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**OPENING THE STAFFROOM DOOR:
ASPECTS OF COLLABORATIVE INTERACTION
IN A SMALL LANGUAGE SCHOOL**

VOL 2

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Transcription Conventions

Symbol	Explanation	Example
.	falling contour	Yeah that's it.
,	continuing contour	That's page two, that's
!	exclamatory intonation	Huh!
?	questioning intonation	Is he bright?
underlining	emphasis	Not s <u>aying</u> .
capitals	loudness	EVEN if we did
-	word cut off	Be- because last time
> <	quicker than surrounding speech	>Yes it is.< Sorry.
◦ ◦	quieter than surrounding speech	twelve of the plays ◦I think◦
italics	uttered while laughing	<i>Whoo watch out Harry</i> .
<i>Name</i>	name of speaker uncertain	<i>Paul</i> :
:	extended sound	E:::r no.
' '	direct quotation	I said 'What evening tie.'
'CAPS'	acronym	to 'EAP' for 'MBA' students
/ /	phonetic transcription	/i:/
=	latched utterances	Mm= =Yeah
[]	overlapping speech	And that was [] Mm
()	untranscribable	Oh very () in parts.
(words)	transcription uncertain	The (blue) one.
(())	non-verbal elements	((Coughs))
[word]	explanation of preceding reference	we can talk about him [me]
(.)	pause of less than half a second	It's (.) it's true.
(1.5)	pauses timed to nearest half second	(2.5) Em (2.0) I also take

Note on editing

No restrictions were placed on recording within the Pen staffroom, and teachers did not ask to be told when the tape was running. However, they agreed to the recording on condition that they would have the right to remove from the final transcript any sections which might compromise their work. It was agreed that such passages should be clearly marked 'Removed' on the final transcript so that readers would be able to identify all changes made to the final version.

All names of teachers and institutions have been changed. Some place names have also been changed.

Transcripts

Transcript: Staff Meeting, Pen School, 11.11.94

0001 Annette: Are you taking the minutes?
 0002 (1.0)
 0003 Paul: (I am but I'm looking for a pen.)
 0004 Annette: Anne's put the agenda up over the e:r the board up there.
 0005 (5.0)
 0006 Paul: () we can talk about him [me] 'cos he's not
 0007 here.
 0008 Annette: Hehehe
 0009 Harry: HAha
 0010 (0.5)
 0011 Harry: What can we say- oh!
 0012 []
 0013 Paul: Hahaha=
 0014 Harry: =He's come back.
 0015 Paul: () comments
 0016 []
 0017 Keith: One of the
 0018 Keith: One of the many things=
 0019 Annette: Haha
 0020 =[
 0021 Paul: Ha haha
 0022 []
 0023 Keith: Ah so that's what (it's about.)
 0024 One of the many things I did >this morning< was leave my
 0025 pencil behind down there. And I went into room
 0026 two, °this morning°=
 0027 []
 0028 Paul: ()
 0029 Annette: =Oh!=
 0030 Keith: =Or room one (.) yeah. (1.0) >It's been a good day.<
 0031 ((Helen leaves.))
 0032 Keith: Right.
 0033 Harry: () Helen, as she was about *to say*.
 0034 (5.0)
 0035 Harry: Pooling (.) tea::ching materials. Other than classes. (1.5) One
 0036 thing I said in here this morning. We used to do it (.) sort of
 0037 (1.5) we had a few sessions where we (.) used some some stuff
 0038 from this drawer here. (1.0) But we never got much further.
 0039 Annette: And it was only on tasks.
 0040 Harry: (And it was really only .) A bit on reading.
 0041 Annette: Mmm
 0042 (3.5)
 0043 Harry: So I- I s- I presume it's >sort of< anything that(.)'s used in the
 0044 language lesson.
 0045 (1.5)
 0046 Annette: Yeah=
 0047 Harry: =And some of the key structural items.
 0048 Annette: And also Ed suggested something yesterday whe:n er >I'm not
 0049 sure who else was here maybe it was just< (Jenny) and I, e:m
 0050 about (.) a system of e:r (0.5) putting photocopies (.) in a:

- 0051 Annette: big box or something. °You°
 0052 Ed: There it is. Behind you. It's materialised into the blue box.
 0053 (0.5) >I mean< the one drawback I think (.) i::s that most of
 0054 our (.) work is >kind of< textbook based. And there's plenty
 0055 of staff copies around. E:m °I don't think that I've been
 0056 making- there's very much materials type been going on
 0057 really.° °So I- just°
 0058 Paul: I- I think what we- a- a good way of looking at it would be: (.)
 0059 >would be< maybe different strategies with materials. 'What I
 0060 do with this piece of material.' (0.5) E:m (0.5) or 'What I do
 0061 with this kind of idea, I think, you can imagine what that box
 0062 is going to look like after (.) two months if we actually start
 0063 putting *in it*. *You know*
 0064 Keith: HEHEha!
 0065 Paul: It's just going to be a heap of things. SO I- I thought it- it might
 0066 be an idea just to- (0.5) just to look at different ways of
 0067 exploiting a piece of material which (1.0) which we may know
 0068 about, and sort of pooling ideas rather than pooling pieces of
 0069 paper.
 0070 Annette: Uhuh
 0071 Harry: Although there are probably some (bits of paper that)
 0072 Paul: YEAH well yes okay.=
 0073 Annette: =Yes.
 0074 Paul: But >I mean< bringing that element in as well.
 0075 [
 0076 Annette: Because both Jenny and I
 0077 were saying that em sometimes you see: next to the
 0078 photocopier em (.) things that er haven't worked out-
 0079 photocopies that haven't worked out. And you think 'Oh I
 0080 wonder where that's from. That looks an interesting bit of
 0081 material,' and there are some things that you don't recognise=
 0082 Paul: =Mmm=
 0083 Annette: =and that e::r em (.) you could use, or we could use, other
 0084 teachers could use, an:d (.) maybe that would be a case for=
 0085 Harry: =UH! Well (we ran) actually a system in place for that. (1.5)
 0086 There. ((Points to file on shelf above him.))
 0087 Paul: Mm
 0088 Harry: >I think actually< there were two things going on.
 0089 Paul: Except that system up- up there is: (0.5) who is responsible for
 0090 keeping it up to date.
 0091 Harry: That's the problem=
 0092 Annette: =Yes=
 0093 Paul: =That's the problem.=
 0094 Annette: =Because we haven't got an academic manager.
 0095 [
 0096 Harry: Well- (.) it's the same problem for that.
 0097 Paul: Yeah.
 0098 Annette: Yes. (0.5) Yes, we've just got to have e:m at least a part time
 0099 academic manager to do that.
 0100 (2.0)

- 0101 Paul: What I was thinking of, >maybe I didn't express it very well
 0102 before i- is< at these kinds of meetings °that we have° where
 0103 somebody says 'This is what I do. This particular page from
 0104 this particular book.' And so you don't have (.) a lesson
 0105 here, because the chances are that (.) people who aren't here if
 0106 you haven't talked about it (.) may not use it in the way you'd
 0107 intended to use it in the first place anyway. E:m they- they-
 0108 they'll see something (.) e:m I can IMagine in- in the past our
 0109 task file task () which hasn't been used in the=
 0110 []
 0111 Annette: Mm
 0112 Paul: =most optimum way.
 0113 Harry: Intended.
 0114 Paul: Yeah. And I think that is a sort of a danger >you just end up
 0115 with a sump=
 0116 Harry: =Yeah=
 0117 Paul: =of material,
 0118 Annette: Yeah=
 0119 Paul: =which people say 'Oh this looks alright, I'll try this.' (0.5)
 0120 A:nd I don't think it- (.) it=
 0121 Annette: =But even the WAY you're suggesting if we talk=
 0122 [] []
 0123 Paul: it reaches its full potential. Yeah
 0124 Annette: =about it, and (.) any staff members who are not
 0125 here that particular day is still not going to:
 0126 []
 0127 Paul: Oh yeah. Okay. Yes. Yes. I accept that so
 0128 maybe there's a- a way of=
 0129 Harry: =Well I mean to do it properly
 0130 []
 0131 Paul: processing it.=
 0132 Harry: =you need (.) to provide >some sort of< teaching
 0133 notes. Which then=
 0134 []
 0135 Annette: Yes.
 0136 Paul: =Yeah=
 0137 Harry: =with whatever (goes) in there.
 0138 (0.5)
 0139 Annette: Yes. To have a:: something (.) down on record as to how=
 0140 []
 0141 Harry: Sort of guide=
 0142 Annette: =you would
 0143 []
 0144 Harry: =as to what to do with it.
 0145 Annette: Yeah.
 0146 (1.0)
 0147 Harry: That's the problem I have with most of- (1.0) °anything of° that
 0148 nature that I've got, is that (.) quite a lot's in my head=
 0149 []
 0150 Annette: Mm

- 0151 Harry: =o:r (.) scribbled down on a >sort of bit of paper that=
 0152 [] []
 0153 Paul: Yeah []
 0154 Annette: Yes
 0155 Harry: =nobody else can read, or
 0156 Annette: Yeah.
 0157 Harry: decipher,
 0158 Annette: Yeah
 0159 (0.5)
 0160 Harry: E:r but it could be: (.) written up,
 0161 Annette: Yes. (0.5) Yes 'cos I've (.) found er in the past that (.) e:r if a
 0162 new teacher has come and (.) I've suggested a piece of
 0163 material, I've then had to explain to that teacher=
 0164 Paul: =()
 0165 Annette: how (.) I used it=
 0166 Paul: =Mmm=
 0167 Annette: I mean they- >they obviously don't need to< do what I do but-
 0168 e::r if there was some way of recording that, that would save
 0169 that (0.5) explanation every time.
 0170 Harry: Because quite often °>well not quite often but°< sometimes it's
 0171 the: (.) most uninspiring looking
 0172 Paul: We ought to minute this.
 0173 Harry: bits of material that e:r ()
 0174 []
 0175 Annette: Yeah
 0176 Annette: Well there's >there's< nothing much to minute
 0177 really apart from where (.) we discuss- way=
 0178 [] []
 0179 Paul: HAha we discussed ways of (.) Er=
 0180 Annette: =discussed ways of pooling
 0181]
 0182 Paul: =(.) ways of pooling material and kinds of materials
 0183 pooled.=
 0184 Annette: =Mmm
 0185 (1.5)
 0186 Keith: Can I just say as an outsider who's used that (.) emergency
 0187 lesson file, it was great. It was really good. E:r
 0188 []
 0189 Annette: Mm
 0190 Paul: That's a specific (file).
 0191 []
 0192 Keith: I know >I'm just saying though< you did=
 0193 []
 0194 Annette: Yeah
 0195 Keith: =mention it, I mean I know it's not what you are talking about
 0196 now, I just wanted to say that (.) by the way it does work. >°It
 0197 works really well.°<
 0198 Paul: I: ()
 0199 []
 0200 Annette: Yes.

- 0201 Keith: °It's cracking.° (1.5) I mean I know that's ()
- 0202 Harry: The teachers' notes are a slightly different thing.
- 0203 Keith: Yeah.
- 0204 Harry: What I was referring to up here=
- 0205 Keith: =Oh right. Was where to find things.
- 0206 Harry: The- the materials.
- 0207 Keith: Where to find different materials. °Is that right.°
- 0208 Harry: Yeah
- 0209 Keith: Right. Fine okay.
- 0210 Paul: I mean (.) I: (.) >personally think< if that worked really well,
- 0211 that should be all we needed.
- 0212 Annette: Mmm
- 0213 Paul: And maybe we're >sort of< (.) getting into: half cock systems
- 0214 rather than (0.5) BUT we need (.) whatever happens we need
- 0215 people to: to >sort of< er look after (.) the material
- 0216 Annette: Mm
- 0217 Paul: and er maybe-
- 0218 Annette: And we also need a: a sharing ideas, we need regular sharing
- 0219 ideas sessions=
- 0220 Paul: =So- so maybe that's it. Maybe: (.) if we try and get that up
- 0221 and working fully; and had sharing ideas sessions in our
- 0222 academic staff meetings,
- 0223 Annette: Yes.
- 0224 Paul: that would maybe (.)
- 0225 Annette: Yes. The- the two can (.) complement each other then.
- 0226 []
- 0227 Paul: They can ()
- 0228 Paul: Mmm () like that.
- 0229 Harry: I think it's fine. >I wonder what the British Council (will
- 0230 think.)< Because this is (.) one of the rea:sons, (.) one that came
- 0231 up, (1.0) you can write that down but (.) °don't° *shove it in the*
- 0232 *minutes* 'hhhhh
- 0233 Paul: Why not!
- 0234 Keith: HEHEheheheh
- 0235 Annette: What's the British Council saying. That we mus:t
- 0236 pool resources or
- 0237 []
- 0238 Harry: No i- it's one of the thi:ngs that the::y'll (0.5) look for.
- 0239 Paul: Okay em bu- but do remember I mean they have
- 0240 []
- 0241 Annette: How we pool resources.
- 0242 Paul: Yeah (.) okay well we pool resources(.) by: (.) having that and
- 0243 having regular staff meetings on (.) ways of doing things >I
- 0244 mean< that's not exactly the same (.) as them, but I mean I
- 0245 think (.) it shows that we do something.
- 0246 Harry: Yeah.
- 0247 Annette: Yea:h=
- 0248 Paul: =I mean it doesn't have to be set up in exactly=
- 0249 []
- 0250 Annette: (I suppose)

0251 Paul: =in the way they want it does it.
0252 []
0253 Harry: Yeah
0254 Ed: And then i- in the textbooks themselves there are comments
0255 and there's the inside sleeve (and there's lots of)
0256 []
0257 Paul: Yes there's that, there's all sorts
0258 of things that we have going.=
0259 []
0260 Annette: Yeah
0261 Harry: =Yeah.
0262 Ed: Yeah.
0263 Keith: Yeah.
0264 Paul: But presumably it's the principle of the thing rather than the
0265 way it's done.
0266 Harry: Yeah
0267 (0.5)
0268 Paul: But (.) I mean (.) if- if we say to somebody:, (.) to the British
0269 Council, we have regular >let's say< twi- two every fortnight,
0270 we have an () sharing materials,=
0271 Annette: =Mmm
0272 Paul: if it's minuted al:so,=
0273 Annette: =Mmm
0274 Paul: then that I think is (.) it shows a li- a dynamic thing rather
0275 than=
0276 Annette: =Yes=
0277 Paul: ='Oh this is our boxful of ideas.'=
0278 Annette: =Yes and an on:going=
0279 Paul: =Yeah=
0280 Annette: = process.
0281 Paul: And I think they should be satisfied.
0282 []
0283 Annette: Yeah.
0284 Harry: I think you're right. You could easily end up with a load=
0285 []
0286 Annette: Yeah
0287 Harry: of stuff that nobody actually ever uses, because that (.) h=
0288 []
0289 Annette: Mmm
0290 Harry: =how many of the tasks in that task book
0291 Ed: Mm
0292 Paul: I don't use it that much.
0293 Harry: No.
0294 Annette: No.
0295 Ed: ()
0296 []
0297 Paul: It's often playing lip service it's always-
0298 []
0299 Annette: I use mostly my own. that=
0300 []

- 0301 Harry: ()
- 0302 Annette: =I've put in there.
- 0303 [
- 0304 Harry: Because there's usually-=
- 0305 Annette: Yeah=
- 0306 Ed: =Yeah cou-
- 0307 Harry: Because (.) unless you know (.) what to do with them,
- 0308 Paul: Yeah it's knowing what to do with something.
- 0309 Annette: Mm=
- 0310 Paul: =I mean we all remembe:r (.) em (.) when Jan and Ruth (.)
- 0311 were here and they had certain things which only they did,=
- 0312 Annette: =Mmm
- 0313 Paul: and nobody else did. Because (.) they didn't know what to
- 0314 °start with°. Because basically just sitting down and talking
- 0315 about it
- 0316 Annette: Yes.
- 0317 Paul: Mm (.) Rea:ding how you do it (isn't the same)=
- 0318 Harry: =Even that isn't- (3.0) But >actually< writing down how you
- 0319 do something is a difficult thing to do °because you°=
- 0320 []
- 0321 Annette: Mmm
- 0322 Harry: =want to avoid being patronising
- 0323 Paul: And reading about it is (difficult to file).
- 0324 [
- 0325 Annette: Yes
- 0326 Harry: Yeah. (0.5) We're just gonna have to (try and hide) being
- 0327 patronising.
- 0328 (4.0)
- 0329 Annette: Yes so if we:: (.) together discuss: er or somebody would
- 0330 suggest a way of doing something, and then other people
- 0331 would give ideas=
- 0332 Paul: =Mm=
- 0333 Annette: =and then presumably at the end we'd record (.) we'd write
- 0334 down what e:m er=
- 0335 Paul: Yeah you could even ha:ve
- 0336 [
- 0337 Harry: (a sort of)=
- 0338 Paul: =a special section of minutes or a (.) report on: (2.5) what was
- 0339 discussed at the- in the ideas sharing,=
- 0340 []
- 0341 Annette: Yes.
- 0342 Annette: =Yeah=
- 0343 Paul: =section of the staff meeting so it's there ready,
- 0344 Annette: and the results=
- 0345 Paul: Yeah and if in British Council inspections said 'This is what=
- 0346 []
- 0347 Harry: ()
- 0348 Paul: =we do,
- 0349 Annette: =Mmm=
- 0350 Paul: =°('this is the basis' get a system.)°

- 0351 Annette: Mmm
 0352 Paul: Mmm
 0353 Harry: Where does it get reported. (Up there) or is it just in the=
 0354 Paul: =Then we will- we can find a way of recording it somewhere.
 0355 So that
 0356 []
 0357 Annette: Wu- Could it not be recorded in- in the file on the=
 0358 []
 0359 Ed: Well it's unlikely to be (there)
 0360 Annette: =back of the whatever sheets it was:?
 0361 Harry: Yes (.) and they're not a:ll- not all of those files=
 0362 []
 0363 Annette: You could say ()
 0364 Harry: =have (.) sheets as such.=
 0365 Paul: =Yes I think may- not necessarily here,
 0366 []
 0367 Harry: It's on the sheet.=
 0368 Paul: It may be
 0369 =[]
 0370 Harry: Some of them are references.
 0371 Annette: Uhuh
 0372 Paul: It may be: (.) e:m (.) maybe somebody prepares a handout
 0373 about something,
 0374 Annette: Uhuh
 0375 Ed: Yeah
 0376 Paul: E:m (.) I mean (.) >just an example 'cos it's< fresh out of my
 0377 head at the moment, using cross:words in the classroom (.) in
 0378 various ways.
 0379 Harry: Yeah.
 0380 Annette: Mmm
 0381 []
 0382 Paul: >I mean< (.) you could >actually< (.) it's probably best to
 0383 give a handout. Four or five points you can discuss. Rather
 0384 than have the materials. Because the usefulness of the idea is
 0385 the idea >rather than< (.)
 0386 Harry: °Rather than what comes out.°=
 0387 Paul: =Yeah=
 0388 Harry: =Yeah=
 0389 Paul: =>'Cos it's just a flex ible idea. (0.5) And ca- so it- it nec=
 0390 []
 0391 Annette: Mm
 0392 Paul: =not necessarily is (.) the (.) the lesson=
 0393 Annette: =Mmm
 0394 (2.0)
 0395 Paul: I hope that's °a sensible- It's not a° sophisticated idea anyway.
 0396 (1.0) °() examples.° Examples of the lesson or (.)
 0397 Annette: Mmm
 0398 Paul: °(That's got some-)° I'm sorry.
 0399 Harry: Heh!
 0400 Annette: Heheh

