four, four!
Are you sure?
No I’m not sure. One, two, three, four...yeah, four!
[pointing to the snake and the porcupine in the cage] Are these not
animals?
No, this is not a animal, this is...
Two penguins and one bee, will be three.
Okay, but if we put the the two leopards in here, how many
animals will we have in that cage?
Four!
Four!
This one is...[together] one, two, three, four!
Four? Do you think we must count the snake and the porcupine?
Are they not animals?
Sho! I'm scared of this one!
Let's do sums!
That's what we are doing. I want you to figure out for me. How many animals are there in this cage?
This thing look like...
What did I ask now?
This animals are four.
In which cage? No, what did I ask you? I asked...you to count how many animals are in this cage?
Four!
Two!
Four!
Okay, there are two lions. But what I want to know, is a snake an animal?
No?
Yes, yes!
Yes! So we must count the snake too.
One, two, three!
Is a porcupine an animal?
No.
Can I go to the toilet?
No, no, no. We're almost finished. Five minutes, then you can go.
Okay? Is a porcupine an animal?
[together] No!
What is it? If it's not an animal, what is it?
I know what's it...what it's going to do...it's going to sting you and then you get sore.
Yes...but is it an animal?
No!
What is it if it's not an animal?
It's a...if it's not a animal...it's going to be away.
Okay. Let me tell you that all these things that we have here, all the pictures, the warthog, the rhino, the leopard, the snake, the porcupine, the sealions, the penguins, all of them are animals. They are all animals. If we want to put them in one group, then they are animals. What did you want to say?
I want to say if you put all this ...all this...there will be...they are not the same as that one.
But...but...
[One learner wandering away from the table] L?
Come...come...come look at this. Okay, let me ask you this: show me all the birds on this picture. Show me all the birds.
Here.
And here, one.
Okay, put the beads, put the blue beads on all the birds in this picture.
[talking among themselves]
L, can you see some birds that the others have missed?
There are four. There are four.
That's not a bird!
Okay, why do you think it is a bird?
[talking together]
Just a second, just a second, let's hear what learner says.
It has wings.
Because it has wings and it can fly?
Because they have wings, because...
Okay, why do you say it's not a bird, learner?
Because...that thing have nails.
Okay, well let me tell you something. L is right. That is not a bird. It can fly like other birds, but do you know what? It doesn't, it doesn't lay eggs!

You have something in your hands!

Just a second, just a second. Only animals that can fly, and lay eggs, are called birds.

L You have something in your hands!

L A turtle?

A turtle? Yes, but it doesn't fly. If it can fly, and if it can lay eggs, both of them, then it's a bird.

But it can lay eggs. That one that stay in the water, it can lay eggs.

Okay, you’re right. A turtle?

L Yes.

You're right, it does lay eggs. Do you know where it lays it's eggs.

Where?

It get out in the water and then …[indecipherable because of noise outside]

Tell me, do you think a flamingo is a bird?

No! No!

It can't fly...

But it stands higher...

Who says a flamingo can't fly?

Me!

Who says the flamingo can fly?

Me!

Ah! This time learner and learner is right. A flamingo can fly. An ostrich cannot fly, but a flamingo can fly. So maybe you were thinking of the ostrich? Because and ostrich can't fly. But an ostrich is still a bird.

This is four: one, two, three, four.

Okay, but is this a bird? I want to know if this is a bird.

No, no. it's not a bird.

It's a flamingo.

But is a flamingo a bird?

No!

It's very higher, more higher than a bird.

Okay…but, let me tell you a secret: a flamingo is a bird. If you want to know if something is a bird, you must look for three things: it must be able to fly, it must be able to lay eggs...

Yes?

And…it must have feathers. If it has feathers, you can be sure it is a bird. Anything with feathers is a bird. If it can fly, or if it cannot fly, if it has feathers, it is a bird. Do you believe me?

But…uhm...

I know that a flamingo fly….I know.

You know that a flamingo flies? So how many birds do we have on this picture? L, can you count for us?

One, two, three, four, five…seven!

Do you agree, learner?

Yes.

Why don't we do this one?
We don't have time, we are finished. Do you want to know what that is? Okay, learner wants to know what that picture there is. It lives in water, and we call it a jellyfish. A jellyfish. It's a fish, but it doesn't look like other fish, and we call it a jellyfish because if you touch it, it feels like jelly. It's slimy. Okay, are you going to remember that's a jellyfish? Jellyfish.
1 Group  Grade 2
2 Date  8 June 2000
3 Time  10:20 – 11:00

5 Ls Fezile, Erika, Meisie, Nana, Koketso, Felix
6 [Ls are told that a recording of their voices will be made so that I
7 can listen to it later]

8
9 SH What I have here...are some cards. Like this. And this
10 is going to help us to take turns. Okay? We've got an
11 orange one like this [holding it up for learners to see],
12 we have...
13 L Red one.
14 SH Yes.
15 L Green one.
16 L Yellow.
17 L Yellow.
18 L Yellow.
19 SH And yellow one! We're going to keep this one, this is
20 our set. Okay? If you have to choose which one of
21 those cards look different from the others, which one
22 would you choose?
23 L [choosing different ones, but not the green Go card]
24 SH Yes, each one of them are different. Okay? If you had
25 to make those cards into two groups, which cards
26 would you put together? Which cards look the same
27 and which cards look different?
28 L Uh...
29 L Uh...
30 SH How do those cards look the same? [pointing to
31 number cards]
32 L They are one shape.
33 SH Yes, that's right learner, they are the same shape! Is
34 this card the same shape as the others?
35 L [Together] No!
36 SH No. This is a special card. Can you read what it says...
37 L Go!
38 L Go!
39 SH Go! It means that whoever has this card in their hands,
40 they are the ones that may speak. The others must
41 wait, okay? It means also that whoever has this card in
42 their hands have the second chance.
43 L Oh!
44 SH [talking and seeing who has the next chance] You're
45 right learner, learner and that one have the fourth
chance. So what we do is...we put them all...[arranges them on the table] if I want to say something, I take this card and I say something. Okay?

Okay.

If I finish then I put it back so that somebody else can use it. Now sometimes it's going to happen that all of us want to say something, so we have to grab a card. Grab a card! Okay, who has a card? You have one, what is your name?

Koketso.

Nosiphiwo. And you are Erica, and you are Fezile. And you are...?

Meisie.

Meisie? Okay. Right, so this means I have the green card so I can say something. But...who has the number 2 card?

I do.

Okay, if I have finished saying what I wanted to say, then I must give my card to Fezile because she...is second.

You're right! Okay, so you give your card to...?

Her, and she must give her.

You're right! Okay, so you her a card, that means you are the next one...you take that card, and you just put yours back so somebody else can take it. Okay, so you have to be fast! Okay, Fezile if you have finished saying what you wanted to say, to whom can you give your card?

To her.

Who has the number two card?

Her.

Her.

Yes, so you give her the card...okay, give her the green card. Let's just practise this, you give her that card, you give the number, who has the number...wait, wait, wait! You have the number three card, who has the number four card? So number three gives to number four. Okay, and then you put that one back. But now remember...

Back?

Yes. [to another learner] ...and then you can grab it. You can grab it. Okay, you say what you want to say, when you are finished you give her the card and that way, everybody get's a chance!

[chorus] Oh!

Okay?

It's difficult.

It's difficult to try, but we are going to try and see what happens. Okay? All right! Now let me put this here.

Now I'm going to show you ...what I have on this poster. What do you think is on this poster?

Umm...it's a metacog!

Metacog!

A metacog!

It has blue things!
Does it have blue things?
Blue words!
Blue words! Okay…what do you think?
Numbers
Numbers. L thinks there's something blue on it…learner thinks there's a metacog on it…what do you think?
A metacog.
Okay, so learner also thinks there's a metacog on it.
Numbers…numbers!
You think there are numbers on it.
I think words…
Words that you can read. Okay, and learner what do you think?
A metacog.
Do you think there's a metacog on it…well, I have a surprise! [turning it over]
[Exclamations of surprise]
Here are blue things!
You're right, so you were right! Okay…what can you see?
It's not a metacog.
A lion!
A lion!
It's a zoo!
Ahh…remember who has the green card?
She must talk first.
Okay.
It's a zoo, it has animals and people.
Okay. Okay. Now you must give your card to the yellow one. Go yellow to orange and you give it to her, and you put it down, so somebody else can take it. What else do you see? Who has the green card?
I can see…
You can turn it if you want.
A monkey, …a …, and a fish.
Where do you see the fish?
There.
Okay.
And a lion
Ahh…
And a elephant, and a lady bee.
A lady…?
[chorus]…bird!
A ladybird…okay.
Somebody else grab it.
Ha! You have to be quicker! …Okay, tell me if you can find the giraffe on this picture. Okay, that's good.
Who can show me, and anybody now can join in…what do you want to ask, learner?
I want to ask you something…
Yes?
Did you do this by yourself or maybe you made it on a computer, something like that?
I had somebody draw this for me.
Oh!
And she painted it for me. When I finish with them,
others can also...yeah, then you can use it in the class as well, if you want to. Okay? Okay, who can tell me where the seals are?

Seals!

What are the beads for? I'll tell you in a second.

[talking together]

That's right, learner we're going to play a game...

He has...

Okay, he has the green card. That's right.

Can I ask everybody a question?

Yes, ask everybody a question.

Learner can see...a person with a blue shirt and a white...

Here!

Wrong, here!

I thought I went, and then I went away...

You went here.

Yes, I went here and then I went away.

Okay, let's each ask a question for the other learners and see if they can get it. Who has number 2? No, no...two goes to three, three goes to four and four puts it down.

[laughing]

L, you must also lean over otherwise it's too far to reach.

Okay, who has the green card?

Me.

Okay...now ask a question.

Can you see a giraffe?

Describe something.

Purple dress and a white.

A purple dress and a white what?

Socks.

This one.

And who can see yellow and red and red...orange balloons.

Oh, you said balloons!

Why you said balloons?

Okay, change the cards. Green goes to two, two goes to three...three goes to four, three goes to four.

[La grabbing the four] Okay, let's give learner a chance because she hasn't had a chance for a while.

Okay, wait, wait wait! Who has the green?

I have.

L, okay learner. Let's put it like this so that she can also ask a question. L, what's your question?

L, look around don't look here because if you look straight they will see where you are looking.

You're clever. Okay learner, what's your question?

Look around!

Um...yellow with green.

Yellow.

No, that's not yellow!

Here! Here!
Okay, let's ask learner: we have a person here with yellow and green, and we have a snake here with yellow and green. Did you mean an animal or did you mean a person?

Animal.

Ahhh! Good!

But there's also a frog here.

Okay, do you have the number two. Let's change cards, green goes to two, two goes to three, three goes to four and four puts down.

Put down!

I took it first!

Let me have it!

Okay, let me put it down.

Oh! We nearly…

Okay, let's hear. What's your name again?

Nosiphiwo.

Nosiphiwo. What's your question to the rest of the group?

Who can see...something red...red and wh...and...red and orange and yellow and blue.

Here! I had it first!

Okay! Red and orange and yellow and blue. Red is there, yellow is there, blue is there. What colour isn't there?

Orange!

Good! Okay. Green goes to two, two goes to three…

Three goes to four.

…and four puts down.

[commotion as learners try to grab the number 4 card]

L, aren't you grabbing? Okay, let's ask one more question.

Yeah! Who can see...a person with um...purple and white.

Ah! You were too fast!

Purple and white.

Purple.

And I can see it.

That's blue.

That's purple!

Blue!

Purple!

Who thinks it's blue? Who thinks it's purple?

It's me! I said so.

Sometimes colours are difficult to really see.

But it is blue, purple is supposed to be like this cause...

[pointing to the flamingoes] Who knows what this is?

Ostrich!

A ostrich [sic]

…other boy they kick something and they clap you and...and they take it and they eat it.

[All talking together about ostriches]

L, have you seen a pink ostrich before?

No.

I have! I have!

…on a farm.

No, it was a black one! It was black and brown!
If I told you this is perhaps a flamingo, would you say it’s an ostrich or a flamingo?

One at a time, one at a time. Flamingoes are pink. It’s because of the food that they eat. But ostriches aren’t pink.

Yeah, sometimes they are black and brown and white…and brown and white and coloured. Who can tell me what bird this is?

Um, it’s a…

…what’s it called again?

Do you know the Xhosa word? Tell me the Xhosa word.

No…

No, you must be proud of your language, nobody will laugh at you.

Isintaka.

Can I tell you what’s this in my language?

Okay, you can tell me in a second, let’s just finish this one. So this one is…

[Gives a whistle to silence learners] Just a second. So this is in Xhosa, isintaka.

Yeah.

Do you know…do you also speak Xhosa?

No!

Do you know the Sotho?

Do you know it?

Uh Uh! Leba is a big bird!

What do you think, learner?

I speak English only.

Only English? Okay, do you know the name for that bird?

It’s an eagle!

It’s almost like a…what makes you think that it could be a kind of an eagle? What about it makes you think that it could be an eagle?

Yeah. Yeah.

I think it’s the wings.

Let’s hear what learners says. The wings, and what do you say?

I think so because it’s a like…it’s a…it’s nearly the same at the face.

Yes, the beak. The beak, it tells you that it eats meat.

Yes.

Okay…but this is not an eagle. Eagles hunt for their meat. They fly…

That’s right. So do you see this eagle, learner, let’s put it like this so learner can also see, do you see this eagle and this bird here has the same mouth.

No!

Yes! Yes!

It’s sharp here.
It's sharp and it goes down. It's sharp and it goes down!

Okay, there are some ways in which they are the same, and there are some ways in which they are different. They are the same because their beaks are the same: it's sharp and it goes down. It's different because their wings and their colour are different.

And their legs! …and their legs, and their legs. So both of them eat meat, but this bird catches its meat. It hunts rabbits, and it hunts rats. But this one doesn't hunt. It eats dead meat. It eats meat that other animals… …have killed. So do you know the name of this animal yet?

[chorus] No! Um…

Vul…vul…

Vulture! It's a…vulture!

I was gonna say that!

Were you gonna say that? You must say it!

Sometimes when you want to say something, you forget what you were going to say!

[chorus] Ja!

I also forget it.

Sometimes I get angry…but why did I forget it? And then I start saying it wrong. Let's say for instance I wanted to say a bird…I go, bi…bi…bi…bi…Sometimes I learn a word and I say, let's say for instance I say, my jacket. My jacket, my jacket, I forget and then I say, my ja…something like that.

So it's frustrating to forget a word.

L, what language do you speak at home?

English.

No! That is not your real language…

Just let me hear what learner says.

She speaks Bulgaria.

Ja, Bulgaria.

Bulgarian, do you come from Bulgaria?

Yes.

Can you give us the word in your language for this bird?

Um…

[Incredulous] You forget your language!

That's impossible!

I also do that.

Choose, choose any animal on this picture and give us…

In Bulgarian I must give the name of any animal?

Yes.

Slon.

Yes.

Slon.

Slon?

Yeah.

For elephant. Are we going to remember? Slon.

L: Can I tell you in my language what we call this? [points to rabbit]

SH: Yes.

L: Lokwatsha. I have many stories about these animals.

L: Ja!

SH: Tell me one story that you know.

L: Okay. This animal, the lokwatsha, saw a animal.

L: What was the animal again?

L: Lokwatsha. Saw another animal. How do you call it again? I forgot. He wanted to put that friend of his in trouble…you're so beautiful my friend…and the animal said…

L: ..the lokwatsha…

L: …you're just kidding, I'm never beautiful. So, let's go and steal some naartjies. They went to steal some naartjies. So the lokwatsha's friend, ate a lot of um…naartjies. So lokwatsha was enough so he went out, and he came in again and said, then he said, naartjies are getting finished! Then the man came with the … and he shoted lokwatsha's friend, so he ran into the hole where they were eating. So, they said, so lokwatsha's friend said, let's go eat some more my friend. I love this fruit. So he closed the hole that lokwatsha ran into, that they couldn't go in. So after that, they wait there and Lokwatsha's friend. Lokwatsha says, naartjies are getting finished! So he ran, and then the hole was closed, and he bumped…and then Lokwatsha's friend ran away. So they..

[Recording interrupted]

L: Okay

L: [telling story in own language] So…other time, it went to a river, it went…so that river…that other time…it's dirty and dirty and dirty…so…

L: Say it in your language…Say it in your language.

L: Namphile…The mother of the…the river was dirty and there was no fishes in the river, so all the friends go to the river and …then…all the rats died.

SH: Oh…was her name Namphile.

L: Yes

SH: Okay, you can do a story, and you can and then you can give a story. Three of you, but then you must make it quick. Okay, [learner], your story. Which animal do you want to tell a story about?

L: [points]

L: About the rat? Okay, let's go for it!

L: One day we were two rats with the mother living in one tree. The mother said that she's going to shopping so she said…they must stay inside the house and don't run down the tree. So she went to shopping and the …ran down the tree, then they climbed up to the other tree and then there was a snake in the tree and that was his home and then he almost caught the rats. And one rat jumped up and he missed each of them. He went on, the rat went on, he stopped and
then just followed him down the tree, and then the snake came going up the tree, he waited for the second rat. The rat jumped up, up in the tree, the other one also jumped up in the tree. They fell down on the ground and then they ran back up when they got home their mother came and then they told their mother that they almost got caught, uhm, uhm, by a snake.

Wow! Okay, before we listen to her story...can you hear that when somebody tells a story, there's always a beginning, and then something that happens, and then an end.

All stories always have that.

But when you know it in your language and you don't know how to say it, there's some words that you don't know in English. Like me, I know English, I'm even forgetting Sotho, Sotho is my real language because my father speaks Sotho and my mother speaks Tswana. So I'm forgetting Sotho because I'm used to...uhm...

I talk Zulu. ...uhm...try to talk...I used to try to talk...another language.

Of course you all know that your home language is important...and you must not forget it.

[together talking in their language]

Could you tell us in Afrikaans?

What would you like me to say in Afrikaans?

Lion

You like to put...[indecipherable]

As jy jou neus in iemand se sake druk.

Oh!

[As fighting to have the next chance to tell a story.

She's been waiting a long time...to tell about her...11o' clock...we have ten minutes.

It's...I'll say it in my language.

Okay, you want to tell about the monkeys and your language is...?

Sotho.

Okay. Let's do this: she will tell the story in her language and one of you... I will, ma'am!

...you will tell me in English, okay?

Can I do it, pleeease?

Okay, both of you...both of you.

[Telling story in Sotho]

Let her finish?

[Continuing with story]

...don't speak English because you can't say all of it in English.

[Finishing story]

Okay, the two of you must decide how you are going to tell the story.

I know, I know!

Decide between the two of you.

...I'm going to talk and then she's going to talk...

Half!
Once there was a... then I'm gonna say... ja, half the story... and then I'm gonna say the rest.

Are you happy with that?

She says... Once upon a time there was... [names]. They were goats... part of story indecipherable due to the two learners retelling the story mutually... so they decided to take bananas and things... [indecipherable due to intercom announcement]

You can choose... what do you want to do? The cards... or the beads.

The beads, I think.

Is your nose bleeding? Okay, go to the bathroom quickly.

It's not bleeding.

Is it not bleeding? Oh! you want a tissue? Does somebody have a tissue?

Wait... wait... I'm not sure. Oh God, oh God! Don't you have a tissue?

Um... no... wait, wait, wait! Of course I have a tissue... there you go.

Okay, let's vote. Who votes for the beads? [show of hands] Who votes for the cards?

[together talking]

Okay, let's vote. Who votes for the beads? [show of hands] Who votes for the cards?

[all together]

Okay, I'm gonna make a pattern on this board, over there. I'm going to put them in a row and I want you to tell me how to finish the pattern. So you must first look...

Yes?

... what pattern I'm making.

Red and blue.

Red and blue, okay so if you want to finish the pattern...

You must remember I'm going to write... other language.

Okay.

Can you put a bit of green in it?

Okay, is the pattern still right?

Red... blue... red... blue... red... blue... blue... Hm mm... this pattern is much to easy. I'm going to try a new one.

I know what!

Why can't we make animals?

You could if you want to.

[all together]

Okay, I'm going to take your beads and I'm going to make a pattern, I want you to look at the pattern and tell me... how to finish it.

I'm gonna make a nice big pattern...