0401 Paul: You can have exAMPles if you like
 0402 Keith: HAAAAAAAAAAAAH!
 0403 Paul: rather than a lesson.
 0404 []
 0405 Keith: Haha
 0406 Annette: Ha
 0407 (0.5)
 0408 Harry: Draw from the buttocks
 0409 Keith: Ha ha!
 0410 [.]
 0411 Paul: I beg your pardon.
 0412 Harry: Draw from the buttocks.
 0413 ((General laughter))
 0414 []
 0415 Paul: That's no good
 0416 []
 0417 Keith: °Draw from the buttocks.°
 0418 Annette: Haha
 0419 Keith: You just (stick a feather up your backside) ()
 0420 []
 0421 Annette: Well that's if (it's) rather ()
 0422 Annette: Hahahahahah
 0423 Harry: I think it was a () of ()
 0424 Keith: Hahah
 0425 Annette: Ohh!
 0426 (3.0)
 0427 Paul: () yes.
 0428 Annette: But even where there's a (.) referenc:e, number in our fi:le, we
 0429 could put a bit of paper with (.) instructions on how to (.)
 0430 suggestions on how to use that how to exploit that
 0431 particular (.)
 0432 Harry: If if relevant.
 0433 []
 0434 Annette: lesson. If relevant yes.
 0435 Harry: Yeah.
 0436 (3.5)
 0437 Paul: E:M ER IF you think >if you think about< what happens in the
 0438 school practically: if you have (.) people who are working here
 0439 all the time, (0.5) and we have say (.) twice (.) every fortnight
 0440 we have a (.) a- a (.)=
 0441 Harry: =Fortnight ()=
 0442 Paul: =yeah okay every fortnight we have a
 0443 []]
 0444 Annette: °Haha hahahah]
 0445 []]
 0446 Harry: Hahahahahahah ha ha. 'hhh
 0447 Paul: E:m (.) we have an element of- of ideas sharing.
 0448 Annette: Mmm
 0449 Paul: Er (.) there's no reason why we shouldn't have a special (.)
 0450 folder for it.

0451 Annette: Yeah
0452 Paul: Em, those people who are here (.) are aware of it, the people
0453 who >maybe< come in- in summer (.) can be: (.)
0454 Harry: °Can be made aware of it.°
0455 Paul: can be made aware of it.
0456 Annette: Uhuh
0457 Paul: A::nd er (.) they will see the value of it when they start getting
0458 involved in the- the ones that are currently going on.
0459 Harry: >Actually< the person who used it most
0460 Paul: Mmm
0461 Harry: more than anybody else (.) was Judith.
0462 Paul: Yeah.
0463 Annette: Uhuh
0464 Harry: She seemed to find it quite- quite valuable (.) even though it's
0465 actually incomplete, (.) the original idea of it- ((to Paul)) you've
0466 seen it.
0467 Paul: Yeah.
0468 Harry: Yeah. Was that people should (.) write in there when they find
0469 that there's a particularly good way of doing (.)
0470 Paul: Mmm
0471 Harry: a particular function or structure or whatever. E:m but the
0472 fault of that (.) >obviously< is that people don't have time to
0473 do it. (2.0) So that if we:: (1.5) e:m did that as an adjunct to
0474 the:se fortnight(.)ly meetings
0475 Paul: Mm
0476 Annette: Mmm
0477 Harry: As well as the:
0478 Paul: Yeah. That's what I'm about to write down now. You seem to
0479 be suggesting (.) that we get that up to scratch.
0480 Annette: Mm
0481 Paul: And we have a fortnightly meeting >so that's< (.) that seems to
0482 be a well rounded strategy >°(I should think.)°
0483 []
0484 Annette: Yeah
0485 Harry: =Just the job. (.)
0486 Paul: What is that called >by the way< we keep calling it 'that!'
0487 Ed: °Hahahah°
0488 []
0489 Annette: E:m (.) Mater ials=
0490 []
0491 Harry: Materials
0492 Harry: =Fi:les. Hhh
0493 Paul: °(That's)° Resources?
0494 Harry: They're called materials.
0495 Annette: Yeah.
0496 Paul: Yeah.
0497 Harry: (and that.)
0498 Annette: And there's visuals. Structures.
0499 Harry: Functions and notions. (0.5) Something else? Which escapes
0500 me at the moment! (2.0) Topic area!

0501 Annette: Right.
0502 (7.5)
0503 Ed: I think it's >kind of< (0.5) probably the (.) point to stress is
0504 that this kind of thing is important for (.) people coming in
0505 who are less experienced teachers,
0506 Paul: Mmm=
0507 Annette: =Mmm
0508 Ed: and I'm not quite sure how (good a proposal) it is for us.
0509 Paul: Mmm!
0510 Annette: Uhuh
0511 Ed: Us experienced teachers. >I mean I don't know about you<
0512 but I make immediate (.) judgements on a piece of material
0513 'Can I just use this' () Well that's it.'=
0514 Paul: Well we're go- we ch- we choose
0515 =[]
0516 Harry: We- we don't go around looking for a piece of material to
0517 fill a gap=
0518 Paul: =Which is why these things are never used.
0519 Ed: Yeah.
0520 Paul: Because the- they're meeting needs maybe in a big big school
0521 (.) with a staff maybe- most of them young, sometimes in our
0522 school (.)
0523 Harry: Yeah.
0524 Paul: some of the year.
0525 Harry: (But)
0526 Paul: But we have experienced teachers who come in=
0527 Harry: =Mm=
0528 Paul: =in the summertime.=
0529 Harry: =Mm
0530 Paul: people who know us already. And so (.) it's >sort of< meeting
0531 a need in a sense which isn't really here.
0532 Harry: Mm. The only time you'd look through there if looking for
0533 something, (.) you (wouldn't) know what it was, would be:
0534 when you're desperate basically.
0535 Paul: Mm
0536 Annette: Mmm=
0537 Harry: =When you have a class that's done just about everything that
0538 you normally do:
0539 Annette: Yes.
0540 (1.5)
0541 Harry: E:m (0.5) then: you might look through there (0.5) to see what
0542 ideas there were going around=
0543 []
0544 Annette: Mmm
0545 Annette: =Mmm
0546 (1.0)
0547 Ed: But it also would be valuable with- with new new material
0548 new publications. (0.5) Which perhaps these students=
0549 []
0550 Annette: Yes that=

0551 Ed: =hadn't used.=
0552]
0553 Annette: =ones.
0554 Annette: =That's right, the ones (which you had.)
0555 []
0556 Ed: Especially the kind of to
0557 warn people off. Or to- to () which weren't
0558 particularly good.
0559 Annette: Mmm
0560 []
0561 Paul: Yeah.
0562 Harry: Mm
0563 (3.5)
0564 Annette: There's also a- the one system I don't want us to lose (.) in
0565 starting or in continuing this: system >we've< just been talking
0566 about, is the system of writing in the front of the: (.)
0567 Paul: Yup!
0568 Annette: The notes at the front of books.
0569 []
0570 Harry: No there's no reason why we should.=
0571 Annette: = Because I think (.) er that is extremely useful=
0572 Paul: =Mm=
0573 Annette: =both for new teachers: (.) and for (.) em experienced=
0574 []
0575 Harry: ()
0576 Annette: =teachers who: perhaps haven't used that book for a long=
0577 []
0578 Paul: Mm
0579 Annette: =time. (3.0) Em and in fact (.) could I on that point (.) e:r (.) try
0580 and remind people again
0581 []
0582 Harry: Bit of a hobby horse of yours this isn't it?=
0583 Annette: =It is yes.
0584 Harry: Heheh=
0585 Annette: =To keep it up to date I know I'm as bad as anybody else, at
0586 keeping it up to date, (.) but I think it will only work if we
0587 >keep it up< to date.
0588 (3.5)
0589 Paul: What do we call the- the: er
0590 (1.0)
0591 Annette: hhhhh
0592 (3.0)
0593 Paul: °the system.°
0594 Harry: E:m
0595 (1.5)
0596 Annette: It's for skills books isn't it? So:: not really course books
0597 []
0598 Paul: The
0599 information sheet (.) e:r
0600 []

0601 Annette: It's e::r
0602 Harry: Yeah?
0603 (1.5)
0604 Annette: Yes=
0605 Harry: =Comment °sheet.°
0606 Paul: Oh yes=
0607 Annette: =Filling in the comment sheet and- (.) the front of skills books.
0608 (5.5)
0609 Harry: >Right< are we saying we have to take the label off that blue
0610 box.
0611 (3.5)
0612 Paul: We're obviously going to have to discuss this further when
0613 Annette comes back aren't we?=
0614 Annette: =Mmm
0615 Paul: Yeah.
0616 (2.0)
0617 Paul: What I've written so fa:r. Okay see if you- (0.5) I'm going to
0618 read the minutes now, so ((to Keith)) if you want to minute my
0619 minutes (.) I'll e:r
0620 [
0621 Harry: Hahahahahah
0622 Keith: ((Writing notes on the meeting.)) I won't minute your minutes,
0623 but I'll say 'Yes, Paul minutes the minutes.'
0624 Annette: Hahah=
0625 Paul: =Okay 'It was thought that the best strategy is to complete and
0626 update materials files and a fortnightly ideas sharing session
0627 to be recorded.' E:m to be- brackets it's to be recorded. (.) To
0628 supplement it we should also keep the comment sheet in the
0629 front of skills books up to date. E:m (.)
0630 Harry: Yeah.
0631 Annette: Excellent.
0632 Harry: Yeah. Excellent.
0633 [
0634 Paul: ()
0635 Annette: A true:: (.) recording of
0636 [
0637 Keith: Yeah=
0638 Paul: It would also:: e:m
0639 Keith: Hhh 'hh hah
0640 Harry: It might be an aid (.) to (.) communication (.) if (.) when people
0641 did put something in there, they actually: initialled it.
0642 (1.0)
0643 Annette: Mmm
0644 Harry: () whose idea it was.
0645 Annette: Yes=
0646 Harry: =I mean if you were not sure what
0647 [
0648 Annette: Yes you'd go back to that
0649 person.
0650 (1.0)

0651 Harry: You >sometimes wonder< 'Why the bloody hell did they put
0652 that in there. There must be something *that I can't see.*'
0653 [

0654 Annette: °Mmm°

0655 Annette: Mmm

0656 Harry: Then you could actually go to that person, (0.5) °and ask
0657 them.°

0658 Annette: Yes.

0659 Harry: °Okay°

0660 Keith: So (.) Can I (.) I mean this is not- (.) the (so that) if you
0661 pool teacher material it's gonna be an ideas box. (0.5) ()

0662 Annette: We- well we're not sure whether we're going to use this now=
0663 =Yeah=
0664 Annette: =E:m (.) well we could have that as a pending box. Before you
0665 put something in the::re while er well before we had the staff
0666 meeting on it,

0667 Paul: Mmm

0668 Annette: but ()

0669 Paul: I (feel) we should have another box. (0.5) A pre-pending=

0670 Annette: Hahahahah
0671 =[

0672 Keith: Heheheh
0673 =[

0674 Harry: Hahah

0675 Harry: ·HHHHH

0676 Paul: No I- I- (.) I- I- (1.0) I almost think (.) that as soon as we
0677 >actually< have a box to start with that we've lost the battle.
0678 Do you know what I mean.=
0679 Harry: =Mm

0680 Paul: That's going to be consigned=
0681 [

0682 Annette: Yes.

0683 Keith: =That's why I asked=
0684 Annette: =Yeah=
0685 Harry: =Yeah=
0686 Keith: =(I just thought of it sitting there)=

0687 Annette: =Mainly because we haven't got e:r either a full time or even
0688 part time academic manager,
0689 Paul: But I- I sa- >I think< EVEN if we did I wonder if that would
0690 be- >there's something about< boxes (.) that you put=
0691 things in
0692 [

0693 Annette: >Yes but< if the academic manager knew that this=
0694 [

0695 Harry: (If we're going=
0696 Annette: =was part of his or her job
0697] []

0698 Harry: =to do that) we'd have sev eral boxes down there.
0699 (0.5)

0700 Annette: Yes. Just get things piled in. (0.5) But >but< I do- I think if

0701 Annette: the- if the academic manager knew that was one of (.)
0702 Harry: Yeah=
0703 Annette: =his or her jobs,
0704 Harry: Yeah.
0705 Annette: to go through it once a week,=
0706 Harry: =Yeah well I think basically this is what Jenny (.) wanted to
0707 work towards, was actually a sort of physical: (.)
0708 Annette: Mmm
0709 (1.0)
0710 Harry: group of materials.
0711 Annette: Yes.
0712 Paul: But we had those (kind of) problems as well though because
0713 e:m (.) °oh I don't know there's a- (0.5) em° (4.0) I- I- just when
0714 would you use it? (1.5) We DON'T want that way do we
0715 °though°? We just DON'T want that way. It works °in=
0716 [You'd=
0717 Annette:]
0718 Paul: =theory°
0719]
0720 Annette: =use it when it was filed. It needs somebody to: (0.5) to file
0721 it.
0722 Ed: Also (.) when there's a sl- it's not- it's (.) er in the school I
0723 worked before I did use the stuff that was pooled.=
0724 Paul: =Mmm
0725 Ed: It was filed >and the things-< for example I can remembe:r (.)
0726 e:r (.) I was going to teach 'can' with a: low level group, I
0727 looked in the file at 'can' °and there was some good stuff in
0728 it°=
0729 Paul: =Mmm
0730 Ed: E::m (.) picture drawings and stuff like that which teachers had
0731 made (.) themselves not from coursebooks.
0732 Annette: Mmm
0733 Ed: Their own materials.
0734 Paul: Mmm
0735 Ed: E- this was the type of school where a lot of the- teachers were
0736 new and a lot of them had been doing things like using Pritt
0737 sticks and (.) cutting up things and sticking things and- and=
0738 [HAHAAha hahHEheh
0739 Keith:]
0740 [Mmm
0741 Paul:]
0742 Ed: =er you know that kind of thing was going on all the ti:me and
0743 so- (.) but here I don't think (.) that the- (.) I think that will take
0744 a long time to fill up. (0.5) 'Cos a- I- I mean I a- I >don't
0745 really< (.) make my own materials. I always use (.) the course
0746 books and then e:r °you know°
0747 (2.0)
0748 Paul: °Yeah.°
0749 Keith: Can I- can I say something as an outsider I mean not- not-
0750 >you know< this idea of an ideas book, sounds to me to be a

- 0751 Keith: great idea because if >you can< (.) I mean you are all
 0752 experienced teachers, a:nd (.) the thing is (.) you might not re-
 0753 ever refer to the book again, but just exchanging the ideas, you
 0754 know i- everyone participates=
 0755 Annette: =Mm=
 0756 Keith: = and will pick them up in their own te:rms,=
 0757 Paul: =Mm
 0758 Harry: °Mm°
 0759 Keith: and then use them and that's what will be really valuable. The
 0760 other little sideline you've got is as these good ideas come up
 0761 you're actually not- you're building up a book that the Council
 0762 can see but you're also bu- building up a book that you can
 0763 take from when it comes time to write your thing for the
 0764 Paul: Mmm=
 0765 Keith: ='FIRST' thing.=
 0766 Annette: =Uhuh
 0767 Keith: Be- because last time 'What do we do?'
 0768 Annette: Mmm
 0769 Paul: Mm
 0770 Keith: What you've got there is a ready bank of things=
 0771 Annette: =Ye:s=
 0772 Keith: =to do.=
 0773 Paul: =Mmm
 0774 Keith: >Sitting here< I- I think the book is- I'm just an outsider. (So)
 0775 that's a great idea.
 0776 Paul: Mm
 0777 Annette: Mmm
 0778 Keith: Not because people will refer to it but because (.) the
 0779 discussions will be useful and the book can be used for other
 0780 things.
 0781 Paul: Mm
 0782 Keith: And new teachers can come in and read it if they want to.
 0783 Annette: Mmm
 0784 (3.5)
 0785 Keith: °Yeah that's a nice idea.°
 0786 Paul: Yes I mean you end up with a teaching ideas book.
 0787 []
 0788 Annette: ()
 0789 Keith: Yeah that's it °yeah°.°
 0790 []
 0791 Annette: Mmm
 0792 Paul: Yeah. I thi- I do think that is °more valuable (.) for teaching°.°
 0793 (0.5)
 0794 Keith: I think so for experienced teachers.
 0795 Paul: Yeah
 0796 Annette: Yeah=
 0797 Keith: =Not for new teachers as Ed said but for exper ienced=
 0798 [] []
 0799 Paul: °Yeah° °Yeah°
 0800 Keith: =teachers. Because you pick it up in your own way.

0801 Paul: Yeah.

0802 Keith: >You say< 'Oh yea:h and I- and I could use it in that way with
0803 this (.) group but then you've got it down in a book when new
0804 teachers come and as a- as a bank of ideas, so instead of (.) you
0805 having three ideas on crosswords (.) together you've got six
0806 ideas on crosswords you know, and it's do:wn and- but=
0807 [

0808 Paul: Oh yeah.

0809 Keith: =you on- might take only one of those and actually use it.
0810 [

0811 Paul: Yeah. Oh
0812 yeah=
0813 Keith: =You know it's that >sort of thing.<
0814 [

0815 Paul: You use it and you adapt it for your own
0816 ideas.=
0817 Keith: =Yeah=
0818 Harry: =It's better than: (.) putting your own (.) made up point (.)=
0819 [

0820 Paul: Yeah
0821 Harry: =into a box somewhere.=
0822 Paul: =Yeah=
0823 Harry: That somebody else can use.
0824 Paul: Because y- you're using=
0825 Annette: =Mmm=
0826 Paul: =the idea of something
0827 Harry: Yeah.
0828 Annette: Yeah.
0829 Keith: Yeah.
0830 Annette: But if- if we did use this box this would be: (.) it should=
0831 []

0832 Paul: (When) I had-
0833 Annette: =be emptied fortnightly. (1.0) Because those things should be:
0834 (.) filed or discussed (.) or both. A- at the meeting.
0835 Harry: () discover all sorts of things *in the bottom of it*.
0836 Annette: Yes.
0837 Harry: 'What's this!' You know ('This is')
0838 []

0839 Keith: HAHAHAAAA HAH
0840 []

0841 Annette: Yes exactly. That's- that's
0842 what we don't want to: for us for it=
0843 [] []

0844 Harry: Who did this? []
0845 Paul: Yeah I know I'm not
0846 Annette: =to be e:r=
0847 Paul: =Well I- I'm just questioning whether we need the box=
0848 []

0849 Keith: Hahah
0850 Paul: =that's all.

- 0851 Annette: Mmm
- 0852 Paul: E:m (1.0) A- If you had new teachers (0.5) e:m (0.5) I think if
- 0853 we have (.) the materials system (.) fully up-to-date, that
- 0854 should be as good as anything (.) for a new teacher.=
- 0855 Harry: =Mm=
- 0856 Paul: =Yeah?
- 0857 Harry: Yeah.
- 0858 Paul: E:m (.) because most of us most of the time now work from a
- 0859 textbook. °We adapt it in some way.° (0.5) E:m
- 0860 Harry: (An)d it had- well I mean there's probably a certain amount of
- 0861 new
- 0862 Paul: Mmm=
- 0863 Harry: =e:r material but not newly produced. *Well in my case anyway.*
- 0864 Paul: NO:! Er yeah I it's:=
- 0865 Harry: =() it's stuff that I produced years ago.
- 0866 (6.5)
- 0867 Ed: I think you know the course books and (.) some are labelled
- 0868 teachers with the: little stickers and that.=
- 0869 Harry: =Yeah.
- 0870 Ed: I think if (.) I mean I- I would e:r (.) like it if the labels were
- 0871 really big. If it was really clear that this was a teacher's copy.
- 0872 Harry: Mmm
- 0873 Ed: Then you would always go to that >book because what I< find
- 0874 I do is (take the top three) because I can't >be bothered to<
- 0875 look through 'Well where's the teacher's one?'
- 0876 Harry: (A:h)
- 0877 Ed: If it's really clear (.) you can- you can usually put your hands
- 0878 on it. Perhaps put yellow e:r highlighting pen around the edge
- 0879 or something like that,
- 0880 Harry: Yeah.
- 0881 Ed: and you go for that one, and then you could make comments
- 0882 (.) in the book
- 0883 [
- 0884 Harry: It's another thing that you could actually do more of,
- 0885 (1.0)
- 0886 Annette: Mmm
- 0887 Harry: W-What's in those (.) teachers' copies of the books. It's sort of
- 0888 warnings and=
- 0889 Ed: =Yeah. It's a much much more direct approach isn't it I mean
- 0890 if everybody=
- 0891 Annette: =Mmm=
- 0892 Ed: =if we did more on that °actually°. Always used that book=
- 0893 []
- 0894 Paul: Yeah.
- 0895 Ed: =and then (.) y-y- more likely to put comments in.
- 0896 [] []
- 0897 Annette: Yeah. I think we always (.) do
- 0898 use it- I mean okay the little notices are small=
- 0899 Ed: =Yeah=
- 0900 Annette: =but (.) it doesn't take- (.) more than a half a minute to find=

0901 [I know=
0902 Ed:
0903 Annette: =(.) which is the (.) teacher's copy.=
0904]
0905 Ed: =it doesn't- doesn't but
0906 Ed: =(I found) you know it's like- right=
0907 Paul: =Right. (.) Hehehe
0908 [Just take the top three and er (=
0909 Ed:
0910 [Bit of =
0911 Paul:
0912 Ed: =(sift) with all the: I think if there's >a kind of<=
0913] [hhhh
0914 Paul: =acrimony here.
0915 Ed: =perhaps a- just a sort of yellow mark. The highlighter mark
0916 (.) on the edge of the book so that it just- we did that in Egypt=
0917 Annette: =I mean can't you see- I mean I can see from here the:=
0918 Paul: =Hehehe heheh
0919 [Ah those=
0920 Ed:
0921 Paul: =Hehe heh
0922 [Oh yeah up there yeah.
0923 Ed:
0924 [Up here.
0925 Harry:
0926 Annette: Hahah
0927 [He heheheheh
0928 Paul:
0929 [I mean these ones that are: stored horizontally=
0930 Ed:
0931 [A () shelf.
0932 Annette:
0933 Ed: =like the Headway (.) books. The- (1.0) th- those ones there.
0934 Annette: Right. That's just a storage problem. E:r
0935 [And the- the Cambridge English Two. But those ones
0936 Ed:
0937 there.
0938 Annette: The ones that you can't see the spine of.
0939 [The ones that are practical yeah we can (.) see.
0940 Ed:
0941 (3.5)
0942 Ed: °Yeah.°
0943 Paul: I think you're in a in a:n individual position or- (.) a- unique
0944 position here in which you're taking books (.) regularly and
0945 putting them back again. That's what happens most of the
0946 time.
0947 Ed: Oh yeah.
0948 Paul: Oh yeah (and we're doing that as well). You obviously- is that
0949 you- you take a coursebook with you (.) and you have it=
0950 []

- 0951 Ed: (° °)
- 0952 Paul: =on your desk >if you want< so: (.) it just takes a- (.) a couple
0953 of minutes at the beginning of the course to find a (.) ().
0954 (6.5)
- 0955 Paul: It's important to find out whether what Anne's thoughts are
0956 about
0957 (5.0)
- 0958 Paul: Actually (.) does she want to have materials physically present.
- 0959 Annette: Mmm=
- 0960 Harry: =()
- 0961 Annette: I think she: jus:t heard of Ed's idea
- 0962 Paul: Yeah.
- 0963 Annette: and how they used it at the other school,
- 0964 Paul: °Right.°
- 0965 Annette: O- () start. And we'll try it.
- 0966 Ed: (Work better if only we- know they've got)=
- 0967 Paul: =But you see most of us no:w an- >as I said< we work (.) off
0968 coursebooks. hhh'hh
- 0969 Annette: Mmm
- 0970 Ed: Yeah
0971 (1.5)
- 0972 Annette: I tell you one time I'd like to use something like this box (.) is
0973 (.) if I see something on the photocopying table, and I'm
0974 looking at it and I think, 'Oh this looks good, e:m (.) I wonder
0975 where it's from.' Or 'Who used it,
0976 []
- 0977 Harry: You could put it in the box and then=
0978 ['I put it=
0979 Annette:]
- 0980 Harry: =() you'd say
0981]
- 0982 Annette: =in the box' and then at the next academic staff meeting
0983 (.) ask for an explanation.
0984 []
- 0985 Harry: 'Anybody recognise this?'
- 0986 Annette: =Yes
- 0987 Ed: I mean I found this in an Argos catalogue that I thought would
0988 be quite useful. (1.0) You know just ().
0989 Definitions.=
- 0990 Annette: =Mmm
- 0991 Ed: You could use that. (1.5) That could go in >couldn't it?<
- 0992 Harry: Put it in my own file.
- 0993 Annette: Heheheh
- 0994 []
- 0995 Keith: Hahah
- 0996 []
- 0997 Harry: Heheh
- 0998 Ed: (forgot) as to what you should be doing before=
0999 Paul: E:r that's- that's=
1000 Annette: =Yeah=

- 1001 Paul: =that's just materials though, isn't it?
 1002 (1.5)
- 1003 Harry: Like raw material.
 1004 Paul: Raw material.
 1005 Ed: Mmm. >You know you could just-< you know it's e:r
 1006 []
 1007 Annette: Yes but that
 1008 could be fi:led (.) e:r some where in e:r (0.5) in one of our=
 1009 []
- 1010 Ed: ()
 1011 Annette: =materials files after it had been (0.5) after we'd talked about
 1012 all- or Ed's described how he had used it °or something.°
 1013 (0.5)
- 1014 Paul: Yeah I think- I think it would th- importantly after he had
 1015 decided to use it. Other wise you're just going to end=
 1016 [] []
- 1017 Annette: Yes. Yes.
 1018 Paul: =up with masses of fi:les.=
 1019 Annette: =Yeah=
 1020 Harry: =Yes I mean we- we've got a box in there already.=
 1021 []
 1022 Paul: Yeah
- 1023 Harry: =We have stuff that looked interesting at the ti:me=
 1024 [] []
- 1025 Paul: We:ll []
 1026 []
- 1027 Annette: Yeah.
 1028 Ed: =It's just one of these labelling things you know give the
 1029 definitions and they have to put the correct you know the::=
 1030 Paul: =Mm=
 1031 Ed: =processes () whatever=
 1032 Paul: =Yeah=
 1033 Ed: =just=
 1034 Annette: =Mmm
 1035 Ed: °kind of thing.°
 1036 (2.5)
- 1037 Annette: >Funnily enough< I've just used e:m (.) not that one e:r the: (.)
 1038 video recorder and music centres (.) pa:ge.
 1039 Ed: From the (.) same book though.
 1040 []
- 1041 Annette: Yes: from the Argos catalogue.
 1042 Ed: It's a brilliant way to create a visual (.) dictionary (0.5)=
 1043 []
- 1044 Annette: Very useful vocabulary
 1045 Ed: =>if you< just put an Argos catalogue
 1046 []
- 1047 Annette: As though you're writing a
 1048 question naire. And they they didn't know e:m some of=
 1049 []
- 1050 Ed: ()

- 1051 Annette: =the vocabulary and the extras that you want to ask about.
 1052 Like 'Has it got a twin cassette deck' or something. °And they
 1053 can find it. From the pictures. (0.5) In the Argos catalogue.°
 1054 (4.5)
- 1055 Harry: The other point about this em: (0.5) business between the (.)
 1056 the basic germ of the idea and the: >I've forgotten what=
 1057 [
- 1058 Paul: Mmm
- 1059 Harry: =the<word is. What's the technical word for that ()
 1060 (1.0)
- 1061 Annette: Completion or the:=
 1062 Harry: =Er- the things that come out of it. Hhhh!
 1063 (0.5)
- 1064 Annette: °Oh the e:m°
 1065 (0.5)
- 1066 Harry: ANYway, the things that come out of it. E:M (.) *forgotten what I*
 1067 *was going to say now.*=
- 1068 Annette: =Heheheheh
- 1069 Harry: hhh!
- 1070 Keith: Hah!
 1071 (1.0)
- 1072 Harry: Yes:: (.) the other thing about the=
 1073 Keith: =Realisation?
 1074 (0.5)
- 1075 Keith: No?
- 1076 Harry: No::=
 1077 Keith: That'll do ().
 1078 (0.5)
- 1079 Harry: Exponent.
- 1080 Keith: A::h. °Yeah.°
- 1081 Harry: Anyway (.)
- 1082 Paul: Yeah.
- 1083 Harry: Is that I mean like- for example, (0.5) got something here
 1084 which is a: (.) a half dialogue,
 1085 Paul: Right.
- 1086 Harry: >sort of thing< (.) which is not a new idea, but it's one that I
 1087 made up myself and it works quite well. Now I could put it in
 1088 the:re
- 1089 Annette: °Uhuh°
- 1090 Harry: But (.) the trouble is then that I wouldn't be able then to use it
 1091 when I want it. Without (.) checking that somebody else
 1092 hadn't used it. >See what I mean.<
 1093 [
- 1094 Annette: Yes:
- 1095 Harry: Does anybody else feel like that >sometimes.<
- 1096 Annette: Yeah=
 1097 Paul: =OH ye==
- 1098 Harry: =About certain pieces of materials
 1099 [
- 1100 Annette: Oh yes.=

- 1101 Paul: =Yeah?=
 1102 Annette: =This is: (.) always the problem with pooling
 1103 [()]
 1104 [()]
 1105 Harry: It's it's nice to have some
 1106 [()]
 1107 Paul: Which is why I think (.)
 1108 Harry: something you can always rely on and if you have=
 1109 [()] [()]
 1110 Paul: IDEAS ()
 1111 Harry: =done them then you know that ()
 1112 [()]
 1113 Annette: You know no-one's done it yes.=
 1114 Paul: =Ideas is better than () things.
 1115 Harry: Yeah. That's what I meant.
 1116 Paul: Em- and- (1.0) I mean y-you always- one of the things I had
 1117 was I put something in I- and I hope it's going to be used
 1118 properly. (0.5) Rather than just (.) used in the wrong way.
 1119 [()]
 1120 Harry: That-
 1121 Harry: That'll do. That looks good.
 1122 Paul: Yeah. An:d s- som- someone can go in with an idea and (.) just
 1123 not exploit it fully. And I think that is (.) a terrible waste of
 1124 material.
 1125 Annette: Mmm
 1126 Paul: If you put an idea in which is not really exploited (.) to its full
 1127 potential. It's very very sad.
 1128 Annette: Yeah. But I agree with this: er I- thing Harry mentioned the:
 1129 there is always this element of (.) e:m not wanting to give
 1130 away your best ideas, because e:r they're ones that=
 1131 [()]
 1132 Harry: >(It's not) the ideas<
 1133 Paul: =No it's not the ideas=
 1134 Annette: =Er the bes:t okay your best lessons.
 1135 Paul: Uhuh
 1136 Annette: E:m because (.) you want to be able to use them. E:m
 1137 (3.0)
 1138 Paul: Mm! Well I- i- in many ways (.) I mean an idea which
 1139 develops from one person (.) I mean (.) and if it exists on a
 1140 piece of paper as something real, then (.) the person who's
 1141 most able to use that idea is the person who's created it
 1142 developed it.
 1143 Harry: Mm
 1144 Paul: I mean if you're going to use something, UNless it's just a
 1145 series of exercises in which (.) the teacher has no real input,
 1146 (0.5) e:m (.) you know you give (.) the students something to
 1147 do and they do it. hhh! But if it's if it's if it's got a: if it's the
 1148 basis of a (.) carefully structured lesson,
 1149 Harry: Except I suppose °I mean it° it's theoretically possible that=
 1150 [()]

- 1151 Paul: E:m
- 1152 Harry: =e:r (0.5) a lot of teachers looking at it
- 1153 Annette: Yeah
- 1154 Harry: in a different light might actually exte:nd it
- 1155 [
- 1156 Paul: OH YEAH. Yes.
- 1157 Annette: °Mmm°
- 1158 Paul: Yeah- I mean- that's perfectly true. Yeah you could make it
- 1159 even better.
- 1160 Harry: Mm
- 1161 Annette: Mmm
- 1162 (1.5)
- 1163 Paul: Which is- a blow to one's ego I suppose.
- 1164 Harry: HeHEhe hahah
- 1165 [
- 1166 Annette: Mmm
- 1167 (6.0)
- 1168 Paul: I expect we haven't got past point one, I'm not minuting
- 1169 all of this.
- 1170 [
- 1171 Annette: Well in fa- s- I think (.)
- 1172 Paul: °Yeah.°
- 1173 Annette: Your point one is: is the summary. Of what we've said that=
- 1174 [
- 1175 Paul: I've also said that's it's been=
- 1176 Annette: =we all agreed.
- 1177]
- 1178 Paul: =suggested
- 1179 Paul: that any new entries in the materials files be initialled. °>I
- 1180 think it's< quite good idea really.°
- 1181 Annette: Mmm
- 1182 (3.5)
- 1183 Paul: So that the: () teacher can be consulted if necessary.
- 1184 (9.0)
- 1185 Harry: (Actually that-) that's covered one 'a' and one 'b', because 'b' is
- 1186 safeguards against the loss of one's own valued stuff. Which
- 1187 (1.0) °we've just talked about.° But it's not going to go in there
- 1188 so *there's no need for a safeguard*.
- 1189 (1.0)
- 1190 Annette: No:=
- 1191 Harry: =Anyway that's the only problem with that, is is (.) just make a
- 1192 copy of it. °Before you put it in there.°
- 1193 Annette: Yes: I think e:r Jenny wrote that down because I was talking
- 1194 about e:m OHP transparencies.
- 1195 [
- 1196 Harry: >All of which ()< see::: OHT
- 1197 transpar encies question mark.
- 1198 [
- 1199 Annette: Ah right.
- 1200 (0.5)

- 1201 Annette: Because er I've got quite a bank of OHP transparencies now,
 1202 an:d particularly when new teachers come (.) I lend them to
 1203 new teachers and I'm always a bit worried about (.) not getting
 1204 them back.
- 1205 Harry: Yeah.
- 1206 Annette: E:::m (.) but in fact Jenny suggested=
 1207 Harry: =Can't really be backed up.=
 1208 Annette: E:m (0.5) making a photocopy on an ordinary (.)
 1209 Paul: Mm
 1210 Annette: sheet. So that I could(.) photocopy another transparency if=
 1211 [Another copy
 1212 Paul:]
 1213 Annette: =necessary.
 1214 (1.0)
 1215 Paul: E:r a- y- making those available °do you mean°.
 1216 Annette: E:r=
 1217 Paul: >I mean< you could make the photocopies available, for the
 1218 same (reason.)
 1219 []
 1220 Harry: Yeah. Keep the trans parencies.=
 1221 []
 1222 Annette: Yes:
 1223 Paul: 'These exist on transparency.'
 1224 Annette: Yes
 1225 Paul: So you will have
 1226 []
 1227 Annette: Because (.) you know my system that everyone
 1228 laughed at a few years ago where I numbered, I gave=
 1229 []
 1230 Harry: Hhhhah just trying to remember it
 1231 []
 1232 Paul: ()=
 1233 Annette: =everyone numbers,
 1234 Paul: =Because you're the only people who use them. It's (=
 1235 []
 1236 Annette: Exactly.
 1237 Paul: =transparent.)=
 1238 Annette: =But you see I've- I've- (.) done this now I've numbered all my
 1239 (.) transparencies and (.) so that (.) in a coursebook or
 1240 something I just put 'OHP number one hundred and twenty
 1241 four,' and I know that's- mine MINE was- from a=
 1242 []]
 1243 Harry: Mm]
 1244 []
 1245 Paul: Four?
 1246 Annette: =hundred to:
 1247 Harry: Yes! Hah!
 1248 Annette: a hundred and fifty or something.
 1249 Harry: Yeah
 1250 Annette: My allotted numbers.