Me... I'm making a big one.
Okay…we've got a minute!
Quick, guys!
Okay look at my pattern that I have made… Yeah?
Can you see what pattern it is?
Yeah.
What will be the next one to come there?
Blue!
Blue…okay…put a blue one.
Oh! look at my pattern!
[ignoring the exclamation] What will be the next one?
Red.
[disappointed]Ah!
Okay, and the next one?
Green.
Ah, you're too clever for me! [to another learner] You made an "f", very good. L, what pattern did you make? Red, blue, green, blue, red, green, blue, red.
Very nice.
I wanna make something else.
I can make a letter.
I first made a "s", then a "e"
Okay, who can make me…a…
I can do it!
I can do that.
It's too easy!
It's very easy.
But not the ten rand…
If you…then you have to make it round…
I'm finished…
But it doesn't look like…
Are you still taping?
Yes. I can see the "s" yes. I can see the "s", L, very nice. Who can make the "sh" sound?
It's an s-h.
I'm still doing the "s".
Okay, I think you can all finish up because I have to take the next lot.
What are you going to do for them?
SH: Okay, let's go!

Ls: [singing] Jesus loves me yes I know, cause the Bible tells me so...

SH: / Very nice. Now tell me your names on the recorder.

L: My name is Felile.

L: My name is Phuleng.

L: My name is Ayanda.

L: My name is Michael.

SH: Okay, I have a set of cards here and...well, I'm sure your teacher has taught you already how to take turns.

Ls: [Chorus] Yes.

SH: Okay. When is it important and why is it important to take turns?

L: Because, because, because, that...uh...to take turns...because...um...like...not speaks and speaks ma'am, you

know.

SH: So that everybody gets a chance.

Ls: [chorus] Yes ma'am.

SH: That's right.

L: Like me, I am a captain Ma'am, Michael and Ayanda and Phuleng never got a chance to be a captain. They gonna cry because they never had a chance and I had a chance for the whole year.

SH: Okay, so you feel its unfair that you have been a captain the whole year and they must also get a chance.

L: Yes.

L: [All talking together] ...and I am feeling angry!

SH: Why are you feeling angry?

L: [L] is my enemy, that's why.

SH: Yeah?

L: We talk with each other all the time.

SH: Do you fight with each other all the time?

Ls: No.

L: I steal! [Laughing]

Ls: [Talking and laughing in reaction to learner's admission]

L: If I don't have something I take it and I give it back at the end of the day. But mostly I just take it and then I go to my table and then I...[illegible]
SH / Do you ask them
47 before you take their things?
48 Ls No [a number of learners agree]
49 L When they say no I get angry
50 SH And what do you do when you get angry?
51 L I just go like this [demonstrates on L 3]
52 SH /Okay, okay [learners
talk and laugh among themselves]
53 SH Okay, well I’m going to show you these cards. Can any one of
54 you tell me what it says on this card?
55 Ls Go! Go!
56 SH Yes, Go! And this?
57 Ls Two!
58 SH Yes, and this one?
59 Ls Three!
60 SH And this one?
61 Ls Four!
62 L It’s baby stuff!
63 SH It is baby stuff, but I’m going to tell you now what we are
going to do with them. What we’re going to do when we take
65 turns and we want to speak in the group so that everybody can
get a chance, we’re going to make a rule. Okay…and the rule
is that ONLY the person who has this card [shows green Go!
69 card], may say something. Okay?
70 Ls [Nodding their heads]
71 SH So…each one of you take a card. Who wants to say
72 something?
73 L Me.
74 SH Do you want to say something?
75 L Yes, ma’am. No! I’m just thinking.
76 SH Oh, you are just thinking. Okay, but let’s just play. Say you
77 wanted to say something and each one of you take a card.
78 SH Okay? [All the learners take a card]. It means that Felile can
79 say something now because she has the green card. Okay?
80 L [Discussion] But how can we take turns then? If she has that
card and nobody else has that card, so she can just talk all the
time.
81 SH You’re right, but we are not going to let that happen. What
82 we’re going to do is, as soon as she…
83 L Okay, it’s like this. When the other wants to talk then I take
84 card number three and you can take the Go! card.
85 SH It’s almost like that. As soon as you have said what you wanted
86 to say, you give the card to number 2. Number 2, you are
87 number 2, that means you are next in line. And you are third
88 in line and you are fourth in line [pointing to individual
89 learners]. So you take this one…you give him that one…you
give him that one…and you put the card back. Okay, if she
90 wants to say something she must pick a card up again.
91 L [same one who said this is baby stuff] It looks easy but it’s
difficult.
92 SH It looks easy but it’s difficult.
93 Ls [chorus] Yes!
94 SH Shall we try it a bit? It doesn’t mean…You don’t have to get it
95 right, right away. We can play.
96 L Do we win in this game?
97 L No
98 SH No..no..no. We’re not playing a winning game.
99 L Ma’am we are playing it in Grade one!
SH Did they play it in Grade one?
L Yes.
SH Okay, did you play it in Grade one?
LS [All talking at once]
SH Okay, let's put them back. Everything, we put it like this. And
like this..and like this. Okay, now...what we're going to do
is...oh, let me just put it here. Okay, now I'm going to show
you what I have here on this poster. [Turns the poster so
learners can see it]
L A blue elephant.
SH A brown elephant. Yes, what else do you see?
L A..a lion.
L A giraffe.
L I see...octopus.
SH Do you see an octopus, Michael?
L I see a shark.
SH A shark!
L And a giraffe.
L I see people!
SH Yes! Lots of people and balloons!
L I see seals.
SH What do you see, Michael?
L Seals.
L And I see penguins.
L I see the snake.
L ..and a snake, Phuleng.
L And I see a, what you call it, a bat or whatever.
SH That's right, a bat.
L I see the trees and flowers.
SH Okay, trees and flowers.
SH There are many animals on this picture.
L A buck.
SH I see a zebra.
SH Yes, do you know what kind of buck?
L I know. I know
L I think it's a kudu.
L No, no, not a kudu.
L No, it's a...it's a...it's a...
SH It starts with a "g"
L Gorilla! [pointing at gorilla]
L No!
SH Well yes, that is a gorilla. But can you find out what that is ?
L Ohh, I thought you were talking about that one [pointing at
gemsbuck]
SH Yes, that is a kudu, you're right.
L What do you call this?
SH A gemsbuck.
L Gemsbuck.
L I see a spider.
SH And a spider, yes.
L And a bee
L I see a octopus.
L I said that.
SH Yes, Michael saw the octopus earlier.
L And I see a jellyfish.
And a lion!
A jellyfish, can anybody tell me what that is?
...horse!
A seahorse? Okay, so that's why we're going to have to take
turns. Okay?
And I see a fish!
What is this one?
Yes, it's called an angelfish.
Is this a angelfish?
Yes!
I don't know it.
Have you never seen it before?
[All together talking]
That's a cheetah. Why aren't there any leopards here?
Ma'am that's cheetahs.
Why do you say it's a cheetah?
Cos, cos it's got a line here [draws a line from eye to mouth
along his nose]
Cos it's got a line there on its cheek
Yeah
That's right. And leopards, do you think leopards have lines on
their faces?
They...they have big dots and there is orange in it.
It's like...it's like...it's like spots, but it goes 'round...like that.
And it's orange!
Okay, so the leopard's spots are also different from the
cheetah's. Okay, that's good.
No, Phuleng but I forgot!
What home language do you speak?
Xhosa.
I speak Zulu!
I speak Sotho!
Okay, do you know what the Xhosa word for this is [pointing to
vulture]
No
[laughing]
Do you know the Zulu word for that?
I know Zulu too!
Do you know Zulu too?
I think it's...
Michael do you speak English at home?
I know a little, little Afrikaans
Afrikaans...do you know what this word in Afrikaans is?
No, it's not really my language.
[Tao. pointing to elephant]
Tao. Okay.
...ikati.
Ikati.
Isinhaca
Isinhaca...it's that the snake? And elephant...what is
elephant?
...Buffalo.
Ohhh, that is a...what did you say that is, Michael?
Kudu.
Yes, it's a kudu. A buffalo is a bit bigger. Tell me what animal
is this?
I know. I know
Who has the green card? Where's the green card?
A hippo! A hippo!
I am only going to listen to the one who has the green card.
Hippo.
Okay. [laughing] Okay, tell me...if you can find on this picture...
Put the card back!
...if you can find...a crayfish.
Crayfish? [incredulous]
Somebody's got the green card. Somebody must try to get the yellow card because that means you can, you can, you can speak next.
Okay. [laughing] Okay, tell me...if you can find on this picture...
Put the card back!
...if you can find...a crayfish.
Okay, you wanna take a guess?
This one [points to crab]
Not quite, but a crayfish does live in the water. It does live in the sea.
But is there one on the paper?
Yes, there's one on the paper.
[points to crayfish]
Ahh...okay, so we've got two. This one and this one. So what is this?
A crab.
Yes, it's a crab.
[Talking together]
Somebody look for a frog.
A frog!
Only the one with the green card. But you must remember,
once you've given your answer you must put the green card back again.
Frog! Frog! Frog!
No, he's got the yellow one, you must put that there.
No, he did not get the frog.
No [increasingly agitated], he's got the green card, he must talk.
Oh, there's no frog over here!
Me, too!
A frog.
Are you sure there's no frog?
No, I know there is a frog.
Ma'am, can you ask me a warthog, that's a warthog.
Yes, that's right. It's a warthog.
Is it by the water? [the frog]
Hmmm?
Is it by the water?
Can you see something by the water?
No.
Are you seeing the whole picture, or is some parts of the picture not visible? [One learner is leaning over and concealing the frog]
I can just see...
The frog!
Ahh! So who was concealing it the whole time? [laugh]
I'm taking the number 3 card.
Okay.
You can't have the number two always...!
...you must put it back...
[arguing together about the cards]
Okay, who can tell me where...
No, no, no
Who can tell me where the grasshopper is.
I'm only going to listen to the one who has the green card.
[All together, one gets the card] Here it is, ma'am!
Yes, right! There's the grasshopper.
...that's why she's my enemy! [this learner lost the fight for possession of the green card with the "enemy"]
Does it look like a grasshopper?
Yes ma'am, it looks like a grasshopper with horns.
With horns?
No!
It does have horns...but do you think a real grasshopper also has horns?
No? You'll have to go an catch one to see.
It looks like the whiskers of a cat.
Does it look like the whiskers of a cat? Okay, let's see, who can see if they can find the vulture.
Vulture!
Vulture?
Vulture!
What does it look like, that pink bird?
It's a vulture.
Who knows what a vulture eats?
It's a bird.
Yes, that's right, but what does a vulture eat?
It eat meat.
Uh-huh. Have you ever seen a vulture?
Yes, on TV.
Tell me a little bit about the vulture?
You see, when somebody comes to steal the eggs, it goes after it.
Does it go after it?
Yeah.
Okay.
Let me just hear what Felile asked?
[All together] ...hair...it's like a helicopter but it's not a helicopter.
Does it fly?
Yes.
Is it a small insect?
Is it a dragonfly?
[All together]
Michael, I don't know why it doesn't have hair there, it's just how vultures are, they don't have hair there.
Because it's smooth!

Yes! If there are not any hairs then it is smooth! Okay, who can find all the black ants? And tell me how many black ants there are. Now... just hang one a second...

I haven't had the green card for a long time!

Okay, I'm gonna ask you...

Five...

Just hang on a second...

Hang on a second?

Before you give me the answer, I want you all to work together.

Okay? I want you to give me one answer, so all of you must agree.

Okay? How many ants do you think there are?

[Everyone raising their hands to give an answer]

No, No, you must all talk to each other and decide what the answer is going to be.

[All together] Seven. It's seven. Seven.

I've already got my answer.

One...two...three...four...eight

Where's the nine?

[Talking all together] Nine. We all agree It's nine.

Do you all agree?

Yes.

Yes. It's nine.

Okay, I want you again to work together again and tell me how many butterflies.

Butterflies?

One...

Blue butterflies...sorry...blue butterflies.

One...

One...

One...

One...two...

Two...

Three...

Three...

[counting together] Four...five...five!

Six!

We counted five butterflies.

Five!

Six!

No! We count it!

You see that you are getting a bit confused because you are counting butterflies that you have counted already?

Ma'am, let me try!

Do you think it might help if you close one part and you only look here, and you count all the butterflies that you see on this side...

Okay!

...and then you move on and you count the...

This side, I know!

Okay! [Talking at once] ...give me the card...just put a card over there...a card over there...a card over there [he is covering the butterflies as he is counting them]

That's a clever idea, learner!

[Talking at once. A learners suggests putting a bead on each butterfly to know which ones have been counted]
That's an even better idea, learner! Why don't you try that?

Okay, there is...one...two...three...four...

I saw another one somewhere...but I can't remember where...

Okay, make sure you have covered all the butterflies...I can see a butterfly that is not covered...

Where?

Ma'am can I put the...I had the wrong bead.

Okay...are you sure all the butterflies are covered?

Can you see another one?

No...only the butterflies not the clowns, only the butterflies. Put it there.

butterfly looks like a butterfly.

It is!

But it is a butterfly, it's a blue one!

[Talking all together].caterpillar..

Okay...

...It's unfair. How come like if you're a bee...it dies, how come we have to live for like fifty years?

[All laughing]

Do you think it's unfair that we have to live so long and they can live for such a short time?

Yes. They say...they say...

Do you wanna live long, learner, or do you wanna...

It's cruel!

I wanna live long.

You wanna live long. How long do you want to live?

Just a second, I am asking learner.

I wanna live eleven.

Eleven...years, or months.

Eleven years and seven months.

Okay and you?

...no that's before my birthday.

[talking at once]

Okay, how long do you want to live?

I want to live for hundred and hundred and hundred and a thousand weeks!

Okay, and you?

I want to live a hundred and sixty...sixty seven weeks!

And you, learner?

I want to live for a one hundred and a hundred and a fifteen weeks!

[All together]

Okay, let me ask you one..let me ask you one question

about this picture....If

I don't want to die, ma'am!

Shhh!!

No...we don't want to die.

I don't want to grow up!
...like a baby.

Yeah, we want to stay young.

I want to be like a baby.

What is nice about being baby?

[All together]

I'm asking...I'm asking L.

Because, you see I don't like to be a mother...and then when

you marry you fight with your husband, and your

...[intelligible]...and you have to have a

baby...so you don't have to work.

Okay, and you L?

...you work so hard, and after working very hard, you get

money and you can go and buy a double storey, and you

don't need to go to school everyday. School starts at seven

o'clock.

Okay, so you would like to be a grown-up.

Yes.

Okay, now it's your turn.

...it's so nice, when you cry...the baby stop crying...and

you...[intelligible, everyone laughing]

So would you like to be a grown up or would you like to stay a

child?

A grown up.

I like to stay a baby...do everything for me...

Okay. And you L?

I want to stay a kid. I don't want to buy groceries, I don't want

to pay for electricity, I don't wanna do...I don't wanna work

...I don't wanna work for long hours and make

food...[intelligible]

So being a grown up sounds like a lot of hard work.

I just like cooking!

You just like cooking, okay.

Let's...let's go back...just a second...let's go back to the

picture again. Tell me -- but I want you to talk among

yourselves first. I want you to give me only one answer -- who

among you is going to be the leader. And it can't be L

[one who said she was a captain the whole year].

Me!

Okay, let all of you decide among yourselves who will be the

leader.

Okay! Okay! But L can't?

She can't, because she is the worstest leader [said by the

learner who perceives the one learner as his enemy].

I've got a plan!

[Talking together]

Okay, L's got a plan.

[Talking together]...Ma'am I've got a good idea!

Let's hear L's idea?

.....make a vote!

That is a very good idea, we have to vote! Okay, so who will

vote for L?

Me!

No, not me!

You vote for L, we've got one vote. Who votes for

L?

Me!

One vote. Who votes for...L? One vote. Who votes for

L? Three votes! Three votes! So L is the leader!
Ma'am can you believe that…
L will be the one who will give me the answer after all of you have decided about this question. And the question is: If you have to give a name to this picture, what name would you give it?
[softly] I think we call it uh… the …market.
I want to hear…I want to hear what you say.
We must call it the…the…the zoo.
Let's call it the Pretoria zoo!
No, but it doesn't… look here..it doesn't got anything that's there...
Do you think it doesn't have anything that they have in a zoo, Michael?
No! I don't think that crabs..
Okay.
[In disagreement pointing to various animals individually] This stays in a zoo! This stays in a zoo! This stays in a zoo!
I think we must call it the Mpumalanga zoo!
Yeah, Mpumalanga zoo!
Yes! …it doesn't make sense…yes, there is that…the
Mpumalanga zoo.
The Mpumalanga zoo.
Pretoria zoo makes sense!
Why does Pretoria zoo make sense?
Because...
I want all of you to agree…if only one disagrees, then I don't want the answer. All of you must agree.
Mpumalanga zoo.
So I think what must happen is…three of you think it's the
Mpumalanga zoo, and one of you thinks it is the Pretoria zoo, so...
No, but maybe we should...
You will have to...
No but maybe we should not say what zoo…maybe we should just call it a zoo.
What do you think about that idea?
It must have a name!
Yes!
It's a zoo, but what is the name of the zoo![exasperated]
No!
I do agree that it's a zoo, but the name, like…it's a…[intelligible]
[Together] Yes!
Yes, like when you call the cops, …and there's a fire at the zoo…you say, it's a zoo, now they don't know what zoo.
So it's important to have a name for the zoo.
…what street!
Okay, but do you all agree that this could be a zoo?
[Together] Yes.
But what's the name! [somewhat anxious]
[determined] But that doesn't stay in a zoo!
Okay, so you are unhappy about these animals…you don't find them in a zoo.
I found them in a zoo!
Do you think…do you think that we find MOST of these animals in a zoo?
Yes.
Not ALL of them.
It does not matter.

…not ALL of them but SOME of them.

Okay, it sounds to me…

[Talking together]

Who of you have been to Pretoria Zoo? Uh huh, and you

Ayanda, and you Felile?

…to Mamelodi zoo.

Did you go to Mamelodi zoo?

I have!

I didn't know there is a zoo in Mamelodi?

I can't remember. [going to the Pretoria Zoo]

I want to ask you something: I didn't know that Mamelodi had

a zoo? What animals do you find there?

Hippo's, lions, cheetah's…

Okay, so you'll put beans on all the animals that you find in

the Mamelodi zoo.

Yes…[talking all together]

I have seen a lion.

A real live lion?

[All talking together]…no lion, no cheetah, no tiger.

No, maybe I have seen a…

…so there are lions…[learners talking together and

ingcreasingly vying for attention]…Okay, I can't listen to two

people at once.

…and they try to make me believe it's just gonna go away if

you don't lie. Okay, so now you go…and my father

says…[illegible, talking at length while the others are working

on the Mamelodi zoo animals]

Flowers, flowers too…

Okay L, let's see what they are doing over here.

…to talk?

Yes, L, what did you want to say?

[beginning to talk]

Just a second [stops learner interrupting] Phuleng?

At the Pretoria zoo they put money in the water for fish,

ma'am…want to take that money, you can't take it ma'am.

[excited] They go so…they go like…they throw five rand!

Ja!

It's a lot of money to throw away!

Ma'am, look here! …My dad had a big operation…[talking

illegibly]

Yes…come back to your chair, L. I have something else

here, so as soon as we are finished with this, then I can show

you what is over here…Okay, so these are all the animals that

you find at the Mamelodi zoo?

[Together] Yes ma'am!

Okay.

[Ls talking about different experiences. Not focused on

the task at hand any longer]]

[unhappy] At the Pretoria zoo you have to pay to go in.

You have to pay to go in?

Yeah!

Okay. I've got some play money here. I want you all in a

group to tell me how much money there is. All of that

together.

I got fifty cents!

I also got fifty cents!

I got one Rand.
You can see... you can count, just tell me how much money there is. You can work it out on your own.

Can I try?

All of you together, I want it to be a group effort. And L is the leader so he will give me the answer.

...and this is fifty rand.

[starting to count together] ...two rands!...three rands!...five rands!

Who will write?

She will!

You can do this...

[All talking together].. we can use this?

You can use what you want. Come, come, learner.

Ma'am can I please work it out?

You are a group you have to work together.

Four rand... write four rand.

Four rand.

I see only two people doing this, I want everybody to do it.

So you guys have to count...

Okay.

Okay.

That's five rands.

...eleven rand.

I've got to count to elevent rand.

Five plus eleven rand is sixteen rand.

It's five rand, or four rand or three rand.

Do you think it might help if you sort all the...if you group all the same money into little heaps?

[pleased] Yeah!

But...but...

We must count...

...we must have the coins...

[A lot of talking] Let's do like this... put the fifty cents together like that...

[sing-song] Ja, ja, ja, ajaa...

[guessing] A hundred rand, you'll see

Hundred rand!

There's another fifty cents!

...together, fifty cents together.

[sees one learner losing interest and letting others complete the task] Come on, learner, group effort! Come one, you must come and help.

L It's five rands!

It's a hundred.

Give Ayanda also something to work out.

Is this...?

One rand.

Okay. Whose going to count what?

[starting to count by adding each individual piece]

Okay, before you add them all together, let's try something.

Why don't you put them in a row, from the biggest to the smallest. The biggest to the smallest.

[Doing this]

Okay, do all of you agree that it's from the lowest to the highest?

[Together] Yes!

Where's the lowest end?
SH: Okay, so where are you going to start if you want to count all the money?

L: [Some pointing to the twenty cent piece] Here!

SH: Are you going to start with the biggest or the smallest?

L: The biggest!

L: Smallest!

L: Biggest!

SH: I think the biggest!

[Talking together]

L: So you think you’re gonna get forty something rand, learner?

SH: Just a second! Take a guess, how much money do you think there is? L says...

L: I think about fifty five rand.

SH: L thinks fifty five. What do you think, learner?

L: Sixty five rands.

SH: Sixty five. What do you think, learner?

L: Eighty five. L says eighty five.

L: I think it's ninety seven rand.

SH: Okay, you think its ninety seven rand. Okay, you can count it, you can now add everything together and we'll see who was the closest.

L: Thirty! thirty rands!

L: Thirty rands.

SH: Okay, so you count all the ten rands first.

L: Thirty…

SH: Okay and then? What do you do next?

L: And then we're counting five…

L: Thirty-five…

L: Thirty-five, forty!

L: [upset]…give me that!

L: Forty, plus five rands, forty five!

L: No, but…

L: Forty! Forty!

L: It’s forty.

L: I said sixty five rand!

L: Did you say sixty five rand?

L: Yes!

SH: So you were the closest! Very nice! Very, very nice! And you were the second closest. That’s very good. Okay, we’re
finished for today, thank you so much for helping me.
Learners begin by singing a song and each saying their names. [Seifo, Kagiso, Tshepo, Tshediso, Relobihile.]

SH Turn the picture around. Okay, maybe you want to sit over there so that it's easy for you so that you don't see the picture upside down. You don't have to, but maybe it will just make it a bit easier for you. If we want to say what the title of this picture is, if we want to give it a name, what can we say? What is this picture all about? What do you think? Refilwe? Look at all the things you can find on this picture and tell me what it is all about? Does anybody have an idea? She has an idea!

L What do you think it is all about?

SH It's like it's at the zoo.

L It's like it's at the zoo, do you agree?

SH Does it look like it's at the zoo, Tumi?

L Yeah.

SH What makes it look like it's at the zoo, Tumi?

L [unresponsive] What is a zoo, what do we find at a zoo? Let's hear what Tumi wants to say. What do we find at a zoo?

SH The animals.

L Yes! We find animals, we find lots and lots of animals. What else do we find at the zoo, Kagiso?

L There's lot of animals here.

SH Yes, yes...and what else do we find? The most important thing is that we find animals at the zoo, but what else can you see here that we also see at the zoo. Yes?

L Zebra's, and some...

L Butterflies.

L ...butterflies, and lions and...

SH What is this called? What is this? Do you know what it is? Can somebody tell him what this is?

L I saw this on TV but I forget what it is.

SH It's called an...octopus! Do you know what this is called?

L No.

SH I just said its name.

L I know! I know!
SH Did you listen?
L I did listen, an octopus.
SH No, I want to hear from him.
L An octopus.
SH An octopus…okay. Who can tell me what this is?
L [together] Lion!
SH Very good! It's a lion. Okay, I want everybody to choose…wait
before you do that…choose their favourite animal, or the
animal that they like on this picture and then I’m going to start
with Tshediso and I’m going to ask each one of you what their
favourite animal is and what you call that animal in your own
home language. Okay? Tshediso, what animal do you like to
choose? [silence] Of all the animals, what animal do you like
to choose?
L [points to an animal on the poster]
SH That animal…what do we call that animal?
L Giraffe.
SH Yes, a giraffe. What language do you speak at home?
L Sotho.
SH Sotho. Do you know what one calls that in Sotho? Can you tell
us?
L Mala.
SH Mala? I'm not sure that is right? Who else here speaks Sotho?
L Yes, I do. It's still the same word, it's still giraffe.
SH Is it still giraffe? Okay. Good Tshediso, do you like giraffes?
L [nodding head]
help him?
L [indecipherable]
SH Because…
L Ma'am I do know!
SH Let me just hear what he says, because?
L They are climbing.
SH Because they are climbing?
L They can climb.
SH Okay.
L I feel like a pere.
SH Like a?
L A pere.
SH What is that?
L A horse!
SH Like a horse? Okay, a pere is…
L …they sit at the top of…
SH Children sit at the top of a horse and they ride a horse? A
pere. This giraffe, do you think we also can ride on them?
L No.
SH No, we can't.
L Giraffe….giraffe has big neck!
SH Yes, a long neck. Why are their necks so long you think?
L Cos their legs are long.
SH Yes…their legs are long, but look at this picture? What do you
think why are the giraffe's necks so long? What do they do
with a neck that is so long?
L Eat the leaves!
SH They eat the leaves of trees. If it had a short neck, do you think
it would be able to reach to the trees and eat the leaves?
L No.
No, so that's why it has a long neck, so it can eat the leaves of
the trees. Very good. What animal do you want to choose?

A lion.

A lion! And in Sotho that is called... Tau!

Tau... is it right? Okay, why do you like the lion?

Because I like the skin of the... it's very nice and soft.

I don't know what the lion is in Sotho.

Don't say tau. You must say ke lione.

It's not! It's tau!

Is it Pedi that you are speaking?

Yes.

I speak Sotho.

You speak Sotho. And you?

Sepedi and Sotho. Okay... and English?

I have the combi.

What do you have to go and do?

I have a car. The toys car.

I think he has a car.

Do you have a car?

Yeah.

Okay, where do you have a car?

In my room.

Okay. Let's ask her. She's the next one.

I have two cars.

That's good, but let's see if we can talk about what's on the
picture. Let's hear what she says, what animal does she want
to choose?

Lion.

Which animal do you like?

[points to picture]

You like that one? What is it called?

Cheetah.

Yes, you're right. It's a cheetah. You're very, very right. How
do we know it's a cheetah and not a leopard?

Leop... this thing he can kick your head!

I just want to know about the cheetah. Yeah?

Because it don't looks [sic] like a leopard, but its... like all the
animals but it doesn't look like a leopard. It doesn't look like a
leopard.

Does it have spots like a leopard? [silence] Does a leopard
also have spots?

Yes.

Yes, he thinks the leopard also has spots and he's right. But,
does a leopard have a little black line on it's face there on its
eyes? Does a leopard have a line like that?

[together] No. No.

No! So that's how we know when it is a cheetah and not a
leopard? What is your home language?

English.

English? Don't you speak another language? Which language
do you speak at home?

English.

At your real home.

I only speak English.

You only speak English, okay, that's fine, that's fine. Let's give
Kagiso a chance. What animal is Kagiso going to choose?
Lion! Okay, we already know what is the lion called? In your home language? What do you speak at home?

I speak Sotho and English.

Sotho and English, what is it called in Sotho again?

A tau.

Tau. That's right, okay, and you?

This one.

Which animal are you going to choose?

Okay, what is it called?

It's like a monkey but it's like a baboon.

It's like a monkey, but it looks like a baboon.

Yes.

What do you think it is called? What is it's name?

It looks like baboon.

It looks like a baboon. How do you think it will be....Okay.

I know!

What do you think it will be?

Gorilla.

[indecipherable] It's not a gorilla, it's a monkey.

It's a gorilla!

Okay...the two of them thinks it is a gorilla and you think it's a monkey. Tell me why you two think it's a gorilla?

Because, because, this one is the monkey, this one is the baboon and this one is the lion. This is a gorilla because the gorilla is like this. And this is a monkey and this is a baboon and this is the gorilla.

Okay, so you say it's a gorilla because their faces look the same? And because they look different from the monkey?

Yes.

If you see them...if you see an animal like this in the bush, how do you know if it's a monkey, or if it's a baboon?

Ma'am I can see it!

How? How are they different? How is a monkey different from a gorilla?

It's a monkey, Ma'am.

Are they different in their size?

They are different.

It's, it's not the same because he has red eyes, and it has black eyes.

Yes.

And because they don't have the same skin, and it doesn't have the same skin, same like the monkey.

Okay. Is a monkey smaller or bigger than a baboon?

[together] Smaller!

There are some monkeys they are big! Some monkeys are big, some monkeys are small.

Okay, are they bigger or smaller than a gorilla?

Some...some gorillas are small and some are big. And like, some are bigger, some gorillas are, they are mighty.

Okay, are ALL gorillas bigger than monkeys?

Some are, some are not.

Okay, which gorillas are not? Is a gorilla large? Or is it small?

Some are large.

ALL gorillas are large. Gorillas are only large. Okay? So they are always bigger than monkeys. Gorillas are always bigger than monkeys, okay?

Yes.
Okay, I'm gonna show you a few cards. I'm going to put them down. When I put them out I want you to tell me if you can see what the name is. What animal is that? Tshediso? Sit a bit up and lean over the table so you can see. Lean over the table, what animal is this?

Lion.

What is it?

Cheetah.

Okay, what animal is this?

Leopard.

Which one is the leopard and which one is the cheetah?

This one is the…this one is the cheetah, this one is the leopard.

THIS one is the leopard, this one is the cheetah!

Ah, why do you say that one is the leopard and that one is the cheetah? How do you know the difference? I want her to tell me quickly, how do you know which one is the cheetah, and which one is the leopard?

Because the leopard is lying on the tree and the cheetah is running.

And a cheetah is very fast. There's another difference. We cannot see it very easily on these cards, but the head of a cheetah is normally smaller…

Yeah.

…than the head of a leopard. Okay? What is this?

I know.

Fox!

It's a fox.

What is this?

Ah! It's again!

What is it?

Leopard.

Leopard. Does the leopard have the big or the small head?

Small.

Tshediso? Is it's head big or small?

Big.

It's big! What is this?

Elephant!

Tlou.

Tlou, yes. What is…this!

A rhino!

Rhino!

That looks like a leopard, I don't know.

I like it when it goes and goes fast and run and eat some animal…

[indecipherable, making noises and interrupting learner]

A rhino is very fast.

Yeah, a rhino is fast. Okay, what is this?

Leopard.

Leopard.

Cheetah.

Cheetah.

Why is it a cheetah?

I can see it running.

Yeah

Because it has some…

A cheetah can't climb very high.
...it has this black thing on its head...but it doesn't, it
doesn't...
Okay. What do we have here, Tshediso?
Baboon.
Okay, I want to ask Tshediso, the others musn't say. What is
this?
I don't know, ma'am.
Okay, let's help him?
Sparrow!
Squirrel!
Rabbit!
Squirrel!
Squirrel! Yes. Why is it not a rabbit?
Because a rabbit has, has a ...
...also like...
...it doesn't have it.
Okay, a rabbit has long ears.
...it can hear the other rabbits...
Yes! What do we have here?
Monkey.
Monkey. Okay, and there?
[together] Hippopotamus!
He's in the water!
Lion!
Tshediso? What's that?
I know.
Let me think, wait.
Can somebody help him?
I know!
It comes from the sand!
Yes, it comes from the sand. It comes to the...
Moo...
Does it make that sound?
Yes.
It's..it's..
What do we call it? It's a...? It's a camel!
Oh, yes!
Came! It's a camel. Okay, we already had that one...And this
one?
Tiger!
That's right, you were very fast and quick with that one. How
do we know the difference between a tiger and a leopard and
a cheetah?
Elephant is...
You tell me, I want you to tell me. How do we know the
difference? How do we know this one is a tiger and this one is
a leopard? How are they different?
This one sleep in the tree.
Okay, but in the way that they look? No, no, no, I want to
hear from him...in the way that they look, their appearance,
how do they look different? How is the tiger different from the
leopard? [silence] What does the tiger have that the leopard
doesn't have? [silence] If you look at the way that they look,
what sort of marks does a tiger have on it's body? Does it
have dots?
Big lines.
It has big lines.
This one has dots.
Yes, the one has stripes, and the other one has spots! Okay,
what do we have there?
[together, indecipherable]
Okay, I'm going to put them down, look at those that are
already there and put all the ones...come on! Come and sit
here!...you must come and sit up here, no, we're not going to
sleep in this class. We're not going to sleep, you must
concentrate. Did you not have enough sleep last night?
Me too, I never had enough sleep. Everyday my brother wakes
me up at night. I go to bath and I go to sleep, my mother
wakes me up...
My brother...
So you are being woken up many times?
At night I sleep at twelve.
You sleep only at twelve? You need enough sleep so that you
are not tired the next day.
Ma'am yesterday I went to my brother...
Uh-huh, and you wanted to say...?
My mother always wakes me up. When my mother wakes me
up, my brother comes...my baby brother come and play with
me, and I don't wanna play. He always wakes me up.
Then you can't sleep and that's why you are tired.
[togther indecipherable]
And you, Tshediso, do you sleep enough?
No.
Why not?
I didn't sleep, I watch TV.
You watch TV?
My mother...waking me up.
Okay. Okay, look at all the pictures that we have there and
then you put all the ones that are the same...but not all
together, we're going to ask him first...you take two that are
the same and you put them together. You can take any two
and put those two together that are the same. Okay, And
yes.....now we have turns, Kagiso? Which ones are the same?
Which ones are you going to put together?
[togher working]
Now, I'm going to put an animal down, or I'm going to give it
to you and then you see if you can put it together with some of
the others. [hands one down] Is it the same as some of the
animals that are on the board? Is it the same?
[togher nodding]
Okay, then you put it together with the ones where it belongs.
[togther working and talking, indecipherable]
Okay, let's give it to Kagiso. What is that? Yes...
It's not the same!
Okay, then if it's not the same, then you just put it down. It's
friend will come later on. Let's give her a chance.....ah! and
there's the friend. Okay, just put it down again, so that
everybody can see it.
...this one has a friend...
Does it have a friend, that one that you have?
Yes, yes.
Where are you going to put it?
There!
What is it?
[togther talking, indecipherable]
Tshediso, here!
Tshediso? Tshediso, wait, before Tshediso can put it there he must tell me what it is.

Lion.
Okay, it's a lion. That's right, very good! [handing out a new card] Does it have a friend on the board?
No.
Okay, then we put it down. It's friend will come. Does this one have a friend?
Okay, then you can just put it down. Does this one have a friend, what is it called?
Springbok.
Yes, springbok.
Springbok, he runs fast, né?
Yes, they do. And they jump very high.
And they can jump up in the air.
What do we call this again?
Baboon.
Baboon, okay. And this one I have…good, Tshediso, baboon.
Does this one have a friend?
[together] Yes! Oh, yes!
Where is it? What do we call it? Tell them what do we call it?
[laughing and joking]
Okay, what is it? What do we call it, Tshediso? Rrrr….
Rat!
Rhino! Do you know what that is?
[indecipherable]
Good. Does it have a friend?
No.
Okay, I want you to hold the card so that nobody can see it, and then tell them what it is. And then they must tell you if it has a friend on the board. No, tell them what it is. It is a…?
What's the name of the animal you have in your hand?
[silence] It is a leopard. Does it have a friend on the board?
Yes! Yes!
Ah! Okay, so now we can put it there.
Yeah.
Good! Now you hold it and tell them what animal do you have.
Fox.
Ah! There…it has a friend. Okay…
[laughing and giggling]
Tell us what that is…Tshediso, have a look at that card, what does it look like? It's a wild dog.
Oh!
A wild dog! Hold the card and tell them what it is.
Oh, it's a police dog.
Tell them what it is?
I know!
I know!
Do you know what it is? [silence] Can somebody help him?
Wolf!
Wolf!
Wolf!
What do you have there? He has a…? Did you tell them? Tell them what you have.
A bird.
Okay, what do you have?
Monkey [talking together, indecipherable]
[singing] Three little monkeys, jumping on the bed…
[all together singing now] five little monkey, jumping on the bed, one falls down and bumps his head!
Okay, next one!
[singing while others laugh] One little monkey, jumping on the bed…
That's good, okay, what animal do you have? Tshepo, the monkey…does it have a friend?
Yes!
Don't have friend…he have?
Yes! He have!
He have friend, he have friend.
Okay. Yeah, tell them loud enough so they can hear. Before you put it down, tell them what you have?
[laughing] Uhmm….
Now…we have to think!
Let me think.
…the one that lives in the desert, where there is sand…? We call it a….c-a-m…
Camel!
Camel!
Ah, very good! Good for you two! It's a camel.
It's a camel.
Okay, what do you have?
Camel!
Also a camel? So we can put it there. What do you have?
Kangaroo.
Okay, does it have a friend?
[together with SH] Yes…
What do you have?
Lion.
The one with the stripes?
Yes, it's a lion.
I'm not sure….ask them if they also think it's a lion?
Tiger!
What's the difference between a tiger and a lion?
I know, I know, I know, I know!
I want him to tell me. Does a lion also have stripes like that?
No.
No, so that's how we know the difference. Okay, does it have a friend on the table? Okay you can put it down.
[indecipherable]
What is it called?
Wolf!
It's a wolf! Does it have a friend…yes! Ah, let's see if Tshepo can remember what we called this one?
[laughing and shouting]…dog!
A…?
…bad dog.
It's called a dog, but it's not a bad dog it's a…? Wild dog! So it is a dog, does it have a friend?
Yes.
Okay, which one do we have there?
Cheetah!
That's good, you're beginning to know what the difference is
between a cheetah and a leopard. What do you have? What do you call it?

[laughing]

What do you call it, the one in the desert, you just had one.

I know! I know!

Can you tell us?

Camel.

It's a camel. What do we call it, Tshediso?

A camel.

Camel! How are you going to remember it? How will you remember? Shall we take a picture of it?

Yes.

Let's take a picture of it. Each one take a camera...There's your camera...okay. Where's the camel, where's the camel?

Here, this one.

Ah, this is a camera. Okay, we put the camel there...and we...click! Take a picture! And we remember it is a...?

Camel!

[together] Click!

I'll remember!

Will you remember? Yes, click your camel! Take a picture of the camel.

Click!

No, do it like this, so you can see it.

Click!

Through the circle. What do we call it? We call it a...?

Camel.

We call it a camel. Okay...Okay, let's take one more picture.

Okay? Uhm...who must have the next one? You must have the next one, because he had the camel. What do you have there?

Uhm...kangaroo.

Kangaroo! Does it have a friend?

Yes!

Yebo, yes!

Okay, what do you have?

[inaudible]

It's a dog...what sort of dog is it? A...?

Wild dog!

Good for you! It's a wild dog! We must listen to the others, what do we call that one? Tshediso? Did you listen to what she said? [to another learner] Just a second. No, you didn't listen because what were you doing? You were singing a song?

[laughing in response]

Ma'am, I know.

No, he's going to first try to remember. Show us the picture?

What do you think that is?

A dog!

What sort of dog, you're right, it's a...?

Wild dog.

Wild dog. Wild dog. [to all learners] Take a picture of the wild dog?

[making clicking noises]

And remember it's a wild dog.

Okay, wild dog.

Wild dog.

Let me! Let me! Let me see the picture.

It's a wild dog. It's a wild dog. He's got a picture of a wild dog. Okay?
It's a wild dog!
I've got a picture of a wild dog!
Okay, put the wild dog back again. Put the wild dog back again where they belong. Okay, I'm going to show one more,
I'm going to show one more…
[talking together]
Who can tell me what this is!
[together] Lion!
Okay!
No, it's not lion!
I know!
It's different!
Tiger!
Ah, it's a tiger! Take a picture of a tiger quickly. No, no, no, there's only one and I'm going to show it to you. So take a picture with your camera?
[together] Click! Click!
So you'll remember this is a tiger?
Ma'am can we go for break?
Yes, you have to go out for break now. Let me take all the cards, and you can keep your camera cards if you want.
Group: Grade 2  
Date: 9 June 2000  
Time: 10:20 – 11:00

Learners introducing themselves. [Ofentse, Tshaofaso, Kevin, Thabang, Agi, Mandisi, Kefilwe, Furni]

Who of you wants to guess what is on this picture before we turn it over?

Calendar!

What did you say?

A calendar.

A calendar. She thinks it's a calendar.

Clothes!

You think its clothes.

A photo.

What do you think?

A photo.

A photo? Okay...what do you think?

Clowns.

Clowns...

A...I think it's people.

Yes...what do you think?

I don't know.

Take a guess.

Animals.

Animals.

You think there are animals on it.