- 1251 Harry: ()
- 1252 Annette: and e::r so I now can (.) quickly flick through my (.) pile of
- 1253 OHPs, and pull out the one I need. (0.5) E:m (0.5) very very
- 1254 easily and those could be available (0.5) for every- for anybody
- 1255 to u:se, (1.0) e:m
- 1256 Harry: Well I'm quite willing to hand over all mine.
- 1257 Annette: Hehehyes=
- 1258 Harry: =A quick transfer=
- 1259 Annette: =I thought you'd have rather a lot.
- 1260 Harry: Hhhhhhhah!=
- 1261 Annette: = E:m for example I've got one OHP of e:m:: the: the blank
- 1262 table of Penny Ur's dinner party.=
- 1263 Harry: =()=
- 1264 Annette: =It took me ages to do it,
- 1265 Harry: °Right.°
- 1266 Annette: but (.) e:m that could be used by anybody now. Just >so that
- 1267 you can< put up the OHP and they can (.) write in one of the
- 1268 solutions to be discussed as a: as a class or something.
- 1269 (1.0)
- 1270 Paul: Mm
- 1271 (5.0)
- 1272 Annette: So that would be the point of- of pooling our (.) OHPs
- 1273 Harry: WE:LL we obviously ().
- 1274 Paul: Mm
- 1275 Harry: It's another- another file to add to the materials file.
- 1276 Annette: Uhuh
- 1277 Paul: Mm
- 1278 Harry: >So we now have< 'Materials OHPs.
- 1279 Annette: Yes. Yeah.
- 1280 Paul: Well I think what we should do no:w is e:m
- 1281 []
- 1282 Harry: >The () is obviously there<
- 1283 (1.5)
- 1284 Annette: But I mean some of them are=
- 1285 Paul: =Well wh-
- 1286 []
- 1287 Annette: are not
- 1288 Paul: No- but what we should do::
- 1289 []
- 1290 Annette: other teachers wouldn't want to use
- 1291 them. (No.)
- 1292 []
- 1293 Paul: Yeah. What we should do (.) is make further=
- 1294 []
- 1295 Annette: A-
- 1296 Paul: =copies of (1.0) of the ones that you think everybody could use.
- 1297 Annette: Mmm
- 1298 Paul: A:nd >you know< you can always keep your own copy.
- 1299 Annette: Yeah.
- 1300 Keith: So- (.) Wh- what you can do though if you put a fi- you know

- 1301 Keith: those transparent- I mean >it's a suggestion< You know the=
 1302 [
- 1303 Annette: Yes
- 1304 Keith: =transparent envelopes,
 1305 Annette: Yes.
 1306 [
- 1307 Paul: Yeah.
- 1308 Keith: If you put the original (.) that you've- that you're going to=
 1309 [
- 1310 Annette: Yeah
- 1311 Keith: =photocopy onto to make the transparency, (.) you know you
 1312 can make a transparency from the original=
 1313 Paul: =Mm=
 1314 Keith: =by photocopying directly on,
 1315 Annette: Mmm
- 1316 Keith: you put the transparency on the original, and people only
 1317 ever take the photoco- the transparency out, the original stays
 1318 in.
- 1319 Paul: Mmm
- 1320 Keith: So it becomes the place you put the transparency back in and
 1321 also a back up. Apart from the >one that< you keep yourself.
 1322 (0.5) Do you see what I mean?
- 1323 Annette: Mmm
- 1324 Paul: Mm!
- 1325 Annette: But then you've got two (.) OHTs haven't you for each thing.
 1326 Keith: E::r well (.) em (.) not necessarily. I mean (.) if you=
 1327 []
- 1328 Annette: °I imagine.°
- 1329 Keith: =made it,
 1330 Annette: Yeah
- 1331 Keith: when you make it you've got- (.) you might have your own
 1332 OHT that's irrelevant.
- 1333 Annette: Yeah
- 1334 Keith: And you might have your own (.) original. If you see what I
 1335 mean but in the file, whatever you put in the file,
 1336 Annette: Yeah
- 1337 Keith: you put in (.) the original,
 1338 Annette: Yeah
- 1339 Keith: and then the transparency that you've produced from the
 1340 original. And then anyone using the file (.) when they use
 1341 that, they simply take out the transparency
- 1342 Annette: Uhuh
- 1343 Keith: and leave the original in.
- 1344 Annette: Uhuh. So the original's on paper
 1345 []
- 1346 Keith: So if that transparency
 1347 []
- 1348 Paul: The original being paper.
- 1349 Keith: Yeah the original's on paper.=
- 1350 Annette: =Ri:ght. ()

- 1351 [
- 1352 Keith: So it- the never ta- you never take the paper=
- 1353 [
- 1354 Annette: Yeah
- 1355 Keith: =things out. So if they lose the transparency or damage it,=
- 1356 Annette: =Mmm=
- 1357 Keith: you make another one from the original. But that original
- 1358 never ever gets taken out.
- 1359 Annette: Uhuh
- 1360 Keith: And it also tells 'm where to put the transparency back in.
- 1361 Annette: Uuhuh
- 1362 Keith: Does that seem?
- 1363 Paul: Yeah. ()
- 1364 [
- 1365 Annette: Yes.
- 1366 Keith: I know that system (.) works for other things and it (.) it's=
- 1367 [Yes [Yeah
- 1368 Annette: Yes Yeah
- 1369 Keith: =a safe (.) system. As long as everyone obeys the rule of
- 1370 NEVER ever ever take the original out you- you've always got
- 1371 them in there.=
- 1372 Harry: =So it goes in something like (.) like that. ((Holds up=
- 1373 [
- 1374 Annette: Mmm
- 1375 Harry: =transparent plastic sleeve.))
- 1376 Keith: That's it. Exactly like that.
- 1377 [
- 1378 Annette: Yes.
- 1379 Annette: Yes:
- 1380 Keith: And you put the original and a photoc- and the transparency
- 1381 over it.
- 1382 Harry: Yeah.
- 1383 Keith: And they only ever take the transparency out, (.) and that's (.)
- 1384 °you know°=
- 1385 Annette: =Yeah.
- 1386 Keith: That works.
- 1387 Annette: And then all you need to do in the course book or the skills
- 1388 book i:s (.) to put the number to put 'O(.)H (.)T:'
- 1389 [
- 1390 Harry: 'OHT available'=
- 1391 Annette: =and number. (.) No jus=
- 1392 Harry: =Yeah=
- 1393 Annette: N-no not even 'available',
- 1394 Harry: Right yeah=
- 1395 Annette: =Just put 'OHT (.) twenty four. (.) And the you'd look in the
- 1396 file and it all- it would all have to be in numerical order then.
- 1397 Keith: And it'll always stay there 'cos you've always got (.)
- 1398 whoever's- whatever's (.) been taken out, thr original will=
- 1399 [
- 1400 Annette: Yes.

- 1401 Keith: =stay in there with the number on it=
 1402 Annette: =Yes=
 1403 Harry: =Yeah.
 1404 Annette: Because that's basically what I've got in my staff room for (.)
 1405 mine, e:m (1.5) but there are (.) probably only a few of them (.)
 1406 that I think would (.) may be of general use.
 1407 [
- 1408 Harry: General use
 1409 (6.5)
 1410 Harry: That would actually be a very (significant) °kind of thing° (that
 1411)
- 1412 Annette: Yeah
 1413 Harry: Could be
 1414 Annette: Exactly. Yeah.
 1415 Harry: °I don't know whether we could°
 1416 Annette: We've got to have one. I mean this in fact I think comes later
 1417 in another point in the staff meeting. (a round up.)=
 1418 [
- 1419 Harry: Yes it does.
 1420 Annette: =So::
 1421 Harry: Speaking of which (0.5) °we've got°
 1422 (0.5)
 1423 Annette: °Yes.°
 1424 (5.0)
 1425 Harry: Was that the one point one?
 1426 Paul: Mmm
 1427 (5.0)
 1428 Harry: Point two: 'Round up of appraisals, see action list, (0.5) to be
 1429 prioritised.
 1430 (2.0)
 1431 Annette: I left my list down the other end.
 1432 [
- 1433 Harry: I don't even know what that means. So I might (copy
 1434 trying on)
 1435 Annette: No I'll go and get mine
 1436 [
- 1437 Harry: three copies. () ((To Paul)) Have you got
 1438 one?
 1439 Paul: Mm
 1440 ((Annette leaves to get copy.)
 1441 Harry: (three.) ((Goes off to make a photocopy.))
 1442 Paul: Yes
 1443 (10.0)
 1444 Paul: (Keith Richards) ((Whispered))
 1445 Keith: Eh? ((Whispered)) Hah! I wonder if it's picking this up- what
 1446 bits it's picked up. Mind you I've got a fair few notes on
 1447 what's been said I don't ha- think hhh the usual scribble you
 1448 know. (3.0) E:r
 1449 (2.0)
 1450 Ed: I thought it was shorthand but er

- 1451 Keith: No it's just scribble. Heheheh
 1452 Ed: You're doing well to keep up
 1453 (1.0) ((Annette returns.))
 1454 Keith: It's only when I come to writing up that it's: (.) °you know°
 1455 () it gets you really now but you know (.) leave it
 1456 more than a few hours and it- it's just gone. It's a mixture of
 1457 memory and- and I mean that *heeh or it's beginning* 'hhh hh
 1458 *beginning to look* a bit dubious (isn't it).
 1459 Ed: It's transient.
 1460 Keith: 'hhh Yea::h. Hah! Oh yeah with all those (.) lovely changes
 1461 that go with it >you know< I can never- you know that
 1462 katakana stuff I mean I just cannot work it out. I mean=
 1463 []
 1464 Annette: No::
 1465 Annette: =No.
 1466 Keith: Even though it's based on English.
 1467 Paul: Mm
 1468 Keith: You know 'hoteru' and all that e:r (1.0) that's how it's
 1469 translated isn't it.
 1470 Annette: Mmm
 1471 (3.5)
 1472 Annette: >(It was)< eleven years ago I (.) learnt shorthand, and e::r (1.0)
 1473 at the beginning som- one of the biggest problems is: er
 1474 actually being able to read it back.
 1475 Keith: Right. Yes.
 1476 []
 1477 Annette: There were pages and pages of shorthand, (.) and
 1478 you'd spend hours trying to read what you'd written.
 1479 ((Harry distributes photocopies.))
 1480 Keith: Thanks Harry.
 1481 Paul: Right we've got to prioritise this haven't we?
 1482 []
 1483 Harry: () use for this.
 1484 (2.5)
 1485 Harry: We::ll we can discuss the files.
 1486 Annette: Yes. My (.) ((Looks at Keith who is searching for parts of his
 1487 pencil which have scattered onto the floor.)) Is it a pin?
 1488 Keith: Mm (.) the top. There's also one of the leads that have come
 1489 out.
 1490 Annette: A:: lead.=
 1491 Keith: =I've lost the () °It's just the fact that it's a- can get
 1492 () and e:r (the::se)
 1493 Annette: Eh=
 1494 Keith: =Oh thank you.=
 1495 Annette: =There's another one there.=
 1496 Keith: =Oh brilliant that's it=
 1497 Annette: =And there=
 1498 Keith: =O::h great. Thank you.
 1499 Annette: Heheheh
 1500 Keith: Well at least it'll keep going this afternoon and I'm al=

- 1501 [
- 1502 Annette: Heheh
- 1503 Keith: =and there's another one there. Yeah
- 1504 Annette: Heheheh=
- 1505 Keith: ()
- 1506 [
- 1507 Ed: What's going on?
- 1508 Keith: Been one of those weeks. So
- 1509 Harry: Do you recognise that?
- 1510 Keith: OH YEAH! THANK YOU!
- 1511 Annette: It's the top of it. O:::h
- 1512 Keith: It's the top >I lost it< months ago! Whoa:::h Harry my hero=
- 1513 [
- 1514 Annette: Hahahahahahahah
- 1515 Keith: =thank you very much.
- 1516 Harry: Heheheh
- 1517 Keith: I got my pen back that's- >'cos you see you see< without the
1518 top on (.) this thing flies out. All the leads g-go out. Now=
1519 [
- 1520 Harry: °() the leads°
- 1521 Keith: =suddenly (.) A:::~::~:h magi:c.
- 1522 Ed: The week's finishing on a high.
- 1523 Keith: It certainly is! It certainly is. By God. I knew- i-from the
1524 moment I got that ten minutes off the lesson everything was
1525 just going to turn out all right.
- 1526 Harry: Hahahahah
- 1527 (1.0)
- 1528 Keith: °O:h lovely thanks.°
- 1529 (1.0)
- 1530 Paul: Better cassette recorders and OHPs. This is equipment.
1531 (0.5)
- 1532 Annette: Yes:
- 1533 Paul: O-wh-e-i-e=
- 1534 Annette: =Sin:ce that was written we have of course got (.) e:r (.) two
1535 more, (1.0) we've bought two more of these.
1536 (1.0)
- 1537 Paul: Yeah E:m I-I () everything
- 1538 [
- 1539 Harry: When everything came up=
1540 Ed: =((Sneezes)) () good.
- 1541 Harry: No they're not, they=
1542 Ed: =They look great.
- 1543 Harry: Particularly (.) () a lot of bass.
- 1544 Paul: Yeah.
- 1545 Annette: Mmm
1546 (3.0)
- 1547 Paul: I mean I think in the future we're just going to (0.5) we're
1548 doing this >sort of< piecemeal aren't we?
- 1549 Annette: Yes
- 1550 Paul: I think that in future

- 1551 [
- 1552 Annette: It's always the problem the financial constraints.
- 1553 [
- 1554 Paul: in the future we've
- 1555 got to: (.) °you know° place money aside to invest in (1.0)=
- 1556 [
- 1557 Annette: Mmm
- 1558 Paul: =major (.) things like=
- 1559 Annette: =Yeah=
- 1560 Paul: =cassette recorders, OHPs, (.) computers. (1.0) But I- (0.5) But
- 1561 we seem to do it on a- well we have to do it on a piecemeal
- 1562 basis.
- 1563 (0.5)
- 1564 Harry: Yeah. So we're- (.) - we're never actually saving up for (1.0)=
- 1565 what would really do the job,
- 1566 [
- 1567 Annette: No.
- 1568 Annette: Yes.
- 1569 Harry: We'll find something that's a little bit better than the old
- 1570 (1.0)
- 1571 Ed: A lot of speakers (.) you know are (not as). >It would be
- 1572 great to have < two speakers.
- 1573 Paul: We:ll (.) In fact, but if- if you notice with the speakers,=
- 1574 [
- 1575 Harry: Heheh
- 1576 Harry: =They're music speakers.=
- 1577 Paul: =they don't work with speakers do they?
- 1578 Harry: No=
- 1579 Annette: =()
- 1580 Paul: The other ones work with the speakers but often (.) you get=
- 1581 [
- 1582 Harry: ones ()
- 1583 Paul: =too much bass.
- 1584 Harry: Yeah.
- 1585 Paul: And-
- 1586 Harry: You're sometimes better without speakers
- 1587 [
- 1588 Paul: Y-You- I mean I always=
- 1589 [
- 1590 Harry: ()
- 1591 Paul: =play the tape (.) with the speakers and without the speakers
- 1592 and say to the students 'Which is clearer?' VERY OFTEN (.)=
- 1593 [
- 1594 Harry: (So that they)
- 1595 Paul: =it's without the speaker.
- 1596 Harry: Yeah that is=
- 1597 Paul: =Because this- the graphic equaliser they have comes into (.)=
- 1598 [
- 1599 Annette: °Yeah.°
- 1600 Paul: =play much more. (0.5) It's to do with the quality of the

- 1601 Paul: tape,=
 1602 Annette: =Mmm=
 1603 Paul: =as much as- ANd the: (.) the amount of bass in the tape.
 1604 (2.0)
 1605 Harry: So >there's nothing wrong with the speakers< as such, ()
 1606 trouble,
 1607 Paul: I think we need- (.) I mean-
 1608 Ed: The speakers are actually quite good aren't they ()
 1609 earlier on and that did=
 1610 Paul: =They're written apparently I I I think that it might be that=
 1611 []
 1612 Harry: I- speakers
 1613 Paul: =they're not appropriate for the job that we want them to do. I
 1614 think that (.) probably they're music speakers=
 1615 Harry: I'm fairly sure they are.
 1616 Paul: Yeah. And they're not really suitable (.) for (.) e:m the spoken
 1617 word.
 1618 (1.0)
 1619 Harry: It's something °I've thought about.° It's a bit on the cheap.
 1620 Annette: E:m (.) just you were talking about major investments,
 1621 Paul: Yeah I'm a
 1622 []
 1623 Annette: Planning for major investment.=
 1624 Paul: =Yeah=
 1625 Annette: =Just reminded me of that notice saying that Pen Inkham=
 1626 []
 1627 Paul: Yeah.
 1628 Annette: =staff are making a five year plan for buying equipment,
 1629 Harry: That came up.
 1630 Annette: We should do the same. It- yes it came up- Oh!
 1631 []
 1632 Harry: ()
 1633 Harry: or was in those
 1634 Annette: It came up a few (.) meetings ago because I remember it
 1635 coming up=
 1636 Harry: =It came up very recently.
 1637 Annette: Uhuh
 1638 Harry: Like maybe even last week.
 1639 Annette: Right.
 1640 Paul: I think as far as cassette recorders are concerned °you need-°
 1641 you need to make sure that we have (.) e:m (1.0) good quality
 1642 (.) recorders. E:r which (.)
 1643 Annette: For each teaching room.
 1644 Paul: For each room, that may or may not need (.) a speaker as well.
 1645 Because maybe some of them don't need a speaker,
 1646 Harry: Mm
 1647 Paul: and good quality recordings. Because sometimes (.) the:(.)
 1648 quality of the recordings is (.) so: bad that even we notice it's
 1649 not good enough. Sometimes I think we forget (.) how much
 1650 more difficult it is (.) for a- a- a language student to- to hear