A birthday child.

A birthday child...okay, well, let's see...what we have.

He was right! He was right!

He was right!

And people...

Yes, and he was right because there were people.

Clothes! I was right, clothes!

Yeah!

Animals.

Animals, he was right, who said animals?

Ofentse!

Oh, he was right also...let me see, animals...

So in a certain way, all of you were right.

Ah!

All of you were right. There were clothes...I think somebody said a birthday child.

And a clown.
Hmmm...we can't find a birthday child. But that's okay...maybe there's somebody on the picture who is having his birthday. If we have to say what the title of this picture is...what this picture is all about...what would you say?

It's about a circus.

Okay, she thinks it's about circus. What do you think?

I think it's about animals and people.

You think it's about animals and people.

Ma'am? I think it's at the zoo.

Ah...!

Ah, you wanted to say that too!

And me!

And you too! Who thinks its about the zoo?

Me! Me! Me!

Uh-huh? All of you? All of you thinks its about the zoo?

Well, all of you are right! It is about the zoo. Tell me, if you can see...what sort of animals do you see on here?

What...

Ma'am I see a lion!

A lioness!

Elephant!

And a elephant!

Just a second....

And a seal!

Ah, ah, ah!

Shhhh!

I know you're excited and there are lots of things

...but let me point to the animals, and then you tell me what they are.

Lion!

What is it called in Sotho?

Uh...tao!

[together]Tao!

[laughing]

Good, what's this?

[together] A giraffe.

Giraffe. Does anybody...who speaks Xhosa?

Me.

Do you know what giraffe is in Xhosa?

[laughing]

I speak French!

Do you speak French? Parlez vous Francais?

Oui!

[laughing] That's all I know, I don't know more French.

I know Bonjour!

Bonjour?

Yeah.

That's very nice!

Bonjourno.

Okay...what do we call a giraffe in French?

[saying giraffe with a French accent]

Giraffe? That's good, and a lion? Can you remember what a lion is?

No.

You must ask your parents.

...it's my language! I know what's it!
Ah! Ah!

N'est ce pas.

N'est ce pas...you don't know?

I know!

[All talking together]

Okay...one, one at a time. Who speaks Xhosa?

Me.

Okay, what's a snake in Xhosa.

Inyoka.

Inyoka. Okay, who speaks Zulu?

No one.

Me.

You, you!

I don't speak Zulu! I only speak English, that's all.

I know...copycat!

[fight ensues among some learners]

[laughing but quiet]

Hey! [whistles]

[laughing but quiet]

Only one person at a time. One person at a time and I want you to put up your hand. If you want to say something...you have to use...put them there...as soon as you want to say something, you pick up a card...I'm only going to listen to you if you pick up a card. What did you want to say?

Give it back!

A zebra.

This one over here?

Zebra.

Zebra!

I'm not listening to anybody who hasn't a green card. It's a zebra...what is it called in French?

[says something undecipherable]

Okay...okay...okay...you can't...

Put them down!

Put them down. Okay...so it's one, two and three...what do you want to say?

I want to say...a grasshopper.

Okay, where do you see the grasshopper? Over there...very good. Okay, so put your card down so somebody else can take it. Yes?

Yes. I wanted to say a elephant.

Elephant...tlou? Is it called in Sotho tlou?

Yes.

Okay...yes?

I wanted to say uh...springbok!

Ah!

Where do you see the springbok?

[points]

Does everybody agree that's a springbok?

No!

No!

[talking]

Wait...wait...wait...I'm first asking this question?

It looks like to me.

Does it look like a springbok.

A bok!

It is a buck. What do you think it is?

A buck.
67

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162 SH Yes, it is a buck. But what kind of buck....? A gemsbuck.
163 L Yes.
164 SH Anybody ever hear of a gemsbuck?
165 L No!
166 SH In Afrikaans it's a gemsbok.
167 L I know gemsbok!
168 SH Do you know gemsbok?
169 L In French is.....le...[unintelligible]
170 SH Ah...okay, that's very good!
171 L I know my language!
172 L You don't!
173 SH Okay...
174 L [arguing]
175 SH Who picked up the green card...
176 L [fighting]
177 L Put it down! Kevin!
178 SH Okay
179 L [fighting and shouting]
180 SH Hey. Hey. If you said something then you can put it down
181 so somebody else...
182 L Caterpillar.
183 SH Ah, that's a caterpillar, very nice. Okay...
184 L The lion.
185 SH Where do you see the lion? Over there...very good.
186 L Okay, you can put your card down.
187 L A bicycle.
188 SH Where do you see the bicycle?
189 L There.
190 SH [exclaim] That's nice! You are one of the first learners to
tell me that they see a bicycle. Everybody talks about the
191 animals, and nobody talks about the people.
192 L Butterfly.
193 SH A butterfly, very nice!
194 L I can see a child.
195 SH Where do you see the child?Yes...a little baby child. Tell
196 me...I'm going to say...the name of an animal, and then I
197 want you all...you don't have to say anything...you can
198 just put your finger where you see the animal. Okay? Can
199 you tell me where...the hippo is. Very good!
200 L [unintelligible]
201 SH [unintelligible]
202 SH Oh. Well the important thing...I think the important thing
203 is if everybody can see the animal that I say. Who can
204 show me where the spider is?
205 L I got it first!
206 SH Very nice. Who can show me where the seahorse is?
207 L There! I got it first!
208 SH Okay...right. Who can show me where the vulture is?
209 L What's a vulture?
210 SH Ah, do you know what a vulture is?
211 L Yes, that is that.
212 SH Just a second? Just a second.
213 L A vulture.
214 SH That is not a vulture. So that tells me that...
215 L It's a penguin! It's a penguin!
216 SH That's right, it's a penguin.
217 L This is a vulture.
218 L It's a bird.
219 SH Who can tell me what a vulture is?
It's a…

No, that is not a vulture. Let me give you a clue. A vulture is a bird. So you must look where the birds are.

Ah…who's got his finger over there? You've got your finger over there. We call that bird a vulture. Do you know why we call it a vulture?

Because it's go like…[imitates scream of vulture]

[Laughing]

Yes, it does that. It flies very, very high and it waits to see where dead animals are…so that it can go down and hop to those animals…

I know! First the lion eats it, then after that the hyenas come, then the birds, then the vultures!

That's right, that's right. Do you know why the vulture...

Hyena!

...Do you know why the vulture's beak is round and sharp like that?

For cut...

Can you guess?

For cutting.

For cutting.

For cutting and eating, yes. All of you are right. If you wanted…if he wants to tear the flesh from the lion then he must have a very sharp and rounded beak. Okay. I'm going to ask you…to take some of these beads. It doesn't matter what colour beads you take…no, no, wait a second! Don't take it right away. But, I'm going to say the names of some animals, and then I want you to put a bead on each of the animals that I say. So I want you to find me all the birds on this picture.

[laughing and working]

Ma'am…it's mine…it's mine.

Don't take mine!

Hey, ma'am!

Okay…once you've...

[talking and working]

There's a bird!

Once you've put…just a second…once you've put the bead on the bird, you can take your hand away, so we can see if there are…others. Do all the birds have beads?

Here's a flamingo!

What is it?

Flamingo.

Put your finger back.

Flamingo...

Okay…what did I ask you to do? Just a second. What did I ask you to do now after you put the bead on the bird?

Take off your hand.

Okay, so he's the only one who is listening. Do all the birds have beads on them?

[together] Yes!

Someone said this one.

No, no!

Yeah! I saw you…

Okay…do all the birds have beads on them?

Yes.

Not all…not all of them.

But you must find ALL of them…and ALL of them must
have beads on.

That's not a bird!

ALL the birds...

[Talking among themselves]

How do we know when something is a bird?

I think this one must have a bead.

No, that one cannot fly.

Okay...so you think something can only be a bird if it can fly?

Yes.

Well, it is important. Birds must be able to fly, but do you think that an ostrich is a bird?

No.

No.

Not?

It is.

It is! Why is it a bird? Why do we call it a bird? There are two other things that are important. Apart from the fact that a bird must be able to fly, there are two other things that...

Wings!

Yes, wings...what else?

It's got a beak!

Yes, okay...it's got a beak. And how do birds get their babies?

They just lay eggs.

Yes! They lay eggs! That's important! So there are three important things that a bird must have...it must have wings, it must have FEATHERS on the wings, it will have a beak, and if it lays eggs, then you can say it's a bird.

It must have wings because it must fly to look for food for the baby.

That's right, so if you know all those things...do you still think that all the birds on this picture have beads on them? Have we covered all the birds?

Yes.

No.

No.

Put her back...the bead back.

Which bead? On which animal?

[exclaiming]

Okay...so the vulture must also have a bead. The vulture must also have a bead...there we go! So we've got a...

...butterfly!

Okay, put your hands back so we can see, no, no, put your hands back so we can see where the beads are.

Leave...!

Leave the beads on the picture and put your hands back. Okay.

[To another learner – exasperated] Put your hands back!

Come a bit closer, come a bit closer, okay...and I'll put the picture also closer. Okay, I'll show with my finger...I'll show with my finger. Here we've got a vulture...is that a bird?

Yes!

[noticing one learner] Are you unhappy about something, Kevin?
Ma'am, he's pushing me!
He's hurting me!
Is he pushing you off the chair?
Yes, Ma'am.
Okay...you must sort that out between the two of you.
Okay? Is the vulture a bird?
[together] Yes, ma'am!
Is the owl a bird?
Yes!
Is that a bird?
Yes!
Do we know what we call it?
No!
An eagle.
Oh yeah!
I know it!
An eagle, can you say it?
Ma'am, ma'am, we call it mokgobe!
Mokgobe?
And it can pick you up! It's big!
Uh! Uh! It can only pick up fishes!
I believe him! I don't know if an eagle is strong enough to pick up a person?
No! Not a person!
Ma'am, the chickens....
Yes...yes....
...and it can scratch you...
And it can scratch you because it's got very sharp....?
Legs!
We call those bird nails, we call them talons.
Ma'am then why do they....?
Can you say the word?
Talons.
Talons.
Talons.
Talons.
Talons.
Talons!
Okay, is that a bird?
Yes!
Is that a bird?
Yes!
Hmmm...
No.
Yes.
No, it's not a bird.
Why is it not a bird?
Because it looks like..
Okay.
It can, wena!
Ma'am it's a ostrich!
It can...it can fly.
It's an ostrich.
It's ostrich.
No, it's a flamingo!
You're right, it's a flamingo. Flamingo's are pink. What colour is an ostrich?
Brown.
Brown…and black…
White!
No, it doesn't fly.
You're right. Do you know what? Do you know what? A bird is a bird even if it can't fly. It is more important to know that a bird has feathers…
[doing something]
It's more important…just a second..wait, wait, wait…did you see the moment I…no, no, no…hey! Listen to me…okay, one at a time. Did you see when I said that a bird is a bird even if it can't fly, then he…put the bead on the penguin because he realised that a penguin is also a bird. If a bird has feathers, and if it lays eggs, then it's a bird…even if it can't fly.
Can, can, can penguins lie eggs?
Hmm?
Can penguins lay eggs?
Penguins lay eggs, yes they do. They lay eggs. [pointing to the bat] Would you say…would you say that this is a bird?
No!
No!
It can fly!
What is it?
No, it can't lay eggs.
It doesn't lay eggs…it doesn't lay eggs…that is why it's not a bird.
Ma'am, it licks blood, ma'am.
[amid squeals and laughter] Yes it licks blood…it does, it licks blood, but it's babies come out alive. Okay…it's like people, it doesn't lay eggs.
Ma'am! Babies…babies, babies are wet!
Yes, babies are wet. That's why, even if this animal can fly, we don't call it a bird…because it doesn't lay eggs and it also doesn't have feathers.
Just like a vampire.
Yes…it looks like a ….what is the other name, what do we call it?
A bat!
Yes, we call it a bat. So we have beads on all the penguins…they are birds. We've got beads on the flamingoes…they are birds, and we've got beads on all these animals over here.
Ma'am, in our language we call this …
Yeah!
What is your language? Sotho?
Yes.
[everyone including the researcher repeating the word]
Right, now I'm going to ask you…to put beads on…and let's see if you can…ah! Wait! Wait! Wait, No! Put them back? Put them back! Before we do something…we always have to listen very carefully…before we act. Think before you act! Okay? Think before you do something. I want you to put beads on all the animals that live in water.
[laughing and arguing while doing the task]
Okay, stop! Stop!
L [screaming]

SH Stop! Right away. Stop right away. Go back to your chair....stop and go back to your chair. Stop, put your fingers back and go back to your chair. Go back...go back.

L Ma'am but I never get anything.

SH Okay, but this is why. This is why. Okay...put everything back, yes. Can you see that when we fight and we try to do everything all at once, that nobody gets a chance?

L Can you see...

SH There's a bead.

L Just a second? Can you see that when we do things all at once that we don't get anything right. Okay? What would be a better way to do this?

L To give turns.

SH Yes, that's right...to give turns. Okay?

L It's fair.

SH It's fair...that's right. So now you have to put it in action.

L You know what you have to do...so now you only have to do it. How are we going to take turns?

L You must try something like this, like this, like this..

L We can start with like...

L No!

SH Okay, how are we going to decide? How are we going to decide which side? How will the group decide and agree which side we're going to start? How can we do this?

L Who said we must start on this side? On this side?

L Ma'am...

SH No, I want to first know who said we must start on this side? One, two, three...

L Four!

SH One, two, three...Who says we must start on this side?

L Me, ma'am!

SH Okay, that's the most...so we start on this side. So we have to vote...and that is how we decide. Okay. You take one and put the bead on an animal that lives in water.

L Then you take your turn...you take your turn...once you put it down, then you just leave it and you let the other learner decide...where they want to put their bead. There you go...he's waiting very, very patiently. That's very good. Okay...ah! Put it back, put it back...stop! You're not playing according to the rules...the rule is...just a second...the rule is...yes, wait a minute...the rule is...we go around...you will get a chance again, you are not allowed to change anybody else's beads. Okay...okay you have a chance again. Okay...in this way we all work together. Okay, you have a chance again, Trevor.

L No!

L A frog?

L Yes, there's the frog here...

SH Ah, no! You're not allowed to do that. Okay...

L I just want to put this on the fish, ma'am.

SH Okay. Put it down.

L I never got a chance, ma'am.

SH You're going to get your chance now. ...has had her chance...and now you get your chance.

L A flamingo.

L A flamingo.
All the animals that live in water.
Water. [arguing ensues] No!
Ah! It's his chance, and he will have to...
Two!
This is mine.
A shark.
Yeah, it's mine.
Elephant!
But I didn't get my second chance.
Because we are waiting for them to finish. Okay, you can have your chance. Okay...
...under water this.
It eats people.
No I think it doesn't eat people.
Can a octopus eat people?
No, an octopus doesn't eat people. Wait a second...you just had your chance, you just had your chance. Where did you get this bead?
Here
Yes, but you've already had your chance...we're going down the row...you're finished now, so now it's his chance. Okay? We take turns.
Can I put it down?
Okay, but you must put it down quickly.
[learners laughing]
Do we have ALL the animals that live in water?
No!
Here's one, there's one, there's one...!
No!
No, ma'am...!
Okay, now, look at all the animals...look at all the animals...look at all the animals...
...a snake...
Yeah, I think that!
Does a snake sometimes live in water?
Yeah!
No!
You can put a bead on the snake.
And I said a starfish!
Ma'am, I want to play ma'am.
Do you want to put one on that snake. We'll give him a chance to put one on the snake. Who can see something else that still lives in water? Who has the green card?
Ma'am, this!
Does it live in water?
No!
I'm waiting for the one who has the green card...Yes? Did you want to say something?
Ma'am...a lizard?
A lizard doesn't live in water...it's an animal that lives in a dry place. Yes, Kevin?
Ma'am, what is that?
That's fish, okay, you can put a bead on. Okay, yes?
Which animal? What kind of animal is that?
A ladybird!
A ladybird...do you ever see it in water?
No!
No. It flies and it sits on flowers.
He grabs the card, ma'am!
No!
He grabs the card!
Why don't you put it down?
Okay. These animals, what do we call them?
I don't know.
Jellyfish!
Ah...do the others agree with her? Do you agree with her?
Yes, ma'am.
Yes, you're right. It's called a jellyfish. What do we call this?
I don't know.
Octopus!
Octopus!
Uh-huh...and this?
A crab!
[together]
What's this?
A crab!
Okay...so they look different. So both of them can't be
Do you think this is something different?
Yes.
Uh-huh? Do you know it's name?
No.
It's called...I want to know what this is.
Ma'am...
It's called a...crayfish.
Crayfish.
Crayfish! You can also eat it.
[talking together] ...Ma'am I see them on TV!
Yeah!
And they look a little...
Not all together! What do you want...do you want to know it's name?
Yes.
Can somebody help him and tell him what the name is?
Two are monkeys...
Don't tell me, tell him.
Tortoise!
Did you hear what they said?
Tortoise.
That's right, what do we call the one that lives in the water?
Turtle!
A turtle, that's right.
Frog!
A frog is an animal that can live in water and on land.
It can jump, ma'am.
And it can jump. If we want to know how many animals
there are here that live in the water, how can we find out?
How can we find out? If we want to know how many
animals there are here that live in the water?
Ma'am......a shark, ma'am.
No, give me.
Okay...did you hear my question? I said...if we want to
know how many animals here are that live in water, how
will we know? What do we have to do? Can somebody
tell him?
[recording interrupted]
1 Group : Grade 3
2 Date : 9 June 2000
3 Time : 09:00 – 09:40
4
5 Learners begin by saying their names [Tshepo, Kyle, Onkopotse, Oratilwe, Amo, Tumi]

8 SH Okay, the way that we're going to do it, is...I have a set of cards here, and maybe you have seen them before.
9 L Oh, yeah.
11 SH Have you seen them before?
12 L Uh-uh.
13 SH Have you used the cards before?
14 L Uh-uh.
15 SH Okay, what do we have there?
16 L [together] Four!
17 SH And there?
18 L [together] Two!
19 SH And there?
20 L [together] Go!
21 SH Good! And there?
22 L [together] Three!
23 SH There you go, we're only going to use one set. Can you see that these three cards are different from this one?
25 L Yes.
26 SH Okay. It's like a little game that we're going to play. The person who has this card, can say something. Only the one who has the green card. Okay, so it's a way to help us to take turns. It seems like you know...you've played this game before.
29 L No, but are we going to cover them and mix them?
32 SH No, what we're going to do is: we're going to put them down, like this. Okay? Who wants to say something, wants to ask something? Okay, then you take the green card, Tshepo. Take the green card. Is there anybody else that wants to say something? The next person must take the number two, because that means you have the second chance to say something. And then somebody can take the number three...and somebody can take the number four! Okay, but now you see, we have two people, and they don't have any cards. So what are we going to do...to help them to also have a chance? What do you think?
34 L We take turns.
35 SH Yes. How are we going to get the green card to all of
you?
47 L She have to speak, Ma'am.
48 L Then I go like this and he goes like that.
49 SH Yes, you've got the right idea! Except, the green card always goes to number two. So if you can give the green card to number two once you have finished...she gives the number two card to number...
50 L Three.
51 L Three.
52 SH You're right, Tumi. You give your number two card to number three.
53 L Number three goes to number four.
54 L Number three goes to number four.
55 SH That's right, Tshepo. Number three goes to number...
56 L Four.
57 L Four.
58 SH And number four...puts it down. And so then any of the other two learners can take a number four card. And then that way, everybody is going to have a turn. Okay? Shall we try it?
59 L [nodding and one learner attempting to look at upside down picture]
60 SH Okay. I think you are curious to know what is on that picture.
61 L Which picture?
62 SH Which picture? There's a picture on the table. Can you see it?
63 L No.
64 SH That's because it's upside down.
65 L Yeah, it's upside down.
66 SH So...shall we turn it around and see what it has?
67 L It's a garden!
68 SH A garden? Sipho thinks it's a garden. Okay...
69 L It's a zoo.
70 SH It's a zoo, that's right. Tell me your name again, it takes me a while to remember everybody's names.
71 L Amo.
72 SH Amo. Amo thinks it's a zoo. What do the rest of you think?
73 L Circus!
74 L I think it's a zoo.
75 L Also.
76 SH Okay, so Tumi and Amo thinks it's a zoo...Kyle and Tshepo thinks it's a circus...what do the two of you think?
77 L I think it's a play place.
78 SH A play place? Okay...and you?
79 L Zoo.
80 SH You also think...So we've got three people who thinks it's a zoo...
81 L And I think it's a circus.
82 SH Okay, what makes you say that it's a circus, Kyle? What?
83 L Seals!
84 SH Okay, because of the seals?
85 L No, no, no! I do not think it's a circus, Ma'am, because I cannot see any circus people.
86 L Can't see any circus people...so do you think you are going to change your mind?
87 L Yeah, ma'am, zoo.
88 SH You also think it's a zoo. Now we have FOUR people
agreement that it's a zoo. Okay? You think it's a playing place, why do you say it's a playing place?

Because there is fishes and...

Ma'am, can you play with a snake? [everyone laughs]

Tshepo wants to know if you can play with a snake?

Only if it's kind.

Can you play with a gorilla?

No! Because the gorilla will kick you!

It will kick you!

...to Mexico!

Will it kick you to Mexico, Tshepo?

Isidingo.

[amused] Will it kick you to Isidingo?

Yeah!

What is that?

Yes...who can tell Tumi what this is?

Me!

Did you want to know what is this?

Yes.

Oh...okay.

These are flamingoes.

You're right, that's flamingoes. Is there anything here on the poster that you don't know...what it is?

Yes.

These are flamingoes.

You're right, that's flamingoes. Is there anything here on the poster that you don't know...what it is?

This...monkey?

You're right, that's a monkey...

[indignant] It doesn't look like a monkey!

It's a gorilla monkey.

No, this is a monkey, this is a gorilla.

That looks like a funny monkey to you, Kyle?

It looks like a baby gorilla.

Yeah, perhaps it's a baby gorilla.

I don't know this...prawns?

Does anybody know what this is?

Scorpion!

Prawn!

But you know what? Somebody thinks it's a prawn, and do you also think it's a scorpion?

Yes, ma'am.

You know, it actually does look like a scorpion, but it's in this tank of water together with the other fish, and do we find scorpions in water?

No!

Do they live in water? No! So... it is...?

Crab!

Crab.

Crab. Okay...what is this, over here?

Crab.

Okay, so we've got one here and one here and both of them could be a crab.

What's this?

A seahorse.

A seahorse. Do you know what we call this? We call this
a crayfish.

What?

[together with researcher] Crayfish!

Yeah.

You can also eat it.

But that one they are red...they are nice, they are red.

Yeah!

Have you eaten crayfish before, Tumi?

No.

Ma'am, I want to eat it but I can't.

Why not?

Because my ...

dangerous! Ma'am do you think they are dangerous,

ma'am?

Are they dangerous, Kyle?

[nodding]

Porcupine!

You're right, what do porcupines do?

Ma'am, but are you going to rub us off, ma'am?

Do you want to know when I'm going to rub you off the
tape? After I've listened to it and after I have put
everything down on paper.

Ma'am it doesn't look like a bat.

Uh...but you can see that it is a bat?

Yes, but it doesn't look like.

Why...what's wrong there with the bat?

[interrupting] Ma'am! A bat doesn't really have hair! It's
head, is like...smooth!

Bats can't see, they are like blind.

...and this one has an eye, so you think it's not like a bat.

Bats are dangerous.

Ma'am, how can they put this thing...what you call them
again?

Ma'am, how do we call them?

Leopard!

It's not a leopard, that's a a cheetah.

Ma'am, a cheetah can jump a wall, ma'am!

Ah! Okay...how do we know if those are cheetahs or
leopards?

Ma'am...

[interrupting] Ma'am, a cheetah has spots and a leopard
is just black!

[disbelief] A leopard's just black?

[talking together, indecipherable]

A leopard is like...it has spots and on the insides, it
doesn't have...it's like, almost like white. And they don't
look like...mmm, they don't look like orange, orange,
orange, orange, orange. They are light colour.

Mm-hm...is there something else on that picture there that
tells us that it's a cheetah, and not a leopard? Look for
something there that tells us that that picture is about a
cheetah and not a leopard? No, you can just look at
them...just look at them. There's something on their
bodies that tells us that it's a cheetah.

[together] Spots!

The spots. They are coloured in...because they are
coloured in, and a leopard's ones are just round...

Okay, there's something else, that little stripe there, on
their eyes. Okay? Cheetahs always have a stripe, it goes
down from their eyes...to their mouth. Next time you see
one, you must remember.

I know what, ma'am, leopards just stay in trees.

Also on land!

Uhm...I think cheetahs can also go into trees. Sometimes
they drag their prey, the animal that they have killed, they
drag up to a tree. Okay? Who can tell me where the
hippos are?

Here, ma'am.

And they open their mouths so wide...

[referring to an advertisement on TV: Pick
and Pay hypermarkets are open!]

Okay, who can tell me what this is?

I know!

What do you think this is?

A ...eagle, ma'am.

It's a eagle!

An eagle? [pointing to vulture] Okay...what is this?

A peacock!

I think, uh-uh...

Ostrich!

Why is this not an ostrich?

Ma'am, ostrich has long legs!

And can an ostrich fly to sit all the way up here?

[together] No!

No. An ostrich can't fly.

That's an eagle! That's got a eagle head.

This is an eagle, but do you see these two birds?

Vulture!

Do you see their beaks are the same?

Vulture!

That's right! Do you see their beaks? They go round and
down like this. Do you know why their beaks are shaped
like that?

[talking together, indecipherable]

Wait, wait, wait...let's hear what Tshepo says.

Maybe they can knock on the tree.

Like woodpeckers?

Yes.

No...woodpeckers have long, straight beaks so that that
they can pick...

I know!

Okay, let's hear...

..animals, that ...[demonstrate]

Yes!

Ah, that's what I wanted to say.

That's what you wanted to say?

They go like this and then they kill the animal, like a
zebra, they...the lion or whatever, catches the zebra or
anything, and then after they open it, they go like this with
their beaks, and..

That's right...let me just say...they use their beaks to tear
the meat, to hook their beaks into the meat and tear it off.

That's why their beaks are like this. Do you know what we
call all the animals that have beaks like this and that hunt
for their prey? Do you know what we call them? We call
them raptors. Raptors. 
Hm, you mean like poison?
No, that's just a name that we call all the animals who
hunt for their meat.
Like lion and cheetah...
No, but only birds. Only birds. All the birds. Sorry, I said
animals, and I was wrong. All the birds who hunt for their
meat, we call raptors. So an eagle is a raptor. What else
is a raptor?
Vulture!
A woodpecker.
Does a woodpecker eat meat?
No.
Okay, so a woodpecker is not a raptor. Who can think of
another bird that hunts for its meat?
Somewhere here?
Yes!
A lion?
A cheetah.
A bird. Let's think, we're talking about birds. We want to
know which are raptors. There's another...in here there is
a another bird...
Owl!
A owl...
An owl...what does an owl hunt?
Mice! Rats! Hamsters!
Maybe even hamsters, yes.
And this mouse, ma'am.
Yes, I don't think they are very safe with that owl sitting up
there.
Ma'am, I saw this owl hunting a mouse...
Mm-hmm...so he had just caught a mouse. When do
owls hunt? Do they hunt at...?
Night!
Yes...they hunt at night!
But in the morning they sleep ma'am.
Yes.
And some of them, ma'am...some of them they hunt in
the morning ma'am, but, but we'll not see them. ...snakes
are very dangerous.
Yeah!
Let me now tell you something...we say that this...who
hunt for their prey are called...?
Raptors.
Raptors.
Raptors! Can you say that word?
[together with researcher] Raptors!
Raptors, yes. Okay.
Ma'am this thing...
Animals, animals like lions and cheetahs, that hunt for
their meat...
And elephants?
No, not elephants, we're only talking about animals that
hunt for their meat like lions and cheetahs, we call them...
Leopards.
...and leopards, we call them...predators.
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336 L  Oh!
337 L  Yes, ma'am, I know it!
338 SH  Who can say that word?
339 L  Predators.
340 L  The big five, ma'am. I know which are the big five.
341 SH  Predators.
342 L  I know this animal, ma'am!
343 SH  Just before you show me where the rhino is...tell me what do we call the animals that hunt for their meat, like lions and cheetah.
344 L  Pred...
345 L  Pre..
346 L  Predors.
347 L  Pre-da-tors.
348 L  Predators.
349 L  Ma'am...
350 L  Say quickly.
351 L  [together with researcher] Pre-da-tors!
352 SH  Predators. And the birds? We call them...?
353 L  Raptors.
354 L  Raptors.
355 L  Raptors.
356 L  Raptors.
357 SH  Raptors! I think your teacher is going to be very impressed if you tell her about this.
358 L  Ma'am, but some of this animals, ma'am, they are dangerous, they can kill the...something like a giraffe.
359 L  But a gemsbuck that can kill a giraffe? Do you really believe that?
360 L  No, a giraffe is so high ma'am.
361 L  It will kick it.
362 L  It will kick it and it will fall.
363 SH  It's got very, very strong legs, hey? Which of the animals on this picture do you like the most?
364 L  I like the shark.
365 SH  Tumi likes the shark. We're going to give everybody a chance.
366 L  I like the leopard!
367 SH  Just a second, let's go down the row. Why do you like the shark, Tumi?
368 L  Because, uh...sharks I always draw in my class.
369 SH  Do you always draw sharks? Just a second, I'm talking to Tumi.
370 L  I like sharks and whales and stuff like that.
371 L  I like sharks and whales and stuff like that.
372 L  Okay. Amo, which animal do you like? You can turn it so you can see properly. Which animal do you like?
373 L  The lion.
374 L  The lion?
375 SH  [talking together] Why do you like the lion?
376 L  [softly] I like the lion because...
377 L  Let me hear, let me hear what she says?
378 L  I like the lion...
379 SH  Yes?
380 L  I like the fur.
381 SH  You like the colour and the fur of the lion?
382 L  Ma'am, a lion will...
383 SH  Yeah, a lion is dangerous but they are still beautiful.
384 L  Okay,
385 L  I like the snake.
SH  The snake…why do you like the snake?
L    Because….people are holding the snakes, and I like
396  snakes but…
L    [Interrupting] Ma'am!
SH   …I draw them in class…
L    [saying something , indecipherable]
SH   [ignoring learner who interrupts, but encouraging one
who is responding] Yes?
L    …and I like the colour of it. That's why I draw the snake.
SH   You like their colours. Okay, tell me what animal do you
404  like?
L    The lion.
SH   Do you like the lion? Okay, why do you like the lion?
L    [softly] It's eats people.
SH   [incredulous] It eats people? Do you like the fact that it
409  eats people?
L    [bearly audible] Yes.
L    What if it eats you?
L    [bearly audible] I don't care.
SH   You don't care if it eats you? …Okay, Kyle which animal do
414  you like? Now you've got a chance to say what you would
415  like to say.
L    Ma'am, octoplus [sic]!
SH   An octopus?
L    [laughing]
SH   How do we say…can somebody help him to say…
L    Octopus.
L    Octopus.
SH   Did you hear what they said?
L    Yes, octopus.
L    [interrupting] But, ma'am!
SH   Why do you like…let's hear what Kyle has to say…why do
427  you like the octopus?
L    Ma'am, so you can see…[indecipherable]
L    The elephant!
SH   Uh-huh?
L    Elephant.
SH   Why do you like the elephant?
L    Ma'am that's because…even when you have a …like an
428  elephant…when you can climb on the elephant…
SH   Okay…
L    [learners laughing]…the elephant can go
436  fast…[indecipherable]
SH   So you would like to ride on an elephant?Okay, all the
439  animals that you chose…I want you quickly to tell me,
440  what you call that animal in your own home language.
441  What's your home language, Tumi? What do you speak
442  at home?
L    Sotho.
SH   Sotho? And you chose the shark, can you tell us what it is
445  called in Sotho?
L    Shaka!
L    Shaka, yeah!
SH   Is it really called shaka?
L    Yeah.
SH   Okay. What did you choose…
L    We call this tau.
Nocha. Okay, and you?  
L  Tau.  
SH  Tau. That's right. And you are English speaking?  
L  Yes, ma'am.  
SH  Yes, so what do we call your animal?  
L  Octopus.  
SH  Octopus. That's it. And you had the elephant?  
L  Elefente.  
SH  What is it called?  
L  Elefente.  
SH  Uhm...is there a word such as tlou?  
L  What?  
L  Tlou! Yeah, that's a tlou, Ma'am, it's a tlou.  
SH  Is that what it is, because I think somebody told me once it's a tlou.  
L  It's a tlou, ma'am.  
[ Talking in their own language]  
SH  Okay, okay, let's see. Uhm...I have a set of cards here, and we're going to play a game. Not yet, not yet. Okay, let's see, I'm going to put an animal down and I want you to tell me what animal it is.  
L  [Together] Lion!  
L  [Together] Fox!  
L  [Together] Elephant!  
L  [Together] Tiger!  
SH  What's the difference between a tiger and a leopard?  
L  Because a tiger can lie like this.  
L  Strong!  
L  Stripes!  
L  A buffalo.  
L  Buffalo.  
L  Uhm...dog!  
L  Fox!  
SH  Not quite, it's a wild animal.  
L  That's a wild dog!  
SH  Yes, you could say it's a wild dog, but actually, that one...is, yes, a wild dog.  
L  A leopard!  
L  A leopard, a leopard!  
SH  A leopard? I'm...not too...sure.  
L  It's a cheetah!  
L  That's a cheetah.  
SH  Why do you say it's a cheetah?  
L  [Interrupting] Ma'am cos it's got spots!  
SH  Let's hear what she wants to say?  
L  Ma'am, it doesn't have that line that the...
It's too small to see the line, but you know what? A cheetah normally has a smaller head than a leopard. Cheetahs are bigger than…cheetahs are bigger than…

What's this?

[together] Kangaroo!

[together] Camel!

[together] Squirrel!

[together] Bear!

[together] Buck!

What sort of buck is it? Can somebody say?

Hier kom die bokke!

Baby buck!

It could be a baby buck…

Kudu!

No…let me show you how a kudu looks. Let me turn it around…this is a kudu and this is a gemsbuck. And this is a….? What did we use to call the people who represent South Africa in sport?

Springbok!

Yes! We call them them springbucks.

I know it in Afrikaans, ma'am! It's [singing tune] Hier kom die bokke!

Yeah, that's nice! Hier kom die bokke! That's springbucks they are talking about.

…for Stormers.

Is it? Okay, what's this?

A baboon!

[together] A baboon

Yes, you're right, it's a baboon. And what is this?

Zebra!

Zebra!

No, no,no! [laughing] That one over there!

Hippo!

Okay. What's this?

A wolf!

A snow wolf!

[together] A snow wolf?

A snow buck!

A fish!

No, no, no…you're guessing now, you're guessing now….I don't want you to guess. A wolf is right…it's just very interesting that you say a snow wolf. It's very nice for you to say that. And this?

[indecipherable]

And we have had this one already?

Yes.

Okay. Now what we are going to do…have anyone of you ever played snap?

Yes, ma'am I have!

I have.

So you know how to play snap?

Yes, ma'am!

Who hasn't played it before? You haven't played it before…

[talking all together]
Wait...wait, wait, wait, wait...
[arguing about how to play the game]...then you get a card...no, you don't...no...
Tell me how you play the game?
Ma'am, isn't it...
Oh no, that's not the snap game.
Ma'am, you put the card, and if somebody has the same card, you go snap!
That's right, she's got the right idea! Okay...so I'm going to distribute all these cards, I want you to put away the other things that you have. I'm going to give you all the cards and you must keep it...you mustn't show the other children your cards. Throw it down...as soon as somebody puts down a card that is the same as the one that is already lying there...you say snap!
And then you take...
...and then you take...the person who said snap...may take all the cards. Okay, and the one who ends up with the most cards, that's the one who has won. Okay? And remember you're not allowed to look at your own cards either.
Huh?
Yeah!
I'm also going to play. [After some playing and after a learner looks at his cards] The one who cheats in this game, has to give his cards to the other learners, okay? We're not going to tolerate cheating.
Ma'am...stop being naughty!
...and cheating!
Yeah...so we could win money.
Why do you think rules are important?
Some people play for money.
Let me just hear what she wants to say?
So you must not do wrong things and stuff like that.
That's right, it helps us to do the right thing. Okay. No looking at the cards, okay? We are going to start with....
Onkopotse!
Onkopotse... and then we go clockwise...always clockwise. So we must look carefully...if you feel that your arms are not going to be long enough...you can stand up and lean over the table...but not too much.
Okay? So...you can put down the first card. You can take the first one...from up here...and you throw it down like that. Okay, and the next one? No, no, no...you must just put it down...if it's not the same, then you leave it here.
You only have to wait until there is one that is the same.
Ah, this is what we call a leopard, ma'am!
That's right, there's the leopard. If we put down a card we don't do this [demonstrate]...okay, we put it down quickly.
Okay...now it's your turn.
I put camel.
Okay, you must put it down so we can see it. Tiger...
Ma'am, there's already a tiger!
Yes, but it has to be...it has to be...
...on top of it!
On top of it...that's right!
Fox.
Baboon... Hippo...
L [laughing] SH No, no, no.
L He cheated!
SH Okay, you must now hand all your cards to the other learners.
L [laughing]
SH Okay, so give me your cards...no, no, no, give me the cards...I'll distribute them between the other learners.
SH You are out for this round...you cannot play.
L Oh, ma'am can I have a little bit?
SH No, I'm not going to...
L [upset] Now I'm bored.
SH I'm not going to. Okay, you are the next one.
L Okay.
SH Remember...keep it like this, you are not allowed to look at it. Okay...and you, Tumi? Hey...Tumi!
L [laughing and talking]
SH You know what the rules are, Tumi...so give us your cards.
L [indecipherable]
SH No, no, no...give us your cards.
L She's a liar ma'am.
SH No, you must give us your cards, because we took her cards away...
L I'm a he, not a she!
SH Yes...sorry...there you go...so you can have a card again. [to learner whose cards were taken away] It's not nice when this happens, hey?
L No.
SH Okay. I'm the next one, I've got the hippo...camel!
L It was you.
SH Yes, but I put down the camel.
L Zebra...kangaroo...buffalo...tiger. Bear...Ah!!
L [all laughing]...like me, ma'am, that other time! Before you said...
SH Where did Tumi disappear to?
L [all laughing]
L Come one...Tumi!
L [all laughing]
SH Come on! Tumi? Back to your chair. We're having fun, but it doesn't mean that we can do what we want.
L Shhhh!
SH Go back to your chair. Okay...[playing out of turn]
L But Ma'am, you cheated!
SH Ooh...I cheated! [disappointed] So I have to give my cards out...Sorry!
L [happily laughing]
L He was out...and he has cards!
SH I didn't see him. If I didn't see somebody cheating, then I don't want to hear from the others. Wait, wait, just a second, I'm speaking. Tumi? Stay on your chair.
L His name's not Tumi, his name is Tumelo!
SH He said earlier to me that his name is Tumi.
L They call me Tumi, ma'am.
SH Okay. Tumi, or Tumelo, whatever it is. Who has to play?
L Look at me! Look at me!
L [laughing and playing cards]
SH Okay...it is twenty to ten, which means that it is almost
breaktime. Okay?
Data subset 7 (DS7)

SH: Okay, I want you to tell me what your name is...
L: My name is Sitjaba.
SH: Your name is Sitjaba?
L: My name is...Shimon.
SH: What's your name?
L: Shimon
SH: Shimon?
L: Yes, ma'am.
SH: Good!
L: My name is Adi.
SH: Adi.
L: My name is Zintle..
L: My name is Banga.
SH: Banga? Okay! Who can tell me what this picture is all about?
L: A zoo!
L: / It's all about a zoo!
L: Ma'am...?
L: Yes?
L: Animals!
SH: It's a picture with animals. You say it's about a zoo, and it's about fun...What do you think, Zintle? What is this picture all about? [Silence] If you have to give it a title, if you have to give it a name...what name would you give it? It's about the....?
L: Zoo!
L: / Zoo!
L: / Zoo! And you? What do you think, do you agree with them?
L: Yes.
SH: Okay, it's about a zoo. What do we get at a zoo?
L: You get...
L: / You get a lion, and...
SH: / Lion, and what else, Adi?
L: And sharks!
L: Sharks! A zebra...let's hear what Shimon says...
Zebras, ma'am.

/ and zebras

/ and snakes!

/ Snakes! Zindle?

Baboons, ma'am.

/ Baboons.

Baboons. Will we get a dog at the zoo?

[incredulous] No, ma'am!

Why not? Who knows why not? Why don't they have dogs at

the zoo?

Ma'am!

Let's hear what he wants to say.

I think...I think it's like a dog, but its not a dog...

/ hyena!

/ ...it's a wild dog.

It's a hyena!

Hyena, it's like a wild dog, yes. Adi, why don't you think we
get a dog at a zoo? Why don't they have dogs there?