- 1651 Paul: things which we can quite easily pick out.
- 1652 Harry: Mm
- 1653 Paul: Even though=
- 1654 Harry: Hearing it for the first time that's the other thing
- 1655 [
- 1656 Paul: But yeah. Hearing it will
- 1657 be hard
- 1658 [
- 1659 Harry: We've heard these things >over and over and over again<
- 1660 we know what they say anyway.
- 1661 Annette: Your first point about the equipment, are you therefore
- 1662 implying that that we need (.) a new cassette recorder in
- 1663 every single room. (1.0) As our future plan,
- 1664 Paul: I think we should=
- 1665 Annette: =Because this is (.) What we've got now is just as you say=
- 1666 []
- 1667 Harry: As an ()
- 1668 Annette: =piece meal
- 1669 [
- 1670 Paul: Pieceme- piecemeal. And I think we have to: (.) if=
- 1671 [
- 1672 Annette: Mm
- 1673 Paul: =if money allows,
- 1674 Annette: Mmm=
- 1675 Paul: should be a priority. (0.5) To get (0.5) very very good
- 1676 (1.0) °E:m° (1.0) °have the equipment in each room.°
- 1677 [
- 1678 Annette: Yeah.
- 1679 Annette: Yeah.
- 1680 (1.5)
- 1681 Paul: Well what do other people think?=
 1682 Ed: =I agree. Completely. >I think we should do yeah.<
- 1683 []
- 1684 Jenny: Yes. (.) I-I do. (.) Yes.
- 1685 Ed: I mean there're there are some very good er (.) tape (), the
- 1686 big box ones for example
- 1687 [
- 1688 Paul: Yeah. Well and I- some of them are- I mean (.) I
- 1689 mean o-often the price is a problem, but it should be an aim,
- 1690 Annette: Yes.
- 1691 Paul: to have a- a good system.
- 1692 Annette: Is this more important than a lot of other things on the
- 1693 list, do you think.
- 1694 [
- 1695 Paul: Well (.) this is equipment,=
 1696 Ed: =Mm=
- 1697 Paul: I think think it's fairly important.
- 1698 Harry: Tr- Helen should be there for this bit. Probably=
 1699 Annette: =Yes she probably should, becau:se some
- 1700 []

- 1701 Harry: Just for some bits=
 1702 Annette: =Yes=
 1703 Harry: =that specifically relate to her.
 1704 Annette: Where is she?=
 1705 Harry: =I dunno. I presume she: got bored with it.=
 1706 []
 1707 Annette: I thou-
 1708 Annette: =Hhhahahahah! (.) Hahah
 1709 Paul: Hah!
 1710 (14.0)
 1711 Annette: °What does 'CALL' stand for?°
 1712 Paul: Computer assisted language learning.
 1713 Annette: °Language learning right.°
 1714 Paul: Yeah.
 1715 (4.0) ((Then tape changed over to Side B.)
 1716 ((Helen enters.))
 1717 Annette: >We've already talked< about equipment, (1.0) e:m (.) and we
 1718 haven't mentioned front office computer, but in fact you've
 1719 got that now haven't you? And the appropriate=
 1720 [] []
 1721 Harry: I've got that yeah. The appropriate=
 1722 Annette: =software?
 1723 Harry: =software?
 1724 Helen: Yes thank you.
 1725 Annette: Right.
 1726 Harry: Done that.
 1727 (3.0)
 1728 Annette: Computers for student use? (2.5) In fact I'm going to use the-
 1729 (.) the one in the other staffroom for (1.0) em a group on
 1730 Monday morning.
 1731 Harry: Mmm I've- I've used it before now but=
 1732 Annette: Mmm
 1733 Harry: °()°
 1734 (1.5)
 1735 Annette: It's alright=
 1736 Harry: =It's okay=
 1737 Annette: =It's (.) very:
 1738 Harry: It- tends to be very slow but mainly because it's (.) it's=
 1739 [] []
 1740 Annette: Yes. You=
 1741 Harry: =somewhere (.) inaccessible for students.
 1742 []
 1743 Annette: =can use it as a-
 1744 Paul: It is. That's the problem.
 1745 []
 1746 Annette: Yes.
 1747 Annette: Yes in fact it's one of the reasons I'm going to use it next
 1748 Monday is because Louise's not here and therefore I know the
 1749 room is empty.=
 1750 Harry: =Mmm

- 1751 (3.5)
 1752 Annette: But we haven't (.) got any more room really, have we?
 1753 Paul: We haven't got room to: to: (0.5) use computers properly.
 1754 []
 1755 Annette: Have a- a computer room.
 1756 No.
 1757 Paul: We haven't got room to use computers properly. (4.0)
 1758 Difficult to do, we can't (.) afford more than one,
 1759 Annette: Mmm
 1760 Paul: E:m (0.5) the uses are very limited. (6.0) I mean maybe we
 1761 could think of having a: a better one, or a ()
 1762 (0.5)
 1763 Annette: Mmm
 1764 Paul: °()°=
 1765 Annette: =But personally I don't (.) think that's (.) a priority on this list,
 1766 (.) and (0.5) I have my reservations about (.) e:m students
 1767 using computers anyway,
 1768 Paul: Mmm
 1769 Annette: how valuable it is.
 1770 (0.5)
 1771 Paul: There's a comment!
 1772 Harry: Hhhhh!
 1773 []
 1774 Annette: Heheheheh
 1775 Paul: I mean the-the-the- the
 1776 []
 1777 Harry: Care to elaborate?
 1778 Annette: Hahahaha haha
 1779 []
 1780 Paul: They are becoming=
 1781 Annette: =No=
 1782 Paul: =I mean they're becoming much more important in
 1783 mainstream education certainly=
 1784 Annette: =Mmm
 1785 Paul: Aren't they. And it's a growth area () (2.5) in EFL (.) as
 1786 well. But- I mean
 1787 Annette: But a lo- in mainstream education a lot of it is learning how to
 1788 use it becoming computer literate.=
 1789 []
 1790 Harry: Yeah.
 1791 Harry: =Mmm=
 1792 Annette: =And that's not what we're aiming for.
 1793 Harry: No. No. For self access °I think it's er°
 1794 Paul: Yes.
 1795 Harry: It's- I think it's a service to offer.
 1796 Annette: Yeah.
 1797 Harry: It's part of the- (.)
 1798 Paul: I mean I think you know I mean (.) whether we prioritise it
 1799 or not (1.0) °I think is (.) it's a case of whether we can afford
 1800 it.°

- 1801 Paul: And the space.
 1802 Annette: Mmm
 1803 Paul: If we can practically(.) afford it. (0.5) And I think it would be a
 1804 valuable thing to have. (0.5) Because some of these- some of
 1805 these programmes are >actually< (.) very very useful. (1.5) I
 1806 mean if you think of people with spelling or writing problems,
 1807 >someone like< (.) Emir in my group (0.5) who: when it comes
 1808 to writing things down, (1.0) gets himself stuck.
 1809 Annette: Mmm
 1810 Paul: He really enjoys playing hangman. It's a game in which you
 1811 can (.) practise saying the letters.
 1812 Annette: Yes. But em you're really talking about (.) em self access or
 1813 outside class room.
 1814 []
 1815 Paul: Oh yes.=
 1816 Annette: =Yes. Because em- my reservations are (.) for classroom use.
 1817 Paul: I don't think you can find yourself in a situation where
 1818 you'd (you would use it.)
 1819 []
 1820 Annette: No
 1821 (4.0)
 1822 Harry: Do have a- (1.5) occasional things whe:re (.) but only
 1823 occasional=
 1824 Annette: =Mmm
 1825 (3.0)
 1826 Harry: (someone's going to get round it)=
 1827 Annette: =Exactly yes.
 1828 (6.0)
 1829 Harry: So it's less important than the cassette recorder.
 1830 (1.0)
 1831 Annette: Yes. But just because of the frequency of use more than=
 1832 []
 1833 Harry: Yeah that's it.
 1834 Annette: =anything else.
 1835 (10.0)
 1836 Harry: Yeah.
 1837 Annette: Uhuh
 1838 (3.0)
 1839 Harry: Different from (.) the (.) business of this teaching- (.) this=
 1840 []
 1841 Annette: I-
 1842 Harry: =teaching room for dedicated bus iness English teaching=
 1843 []
 1844 Annette: I
 1845 Annette: =presume that must come from Louise because I don' t=
 1846 []
 1847 Harry: .hhh hhh!
 1848 Annette: =think I mentioned that. No.
 1849 []
 1850 Harry: ()

- 1851 (2.0)
- 1852 Harry: (It's) set SET aside.
- 1853 []
- 1854 Annette: Again
- 1855 Annette: It would be very nice- just like a computer room it would be
- 1856 very nice to have it, (.) em: but in this partic- in these particular
- 1857 premises: er (.) we haven't got the space.
- 1858 Harry: Yeah certainly not- at certain times of the year.
- 1859 Annette: No.
- 1860 (0.5)
- 1861 Paul: °But at the moment you could.°
- 1862 (0.5)
- 1863 Annette: Uhuh
- 1864 Paul: But if it's dedicated then (.)
- 1865 Harry: Hhhhh Yeah.
- 1866 []
- 1867 Annette: Yes
- 1868 Harry: >Sort of semi< *dedicated*.
- 1869 Annette: *Yea::hahahah*
- 1870 Harry: What would it be? (°And what can we have.°)
- 1871 (3.0)
- 1872 Annette: E:m
- 1873 Harry: Materials are books
- 1874 Annette: Presumably:=
- 1875 Harry: =relating to:
- 1876 Annette: Yes materials are books relating to business teaching, e:m, an
- 1877 OHP:, (.) probably:: (1.0) e:m (.) flip charts,
- 1878 (0.5)
- 1879 Ed: Superior carpet tiles,
- 1880 ((General laughter.))
- 1881 Keith: It's the old ()
- 1882 []
- 1883 Harry: () any second we would=
- 1884 Annette: Yeah
- 1885 Harry: Hhhhhhahahah
- 1886 (3.0)
- 1887 Paul: I don't think we have the space.
- 1888 []
- 1889 Annette: Jus-
- 1890 Annette: No. I don't think we have either.
- 1891 []
- 1892 Paul: °It's as simple as that.°
- 1893 (4.0)
- 1894 Harry: I did at one stage set up room seven as a:
- 1895 (0.5)
- 1896 Annette: As a teachers' room.
- 1897 []
- 1898 Harry: Not permanently but as a room for (.) for
- 1899 teachers yeah.
- 1900 Annette: Yes=

- 1901 Harry: =Time when we must have had a lot of teachers, I guess.
- 1902 Annette: But that again was really just for books: (.) wasn't it. Materials
1903 that they could u:se
- 1904 Harry: Mmm
- 1905 Annette: Look through. (.) Have access to.
- 1906 Harry: Mm
1907 (7.0)
- 1908 Annette: I don't think we can say much more on that becaus:e e:r (.)
- 1909 Paul: Mm
1910 (0.5)
- 1911 Annette: We're limited (1.0) because of the space.
1912 (6.5)
- 1913 Harry: Does anybody else fail to understand *that first point*?
- 1914 Paul: Which (.) first point?
- 1915 Harry: (>I'm looking at<) the next bit.
- 1916 Annette: Ye::s
- 1917 Harry: 'Business English course for training and perhaps speaking.'
1918 I understand it now because I asked Jenny. Hhh hhh *yesterday*.
1919 [
- 1920 Paul: I don't
1921 understand it.
- 1922 Annette: No I don't understand it.=
- 1923 Harry: It's lucky I asked her yesterday.
- 1924 Annette: Mmm
- 1925 Harry: E:m it was- it must have come out of (.) Louise's (.) I guess.=
1926 [
- 1927 Annette: Uhuh
1928 Harry: =Or part of it did. (1.0) E::m (.) it's the possibility: of (0.5)
1929 going on: business English courses. (0.5) But (why it's)
1930 I don't know.
- 1931 Annette: Uhuh
- 1932 Harry: E:m (.) and obviously being paid to do so. And of course
1933 being (paid fully.)
- 1934 Annette: °E::m° (.) Speaking at
- 1935 Harry: And perhaps speaking at such courses which came out of=
1936 [
- 1937 Annette: Ri::ght.
- 1938 Harry: =Louise's ().
- 1939 Annette: uhuh=
- 1940 Harry: =() it came out of yours, 'course if you're dead *against*
1941 *it*,
- 1942 Annette: °Heheheheh° Yes.
1943 (5.5)
- 1944 Harry: So basically it's (.) sending >(it's either you or)< Louise, (1.0)
1945 off to:: (.) off on courses
- 1946 Annette: Uhuh
- 1947 Harry: and either (1.5) attend them o::r
1948 (0.5)
- 1949 Annette: Or speak t- and but in fact I- I don't think Louise was=
1950 [

- 1951 Paul: () to you.
- 1952 Annette: =thinking in terms of actually (.) speaking at conferences yet, I
- 1953 expect what she was referring to is a training for speaking
- 1954 at business conferences,
- 1955 []
- 1956 Harry: Yeah. () pre speak ing=
- 1957 Annette: =Yes.
- 1958 Harry: Yeah
- 1959 (8.0)
- 1960 Harry: Not that experienced. Jenny did say (2.5) that's obviously a- a
- 1961 specific example of the next bit. Which is=
- 1962 []
- 1963 Annette: Yes
- 1964 Harry: =(financing) courses relating to jobs,
- 1965 []
- 1966 Annette: It's linked.
- 1967 Annette: Mmm
- 1968 (3.0)
- 1969 Harry: A:nd
- 1970 (3.5)
- 1971 Paul: Well I think=
- 1972 Harry: =°()°=
- 1973 Paul: =if: they arise and they are seen to be necessary, then there's
- 1974 no question they should be (.) paid for.
- 1975 (0.5)
- 1976 Annette: °Uhuh° But there has always been a question.
- 1977 []
- 1978 Harry: Yeah.
- 1979 Paul: Well I think (.) it's a principle, if- if (.) if it- if it's expected (.) of
- 1980 somebody to be trained,
- 1981 Annette: Mmm
- 1982 Paul: If it's an investment in the school then () there's no
- 1983 question (it should be)
- 1984 (5.0)
- 1985 Paul: When- when you say
- 1986 []
- 1987 Harry: A::h () is related to job.
- 1988 Paul: But-but when it- I'm sorry can I just come back what do=
- 1989 []
- 1990 Harry: Mm
- 1991 Paul: =you think about it? Because >you know< has it affected you?
- 1992 Adversely?
- 1993 Annette: E:m (.) There are a couple of
- 1994 []
- 1995 Paul: You trained off your own bat? F- for business.
- 1996 Annette: No. No. The Pen School paid for me to do a:=
- 1997 []
- 1998 Paul: Mm
- 1999 Paul: =Mm °yeah.°
- 2000 Annette: three day course.

2001 Paul: ()
2002 [

2003 Harry: But Louise did one.
2004 Annette: Louise paid for her own course, but,
2005 [

2006 Harry: And Helen has been paying
2007 for (.) ()
2008 [

2009 Paul: Yes=
2010 Annette: =Er-yes=
2011 Harry: on that.
2012 Annette: That's right. Helen has been pa:ying (0.5)
2013 Harry: Two years=
2014 Annette: =for all her courses.
2015 Helen: E::r (.) two years on the accounts course, I paid for my own
2016 computer course, courses.
2017 Harry: Yeah
2018 Paul: I mean I- I personally think (.) it should be a question of
2019 []
2020 Harry: Jenny did sa:y (.) yesterday
2021 (.) () that (1.0) e:m (.) when the next budget meeting
2022 comes up one=
2023 Paul: =Yeah=
2024 Harry: =one of the things which we're really going to push for is a:=
2025 Annette: =Mmm
2026 Harry: ()
2027 Annette: Budget. Yes.
2028 [

2029 Paul: Mmm () e:r
2030 Annette: Yes. We need something so that- (.) em (.) we know what
2031 parameters we've got to work (0.5)
2032 Paul: °Within°
2033 Annette: within. (1.0) And therefo:re (.) we could decide (0.5) amongst
2034 ourselves (.) what to allocate to who:m
2035 Harry: Yeah=
2036 Annette: =so that everyone gets a (.) fair crack of the whip. To the:
2037 Harry: Yeah.
2038 (1.0)
2039 Paul: Well I mean i- there may well be cases where some people are
2040 more-much more (loath) some people to go on courses than
2041 others.
2042 Annette: Yes.
2043 Paul: And that's fi:ne.
2044 Annette: Yeah well that's what I think I mean by a fair share,=
2045 Paul: =Mm=
2046 Annette: =It doesn't mean everyone should have the same share,
2047 Harry: Yeah an appropriate=
2048 Annette: =E:m (.) for example Helen (.) you know (.) should have had er
2049 (0.5) a big share of that budget, (.) °in the last few years.°
2050 (2.0)

- 2051 Paul: Well (.) I mean (.) a-again I mean i- I think (0.5) I suppose i-if:
 2052 they say 'Well you don't have to do this,' and they could
 2053 argue,
- 2054 Annette: Uhuh
- 2055 Paul: not necessarily but I think (1.0) in terms of ethically the ()=
 2056 [
- 2057 Harry: Yes I=
 2058 Paul: =of things
 2059]
- 2060 Harry: know.
- 2061 Harry: If you're going to be a member of 'FIRST',
- 2062 Paul: Mmm
 2063 (0.5)
- 2064 Harry: high standards and such like,
- 2065 Paul: I >(suppose) particularly< if you use the expertise locally, and
 2066 presumably your expertise, which areas of expertise have you
 2067 (.) are you being asked to use? (For this course thing) >I
 2068 mean< presumably you'll need some new expertise.
 2069 []
- 2070 Annette: Computer!
- 2071 Annette: Particularly.
- 2072 Helen: The computer course not particularly the accounts course.
 2073 Because I don't get the chance.
- 2074 Paul: Yeah=
 2075 Harry: =Mmm
 2076 Paul: REMOVED
 2077 REMOVED
 2078 Annette: REMOVED
 2079 Annette: REMOVED
 2080 Paul: REMOVED
 2081 REMOVED
 2082 Annette: REMOVED
 2083 REMOVED
 2084 Harry: REMOVED
 2085 Harry: REMOVED
 2086 Annette: REMOVED
 2087 Paul: REMOVED
 2088 Harry: REMOVED
 2089 Paul: REMOVED
 2090 REMOVED
 2091 Annette: REMOVED
 2092 Paul: REMOVED
 2093 REMOVED
 2094 Annette: But if we have a=
 2095 Paul: =(something.)
 2096 Annette: If we had an annual budget, (0.5) that's for em (.) the courses,
 2097 (0.5) then we:: would know that we could use that money.
 2098 Harry: Yeah.
 2099 (12.0)
 2100 Paul: 'The meeting felt very strongly' then, 'that financial support