Because its not like a zoo with puppies and that thing...only at

the pet shop there's dogs and animals...

/...and cats and mice and hamsters...

/ ...Okay, will we get pets at a zoo?

Pets?

/No!

Yeah. [Silence] Give me names of pets. What are pets? Give
me a name of a pet?

Snoopy?

Okay, maybe I asked the question wrong. What sort of pets
do we get? What sort of animals could be pets? [Silence]

What sort of animals could be pets? Dogs and ....? [Silence]

Dogs can be pets. And...?

Mice, ma'am!

Mice can also be pets.

And my cat.

Yes, cats can be a pet. Zindle? What else can people keep as
pets?

Uhm...rats.

Rats? Yeah...people may keep rats also as mice...what else?

Hamster.

Yes! A hamster can also be a pet. Do you think a parrot could
be a pet?

Yes! Yes! Yes! And a cat, ma'am!

Yes, and a cat could be a pet. Okay...so we

/...and fish

/...yes and fish

can also be pets. We don't get animals at the zoo that we find
a lot. These animals that we have at the zoo are animals that
are endangered. They are animals that people hunt, and they
are animals that people...

/...kill.

/...kill. Okay...so if we...

/...Ma'am if they

kept them [noise]

/...Just a second, just a second, only one person,

only one person at a time.

You wanted to know why people

tell us why. So why do people
kill animals?
Because when they are hunting animals...animals are having
fun...playing...behind the house or somewhere next to the
house. Then people get angry, then some of the people...kind
human beings come and take them, then they take them to the
zoo, then those kind people take care of them at the zoo.
Yes...Why do we kill animals?
Because, animals they doesn't have food.
Do we kill animals because they don't have food?
Yes!
No!
No...why do we kill animals, Zindle? Why do we kill a buck?
What do we do with animals that we kill? Yes?
When they kill the...hmmmm, the....animals, they...they eat
them...
Yes, we kill animals because we eat them!
/Because they're hungry,
/ma'am!
Who's hungry? The people that eat them?
Yes, ma'am.
Where do we get the meat that we eat, in the shop? Its
animals that were...? killed!
/Some people also kill animals for fun. Did you know
that?
Yes, ma'am.
Okay, they just hunt the animals. So you can kill animals
because you...
/...some people kill them...[unclear]
That's right, so they kill them because they want to defend
themselves. Okay, they are scared the animal is going to kill
them, and...if you see a lion, and the lion is coming at you.
Will you try to kill him, or not?
No.
I will be kind to him.
Do you think he will be kind to you? He will eat you.
Huh?
Yes, animals...lions are wild, and lions are dangerous.
Yes, if you see like a lion, don't run away...but just stand still
and call somebody else. If somebody can't hear you, you must
just stand, and then you run away.
It...it wil run...
/...looking at you!
Okay, what do you want to say?
When the lion looks at you, and then the people calls the
cowboys, then the cowboys come and kill them...the lions.
Okay, good. I'm going to ask you the names of some of these
animals and then I want you to put your finger on the animal
that I say. Who can show me...all of you put your finger you
don't have to say anything, you can just put your finger. It
doesn't matter if you are fast, you can think before you put
your finger down. Show me where...the ele...
/ [learner points]
...ah, you are a bit fast. Wait to hear what I
am asking. Show me where the elephants are.
Good, right, this time you waited before you put your finger down. That's good, always wait before you do something.

Show me where...the zebra is.

[pointing]

Okay, why did you think this is a zebra? [pointing at the giraffe]

Why did you think the giraffe is a zebra? I want to ask him first... wait, I want to ask him. Why did you think the giraffe is a zebra?

They look the same.

They look sort of the same...okay, are their colours the same?

No!

And the shapes on their bodies, is that the same?

This one has blocks and this one has...

Stripes.

Stripes! That's right. This one is black and white and this one is green and yellow...

No, ma'am! Green and yellow? No, ma'am!

[laughter] Ah, brown and yellow! Okay, you see anyone can make a mistake! Show me where the seals are.

[pointing]

Here.

How many seals are there?

Three.

/ One... two

/ Three

Yes, there are three seals. Show me where...the frog is.

[pointing]

Frog.

Good, there's the frog. Show me where the snake is...

Where... where's it?

There?

No!

/ Where's it?

[noise] Here's a snake!

Okay, the two of them think that is a snake. Do all of you agree?

No, ma'am.

What is it?

Snail.

It's a snail.

This is a snake!

/ I'm looking for the snake. Ah... two of them over there got a snake. Show me where the other snake is. There are two snakes.

There's another one.

Adi has a snake. Is this a snake?

[laughter] No!

What's your name again?

Banga.

Banga, why did you put your finger there? [laughter] Hmm, is this one a snake?

uh-uh.
Two snakes, ma'am!
Okay, there are two snakes. Now...who can tell me where the
seahorse is...the seahorse.
[repeating the word]
There's the crab!
No, it's a crab. I want the seahorse, so where is the seahorse?
There they've got their fingers...that is a seahorse. Why do you
think we call it a seahorse?
Because...its...its
/Adi! Adi!
...it looks like a horse but it is not a
horse.
Yes, it looks like a horse. Bhanga?
The kids go on it...
Can you ride on a seahorse?
No!
How big do you think a seahorse is?
It's big, ma'am.
How big? Show me with your hands.
It's not really very big.
It's this high, ma'am.
Okay, some of you think it is very big. Adi, how big do you
think it is? Show me with your hands.
I think it's big like this.
Okay...
/ No!
/ Uh-uh, uh-uh!
Do you know how big it is? Do you want me to show you?
Yes?
I think it's big like this.
You think it's big like this. It's like this.
[exclaiming] Oh! Oh!
Its small...Some of them are even as small as
demonstrating with fingers] You can even not see them.
Why, ma'am?
That's how small they are.
Where's the daddy seahorse, ma'am?
The daddy seahorse?
Is it this big ma'am?
Its that big.
And the mother?
The mother and the father, the adults, are this big. The babies
can be as small as that.
[exclaiming] Sho!
Very, very small.
[unclear]
Okay, you know what this is, don't you?
I know!
A cheetah!
A leopard!
A cheetah!
Its a leopard!
Okay, stop a second. You think it's a...?
Cheetah, ma'am.
You think it's a...?
Leopard.
Leopard, leopard, you think it's a tiger. Tell me why you think
it's a cheetah?
I think it...
/a lion ma'am!
No, I'm waiting for him, why do you think this is a cheetah?
Tell us why you think it's a cheetah?
Because...they are the same.
How are they the same? How do they look that makes you think it's a cheetah?
Ma'am...a cheetah is thin!
I'm asking him...Yes, but you're right, a cheetah is thin.
Okay?
Ma'am a cheetah doesn't have spots on. But it doesn't have hair like that, that's a lion.
Okay. A cheetah has spots...but a cheetah also has this black line...that goes down its face.
This is a cheetah, here ma'am!
Yes! These are the cheetahs, you're right. Why is it not a leopard? The two of you thought it was a leopard, why is it not a leopard? [silence] What made you think it was a leopard?
Why did you say it was a leopard?
A cheetah...
/ Uh...because it looks like a leopard...a leopard has...it looks like...a leopard looks like it has spots on its legs.
That's right. A leopard has spots on its legs. There's something wrong with this picture. It's supposed to be a cheetah, but the spots were not...are not correct. So it could be a leopard or it could be a cheetah. Why is it not a tiger? Why is it not a tiger? How does a tiger look? [silence] Does a tiger have spots?
No, ma'am!
No!
Wild, ma'am!
/A tiger is not there.
A tiger is not there, you're right. But how does a tiger look?
Does it have spots?
No.
Does it not have spots? I'm going to show you a picture of a leopard...wait a second...sit on your chair, sit on your chair...I'm going to show you a picture of a leopard, a cheetah and a tiger. And you tell me which is which. [puts cards down]
[talking to themselves]
Okay, here I have three pictures.
Sho!
Okay...
Where's the leopard, ma'am?
One of these three...one is a tiger, one is a leopard, and one is a cheetah. Tell me which one is the leopard?
[pointing]
Wow! I have news for you...that one is the cheetah!
Oh!
That one is the cheetah! Which one of these two is the leopard?
[pointing]
That's right, that's the leopard. Okay, we cannot see it very easily on this picture but, the difference between the leopard and the cheetah...
[pointing]...it's round, and in the middle of the spots, they all colour them in!
That's right, Adi! Can you see the spots are different? The
spots of the cheetah is black, the spots of the leopard, looks like there's a little yellow thing in the side, it looks like a …

...Ma'am?

Wait a second, which one is the tiger?

[pointing] The tiger.

Okay…

Ma'am?

How is the tiger different from the leopard and the cheetah? Zindle? How…look carefully at these three pictures. How is the leopard different from these two.

Cause they have stripes.

Yes! Yes! Can you see that? What's the difference between the tiger…

[statement unclear]

No, not yet. What's the difference between the tiger and the two leopards? Ag, the leopard and the cheetah, what's the difference between them. She just said it. What does he have that the others don't have.

These two…

Yes?

Ma'am?

Help her.

[in the background] Ma'am, I know!

Because…

What do they have? They have…?

Spots!

Yes, and this one has…?

Stripes.

Stripes.

That's right. So a tiger, very good Zindle, always has stripes.

Yes, ma'am.

And a leopard and a cheetah always have…?

Spots!

Spots!

Spots! There's another difference between a leopard and a cheetah. And it's more difficult to see. Can you think what it is?

Ma'am, I cannot.

Yes, Adi?

It's like…and there's still something that they like…

Come back! Come back! Listen to what she is saying.

What did she say just now?

Like the…[unclear] of the mouth.

Okay. A cheetah runs very very fast. Okay, what were you going to say?

A tiger runs fast but a…

[whispering] lion…
Yes, a tiger runs fast but a …?

A leopard doesn't run fast.

Okay, the cheetah's head is normally smaller…than the leopard's head. Okay? If you look at a cheetah it's head is a bit smaller. It has a small head.

Ma'am, ma'am, but if you touch the head of a cheetah…the cheetah going to bite you.

Oh it will! If it's wild, it will bite you. It won't even wait for you to touch its head. If you are just five metres away from it, it will bite you.

And then it's just going to chase you, then its going to eat you.

That's right. Okay, we're going to play a game. I'm going to describe what I have on this card and you must guess. You must take a guess what it is. Okay?

Ma'am, what is this, ma'am?

It's a camera, I'll show you in a second. I have an animal here, on this card, it eats meat. It's wild, and it eats meat.

It looks like…a wolf or a jackal, but it's not a wolf or a jackal. It has a long tail, it has lots of hair.

Lion!

It's a lion, ma'am!

Not a lion, no.

Tiger?

No.

Snake.

No…does a snake have hair?

No!

It has lots of hair, okay, so its not a snake. It is a …? What is this? [showing]

Cheetah!

Wild dog!

Yes, you're right, it's a wild dog. And this is where I'am going to give each of you a camera so you can take a picture of this wild dog so that you can remember what it is! So…you take a picture quickly.

[Recording interrupted]

Okay, let's see, this is the last animal that I'm going to show you today at the zoo. This animal is big. It's as big as a hippopotamus. But…it doesn't live in water like a hippopotamus. It lives on land. And it has two funny horns on its nose...its grey and its got two funny horns on its nose.

A bull! A bull! A bull!

No, its not a bull.

Buffalo!

Rhino!

Right! You're right! It's a rhino!

[clapping hands and shouting]

Rhino!

A buffalo…

[shouting]

Just a second…a buffalo has horns on its head. A rhino has horns on its nose. Yes! So take a picture!

[shouting click! and rhino!]

Very, very good.

I took a picture of the spider.
SH  Hmm…
L   A spider…where is the spider, where?
SH  Okay…
L   [noise] Spider!
SH  Okay I'm going to show you.
L   These are beads that we have…don't fight…smell them and you'll smell that they don't smell very nice
SH  [Giggling]
L   Don't put them too close to your nose.
SH  Ma'am…
L   It's the paint, so don't put them too close to your nose. Okay…I am…
L   Ma'am…
SH  Did you paint them, ma'am?
L   Who paint them like that?
SH  I painted them.
L   For how long, ma'am?
SH  No, just for a short while. Just painted them… and then they were…you let them dry…
L   Ma'am…
SH  Okay…this is…what colour is this?
L   [chorus] Green!
SH  This colour is…?
L   [chorus] Blue!
SH  And this colour is…
L   Red!
SH  Red. First of all, we're…what's your name again?
L   Sitjaba.
SH  Sitjaba. First of all we're going to give Sichaba a chance. I'm going to make a pattern in a row. And I want you to complete the pattern for me when I am finished. Okay… Okay, I've got a green one, a blue one, a red one, a green one…
L   red one, a green one!
SH  Okay, don't tell him yet. Let him try first. Which one must come next?
L   Uh…
SH  Which one do you think comes next?
L   I think….blue!
SH  Okay…and after the blue one?
L   The red.
SH  Okay. Do all of you agree?
L   Yes!
SH  Yes. Okay. I'll put another one, a green one, a blue one…and a red one. Okay, who can count in two's!
L   [chorus] Me, ma'am!
SH  Let him try. Count these for me, but count them in twos.
L   Two….four….six….eight….ten
SH  Ten, very good. Very, very good. Now I'm going to make another pattern and I'm going to ask…? What's your name?
L   [unclear. One learner is whistling loudly in the background]
SH  Shimon
L   Shimon. Shimon which language do you speak at home?
SH  Sotho!
L   Sotho.
SH  Sotho! [noise alltogether]
Okay, Shimon. I've got two blue,
two green…
…one red!
Which one must come next?
Red, ma'am…
Red!
Okay, and then which one must come next?
The blue.
And which one after the blue?
[whisper answer] Green.
Green.
No, don't tell me! [laughter]
Ah…so he's telling you but you know! I know you know.
Which one comes after the blue?
The red.
Okay…so he can make the pattern. Adi, can you count for us
in fours?
[unclear]
Have you learnt how to count in fours?
Yes, ma'am.
Four…
Eight…
Four, eight. Okay…but are there eight? Four, eight…
Nine!
Ten. Okay. Okay, but I don't think the teacher has taught you
how to count in fours yet.
Yes, ma'am.
Okay…Just one pattern. Just one more pattern
[noise] I'll make a pattern.
Ma'am! Ma'am, is this your office, ma'am?
No, this is Mrs Nidri's office.
[unclear due to noise from outside]
Yes, this is going to be…let's see. Adi? What do we have
there? Blue…
Green
Blue, green, blue, green, blue
….blue, green, blue
Okay, which one must come next?
Red.
[laughter]
Uh-uh!
Red!
No!…Can you see a red one here?
No!
We don't have a red one here.
Green! Green! Green! Green!
Look at it…Green, you're right, green! Okay…
[noise]
How many green ones are you going to put?
Four!
Four? Yes…put four down. Why are you putting four down?
How did you work that one out? How did you know there must
be four?
I thought that …I'm gonna make one, then two, then one,
then three, then one.
You're right! So there's always one blue one. Which one must
come next? Zindle? Which one must you put there?
Blue!
Okay, put the blue one...
Red...
You're right! Very good, Zindle. So we always have one blue
one, and the green one...
Red, ma'am!
...and the green one... No, we're not using red... the green
one is one more each time. Here are two... three... four! So if
we put green ones there, how many green ones must we put
there?
Five!
Four!
Five!
Five!
Five! Okay... and we can carry on like that. Okay, I think we
can stop there. Do you know what? I have finally finished. We
are finished for today.
Finished?
Yes. We are finished.
[unclear]
Sorry, what did you say Adi?
[unclear]
[End of recording]
Group       : Grade 2
Date        : 12 June 2000
Time        : 10:00 – 10:40

L      My name is Nasser
L      My name is Mohammed
L      My name is Khanyisa
L      My name is Kirsty
L      My name is Dineo.
L      My name is Amal
SH   You had the opportunity to quickly look...did you see what is on this picture?
L      Yeah!
SH   Who didn't see? Okay. Do you want to guess what's on there?
L      [chorus] Yes!
SH   Okay, let's go in a row. Nasser?
L      A zoo!
SH   He thinks there's a zoo.
L      Uh...a bird.
SH   A bird. Khanyisa?
L      A bee.
SH   A bee.
L      A whole lot of bees!
L      There's a zoo!
SH   A zoo! Okay. And you Amal?
L      [unclear]
SH   Okay, let's see what we have over there...
L      The zoo!
SH   That's right, the zoo! This is what this picture is all about. It's about a zoo, can you see? We can turn the picture around a little bit so that everybody can see. So when you want to say something, then we can do that. Okay, I'm going to say a word and then you quickly...all of you, you put your finger on the animal that I say. Okay? Uhmm...you don't have to worry about being quick, so you can take your time to think. Okay? I don't want to see who can see it first, I want to see if all of you can say it. So take your time to think. Okay, who can tell me where the lions are?
L      [Silently put their fingers on the animal.]
SH   Okay, very good! Who can show me where the elephants are?
L      Silently...
SH   Very nice! Who can show me where the frog is?
L      [exclaim...takes some time to find it]
Okay, you got the frog.
Okay who can show me where the seahorse is?
I knew it!
Okay, what are you showing me there?
Uhh! The seahorse.
[in disagreement] No!
That's not a seahorse!
What is it?
[together] There! It's a seahorse!
Very good! Okay, let me just ask you a question. When you pointed to these animals, what do we call them?
Uhm...seals.
Elephant seals.
That's right!
Like on the news there was a huge one jumping on everybody's cars...
Yes, I saw that! I saw that.
These are seals and you can also get a type of seal like Kirsty says, which is an elephant seal. Do you think, that when I said seahorse, that some of you heard the wrong word maybe?
You thought I said seals?
Yeah, I didn't know it was that one.
Okay, so you guessed and you didn't know it was that one?
Look at the bee.
Khanyisa said it was a bee, ma'am.
Yes, she's right there was a bee. All of you were right in some respects. Okay. Right. This time I want you to listen clearly and to think carefully before you show me the animal. Okay. Don't show me too quickly. Don't show me too impulsively. Right, show me where the rhino is.
Rhino.
Yes!
That's good. Who can show me where the porcupine is?
Porcupine?
What's that?
Okay, Dineo is not sure what a porcupine is.
Okay, just a second...just a second...just a second.
Me, ma'am!
Just a second...Let's go in a row.
Amal, do you know what a porcupine is?
No, ma'am!
Do you know what a porcupine is?
Yes!
What?
It's a thing that has horns out like that, and when you touch the thing...
Okay...who of you don't know what a porcupine is? You don't know what a porcupine is? Explain to Dineo quickly..
A porcupine is that little animal...[others are interrupting] it's very nice but it's got that stuff that you...on the back, the stuff...cause when you go outside...
Listen...listen...
...because the things are short.

Okay...Yes, Kirsty?

[together, unclear]

[Whistling] Not all together.

I was thinking it was this one, and it was right, ma’am.

But you didn’t say because you were not sure?

Yes, ma’am.

Okay. You must take a chance, it’s okay to be wrong. There’s nothing bad about being wrong.

Yes, ma’am.

Okay. You must take a chance, it’s okay to be wrong. There’s nothing bad about being wrong.

So next time you think you know something, you take a chance.

Okay?

Who can tell me where the giraffes are! Okay! Very good, Nasser! I think maybe you must lean over the table so that you can also have enough space.

...cos its not there!

There...there...there...there...there...

Hmm...how many ants do you think are there on this poster?

One...two...

.three...four...five...six....seven....eight...

Ten!

Ten!

It is ten!

Let’s have a vote!

Okay...I have another idea. To make sure how many ants there are on this picture what we can do is we can take a bead...

...and put it on!

That’s right! We put it on. But we’re not going to do it all at once, we’re going to give each one a chance to put a bead on an ant. So let’s start with Amal.

[Puts a bead on]

Okay, you take one?

[Takes one]

Okay, Kirsty?

Very colourful!

Take a red one!

Okay. Uhm...

There! There!

There!

Okay, Khanyisa? Nasser? Okay!

[shouting together after bead fell of the poster]

Okay, let’s start over again. Lean on the table or I’ll bring the poster closer. Okay. Okay, can anybody still see...

Me! Ma’am!
Okay, put one on. Can anybody still see an ant...

[Together] / Yes! Yes!

Yes, ma'am!

[Learners put another bead on an ant on the poster]

Okay, can anybody still see an ant that doesn't have...

[noise] There was an ant here but now it's gone!

Nasser, can you see one?

No.

No? Okay... Are all the ants covered with beads?

[chorus] Yes!

Okay... now...

Ma'am let us count them! One...

I think it's a good idea! Let's count them. But you know what? It's still difficult to count all the beads because we're not sure where everything is. So... what plan can we make to make sure...

[noise]

Let's hear what Dineo wants to say?

Uhhh... Ma'am we can do this... we can all look and we can all count and when it's right and we can't find anymore and Ma'am first you must look around for more and if you find them you must put them on so that we know how many is actually there.

Okay. What plan does Mohammed have, let's hear what Mohammed says.

Ma'am, ma'am, if you wanna count you must count one, then you must take them out, Ma'am!

Ah! What do you think of that idea?

Okay... let's do that. Each one of you take...

One! [Noise] No!

You must go one, and two, ... and I go three, and then she goes four, she goes five, she goes six... Okay, I also have a plan... What if we just take all the bead off [demonstrate] and we count them?

and we count them!

Yes!

[Counting together] One... two... three... four...

there's ten!

One... four... six... eight... and then you have two, that's ten!

Eleven!

No! Twelve! [arguing] Five... two...

Okay, stop! Stop, stop, stop, stop, stop! Stop immediately, stop!

One...

STOP. Okay, can you see we can't count all
together. We get confused and we get nowhere.

L  Ten, ma'am!

SH  Okay, just a second. We can't count all together. If you count,
and she counts, and he counts and she counts, then we're
going to get confused, okay?

L  Ma'am, I know! We can…

L              Ma'am, I count!

SH   Just a second, she's listening, uh talking.

L  Ma'am you can hide it..then it somebody get it
right...He...he's clever, ma'am!

L  Ja!

SH   But I'm not going to hide it, I'm not going to hide it. All I
want you to know...is you, as a group, must tell me how many
beads there are! So...each one of you can count on your
own...and tell me how many beads there are.

L  Ten!

L  Ten!

SH   Ten? Okay, let's ask Nasser to count them, just to check!

L  [silently counting]

SH   Very good! Very good! You were right! Let's ask Dineo…can
you count in three's? Count them for me in three's.

L  Three...six....nine....and a one! That makes ten!

SH   That's great, Dineo! Very good! Can you count in three's?

Let's try!

L  Three....six....nine....ten!

SH   Very good...so how many ants are there on the...

L  [together] Ten!

SH   There are ten ants on this board. Okay. Each one of you is
going to choose me their favourite animal and not all
together. In your head, decide which animals you want...

L  ...Oh no! [noise]

SH   and...I'm going to ask each of you what's
your favourite animal. Okay. Nasser, can I start with you?

L  Yes.

SH   Okay, let's turn the poster so that Nasser can see....which of
all these animals is your favourite animal?

L  Uhh....[pointing] Giraffe!

SH   Okay, the giraffe! Okay. And you, Mohammed?

L  A dog, ma'am...A dog!

SH   Show me an animal on the picture...tell me what its name is
and choose one that you like. Choose your animal that you
like.

L  [speaks softly] This, ma'am!

SH   What do you call that?

L  [another one answering] Seals!

SH   [speaks softly] Seals, ma'am!

L  Seals..you call them seals...

L  Or elephant seals!

SH   Or elephant seals. Okay Khanyisa, show me which animal is
your favourite animal.

L  [pointing] A ladybird.

SH   Do you like a ladybird? Good! Kirsty show me your favourite
animal.

L  Ma'am, I like lions cause Ma'am I've got cats and they're like
big cats.

SH   Okay, you like lions.

L  Lions are part of cats!
That's right, they're part of the cat family. Good!
My favourite animal is...
...a pig!
[all exclaiming]
You wait, you wait, we asked Dineo.
My favourite animal...[silence]...animal is a ....
If you don't know the name of the animal you like, then it's okay, then we can ask someone...
I know, I know...the name of the animal. I think the animal is a ...
She's gonna wait...
Cause I have to take a card and say this and that and this and that...
Okay. So we'll ask Amal while you think?
Yes, ma'am.
Okay. Amal, which is your favourite animal?
Ma'am it's a elephant.
Yes!
Your favourite animal is an elephant? Okay...now its Dineo!
Okay. My favourite animal is a turtle!
It's a turtle! Okay, do you know what the difference between a turtle and a tortoise is?
[chorus] Yes!
Ma'am, a tortoise, ma'am...I forgot!
It's a tortoise!
[noise]
What did you say?
A tortoise is brown and a turtle is green!
Okay, maybe there's a difference in colour. But there is a more important difference. Where do they live? Nasser?
A tortoise...a turtle ma'am...live at the water.
Yes, a turtle lives in water and a tortoise...Mohammed! A turtle lives in water and a tortoise lives on...?
Ground!
Ground, ma'am!
Yes, it lives on ground. Okay, very good! Very good. Right.
Okay, I'm going to ask each of you to take a bead...one at a time...we're going to take turns...uhm...I want you to put a bead, Nasser...put a bead on any...put a bead on any...let's see...put a bead on any insect that you see. See if you can find an insect...Ah! Do you know the name of that insect?
Praying mantis! Uh...no, a grasshopper.
It's a grasshopper, very good! Mohammed, you choose an insect.
[talking softly to himself]
Let me put it a little closer.
Ma'am what's an insect?
What is an insect?
It's a....
No, let's just first hear if Mohammed can tell us?
What is an insect, Mohammed, do you know?
A grasshopper, ma'am.
Yes, how do you know if something is an insect? How do we
know if it's an insect, Mohammed? How do we know this is not an insect? Would you say a leopard is an insect?

No, it's not! Would you say an elephant is an insect?

No! Would you say…a penguin is an insect?

[incredulously and laughter] No!

No. So how do we know when something is an insect?

Ma'am…

Yes?

Ma'am…

Is an insect big or is it small?

[chorus] It's small! [One learner pointing to an insect and saying its name – unclear]

That's right, it's an insect.

Ma'am…

Okay, let me just finish here and say: an insect…how many pairs of legs..yes, how many pairs of legs…

Four! Four, ma'am.

Four, ma'am! [noise]

An insect always has…listen to this: an insect always has three pairs of legs.

Ma'am….Ma'am…

Three on the one side, and three on the other side!

And a spider?

Yes, that's right so this is also an insect.

A spider?

A spider, how many legs does a spider have?

Four

Four, each

So is a spider an insect?

[chorus] No, ma'am!

No, it's not an insect.

It's a goggo!

Sometimes people say it's an insect, but it's really not!

Ma'am, it's a goggo!

Goggos and bees are insects, ma'am.

Okay. Let's give somebody else a chance. Khanyisa? You are next.

Don't tell me, Amal!

You had your turn, Amal. Okay? Okay, Khanyisa, what did you choose?

I chose a butterfly.

You chose a butterfly. Is a butterfly an insect?

Yes, ma'am!

Okay, why do you say a butterfly is an insect? Because it's small and…

and...

and ma'am…

No, it's not your turn, it's not your turn, I first want
to know, wait, wait wait…put something over your mouth. You
must not say anything now. Okay, Khanyisa, its small and
what else? What else did we say is always true of insects?
What about their legs?…..Who can help Khanyisa?
Ma'am…
Okay…Okay, Amal. You wanted to say. What about the legs
of insects?
Three. Three on the side and three on the other side.
Three in the other side…other side…
Okay, so how many
legs do they have in total?
Six. Insects always have three pairs of legs. Okay? So a
butterfly is an insect because it has three pairs of legs! Okay?
Kirsty, your turn.
[pointing]
Kirsty chose the big….
[another learner] Butterfly.
…what
over there?
Butterfly!
Butterfly.
It's an insect.
Yes, it's an insect. Choose another insect, Dineo.
[Unclear]
Dineo? Let's turn it so Dineo can see. [silence] Do you see an
insect, Dineo?
Yes, ma'am.
Okay, put it on.
And I think this insect…a bee or a butterfly.
What?
Don't worry about what you like best, just choose an insect.
Okay, so you chose the butterfly. Okay, Amal its you turn. Just
put a bead on any insect that you can find.
That's an insect.
No!
Does it have three pairs of legs?
[noise]
So do you think it's an insect?
No.
No. Okay, Amal.
A bee.
Okay you want to choose a bee. How many legs does a bee
have?
Six!
Three!
Three pairs
Three pairs! There's a difference between three pairs and
three. Okay. Three pairs is the same as…? six legs. Okay, so
each one of us chose an insect. Now tell me, if I want to
divide you into two groups, how could I do that? Dineo?
…that makes six altogether. Three here and three there. So
that makes…three.
Ma'am…
Uhm…two times three equals six!
That's right! Okay, what do you have over there, Nasser?
….fit in my bag.
Okay. Right, now do you think all of you are the same?
[chorus] No!
Are you different?
[chorus] Yes!
How are you different? Khanyisa? How are all of you different?
Ma'am…?
Yes?
...your blood.
Okay, yes your blood. Yes, what else? Amal?
Your fingerprints are not the same.
Your face and your brain.
Yes, okay. Tell me, what are you? Are you a boy or a girl?
A girl!
And what are you?
I'm a girl...
...girl
girl
boy
boy
Okay...so do you think the two of them are the same as you?
[girls] No!
No! So if we wanted to make two groups, which two groups could we make? We could make a group with...?
Boys
Boys, or we could make a group with...?
Girls!
Okay, we could also make a group on who has long hair and who has...short hair!
[chorus]
short hair!
I've got short hair! [shouting ensues]
He's got short hair, and he's got short hair and you've got...?
...a little bit of short hair
...A little bit long.
A little bit long, so do you want to be in the long group or in the short group.
In the long group.
Okay...
...I want to be in the short group.
Okay, so we've got four within the short group with short hair and we've got four in the group with long hair. How else can we make you into groups. What else can we use to divide you into groups.
Nasser? What else can we do to divide you into groups? We can divide you into boys and girls or we can divide you into who has short hair and who has long hair...What else can we do?
Who has the longest legs!
Yes!
Just a second, we can divide you into who has long legs and who has ....? short legs!
short legs!
How else can we divide you?
Who has uhm...who has long elbows and who has the shortest elbows.
Who has long elbows and who has short elbows. Yes, Mohammed?

...big nose and small nose...

So we can divide the group into those who have big noses and those who have small noses.

Let's just ask Amal first, yes?

...who have a long head and who have a small head!

Yes, who have long and small head...Yes, Kirsty?

Uhm...you can divide people, uhm...who have...long socks

and short socks!

That's good! That's good! We can also divide people into the groups where people have long socks and have ...short socks!

Can we divide....can we divide the group into who wears dresses and who wears trousers?

[noise]

What do you have on at the moment? Do you all have trousers on?

No! No!

You have a dress. Okay, do you have a dress or trousers?

Trousers.

Trousers...[noise] Okay, I have a set of cards over here, and...I'm going to describe what is on this card and I want you to guess what it is. If you get it right, you can take the card, and you can keep it. Not for always...but just while we are busy today. At the end, who has the most cards will be the winner.

...not shout out!

Yes, don't shout out, that's right. Okay. Good...I have on this card...an insect. Okay, it can fly. Yes, Nasser?

A butterfly.

Ma'am...a bee!

No.

Ma'am, a fly!

No. Yes, Dineo?

A dragonfly!

A dragonfly? Very good! Okay...
1 Group : Grade 3
2 Date : 12 June 2000
3 Time : 09:15 – 10:00

5
6 L My name is Nosipho
7 L My name is Koketso
8 L My name is Maselilo
9 L My name is Silas
10 L My name is Setule
11 L My name is Seselo
12 L LAUGHTER (chorus)
13 L My name is (unclear due to laughter)
14 SH Just say your name again?
15 L My name is Pindi
16 SH Pindi?
17 LAUGHTER
18 SH Okay, so Koketso likes making jokes. Well, it's okay to
19 make jokes but there's just one very important thing that
20 I would like us to try this morning, is that if somebody
21 talks then the others must listen.
22 L Yes, Miss
23 SH Okay? I'm sure you've tried this many times in class and
24 I'm sure your teacher has also asked you many times in
25 class. Okay?
26 I have three cards here. Can anybody tell me what it
27 says?
28 L (chorus): Go!
29 SH Yes, it says "go".
30 What we're going to do with these cards is we're going
31 to use them to help us to know who is going to give an
32 answer. Okay? We're going to put them on the table
33 and when you have something to say or when I ask a
34 question, and you want to give an answer, then you
35 pick up the green disk and you can give your answer.
36 Okay? I'm only going to listen to answers of people
37 who have this in their hand. If you don't have this in
38 your hand then I'm going to ignore you. Okay? If you
39 don't have one and everybody has a disk, then you wait
40 for them to put it down, because as soon as you've
41 given your answer you put it down again so that
42 somebody else can take it. Okay? Right. Let's try this
43 with our names. kay, I'm going to ask, whose name is
44 Silas? Then you pick up the card and you tell me.
45 L My name is Silas.
Okay. Whose name is Maselilo?
My name is Maselilo.
Okay. Whose name is Itumeleng and Pindi?
My name is Itumeleng
My name is Pindi.
Okay. Whose name is Nosipho and Koketso?
Laughter
My name is Nosipho.
And whose name is Koketso?
My name is Koketso.
Good. Okay, very good.
So you get the idea. Okay, sometimes we get a little bit excited and we may forget to pick up the card. But if you see I'm not listening to you, then you must know that's why. Okay?
Who can tell me… What do you think? Have some of your friends told you what we were doing here today?
[chorus] Yes, ma'am!
What have they told you?
One of my friends told me that they were saying their names and they were asking…they were just… saying names and stuff like that.
OK, just saying names and stuff like that?
Filile…
Hmm, Filile, what did she say?
She said you were asking her name and they were laughing when they told you.
Yes, very much like you did, all of you did this morning.
It's funny to hear your voice on a tape isn't it?
Okay, who wants to take a guess and remember you have to take a green card if you want to give an answer. Who wants to give a guess as to what is on this picture? Grab a card, grab a card. Ok, you think animals. Sipho? What do you think, Maselilo?
People.
Pets.
Pets? Ok, does anybody else think, what do you think Nosipho?
[giggling] Grannies and water?
[Laughter]
What do you think?
Water.
Water?
Yes, ma'am.
And you, Koketso?
Grannies and parents.
Grannies and parents?
…Jesus.
You think Jesus. What do you think?
Plants.
Plants? Okay. I think we must turn it around and see what we have on it.
[Exclamations] All talking together.
[Talking together]
I said animals
I said plants.
Water, water, water.
I said parents here. They're people.

No Jesus

Pets. Where are pets, pets, pets?

A bird, a pet is a…[rest unclear]  [laughter]

Okay,

remember if you're not using the green card you have to put it back. You can't keep it with you the whole time.

So if you put it there in the middle, where everybody can get it. So each one of you was right. Actually you were right too because Jesus is invisible and who is to say that he's not there. He might even be there.

He is here! Because wherever…unclear… and God is…[unclear.

speaking together, mumble]\n
Okay. One person at a time, one person at a time. Okay, good, right. If you have to give this picture a title – if you have to say what it is about, what would you say? What would you say? Anybody wants to give me an answer can take a green disk and tell me what they think this picture is all about? Maselilo?

I think it's about…animals.

You think it's about animals? Did you want to say that?

Okay, so that's why you put your disk back. And you – Itumeleng – No! Pinde! Pinde! Pinde!

I think it's about people getting together and animals.

It's about people getting together and animals. Does anybody else have an idea? How about you, Itumeleng?

Learners speaking together - unclear

What do you think about Koketso's answer? He's asking us if it isn't a zoo.

But it is…

It looks like it because people, people are going around looking at these animals and they're locked inside..

And what does one do at a zoo, Itumeleng?

They look at animals

You look at animals. Would you…yes…and would you say that this is what the people are doing on this picture?

[together] Yes, ma'am

So do we all agree that this is a zoo?

[together] Yes, ma'am!

Okay, that's good. Now I'm going to ask you, all of you, that you must have a look at this picture and you must tell me…how many birds – how many birds – you can find on this picture. And what you can do is you can use these beads and you can put a blue bead or a red or a green one on each bird you can see. Okay, I'll put the beads over here…

But don't grab, ma'am.

Yes, listen to what Pindi says, don't grab.

Everyone laughing and talking together

Put your beads on the poster…where there are animals
Talking among themselves: How many birds?
Ma'am, there's no birds here! [Laughter] There's no birds.
Okay, everybody put it down, back again.
[Laughter, girl squealing]
Okay, everybody sit back on their chairs again. Yes, first just listen.
[Shouting] What is this, miss!
It's beads. It was beans and then I painted them.
Oh, they stink.
[Laughter]
Okay, everybody put it down, back again.
Okay, everybody sit back on their chairs again. Yes, first just listen.
[Shouting] What is this, miss!
It's beads. It was beans and then I painted them.
Oh, they stink.
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Oh, they stink.
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[Shouting] What is this, miss!
It's beads. It was beans and then I painted them.
Oh, they stink.
[Laughter]
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Okay, everybody sit back on their chairs again. Yes, first just listen.
[Shouting] What is this, miss!
It's beads. It was beans and then I painted them.
Oh, they stink.
[Laughter]
Okay, everybody put it down, back again.
Okay, everybody sit back on their chairs again. Yes, first just listen.
[Shouting] What is this, miss!
It's beads. It was beans and then I painted them.
Oh, they stink.
[Laughter]
Okay, so you also say that you can work with partners. That is one way to do it, but I would very much like us to work as one group today. It's not wrong that you can work with a partner but I would like us to work as a group today.

Okay.

Okay? So let's go for the idea that everybody gets a turn. Okay, we start with Pindi. So we have to put a bead on each bird and … Let's take the red beads. Let's use the red beads to go for the birds.

Okay.

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Okay.

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Okay?

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Okay?

Okay?

Okay? So let's go for the idea that everybody gets a turn. Okay, we start with Pindi. So we have to put a bead on each bird and … Let's take the red beads. Let's use the red beads to go for the birds.

Okay?

Okay?

Okay? So let's go for the idea that everybody gets a turn. Okay, we start with Pindi. So we have to put a bead on each bird and … Let's take the red beads. Let's use the red beads to go for the birds.

Okay?

Okay?

Okay? So let's go for the idea that everybody gets a turn. Okay, we start with Pindi. So we have to put a bead on each bird and … Let's take the red beads. Let's use the red beads to go for the birds.

Okay?

Okay?
Refilwe? You take a red bead and put it on another bird and tell us what the name of the bird is, that you put it on.

Owl.

Yes, it is called an owl. Okay..

[laughing and shouting]

[Attempting to quiet them down while a learner is looking for a bird] Itumeleng, which one, which bird are you going to choose? Okay, Itumeleng will tell us now what the name of that bird is?

An eagle

An eagle, that's right, very good. Okay

[Noise] It's a bird.

Why do you say it's a bird?

A bat!

Oh, a bat! Do you think a bat is a bird?

No.

So why do you put the bead there?

[noise and laughter] Uh….it looks like a bird.

It maybe looks like a bird but is it a bird?

No.

So why did you put the bead there?

…because it looks like the other ones...

Okay, did you put the bead there because you don't know the names of the other birds?

Yes, ma'am.

So you put it there because you don't know the names of the other birds? That's okay, just put it on a bird, if you don't know the name, then somebody will help you.

Okay, you don't know what the name of that bird is?

[noise] Hmm?

[squealing and shouting] Ma'am its not easy!

Okay, it's definitely, yes you're right, it's not easy. Do you think it's a duck?

Yes, ma'am.

Okay.

No, it's not!

No, it's not? You're not sure?

It's a …it's...a...a turtle. It's like a fish

laughter] ...into the water!

Okay...

It's a duck, ma'am!

No….does a duck have long legs like that and a long beak like that? No, it doesn't.

Look at those…boys they are outside ma'am!

Hmm…remember its okay if you don't know an answer — you don't have to think of just anything to give an answer. Okay? It's quite all right if you don't know an answer. All of us, we can't know everything. The name of that bird is a heron.

Heron.

What's a heron?

Can you say that word, Refilwe?

[Interrupting in background]

Ma'am! Ma'am! Ma'am, what's that?

Heron.