- 2101 Paul: should be given.' (0.5) °Alright?°
- 2102 Annette: Th- that- that we should have a- (.) an annual (.) budget fo:r=
- 2103 Paul: =°That kind of thing.°
- 2104 (1.5)
- 2105 Annette: And for what? Fo:r
- 2106 (2.0)
- 2107 Paul: I feel like that yeah as well. °I've written two sentences.°
- 2108 [
- 2109 Annette: Courses,
- 2110 Annette: Mm
- 2111 (4.0)
- 2112 Paul: How's that?
- 2113 (1.0)
- 2114 Harry: Has that got all the versions?
- 2115 (2.5)
- 2116 Harry: Foreign language course I assume that's you Paul.
- 2117 Paul: Yeah it was just- I mean that was basically: something which
- 2118 would make one's job NICER. The effect of being able t- being
- 2119 a student in another language for a while. Y- you may be=
- 2120 [
- 2121 Harry: Uhuh
- 2122 Paul: =even setting up situations where you can have teachers,
- 2123 French: a::nd
- 2124 Harry: Exchange (teachers)=
- 2125 Paul: FOReign language teachers or Spanish as a foreign language
- 2126 teachers coming to (.) to Britain. It's not a priority it'd just be
- 2127 something that would be nice.
- 2128 Harry: Mm (1.5) And it shouldn't be that difficult. To set up. (2.5)
- 2129 °If you had a°=
- 2130 Paul: =Yeah I- it-it's: (.) I mean- it's probably=
- 2131 Harry: =()=
- 2132 Paul: =(.) financially not (1.0) >°a particular problem if you° (.) set
- 2133 up an exchange scheme. (0.5) It's nothing I'm pushing for it's
- 2134 just- I've always thought it was something (.) which (0.5) is of
- 2135 value. (1.0) in a perfect world.
- 2136 (2.5)
- 2137 Harry: What was that? European organisation (here). I was thinking
- 2138 about. °()°=
- 2139 Annette: =Oh yes, e:m=
- 2140 Helen: ='BEQUALS'.=
- 2141 Annette: ='BEQUALS'.=
- 2142 Harry: =That's it. 'FIRST' among 'EQUALS' with that. Hhhhh!
- 2143 [
- 2144 Paul: ()
- 2145 Annette: I think we're (.) pretty close to joining aren't we? °(of
- 2146 us?)°
- 2147 Paul: I'm not going to share a conference table with the=
- 2148 Annette: =Mmm=
- 2149 Harry: =hhhh=
- 2150 Annette: =°Uhuh°

- 2151 Paul: posters of 'Baby come back'!
- 2152 Harry: HE HEHEHEHEEHEhehehahahahaahahahaah'hhh hh=
2153 [
- 2154 Annette: Hahahahahahahahahahahahah
2155 (0.5)
- 2156 Harry: =.hhh hh
2157 (1.0)
- 2158 Harry: hhhh
2159 (5.0)
- 2160 Harry: Yeah. If that- being (about) is presumably those sort of
2161 avenues might be mo::re
- 2162 Paul: Yeah.
- 2163 Harry: more open.
- 2164 Annette: Mmm=
2165 Paul: =I think I mean that's a question of: well a d- a- 'cos it would
2166 finance itself, °that's what I'm saying.° Probably (.) e:m (2.5)
2167 But I mean a- i- what would be more- almost more important,
2168 (.) if (.) being given time to do it,
2169 Harry: Yeah.
- 2170 Paul: rather than (.) being paid to do it. (2.0) Bea- being made easy
2171 to do it. (1.0) °(Than it is now.)° (1.0) But em- (.) I'm not
2172 minuting all of this by the way. (1.0) I'm minuting salient
2173 points.
- 2174 Keith: Yeah=
2175 Harry: =Well if you have that=
2176 [
- 2177 Annette: Yes.
2178 Annette: =Y-you don't need to minute e:::r
2179 [
- 2180 Paul: No I am minute- minuting
2181 some of the=
2182 Harry: Yeah.
2183 (3.5)
- 2184 Paul: YEaoo! Well we know don't need that any more because
2185 Annette Abell says it's no good!
2186 ((General laughter.))
- 2187 Harry: .hhhh
2188 Paul: I think (.) (most of) this relates to whether we have our
2189 computers or not.
- 2190 Harry: Yeah. I was *just looking*=
2191 Annette: =Yes.
- 2192 Paul: Hahah=
2193 Harry: No point in doing much about the 'CALL' is there?
2194 Paul: Heh!
2195 Annette: No:
2196 (1.5)
- 2197 Harry: Although the: (we'd got here) who knew a bit more
2198 about them, we might be more inclined to get one than
2199 Paul: Yeah.
2200 Ed: Yeah.

2201 Annette: Mmm
 2202 (3.0)
 2203 Paul: Tea cher training
 2204 [

2205 Harry: Teacher training. I fear that was *me*.
 2206 (0.5)
 2207 Paul: What do you mean?
 2208 Harry: What (whether) teacher training or what?
 2209 Annette: That we should go on=
 2210 Harry: =() No no not really.
 2211 Annette: in- no:.
 2212 Harry: E:m: (0.5) NO I just- (.) this is a: (1.5) a controversial (.) point
 2213 °(with er a) past history,°
 2214 (2.0)
 2215 Paul: Mm
 2216 Annette: No I don't under stand
 2217 [

2218 Harry: It's a question of whether (.) *whether we*
 2219 *should be* into teacher training or not.
 2220 Annette: Oh I see.
 2221 Paul: O:h yeah=
 2222 Annette: =Whether we should DO teacher training then.=
 2223 Harry: =Yes=
 2224 Annette: =Right.
 2225 Harry: And I think it would be a bit more >interesting< E::::M::
 2226 questions that we should
 2227 Paul: (But it should)
 2228 [

2229 Harry: No:. I mean I think all-
 2230 Annette: Mmm
 2231 Harry: All I meant when I raised it was that it- (.) was it might be a
 2232 quite good career move.
 2233 Paul: Yeah. (0.5) But I think it's something which (.) i-if individual-
 2234 i-if (0.5) we felt we wanted to, then we should be free to do it.
 2235 Annette: Yeah=
 2236 Paul: =Or a set of courses
 2237 [

2238 Harry: Oh yeah
 2239 Annette: Yeah some people=
 2240 Harry: =°definitely.°=
 2241 Annette: =want to be teacher trainers, and other, (.)
 2242 Harry: Mm=
 2243 Annette: others ()
 2244 =[

2245 Paul: REMOVED
 2246 REMOVED
 2247 REMOVED
 2248 Annette: REMOVED
 2249 Paul: REMOVED
 2250 Annette: REMOVED

2251 REMOVED
2252 Paul: REMOVED
2253 REMOVED
2254 Harry: REMOVED
2255 Ed: REMOVED
2256 REMOVED
2257 Paul: REMOVED
2258 REMOVED
2259 REMOVED
2260 REMOVED
2261 REMOVED
2262 REMOVED
2263 REMOVED
2264 REMOVED
2265 Annette: REMOVED
2266 Paul: REMOVED
2267 REMOVED
2268 Annette: REMOVED
2269 REMOVED
2270 Ed: REMOVED
2271 REMOVED
2272 REMOVED
2273 Annette: REMOVED
2274 Ed: REMOVED
2275 REMOVED
2276 REMOVED
2277 Paul: REMOVED
2278 REMOVED
2279 Annette: REMOVED
2280 Paul: REMOVED
2281 REMOVED
2282 Ed: REMOVED
2283 Paul: REMOVED
2284 REMOVED
2285 Annette: REMOVED
2286 REMOVED
2287 Paul: REMOVED
2288 Annette: REMOVED
2289 REMOVED
2290 Paul: REMOVED
2291 REMOVED
2292 Annette: REMOVED
2293 Paul: REMOVED
2294 Annette: REMOVED
2295 Harry: REMOVED
2296 Ed: REMOVED
2297 REMOVED
2298 Paul: REMOVED
2299 REMOVED
2300 Ed: REMOVED

2301 Annette: REMOVED
2302 Paul: REMOVED
2303 REMOVED
2304 Harry: REMOVED
2305 Paul: REMOVED
2306 Annette: REMOVED
2307 Harry: REMOVED
2308 Paul: REMOVED
2309 REMOVED
2310 *Harry:* REMOVED
2311 Annette: REMOVED
2312 REMOVED
2313 Ed: REMOVED
2314 REMOVED
2315 Paul: REMOVED
2316 Ed: REMOVED
2317 REMOVED
2318 Annette: REMOVED
2319 Ed: REMOVED
2320 REMOVED
2321 Paul: REMOVED
2322 Ed: REMOVED
2323 REMOVED
2324 REMOVED
2325 Paul: REMOVED
2326 REMOVED
2327 Annette: REMOVED
2328 Ed: REMOVED
2329 Paul: REMOVED
2330 Ed: REMOVED
2331 Annette: REMOVED
2332 Paul: REMOVED
2333 REMOVED
2334 Ed: REMOVED
2335 Paul: REMOVED
2336 Ed: REMOVED
2337 REMOVED
2338 REMOVED
2339 Annette: REMOVED
2340 REMOVED
2341 Paul: REMOVED
2342 REMOVED
2343 Annette: REMOVED
2344 Harry: REMOVED
2345 Ed: REMOVED
2346 REMOVED
2347 Harry: REMOVED
2348 Annette: REMOVED
2349 Ed: REMOVED
2350 REMOVED

2351 Harry: REMOVED
 2352 REMOVED
 2353 Ed: REMOVED
 2354 Harry: REMOVED
 2355 REMOVED
 2356 Paul: REMOVED
 2357 REMOVED
 2358 REMOVED
 2359 REMOVED
 2360 Harry: REMOVED
 2361 Paul: REMOVED
 2362 REMOVED
 2363 REMOVED
 2364 REMOVED
 2365 Annette: REMOVED
 2366 REMOVED
 2367 Harry: REMOVED
 2368 Ed: REMOVED
 2369 ((Helen returns.))
 2370 (1.5)
 2371 *Helen:* We'll do the minutes for you.
 2372 Harry: No. He's not saying anything because ()
 2373 [
 2374 Annette: Hehehe!
 2375 (4.5)
 2376 Ed: But you know I'm sure of- (.) (the school) for
 2377 them two week courses.
 2378 Harry: Yeah. °Yeah.° (1.0) () even for a Cert course=
 2379 [
 2380 Annette: Yes and if no one
 2381 Harry: =one ethically(.) er (0.5) (what if one increases those in
 2382 competing with certs in line for jobs,)
 2383 Annette: No=
 2384 Ed: =That's right. Yeah I mean that's the- that's it.
 2385 [
 2386 Annette: And and this is what's happening now.
 2387 Ed: Yeah. (1.0) So many courses are ()
 2388 Annette: And 'HA' really wanted us to do the 'RSA' Dip courses. Not
 2389 the Cert.
 2390 (1.5)
 2391 Harry: °() expected°
 2392 Annette: Yeah.
 2393 (2.5)
 2394 Harry: But certainly I- I'd feel more confident to do it if I'd *actually*
 2395 *been on a course* to teach me how to do it.
 2396 [
 2397 Annette: Ye::s.
 2398 Annette: Absolutely. Yes so that if (.) if you wanted to go into that=
 2399 Harry: =Yeah=
 2400 Annette: =as a career move, then e:r=

- 2401 Ed: =It's there, >I mean< it's all set up now isn't it. The=
 2402 [] []
 2403 Annette: Yes You=
 2404 Ed: =() is there but it's the price and the time.
 2405 [] []
 2406 Annette: =should have the
 2407 financial resources available to do a course, to teach you=
 2408 [] []
 2409 Harry: Yeah. That's it.
 2410 Annette: =to train.
 2411 Harry: Yes
 2412 (0.5)
 2413 Ed: I think it's a lot (less)
 2414 []
 2415 Harry: (Because) if you do want to do it, (but) as I
 2416 say it's a (.)
 2417 Annette: Mmm=
 2418 Harry: =I mean there aren't that many ladders up, basically are there.
 2419 °There's°
 2420 Annette: No. That would be a (.) °no.°
 2421 Harry: °a few snakes though° hhh
 2422 (3.0)
 2423 Ed: (Most of the problem is)
 2424 Harry: No I don't think I would. I
 2425 [] []
 2426 Annette: No. No that's e:m
 2427 Paul: Because I think there's the people (0.5) in classes together.
 2428 Teachers can be very difficult.
 2429 Annette: Teachers are yes.
 2430 Harry: () people () gather them all together.
 2431 Keith: No they're good actually.=
 2432 Annette: =Heheh. Heheheh
 2433 [] []
 2434 Keith: Well I wo- I mean- you know, I mean that's
 2435 [] []
 2436 Annette: You do it.
 2437 Keith: I do all my work's with teachers. All- I mean we get=
 2438 [] []
 2439 Annette: Mmm
 2440 Keith: =every year seventy- coming on every year,=
 2441 Paul: =What do you do?
 2442 [] []
 2443 Keith: and I visit every single one of them. I do
 2444 e:r I
 2445 [] []
 2446 Paul: Train?
 2447 Keith: N:o. I wor- it's something slightly different. But >as I< said, I
 2448 find them great to work with.
 2449 Paul: Yeah I- I- I think there's- the idea of training them i-is
 2450 something °()°

- 2451 [
- 2452 Keith: Yeah they're great to get from (.) and work in
- 2453 groups but yeah if: if there's a lot of delivery it can mean=
- 2454 Ed: There's also the da- I think the business of failing people
- 2455 though=
- 2456 Paul: =Mmm=
- 2457 Ed: =You've got to fail some people,=
- 2458 Keith: =Yeah=
- 2459 Ed: =And er how are they going to take that, >especially< when
- 2460 you get to know them well.
- 2461 Paul: Mmm
- 2462 Ed: And er that that can be very-
- 2463 [
- 2464 Keith: Yeah
- 2465 Annette: Mmm
- 2466 Ed: a very bad part of the job.
- 2467 Paul: I mean I've seen some very very disturbing statistics from
- 2468 some person for the 'RSA' Dips (.) the failure rate is
- 2469 phenomenal.
- 2470 Annette: Mmm
- 2471 Ed: It is where I- when I did mine.
- 2472 Paul: Mm
- 2473 Ed: Sixteen of us to start with, (.) I think about ten ac- ten actually
- 2474 took the exam and two passed. But you say in a year =
- 2475 Paul: =Where did you do yours?
- 2476 Ed: ((Names local polytechnic.))
- 2477 Paul: A::h! That's where
- 2478 [
- 2479 Ed: Myself and Vanessa over the road at the Dale, she=-
- 2480 Annette: =O::h=
- 2481 Ed: =she and I passed, but everybody else failed. Heheh!
- 2482 Paul: E:m (.) Who runs the course?
- 2483 []
- 2484 Ed: (The people there)
- 2485 Ed: ((Name X)).
- 2486 Paul: Yeah. (0.5) And you had somebody called ((Name Y))?
- 2487 Ed: Yes. Yeah ().
- 2488 (1.5)
- 2489 Harry: Heheh.
- 2490 Ed: He was the type of person who had been teaching on the
- 2491 course.
- 2492 (1.0)
- 2493 Paul: °He's a history teacher as well.°
- 2494 Ed: Huh! Yeah.
- 2495 (1.5)
- 2496 Paul: Ye- I I had to shadow him when I was doing my 'PGCE'.
- 2497 () (5.5) So what do you do? Do you say (.) the
- 2498 students are crap (.) or do you say the course is crap?
- 2499 Ed: The course. But a lot of the numbers- to get the numbers=
- 2500 [

- 2501 Paul: ()
- 2502 Ed: =they had to >accept anybody onto< the course, >people were
2503 coming< there were one or two who ha- hadn't even taught. (.)
2504 English as a foreign language.
- 2505 Paul: Mm
- 2506 Ed: Literally (.) they would accept anybody >more or less< onto
2507 the course, and that's the- that's the
- 2508 Keith: The driving force
- 2509 []
- 2510 Annette: () test
- 2511 Keith: The driving force of many courses is get people on,=
2512 []
- 2513 Ed: () course
- 2514 Paul: Mm=
2515 =[
- 2516 Annette: : Mmm=
2517 Keith: =get the money and then what happens to the rest=
2518 Paul: =It is=
2519 Annette: Yeah
2520 =[
- 2521 Keith: It is- it is the driving force=
2522 Paul: =It is=
2523 Ed: =Mm=
2524 Keith: =We only take graduates on our course because (.) it's=
2525 [
- 2526 Paul: No because that
2527 [
- 2528 Annette: Mmm
- 2529 Keith: =not because we're elitist, (.)
2530 Paul: Mm=
2531 Keith: = because (.) you know it's easy >it's easy< to do: with one
2532 teacher. Bu- but e:r
- 2533 Ed: There's also the teacher. Both.
- 2534 Paul: Oh yeah. I- I- I mean and I know someone doing a law degree
2535 at the moment, twice a week in Wolverhampton. An:d quite
2536 bright people, and every evening they're going home saying
2537 they haven't understood (anything). We:ll (.) who's fault was
2538 that?
- 2539 Annette: Mmm
- 2540 Paul: Only the teacher. It's nobody else's fault. (0.5) Or or the- (.)
2541 Annette: Or the person who accepted them on the course.
2542 [] []
- 2543 Paul: course. I-I mean I was
2544 saying 'How can those teachers sleep at night?' If I give a bad
2545 lesson I'm >sort of< awake for about four days.
- 2546 Harry: ·h hhhh Hahahah! Yea::h! Oh come on. Heh!
2547 Paul: I don't like- I mean it really upsets me if I give a bad lesson.=
2548 Jenny: =Mmm
2549 Paul: Well do- does it upset you?=
2550 Harry: =Ah but he's used to it isn't he? hhhhh hahah

2551 []
 2552 Annette: Yeah. [Hahahahahahah
 2553 []
 2554 Ed: Hahahahah
 2555 []
 2556 Keith: HAHAHAHahaha HA
 2557 HAhah=
 2558 Paul: I-I'm- I just don't know how people can sleep you know when-
 2559 everybody is going away patently not having (.) understood=
 2560 []
 2561 Annette: Mmm
 2562 Paul: =anything.
 2563 (1.0)
 2564 Harry: ()
 2565 Ed: Well er a- I mean (.) as far as ((X))'s concerned he- for him y-
 2566 you could tell from the word go that for him it's a weekly
 2567 chore that he's got to go through but it's- it's e::r he- he's got
 2568 no interest and it's just a shame about his course that he r-
 2569 A::::h goes through the motions, and he's not really
 2570 []
 2571 Harry: >He's been there
 2572 for a < long time.=
 2573 Ed: =Yea:h he's been there for too long.
 2574 Harry: .hhh
 2575 (2.0)
 2576 Annette: Em I think we ought to move on to the next e:m=
 2577 Harry: =HhhYes=
 2578 Paul: =It's all yours
 2579 []
 2580 Harry: () with libel
 2581 []
 2582 Annette: section yes.=
 2583 Paul: ()
 2584 []
 2585 Ed: () motion.
 2586 Keith: Don't worry. At the- in the transcripts it will appear as=
 2587 []
 2588 Paul: ()
 2589 Keith: =just a- er 'Name' with the initial 'X'=
 2590 []
 2591 Annette: Hahahah
 2592 Ed: =Just () like he says isn't it? Could just imagine him
 2593 playing it back,
 2594 ((General laughter.))
 2595 Paul: What's the name and the phone number.=
 2596 Annette: =Mmm
 2597 Paul: Mm
 2598 Ed: () happy?
 2599 Annette: Heheheh=
 2600 Paul: =>The last one's< this English:: workshops as promised

- 2601 (0.5)
 2602 Harry: Well again this is (0.5) training courses ()
 2603 []
 2604 Annette: Yes (.) it's still:: such
 2605 []
 2606 Harry: Well
 2607 basically all of that comes this (.) umbrella of having a budget=
 2608 Annette: =Having money for courses. Yeah.
 2609 (1.0)
 2610 Harry: We think it's a jolly good (.) thing.
 2611 (2.0)
 2612 Annette: Well I think we ought to look at the staffing section >because<
 2613 the first one on that, the: academic manager, (.)
 2614 []
 2615 Harry: Yes.
 2616 Harry: Absolute ()
 2617 []
 2618 Annette: I think we must (.) absolutely must have one.
 2619 Paul: °Absolutely agree.°
 2620 Annette: >Plus it must be a< permanent part time position.
 2621 Harry: Yeah. (1.5) Permanently rotating.
 2622 Paul: HEHE HEhahahah
 2623 []
 2624 Annette: Hahahahah. Hahah=
 2625 Harry: =With a turntable in the middle of the floor, and ·hhh hh
 2626 Paul: Well yeah.
 2627 Keith: If you want a note something there just from my fieldnotes,
 2628 that er academic manager (.) from the time I arrived here every
 2629 () single day I've been here it's cropped up in some
 2630 context=
 2631 Paul: =Really.=
 2632 Annette: =Mm=
 2633 Keith: =() missing. And I think that's significant.
 2634 Annette: Mmm
 2635 Keith: It's not- it's not alone, but it's always something that the
 2636 academic manager used to do.
 2637 Paul: Mm=
 2638 Annette: =Yeah=
 2639 Keith: =Sort of throwaway. And I think that is significant.=
 2640 Paul: =Mm=
 2641 Keith: =If I can make that contribution I mean I- I as it () from
 2642 my fieldnotes. (.) And it's not- you're not moaning about it,
 2643 it's just a little thing like (.) >'Oh we used to do that when we
 2644 had an academic manager. Oh we don't do that any more
 2645 because we haven't got an academic manager.'<
 2646 Annette: Uhuh=
 2647 Keith: =And that's how=
 2648 Paul: =Yeah?
 2649 Keith: Yeah.
 2650 Paul: The academic manager was introduced (.) because (.) we (.)