Heron! Who can … there it is. [ignoring learners who
Koketso: what's the name of that bird?
L  Which one, ma'am?
SH  This one.
L  [interrupting] Ma'am, I told you it's not easy ma'am!
SH  Just...don't help him. Did you listen when I said the name of the word?
L  No, ma'am.
SH  Why not? Was it nicer to play games with Maselilo?
L  No Ma'am I'm not playing with Maselilo. I'm looking at that book.
SH  Who can tell Koketso what's the name of this bird?
L  Listen to Refilwe.
L  It's a heron, ma'am.
SH  [Asking another learner who was laughter] What name is it?
L  A heron, You said it's a heron, ma'am.
L  It's a heron, that's good, it's a heron. Okay, who has to put the next bead on? Silas, have you, yes you ...and now its Maselilo.
L  A red one!
L  A red one!
SH  Pick a red one because you're going to use the blue for something else. Can you see any other birds?
L  No!
L  Okay, what's the name of that bird?
L  Flamingo!
SH  Yes, it's the same as we had earlier. Okay, hat's all right for him if he wants to do that, if he wants to do that.
L  Okay, now Koketso...just a second...Ah!! Koketso put the bead on that bird over there — what is it called?
L  Koketso?
L  A penguin.
L  A penguin, Okay.
L  What is it called, Silas?
L  A penguin.
L  Yes. Have any of you ever seen a penguin.
L  On TV!
L  Okay. Itumeleng, do you know if those birds can fly?
L  No, ma'am, they can...
L  I'm asking Itumeleng.
L  No, ma'am!
SH  Can they not fly?
L  I think so.
SH  You think they can? Who thinks penguins can fly?
L  Koketso, Maselilo, and Pindi, and Itumeleng.
L  I agree with ...
L  Do you think a penguin can fly? And you Silas?
L  No, ma'am.
SH  So everybody thinks a penguin can fly, except Silas?
L  Yes, ma'am.
L  Well, I have to agree with Silas on this one. Penguins can't fly.
L  [Exclamations in surprise]
L  They have such small wings that they cannot fly. But do
you know what can they do very well?
They can jump!
Ma'am...
Jump and...I think swim.
Yes, Koketso you were right they can swim very well. Do you know what else they can do very well?
No!
They can dive [exclamations]...they can dive very well.
Okay, uhm...it's now your turn to put a bead on a bird.
[Noise] Ah...I know why no-one chooses...
I know!
It's a pirate.
What is it Itumeleng?
It's a pirate.
A pirate?
No!
No it's not, what do you say? It is a...
Unclear
No, not quite, but you're on the right track. That bird over there, let me put it, is called...a vulture.
It's not easy!
Vulture.
Hey, Koketso? Is it not easy? Take your camera and take a picture of it [laughter] Everybody take a picture of the vulture. So you can remember, so you can remember it's a vulture [laughter].
Ma'am, the other birds are bothering me [laughter]
Are the other birds bothering you?
Yeah, ma'am.
Okay, good, a picture of what bird did you take?
[making clicking noises]
A vulture [laughter].
That's good, that's good, you're right, Refilwe. You took a picture of a vulture. What picture did you take?
Koketso?
Of a vulture, ma'am.
Of a vulture. And you Silas?
A vulture also.
A penguin, ma'am.
Okay, that's good. Can you take a picture of the vulture too and tell us what it is.
It's vulture
Yes, it is a vulture. Are you going to remember that?
[together] Yes.
A vulture.
Do you know what a vulture is?
Yes, ma'am.
It's a bird, ma'am.
Yes, you're right, it's a bird...
No!
But it's a very special...huh?
No, ma'am, it's a bird, ma'am! [laughter]
It's a very special bird because...unlike other birds - unlike the eagle - an eagle hunts for its food. Okay, it has a very strong, sharp beak and it hunts rats and mice and rabbits. But do you know what a vulture does? He waits for other animals to kill. He waits for a
lion or a leopard to kill a buck and then when the lion
and the leopard have finished eating...then the vulture
circles up there in the air. And it circles and when the
lions are gone they come down and they hop, hop,
hop to the buck and then they eat the rest of it. So they
don't catch their food, they wait for other animals to
catch it and then they just eat...

[Noise everyone talking]

Okay, lets hear what Koketso wants to say. Why are you
scared of him, of the eagle?

That one, ma'am!

All right, Koketso?

[Unclear due to laughter]

Ma'am, isn't there a kingfisher here?

Do you know how a kingfisher looks?

Yes, ma'am.

[Hands out small cards] Show us which one of
these...You can just sit, I'll put it on the table, just sit,
keep quiet, let's give Nosipho a chance to see if she
can find a kingfisher.

Wo, wo, we. Is it this one?

No, that one is a sparrow. Ah! What does Itumeleng
say? This one, that's the kingfisher. Okay.

...two colours and the red, ma'am...

Hmmm? Okay, that's a kingfisher. That is how a
kingfisher looks. Let's put this away for a moment.

Okay, who can tell me – all of you have a look – who is
going to be the leader of this group?

You choose, ma'am!

No, no, no, you choose. The seven of you must choose
and tell me who the leader is going to be.

Ma'am, can you choose ma'am.

Yeah, ma'am, because they choose friends to play...

Okay, just a second, there's a problem. You say that
they just choose their friends, they don't choose the
one...

They don't chose the one...

Okay, do you think we can solve this problem by
voting?

[together] Yes!

We can do like this, a boy and a girl.

Yeah!

You choose ma'am, because we don't know who...

Okay, we have three boys here and we have four girls.
Is that right?

Yes, ma'am!

Okay, were going to choose a girl and boy. Okay,
now, who votes for Nosipo to be a leader? We're first
going to chose the girls. Who votes for Nosipo?

No one, ma'am.

She votes for Nosipo so there's one. Who votes for
Pindi? Two votes for Pindi. You boys can also vote.

Refilwe. Who votes for Itumeleng? Okay. Then I think
Refilwe is going to be the leader...of the girls. Refilwe is
very happy about that. Okay, Refilwe is going to be the
leader [noise] What did we say about the rules in the
beginning? If somebody speaks then the others...?
510 L    [chorus] ...keep quiet.
511 SH    Okay, who is choosing Koketso for a leader? [noise]
512 SH    Okay, well I think Koketso will be the leader then
513 L    because that's the most. Okay, Yes, Itumeleng?
514 SH    Ma'am, can we take turns?
515 SH    Yes, we can take turns. For this exercise Refilwe and
516 L    Koketso will be the leader. Okay, is everybody happy
517 SH    about this?
518 L    Yes!
519 SH    Okay. Listen to this question. There are two lions in this
520 L    enclosure.
521 SH    One lion, two lions. Okay, or cage...let's call it a cage.
522 L    There are two lions in this cage. If we put – if we take
523 L    the two leopards and we put them also in this cage,
524 L    how many animals will we have? And I want all of you
525 L    to work together and when everybody has agreed on
526 L    the answer then I want Refilwe to tell me what the
527 L    group's answer is. Okay, there are two lions in the cage
528 L    if we take the two leopards and we put them all in this
529 L    cage, how many animals will we have? I'm only going
530 L    to listen to Koketso. You must talk to her and you must
531 L    see if all of you agree on what the answer is.
532 L    Four.
533 L    Four!
534 L    Four!
535 L    I don't think so, ma'am.
536 SH    Tell me what you think.
537 L    Here, four animals.
538 L    1, 2, 3, 4, 5, and then 6, 7, 8. Ok, if we put 2 leopards
539 L    in this cage how many animals will it be
540 L    [Noise from outside makes recording unclear]
541 L    Okay, if we put two leopards in this cage, how many
542 L    animals will their be?
543 L    Four.
544 L    One, two three four five six..
545 L    Four!
546 L    Five!
547 L    [noise as all learners count on their own]
548 L    Okay, do you have an answer? Do all of you agree on
549 L    the answer, Refilwe? Okay, Refilwe, what's the answer?
550 L    Eight.
551 SH    Eight? Tell me how you worked that out? Tell me how
552 L    all of you worked that out?
553 L    [speaking together – laughter]
554 SH    Maselilo...Maselilo. Okay, how did you work that out?
555 L    I counted.
556 SH    Which animals did you count?
557 L    I count these two ma'am, plus this...this...this...
558 L    /  
559 SH    And how many is that?
560 L    One, two, three, four, five, six, seven, eight.
561 L    But it's not inside, can you see?
562 L    Yes, ma'am!
563 SH    Is this ant inside that cage?
[chorus] - No, ma'am!

We only want to know about the animals in this cage.

Five.

Five.

And we put them in there.

Okay, do all of you agree it's seven?

[together] Yes!

So you see sometimes when you have to work out an answer that it's very easy to shout the answer out very quickly and you think you have the right answer. And then in the end you don't. So what do you have to do when you work a problem out?

Think.

What do you say Maselilo?

See properly.

See properly? And you, Nosipho?

Ma'am, I think you have to think before you say the word.

Okay.

That's why we like saying: think before you speak.

Yes. Yes, Itumeleng?

You have to count the animals.

You're right! You have to count the animals. Otherwise you can't calculate how many there are. Okay? Very good! Just one more and this is then Koketso's answer.

Oh!

What will happen if we put the two leopards in the cage over here?

over here?

What is that, ma'am?

The two leopards in the cage, what will happen?

Let me just ask Itumeleng and Silas what the question was? Can you repeat the question for me?

Ma'am, I think if you take these two and put them in...

...and we have to tell you what's the number...

Oh, but we are finished with that. I've asked another question. Okay, Refilwe, let Refilwe tell us what question did I ask?

What will happen when we put this two in here?

What do we call these animals?

[chorus] Leopards!

What will happen if you put the two leopards in this cage over here?

They will fight.

No, I want to know… Listen carefully to the question. Its important to listen carefully to a question. What will happen, what will happen, if we put the two leopards in this cage over here? Yes, Nosipho?

Ma'am, I think if you take these two and put them in here...

Which two?

They're going to fight. The leopards going to...

[interrupting] Ma'am,
Okay, what did Nosipo say?

I don't know.

Why not? What did we say about the rules?

Ma'am...

Before you ask me... No, I'm not asking what the question was! I want you to tell me what Nosipo said.

Can you tell me what she said?

She said... this two...

Okay. How does it feel Nosipho, how does it feel when you say something and the others don't listen to what you say?

Ma'am, I feel cross because I have to listen to them and they don't listen to me!

[others] Ja, yes!

Okay, do you think they respect you?

Yes

(chorus) No, ma'am!

Ma'am?

Yes, Itumeleng?

[unclear because everyone talking together]

Okay, all right. Okay, we're finished for today. Thanks a lot for helping me with this picture.

Ma'am, can we hear it?

I can't put it back because I have to use it for another group and then I don't know where the end is. That's why I let you listen to your names.

Ma'am, what's in here?

Cards are in here.

What kind of cards?

I can show you the cards but you have your break and you're missing your break at the moment.

Ma'am, show us the cards

I don't need to eat...

You don't need to eat?

unclear... for the whole day

Noise, speaking together. Play cards, ma'am.

Okay, I'm going to look at a card and I'm going to describe it. You must guess what it is that I have on this card.

No, no, no. You are guessing, you are all guessing. It's an insect – do you know what an insect is?

Yes, ma'am.

Okay, it's an insect, it can fly.

It's a bug.

No

unclear

No. This insect doesn't bite. It can fly but it doesn't bite.

It's a spider.

Right. It's a spider. You may have this one. No, not for always. You have to give it back but we're going to see who can get these cards.

Okay, I have another insect here.

A grasshopper.

Ah, did you see it?

Yes, ma'am.

I have an insect here. All of these cards are insects. This insect can fly.
A bee.
No, It can sting.
chorus. It's a bee. It's a bee.
No
A mosquito.
Yes
And this insect is very, very small. It can't fly but it can jump.
A Ant
No, it can jump and can an ant jump?
No.
It's a small thing, ma'am! It can jump, I don't know, ma'am!
You get it on dogs.
Okay! Another insect that can fly.
No. It can fly but it's not a bee. It's green.
A grasshopper
No, not a grasshopper. It sometimes looks as if it can pray- as if it's praying
[incredulous] Ma'am. [laughter]
It can jump, it can jump.
A frog!
No, is a frog an insect? What is a frog? A frog's not an insect, it's a…? reptile.
A ladybug.
Okay I'll keep this one because you didn't know. This one is also an insect. It's very small.
Yes?
It's a bee.
No
Ma'am, it's like a grasshopper.
Not totally.
It is a … (unclear)
It's a praying mantis.
Oh
Do you know the word? Do you know a praying mantis?
No, ma'am.
Okay I'll keep this one because you didn't know. This one is also an insect. It's very small.
Yes?
It's a bee.
No
Ma'am, a ladybird?
No
An ant, ma'am!
No.
Does it fly?
No, it doesn't fly, it can only walk around and...
...dog, ma'am.
I forgot it's name, maam.
A ladybug.
Ah, you saw it so it's not going to count. An insect and it's a flying insect.
A bee
Masellilo is the winner!
Yes!
And now we have to finish. So I'm going take the next class and I'll going to take you back to your class.
...it was fun
I'm glad it was fun for you. It was fun for me too and thank you for helping me with the tape. Can we keep this? Yes, you can keep it.
Yes!
Table 1: Inter-code consistency for DS1: SSGR1JUNE8.TXT

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1 Consistency with which codes were allocated to a sample of sentences on two scoring occasions.
2 Number of times codes were allocated on both occasions.
3 Total number of times codes were allocated.

Unshaded blocks indicate coding consistencies (> 70.00%) that were regarded as acceptable.
Shaded blocks indicated coding consistencies (< 70.00%) that were regarded as too low.

Consistency with which sentences were coded was 71.51%. A sample of 79 quotations from a possible 162 were selected from the first, third, and fifth blocks of 100 quotations. The sample represents 48.76% of the total quotations for primary document 1: SSGR1JUNE8.TXT.
### Table 2: Inter-code consistency for DS2: SSGR2JUNE8.TXT

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1 Consistency with which codes were allocated to a sample of sentences on two scoring occasions.
2 Number of times codes were allocated on both occasions.
3 Total number of times codes were allocated.

Unshaded blocks indicate coding consistencies (> 70.00%) that were regarded as acceptable.
Shaded blocks indicated coding consistencies (< 70.00%) that were regarded as too low.

Consistency with which sentences were coded was 73.39%. A sample of 60 quotations from a possible 113 were selected from the first and third block of 150 quotations. The sample represents 53.09% of the total quotations for primary document 2: SSGR2JUNE8.TXT.
### Table 3: Inter-code consistency for DS3: SSGR3JUNE8.TXT

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1. Consistency with which codes were allocated to a sample of sentences on two scoring occasions.
2. Number of times same code was allocated.
3. Total number of times code was allocated.

Unshaded blocks indicate coding consistencies (> 70.00%) that were regarded as acceptable.
Shaded blocks indicated coding consistencies (< 70.00%) that were regarded as too low.

Consistency with which sentences were coded was 70.40%. A sample of 62 quotations from a possible 184 were selected from the first and third section of the text. The sample represents 33.69% of the total quotations for primary document 2: SSGR3JUNE8.TXT.
Table 4 : Inter-code consistency for DS4: SSGR1JUNE9.TXT

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1 Consistency with which codes were allocated to a sample of sentences on two scoring occasions.
2 Number of times same code was allocated.
3 Total number of times code was allocated.

Shaded blocks indicate coding consistencies (> 70.00%) that were regarded as acceptable.
Unshaded blocks indicated coding consistencies (< 70.00%) that were regarded as too low.

Consistency with which sentences were coded was 67.13%. A sample of 78 quotations from a possible 168 were selected from the first and third section of the text. The sample represents 46.42% of the text for primary document 2 : SSGR1JUNE9.TXT.
Table 5: Inter-code consistency for DS5: SSGR2JUNE9.TXT

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1 Consistency with which codes were allocated to a sample of sentences on two scoring occasions.
2 Number of times same code was allocated.
3 Total number of times code was allocated.

Shaded blocks indicate coding consistencies (> 70.00%) that were regarded as acceptable.
Unshaded blocks indicated coding consistencies (< 70.00%) that were regarded as too low.

Consistency with which sentences were coded was 74.44%. A sample of 83 quotations from a possible 159 were selected from the second and fourth sections of the text. The sample represents 52.20% of the text for primary document 2: SSGR2JUNE9.TXT.

128
Table 6: Inter-code consistency for DS6: SSGR3JUNE9.TXT

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<td>14</td>
<td>26</td>
</tr>
<tr>
<td>LD3+</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>LD4+</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

1 Consistency with which codes were allocated to a sample of sentences on two scoring occasions.
2 Number of times same code was allocated.
3 Total number of times code was allocated.

Shaded blocks indicate coding consistencies (> 70.00%) that were regarded as acceptable.
Unshaded blocks indicated coding consistencies (< 70.00%) that were regarded as too low.

Consistency with which sentences were coded was 67.13%. A sample of 78 quotations from a possible 168 were selected from the first and third section of the text. The sample represents 46.42% of the text for primary document 2: SSGR1JUNE9.TXT.
Table 7: Inter-code consistency for DS7: SSGR1JUNE12.TXT

<table>
<thead>
<tr>
<th>Code</th>
<th>Consistency(^1)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correct(^2)</td>
<td>Total(^3)</td>
</tr>
<tr>
<td>CS1+</td>
<td>26</td>
<td>38</td>
</tr>
<tr>
<td>CS2+</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>CS3+</td>
<td>72</td>
<td>88</td>
</tr>
<tr>
<td>CS5+</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>CS6+</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>KS1+</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>KS1-</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>KS2+</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>KS2-</td>
<td>54</td>
<td>60</td>
</tr>
<tr>
<td>KS3+</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>KS3-</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>KS4+</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>KS4-</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>KS5+</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>KS5-</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>KS6+</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>KS7+</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>LD1+</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>LD2+</td>
<td>34</td>
<td>51</td>
</tr>
<tr>
<td>LD3+</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>LD4+</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>LD5+</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>LD6+</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

1 Consistency with which codes were allocated to a sample of sentences on two scoring occasions.
2 Number of times same code was allocated.
3 Total number of times code was allocated.

Shaded blocks indicate coding consistencies (> 70.00%) that were regarded as acceptable. Unshaded blocks indicated coding consistencies (< 70.00%) that were regarded as too low.

Consistency with which sentences were coded was 74.42%. A sample of 69 quotations from a possible 132 were selected from the first and third section of the text. The sample represents 52.27% of the text for primary document 2: SSGR1JUNE12.TXT.
### Table 8: Inter-code consistency for DS8: SSGR2JUNE12.TXT

<table>
<thead>
<tr>
<th>Code</th>
<th>Consistency¹</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correct²</td>
<td>Total³</td>
</tr>
<tr>
<td>CS1+</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>CS3+</td>
<td>38</td>
<td>59</td>
</tr>
<tr>
<td>CS5+</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>CS6+</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>KS1+</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>KS1-</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>KS2+</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>KS2-</td>
<td>52</td>
<td>60</td>
</tr>
<tr>
<td>KS3+</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>KS3-</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>KS4+</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>KS4-</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>KS5+</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>KS5-</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>KS6+</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>KS7+</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>LD1+</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>LD2+</td>
<td>16</td>
<td>39</td>
</tr>
<tr>
<td>LD3+</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>LD4+</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>LD6+</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

1. Consistency with which codes were allocated to a sample of sentences on two scoring occasions.
2. Number of times same code was allocated.
3. Total number of times code was allocated.

Shaded blocks indicate coding consistencies (>70.00%) that were regarded as acceptable.
Unshaded blocks indicated coding consistencies (<70.00%) that were regarded as too low.

Consistency with which sentences were coded was 66.47%. A sample of 63 quotations from a possible 132 were selected from the first and third section of the text. The sample represents 47.72% of the text for primary document 2: SSGR2JUNE12.TXT.
Table 9: Inter-code consistency for DS9: SSGR3JUNE12.TXT

<table>
<thead>
<tr>
<th>Code</th>
<th>Consistency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correct^2</td>
<td>Total^3</td>
</tr>
<tr>
<td>CS1+</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>CS3+</td>
<td>60</td>
<td>96</td>
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<tr>
<td>CS5+</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>CS6+</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>KS1+</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>KS1-</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>KS2+</td>
<td>28</td>
<td>34</td>
</tr>
<tr>
<td>KS2-</td>
<td>76</td>
<td>86</td>
</tr>
<tr>
<td>KS3+</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>KS4+</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>KS5+</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>KS5-</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>KS7+</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>LD1+</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>LD2+</td>
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<td>53</td>
</tr>
<tr>
<td>LD3+</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>LD4+</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>LD6+</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

1 Consistency with which codes were allocated to a sample of sentences on two scoring occasions.
2 Number of times same code was allocated.
3 Total number of times code was allocated.

Shaded blocks indicate coding consistencies (> 70.00%) that were regarded as acceptable.
Unshaded blocks indicated coding consistencies (< 70.00%) that were regarded as too low.

Consistency with which sentences were coded was 68.68%. A sample of 82 quotations from a possible 184 were selected from the first and third section of the text. The sample represents 44.56% of the text for primary document 2: SSGR3JUNE12.TXT.