- 2651 Paul: needed to=
 2652 Annette: =Because the British Council:!=
 2653 Paul: =to- you know to be (.) w- (.) sort of- (.) recognised as an
 2654 extremely efficient and wonderful school by the British=
 2655 [AND
 2656 Annette:]
 2657 Paul: =Cou ncil.
 2658
 2659 Annette: L- Louise (.) who was the academic manager then,=
 2660 [Yeah
 2661 Paul:]
 2662 Annette: =got an excellent report=
 2663 Paul: =Yeah=
 2664 Annette: =from the (.) British Council
 2665 Harry: °In that section.°=
 2666 Annette: =Em- for that section, yes. Of the British Council report. (3.5)
 2667 And our next report which is coming up (0.5) our next
 2668 inspection which is coming up soon, em I don't know what
 2669 we're going to do:.
 2670 Paul: Well we're obviously- we are obviously going to get lower
 2671 grades,
 2672 Harry: Next appraisal.
 2673 Annette: Yes. (3.0) We just haven't got one. (1.0) And we've only had
 2674 one for (.) a couple of weeks on and off.
 2675 Paul: We-I y-I mean you can't do anything other than=
 2676 Annette: =No=
 2677 Paul: =little jobs. And y-
 2678 Annette: Yeah.
 2679 Harry: Yeah it's
 2680 Annette: It's more sandbagging.
 2681 Harry: Yeah. It is. °So it's like running round with a (.) dustpan and
 2682 brushes.°
 2683 Annette: Mmm
 2684 Harry: ·hh hh hh hhh
 2685 (3.5)
 2686 Paul: So we feel the need:::d
 2687 (0.5)
 2688 Helen: We haven't () said that we're not having one.
 2689 []
 2690 Annette: ()
 2691 Paul: It's alright, we still think it's important.
 2692 Helen: Mm
 2693 Annette: Yeah we can >say it< (.) might (.) be important.
 2694 []
 2695 Helen: But this (.) (they say) (.) we couldn't have
 2696 one.=
 2697 Annette: =Mm
 2698 (6.0)
 2699 Annette: And () a pretty low grade at the British Council (.)=
 2700 []

- 2701 Paul: (Anyway)
- 2702 Annette: =with that.
- 2703 Paul: Well no:: it's ()
- 2704 Annette: Yea:::h=
- 2705 Harry: =So is that direct fom the: er (.) ()
- 2706 [
- 2707 Paul: So the::
- 2708 Annette: Mmm
- 2709 (5.0)
- 2710 Annette: And the next office junior presumably:: (1.0) you mentioned
- 2711 that (.) did you?
- 2712 (1.0)
- 2713 Helen: You should know. You were there.
- 2714 Harry: hhh ·hh heh!
- 2715 Helen: You did my appraisal.
- 2716 Harry: Heh yes
- 2717 Annette: Heheheheheheh
- 2718 []
- 2719 Paul: I- I- I- (accept) the- (.) I don't think we should really=
- 2720 [] []
- 2721 Annette: But- Don't=
- 2722 Paul: =be referring to Helen as the office junior actually.
- 2723]
- 2724 Annette: =think I
- 2725 ((General laughter.))
- 2726 Ed: You've made her blush Paul.
- 2727 Paul: Good.
- 2728 Ed: Actually ()
- 2729 []
- 2730 Annette: Did you e:m
- 2731 []
- 2732 Keith: () oh alright
- 2733 []
- 2734 Paul: () tested. (Because) you obviously
- 2735 allow time to visit host families.
- 2736 Helen: ()
- 2737 Annette: Heheheh (1.0) Do you need one all year? O::r
- 2738 Helen: E:r (.) it's going that way.
- 2739 Annette: Ye:s
- 2740 Helen: Because (.) now that Jenny wants to take some of the
- 2741 marketing back from Inkham,
- 2742 Annette: Uhuh
- 2743 Helen: I'm expected to do that as well.=
- 2744 Annette: =Oh right.
- 2745 Helen: E:::m (.) and there are just parts of my job that I just can't do
- 2746 PRQPerly (.) and- or fully. And before the British Council
- 2747 inspection I've got to have (.) revisited (.) most of my host
- 2748 families.
- 2749 Annette: Yeah.
- 2750 Helen: There's no way I can get out and do that.

2751 Annette: Mmm
 2752 (2.0)
 2753 Helen: >I've been trying to put this-< all the information into
 2754 Streamline as well and get that up and running. It's just
 2755 impossible.
 2756 (5.5)
 2757 Annette: Yeah.
 2758 Helen: So that's () the first time.
 2759 []
 2760 Harry: () a high priority
 2761 Annette: Yeah. (1.0) All financial again, isn't it?
 2762 Harry: Something we (the next one) up too.
 2763 []
 2764 Annette: So's the next one,
 2765 Annette: Salary in line with Pen Inkham.
 2766 []
 2767 Paul: Hold on. No. Hold on. Hold on. So:: (.)
 2768 e:m (0.5) ((Reads aloud as he writes minutes.)) 'EC' (0.5)
 2769 (things) (1.0) becoming more and more necessary. Is that
 2770 going to fit in.
 2771 Helen: °Whatever you say Paul.°
 2772 Harry: Heheh ·hh
 2773 Paul: 'To have (a student)?'
 2774 Annette: Mmm
 2775 Paul: But full time really.
 2776 Helen: No. Not full time. (1.0) ()
 2777 (2.0)
 2778 Helen: Then there's space. Where am I going to (.) put her?
 2779 Annette: Mmm
 2780 Harry: A drawer somewhere.
 2781 Annette: Heheheh
 2782 Paul: °()°
 2783 Ed: When are these a- appraisals done?
 2784 Annette: La::st year, firstly.
 2785 Paul: °()°=
 2786 Annette: =Some done this year.
 2787 (1.0)
 2788 Paul: Yeah.
 2789 Harry: =Mm=
 2790 Paul: =I think though that they're coming- they're due round again
 2791 soon.
 2792 (2.0)
 2793 Harry: Yeah () had one (.) about a year ago,
 2794 []
 2795 Paul: The start (.) (of a new) season.
 2796 (6.0)
 2797 Annette: Salaries, I don't know what more we can say about salaries.
 2798 (1.0)
 2799 Paul: Well we do know now how far be hind,=
 2800 []

2801 Harry: () having got
 2802 Annette: =Yes.
 2803 Paul: we are.
 2804 Annette: Yes we now know the:=
 2805 Harry: =It might even be worth putting in a () in the minutes=
 2806 Annette: =Yes=
 2807 Harry: =to see it circularised.=
 2808 [
 2809 Paul: I as-
 2810 Annette: =Yes,
 2811 Harry: I ()
 2812 [
 2813 Paul: I- I want to put that in. I want- I want it to be known=
 2814 [] [] [
 2815 Annette: Yes [] Yeah. I think=
 2816 []
 2817 Harry: () that
 2818 Paul: =that we know.=
 2819]
 2820 Annette: =we should
 2821 Harry: ='We were surprised that'
 2822 Paul: =Well I don't think we have to even do it that way, just >sort
 2823 of< em:
 2824 Annette: 'Having seen the
 2825 [
 2826 Paul: 'Having seen the (.) having received the=
 2827 [
 2828 Annette: Or havin:g
 2829 Paul: =circular of the (.)
 2830 Annette: The 'FIRST'
 2831 Harry: °The () circularised by 'FIRST'°
 2832 Annette: °Yes.°
 2833 Harry: °Right.°
 2834 (3.0)
 2835 Harry: REMOVED
 2836 REMOVED
 2837 Keith: REMOVED
 2838 Annette: REMOVED
 2839 Harry: REMOVED
 2840 REMOVED
 2841 Annette: REMOVED
 2842 REMOVED
 2843 Harry: REMOVED
 2844 Keith: REMOVED
 2845 Annette: REMOVED
 2846 Harry: REMOVED
 2847 Paul: REMOVED
 2848 Annette: REMOVED
 2849 REMOVED
 2850 Harry: REMOVED

2851 Annette: REMOVED
2852 REMOVED
2853 Harry: REMOVED
2854 Annette: REMOVED
2855 REMOVED
2856 REMOVED
2857 Keith: REMOVED
2858 Annette: REMOVED
2859 REMOVED
2860 Paul: REMOVED
2861 Annette: REMOVED
2862 REMOVED
2863 Paul: REMOVED
2864 Harry: REMOVED
2865 Annette: REMOVED
2866 REMOVED
2867 Paul: REMOVED
2868 Annette: REMOVED
2869 REMOVED
2870 Keith: REMOVED
2871 Annette: REMOVED
2872 REMOVED
2873 Keith: REMOVED
2874 REMOVED
2875 Annette: REMOVED
2876 REMOVED
2877 Ed: REMOVED
2878 Keith: REMOVED
2879 Annette: REMOVED
2880 Paul: REMOVED
2881 Annette: REMOVED
2882 Paul: REMOVED
2883 REMOVED
2884 REMOVED
2885 Harry: REMOVED
2886 REMOVED
2887 Annette: REMOVED
2888 Paul: REMOVED
2889 REMOVED
2890 Annette: REMOVED
2891 Paul: REMOVED
2892 Annette: REMOVED
2893 Paul: REMOVED
2894 Annette: REMOVED
2895 Paul: REMOVED
2896 REMOVED
2897 Harry: REMOVED
2898 Paul: REMOVED
2899 Harry: REMOVED
2900 REMOVED

2901 Annette: REMOVED
2902 REMOVED
2903 Paul: REMOVED
2904 Annette: REMOVED
2905 REMOVED
2906 Ed: REMOVED
2907 Paul: REMOVED
2908 REMOVED
2909 Ed: REMOVED
2910 REMOVED
2911 REMOVED
2912 Harry: REMOVED
2913 REMOVED
2914 Harry: REMOVED
2915 Annette: REMOVED
2916 REMOVED
2917 Paul: REMOVED
2918 REMOVED
2919 Annette: REMOVED
2920 Harry: REMOVED
2921 REMOVED
2922 REMOVED
2923 Harry: REMOVED
2924 REMOVED
2925 REMOVED
2926 REMOVED
2927 Annette: REMOVED
2928 REMOVED
2929 Harry: REMOVED
2930 REMOVED
2931 Keith: REMOVED
2932 Harry: REMOVED
2933 REMOVED
2934 Harry: REMOVED
2935 Annette: REMOVED
2936 REMOVED
2937 Paul: REMOVED
2938 Annette: REMOVED
2939 Paul: REMOVED
2940 Annette: REMOVED
2941 REMOVED
2942 REMOVED
2943 *Paul:* REMOVED
2944 Helen: REMOVED
2945 Paul: REMOVED
2946 REMOVED
2947 Annette: REMOVED
2948 Harry: REMOVED
2949 Paul: REMOVED
2950 REMOVED

2951 Annette: REMOVED
 2952 Paul: REMOVED
 2953 Annette: REMOVED
 2954 Paul: REMOVED
 2955 Annette: REMOVED
 2956 REMOVED
 2957 Paul: REMOVED
 2958 Annette: REMOVED
 2959 Harry: REMOVED
 2960 REMOVED
 2961 Annette: REMOVED
 2962 Paul: REMOVED
 2963 Harry: REMOVED
 2964 Annette: REMOVED
 2965 REMOVED
 2966 Paul: REMOVED
 2967 REMOVED
 2968 REMOVED
 2969 Harry: REMOVED
 2970 Paul: REMOVED
 2971 REMOVED
 2972 Annette: REMOVED
 2973 Paul: REMOVED
 2974 (4.0)
 2975 Annette: Right the next one (.) is an (unusual) e:r
 2976 Harry: (project)
 2977 Paul: Still I think you
 2978 []
 2979 Annette: No- overtime rate for admin staff.
 2980 []
 2981 Harry: (That's what I've)
 2982 []
 2983 Paul: It- It's still
 2984 Helen: Oh that was- that was sorted out I think. (It took about a=
 2985 []
 2986 Paul: >How about< 'It is=
 2987 Helen: =year to sort that out.'
 2988]
 2989 Paul: =still our medium term: (.) aim.
 2990 (1.0)
 2991 Harry: °()°
 2992 (2.5)
 2993 Annette: Yeah. (Tomorrow.)
 2994 Paul: (It's fine.)
 2995 (6.0)
 2996 Harry: REMOVED
 2997 Annette: REMOVED
 2998 Harry: REMOVED
 2999 Paul: REMOVED
 3000 REMOVED

3001 Harry: REMOVED
3002 Helen: REMOVED
3003 REMOVED
3004 REMOVED
3005 Harry: REMOVED
3006 REMOVED
3007 Paul: REMOVED
3008 REMOVED
3009 REMOVED
3010 Helen: REMOVED
3011 Paul: REMOVED
3012 Helen: REMOVED
3013 Paul: REMOVED
3014 REMOVED
3015 REMOVED
3016 REMOVED
3017 Helen: REMOVED
3018 Paul: REMOVED
3019 REMOVED
3020 *Helen:* REMOVED
3021 Paul: REMOVED
3022 Annette: REMOVED
3023 Paul: REMOVED
3024 REMOVED
3025 Annette: REMOVED
3026 REMOVED
3027 REMOVED
3028 Helen: REMOVED
3029 REMOVED
3030 REMOVED
3031 Annette: REMOVED
3032 Helen: REMOVED
3033 Annette: REMOVED
3034 Paul: REMOVED
3035 Annette: REMOVED
3036 Paul: REMOVED
3037 REMOVED
3038 *Harry:* REMOVED
3039 *Paul:* REMOVED
3040 Annette: REMOVED
3041 REMOVED
3042 Harry: REMOVED
3043 Annette: REMOVED
3044 Harry: REMOVED
3045 REMOVED
3046 Ed: REMOVED
3047 Paul: REMOVED
3048 REMOVED
3049 Annette: REMOVED
3050 REMOVED

3051 Harry: REMOVED
 3052 REMOVED
 3053 REMOVED
 3054 Annette: REMOVED
 3055 Harry: REMOVED
 3056 Annette: REMOVED
 3057 Harry: REMOVED
 3058 Annette: REMOVED
 3059 (14.5)
 3060 Ed: Can I butt in here to (.) talk about:=
 3061 Harry: =Mm=
 3062 Ed: = e:m something (.) completely different. Something close to
 3063 my heart at the moment. Social programme.
 3064 Harry: Heart. Thought *you were going to* ()
 3065 []=
 3066 Annette: *I thought* ()
 3067 =((General laughter.))
 3068 Ed: I thought you'd think that.
 3069 Annette: ·hhhh!
 3070 (1.0)
 3071 Ed: Social programme.
 3072 Paul: This could be 'AOB' though couldn't it? Couldn't it be
 3073 'AOB'?=
 3074 Ed: =I thought it was under staffing, that's why I mentioned it.
 3075 Paul: Oh alright. Mm.
 3076 Ed: Basically I- the social (.) programme job at the moment is a bad
 3077 (.) bad news job.
 3078 Paul: Mm=
 3079 Ed: =Altogether bad.
 3080 Paul: Yeah.
 3081 Ed: So:, (0.5) it seems to be: run >as a kind of< afterthought, rather
 3082 than giving it a- a fairly- () (1.0) priority.=
 3083 Paul: =Mm
 3084 Ed: And I think if you're going to offer a social programme, it
 3085 should be (.) given as much value (.) as everything else in the
 3086 school.
 3087 Paul: Yeah.
 3088 Ed: And e:r (0.5) basically I think we need (.) to () changes
 3089 to it. (0.5) () (.) Especially if I'm (.) going to be asked to
 3090 continue to do it.
 3091 Harry: Yeah.
 3092 Ed: I'd want to () (.) changes to the way it's run.
 3093 (1.0)
 3094 Paul: I mean it was a very important part of the school, but sin:ce (.)
 3095 (Sharon) left °really°?
 3096 Helen: Mm
 3097 Paul: It's become (.) mm a:n afterthought, and
 3098 []
 3099 Harry: (It fell down)=
 3100 Paul: =>I mean< I mean you're in a different position, particularly

- 3101 Paul: when you- you're starting it and you em you're left with a
 3102 sort of em you've inHERited a (.) a rather sort of (1.0)=
 3103 dead social programme.
 3104 []
 3105 Ed: HEHEheheheheh .hhh
 3106 Paul: So I mean you've inherited something which has been=
 3107 []
 3108 Ed: I do think it's very=
 3109 Paul: =lifeless.
 3110 Ed: =() students. They=
 3111 Annette: =Mmm=
 3112 Ed: =they get a lot out of it.
 3113 []
 3114 Paul: Yeah I mean we don't we don't disagree with you=
 3115 Ed: =and so e:m=
 3116 Paul: =and you're also trying to >you're already< doing a full=
 3117 []
 3118 Ed: ()
 3119 Paul: =timetable of teaching which is impossible.=
 3120 Ed: =Mm.
 3121 Paul: Yeah.
 3122 Ed: I mean for example, (.) I'm having to badger people (.) which
 3123 (.) I don't- I think a job like this it should be pretty (.)
 3124 autonomous. So if I don't (.) really think (.) I should have to go
 3125 to: >for example< Helen, >it's like< asking for money:=
 3126 []
 3127 Paul: Ri:ght.
 3128 Ed: ='Can you give me ten pound fifty.' (0.5) Giving a receipt and
 3129 that, I think the person who's running the social programme
 3130 should be doing all of it. And (em) (0.5) that means access >I
 3131 assume< to petty cash, that means (.) doing everything.=
 3132 []
 3133 Annette: Mmm
 3134 Paul: Wo::::: you've no chance in this place.
 3135 [] []
 3136 Annette: No Hah
 3137 []
 3138 Harry: HEHEheheheh=
 3139 Annette: =°Heheheh°
 3140 Ed: E:m: (0.5) because basically it involves too many people. I
 3141 think it's a job that can be done by- by one person. (0.5) °E:m
 3142 (.) right the way through.° You know I don't think- I feel that
 3143 I'm badgering Helen by having to go to her when she's busy
 3144 doing something else, >you know< 'Excuse me, can you e:r'
 3145 and Helen is bei- having to collect money from students which
 3146 >the social organiser< could do. (0.5) I mean it could be a
 3147 completely autonomous separate, e::r thing.
 3148 [] []
 3149 Harry: () []
 3150 [] []

- 3151 Annette: Yeah.
- 3152 Paul: Okay but you've got to have time to it as well.
- 3153 [] [
- 3154 Ed: () [
- 3155 Harry: Which it is in (a lot
- 3156 of them.)
- 3157 Paul: Mm
- 3158 Ed: So: i- it involves a lot of hassle. E:r (.) and really (.) °you
- 3159 know° (1.0) It (.) °you know° it could be done (.) more
- 3160 effectively. (1.0) I fee:l if one person had the responsibility for
- 3161 the whole thing. And it was budgeted (.) so you had a-
- 3162 actually had a: (.) a clear budget for that job,
- 3163 Paul: I'll put that as 'AOB' anyway. >Which is what< it is,
- 3164 Ed: I mean I don't know how it is budgeted at the moment. (0.5)
- 3165 But (1.0) if you look at the job description for the social (.)
- 3166 organisers, it's >kind of< half a (post). °It's very basic.° And if
- 3167 you're going to give (.) some kind of (.) priority to it it should
- 3168 be °just° (.) rethought. (4.0) And (.) obviously it's going to cost
- 3169 the school something >(but if you)< offer the service, (.) I don't
- 3170 know if it has made a profit over the years but (.)
- 3171 Helen: It's normally a very good (profit).=
- 3172 Ed: Mm
- 3173 Helen: But it's supposed to be self financing so when you run into a
- 3174 loss,=
- 3175 Ed: =Mm
- 3176 Helen: where are you going to get the money from to (.) finance
- 3177 it? (.) If you're cutting ()
- 3178 []
- 3179 Ed: Well this is it there should be a budget. E:r as a
- 3180 budget for the year, (.) e:r=
- 3181 Helen: =Yes but it's supposed to be self-financing.
- 3182 [
- 3183 Ed: In CASE of (.) in case of losses.
- 3184 (0.5) You know in the winter for example you're gonna: a-e- if
- 3185 you're gonna: (.)
- 3186 Helen: Yes but there should be enough made in the summer to=
- 3187 [
- 3188 Ed: ()
- 3189 Helen: =cover your loss in the winter.
- 3190 []
- 3191 Ed: That's right yes.
- 3192 Annette: Mmm
- 3193 Helen: But there could be a budget there (.) as a fall- just in case.
- 3194 Harry: (Protect)
- 3195 Ed: Over the year the °a- y- you- you'd-° I'm just starting you see
- 3196 I'm starting at the low period of the- of the year.
- 3197 []
- 3198 Harry: Yeah exactly. Yeah.
- 3199 Ed: You know I'm not starting at the summer like >(when you
- 3200 tended to)< make a lot of money.

- 3201 Harry: Mm
 3202 (1.0)
 3203 Ed: So I- I- you know I hhh for- for a start I keep having to badger
 3204 people for (.) °me or Helen° fo:r (.) for things. For inf- you
 3205 know for things, and the I ha- you know I have to go and say
 3206 'Well I've made a loss on this one.'
 3207 Paul: Mmm
 3208 (1.5)
 3209 Ed: And the other thing is it's badly paid.=
 3210 Paul: =Mm=
 3211 Ed: =If you're gonna- as I say if you're going to- (.) have a social
 3212 organiser and give it some kind of (.) importance you've got to
 3213 have a- a realistic (.) HHH! er salary. Er I mean (.) (3.0) I
 3214 think it should be of equal value to teaching.
 3215 Paul: We wouldn't be able to finance it on that basis. I mean >(I
 3216) you're right, but I think practically it's just a non-starter.
 3217 Ed: Mm
 3218 (1.5)
 3219 Annette: The only way that would er work, is: if (.) three schools say
 3220 joined together,
 3221 Paul: Yeah.
 3222 Annette: E:m >as they do in< Inkham. Where there's a social organiser
 3223 who works for two or three schools.
 3224 (1.0)
 3225 Harry: Who would *we* join.
 3226 Annette: Yeah.
 3227 [
 3228 Ed: Basically it gives the students a bit- in- in a: chance (.) in a-
 3229 informal- (.) °you know° context to: to ask a question ()=
 3230 Paul: =Mm. Oh yeah. I mean you can use it
 3231 [
 3232 Harry: It can be very valuable.
 3233 Ed: And e:r I do feel that I'm a teacher °still.°
 3234 Annette: Oh yes=
 3235 Ed: =Heheh=
 3236 Annette: Yes 'cos you're giving cultural (.) information all the time=
 3237 []
 3238 Harry: Oh yes.
 3239 Annette: =really.
 3240 Ed: Mmm
 3241 Annette: E:m excursions.
 3242 Ed: Gives them a chance to try out things that they've learnt.
 3243 Annette: Mmm
 3244 Ed: So: (0.5) just a (1.0) trying to- (0.5) °you know°
 3245 (2.0)
 3246 Harry: The last person who
 3247 [
 3248 Ed: increase its profile basically.
 3249 Harry: The last person that did it, (.) half teaching and half (.) social
 3250 organiser, (.) found that (.) occasionally in the classroom (.) she

- 3251 Harry: felt that there he:r (.) status was slightly undermined.
 3252 Students of hers regarded her as (). Just the person who
 3253 drives the minibus.
- 3254 Paul: Mm=
 3255 Annette: =Mmm=
 3256 Ed: =Oh that doesn't worry me at all.=
 3257 Harry: =Who does a bit of teaching on the- on the side.=
 3258 Annette: =Yeah.
 3259 Ed: I haven't felt that (.) and that wouldn't worry- worry me
 3260 anyway. But (0.5) what worries me about it at the moment is
 3261 that it's a lot of hassle,
- 3262 Annette: Mmm
 3263 Ed: and e:r (2.5) that's about it. Hhhh ·hh hhh=
 3264 Paul: Yeah well there's only (two)
 3265 [] []
 3266 Annette: () []
 3267 Ed: There are very few good sides to
 3268 this- this job.
 3269 Annette: Yeah.
 3270 Harry: There's clearly something wrong. I mean () the=
 3271 []
 3272 Annette: I think it- it's always=
 3273 Harry: =chance.
 3274]
 3275 Annette: =been badly paid=
 3276 Harry: But it wehhh!
 3277 Ed: I mean basically:
 3278 []
 3279 Harry: () Put in brackets (.) 'harassment'! ()
 3280 []
 3281 Ed: Helen
 3282 said to me e:r at the beginning=
 3283 Harry: =Now come on you used to (moan about it.)
 3284 Ed: 'You're- you're (.) the first person who's not gonna get on my
 3285 nerves' but basically it's impossible not to get on som- on- on
 3286 Helen's nerves, but=
 3287 Paul: Look at her (rolling)
 3288 []
 3289 Harry: HAHAhahaha=
 3290 Ed: =It's impossible=
 3291 Harry: A general principle hahahahahahahahahahaha=
 3292 []
 3293 Ed: I've got to keep (.) toddling along- (.)=
 3294 Harry: =hahahahah
 3295]
 3296 Ed: =toddling along every five minutes and asking for this that
 3297 and the other, and e:r it's an (). I don't- you=
 3298 []
 3299 Annette: Yeah
 3300 Ed: =know I don't like to have to do that. I think we- what am I

- 3301 Ed: doing this for? I can't go for ten pound fifty or (.) fourteen
 3302 pounds or you know- whatever it is. Why can't I just (.) you
 3303 know (.) do everything and then perhaps at the end of the
 3304 month (.) (up.)
 3305 []
 3306 Paul: Mm. Well this is- this is ()=
 3307 []
 3308 Ed: ()
 3309 Paul: =betwee:n whoever (.) wants to be social organiser (.) and the
 3310 school to sort out. °Isn't it.°
 3311 Ed: Yeah.
 3312 Paul: °()°=
 3313 Ed: =I mean I can see why Sea:n, (.) you know (.) kind of (.) I
 3314 mean- I >might have been like that< anyway but I can see why
 3315 he might have been originally (.) enthusiastic but then he
 3316 didn't () it's a lot of hassle.
 3317 (1.0)
 3318 Annette: Mmm
 3319 Ed: Heheh
 3320 Paul: Do you see yourself (.) not sticking with it?
 3321 Ed: Well I WOULD, if: (.) if you know if I was asked to and if there
 3322 were some changes. But I wouldn't (.) like to continue it as it-
 3323 as it is.
 3324 Paul: Mmm. I think it's im portant that we (each) make it=
 3325 [] []
 3326 Ed: Mm []
 3327 Annette: Mmm
 3328 Paul: clear=
 3329 Ed: =Mmm=
 3330 Paul: =to (.) senior management. (1.0) I don't think there's anything
 3331 we can °sort of°=
 3332 Ed: =I think yeah (.) I-I think also you know it is- you've GOT (.) to
 3333 bear in mind that it's (.) actually working weekends and
 3334 evenings.
 3335 Annette: Mmm=
 3336 Paul: =Yeah.
 3337 Ed: Because it's not (.) my main thing.
 3338 Annette: Mm
 3339 Ed: Heheh ·hhh (I mean I did)
 3340 []
 3341 Annette: Well () we we have all done it and=
 3342 Ed: =Yeah=
 3343 Annette: =at times we were social organisers in a way,
 3344 Ed: Mm
 3345 Annette: and e:r
 3346 Harry: Or we- we didn't have one.
 3347 []
 3348 Annette: Yes that's (.) no that's right when we didn't have=
 3349 []
 3350 Ed: Yes it's- it's one to avoid isn't it? It's=

- 3351 Annette: =one for a time,
3352]
3353 Ed: =one to avoid if you can.
3354 Annette: Yes it's e:r (.)
3355 Ed: The way it's run at the moment. °Yeah.°
3356 Paul: I think I mean one of the key problems though °is you=
3357 []
3358 Annette: () over the weekend.
3359 Paul: =actually doing a full timetable other than ()
3360 possible.
3361 Ed: Well it's only for a couple of weeks °(but)°
3362 Harry: Yeah ().
3363 Ed: I mean it's just- I felt (a bit). I mean I've only been
3364 doing it a few weeks but these are- it's so obvious, the: that the
3365 set up's wrong, it's got a (.) low profile, it's not considered
3366 important, and=
3367 Paul: =It didn't have a low profile before. Did it. I mean we=
3368 []
3369 Ed: ()
3370 Paul: =are in difficulties really now. °I mean we certainly didn't
3371 have a low profile up until ()°
3372 []
3373 Annette: Ed's right it's a lot of hassle,=
3374 Paul: =Oh yeah
3375 Annette: fo::r (.) the hours of work
3376 Paul: °I wouldn't want to do it.°=
3377 Annette: =that you've got available, and (.) it's not well paid.
3378 Ed: YEah I if I want to do something I want to do it well. Basically
3379 I want to do it properly.
3380 Paul: Mm
3381 Annette: But unfortunately I don't think (.) I don't think it's a well paid
3382 job anywhere.
3383 (0.5)
3384 Ed: °Mm°
3385 (1.0)
3386 Ed: I mean that- that- that's a (.) one of the (.) fairly min- I mean
3387 that's- that's one thing, the most important thing is just the
3388 way it's run. I mean it's not particularly the- (3.5) (the=
3389 []
3390 Annette: Mmm
3391 Ed: =amount of salary °()°
3392 (5.0)
3393 Harry: Yeah you are coming in at the very worst time of year.
3394 Annette: Yes when everything's clo:s:ed, and there aren't many
3395 students.
3396 Harry: °Many students, and you haven't- and there's all this chicken
3397 and egg about whether you should get a minibus or
3398 []
3399 Annette: Yes
3400 (2.0)

- 3401 Ed: Bu:t basically it does mean getting your hands on the old
 3402 purse strings and you know (0.5) having some- I mean- (1.0)
 3403 basically having access to you know (1.0) the financial side of
 3404 it. () I'm sure it would (.) take a lot off (.) Helen's plate
 3405 because she's probably aske'd me to go (). Being
 3406 ()=
 3407 Annette: =Yeah but the:=
 3408 Ed: =I could do without it but ().=
 3409 Annette: =But the main problem with that is:: er ou::r (.) what's it
 3410 called? The big room.
 3411 Ed: Common room.
 3412 []
 3413 Paul: Strong room.
 3414 Harry: Strong room.
 3415 []
 3416 Annette: Strong room. That's right.=
 3417 Ed: =Oh the strong room.
 3418 Annette: The- a- only Jenny and (.) Helen have the keys to the strong=
 3419 []
 3420 Ed: Oh yes. I know that but I'm=
 3421 Annette: =room.
 3422 []
 3423 Ed: =talking about petty cash.
 3424 Annette: But that's why all the ()
 3425 []
 3426 Helen: But- but we haven't got petty cash. It's all
 3427 in the cash box and that's all (that we put in).
 3428 []
 3429 Annette: E:m because we used to keep it outside the strong
 3430 room but it got stolen a few ti:mes.
 3431 []
 3432 Ed: Well in that case if there's a::: I-I- the person, me or
 3433 somebody else, could just finance it then from their own (.) er
 3434 resources and at the end of the month er cover the expenses.
 3435 Or accounts (or something). Which is what I thawt. It's ().
 3436 Annette: But then you'll be collecting money as well, (.) and you know
 3437 you could collect in a hundred pounds (.) for one excursion.
 3438 Ed: Yeah.
 3439 Annette: From students. And you'd have to sort of
 3440 []
 3441 Ed: OH YEAH. Yeah that's right but I- Yeah well you
 3442 have to have
 3443 []
 3444 Annette: have somewhere to put it o:r
 3445 Ed: Oh I could- you know I could take res- the person to- who's
 3446 doing the job could- say 'Okay I accept responsibility for all
 3447 monies involved, and at the end of the month I could do this
 3448 e:r expenses and what's been paid and what's owed whatever.
 3449 °()°
 3450 Paul: Yeah.

- 3451 Ed: BASically: it's
 3452 [
- 3453 Annette: °()°=
 3454 Harry: =°I can't see anything wrong with it.°
 3455 Ed: >Let's face it< you cut OUT this e::r (.) this extra:: (2.5) °you
 3456 know°=
 3457 Annette: =Mmm
 3458 Ed: Work that's involved. (3.0) You know because I mean Helen
 3459 has to come back and forwards to the strongroom, hhhh (the
 3460 about it), it's presumably money.
 3461 Paul: °(She likes to get money, don't you?)°
 3462 Helen: °Yeah° (.) E::m=
 3463 Harry: =(Not) a great one for delegating I think hhh·hh hahah
 3464 []
 3465 Ed: I mean I what I can't stand is this feeling that I'm-
 3466 I'm badgering people. Especially when I don't think it's really
 3467 necessary. But (.) I mean) (.) I'll give you an example ().
 3468 When I was director of studies down at a summer course in
 3469 Kent, and e:m (.) there I was just dealing with thousands of
 3470 pounds. And e:m pocket money and you know you wrote
 3471 cheques all this kind of thing. And er here you kind of having
 3472 to go hh to: to somebody to ask fo:r (.) very normal sums of
 3473 money.
 3474 Annette: Mmm
 3475 Paul: Well it's always been a tradition in this place that money is
 3476 only dealt with by two well basically one.
 3477 Ed: °Yeah. Mm°
 3478 Paul: And that's (above) two people.
 3479 Ed: °Mmm°
 3480 Annette: °Yeah.°
 3481 Ed: ()
 3482 Paul: I think it's something you're going to have to sort out with
 3483 senior management.
 3484 (1.5)
 3485 Ed: I mean when it's on school (.) business
 3486 Paul: °Uhuh°
 3487 (5.0)
 3488 Ed: Yeah that's- that's right >if you think about it< but (.) I mean
 3489 (.) I'm saying this now because I don't know if I'm going to be
 3490 asks to do it after Christmas but i-if I was asked (.) then I'd
 3491 want something- quite clearly now I don't
 3492 Annette: =Yeah
 3493 ((End of tape. While it is being replaced the following
 3494 exchange takes place.))
 3495 Annette: (('I think that's it actually.'))
 3496 Paul: ((Mentions the marketing of Pen school.))
 3497 ((New tape))
 3498 Harry: Presumably you or Louise.
 3499 (1.5)
 3500 Paul: Wha- wha- is- is Jenny in the process of doing more

3501 Paul: marketing then?
3502 [

3503 Annette: Yeah we've got em (.) a list of Italian (.) businesses
3504 which are coming through one of the: (0.5) 'DTI' contacts
3505 which is, (.) arranged through- by >going to< Birmingham.
3506 E:m, we've got pages and pages of mailshot. (1.0) So: we'd
3507 better do that soon. That's just the business course. °And e::r
3508 (2.5)

3509 Paul: Any (.) o_other (.) 'B'?
3510 (2.0)

3511 Annette: No.
3512 Harry: No. No.
3513
3514 ((Meeting ends.))

Transcript: Staff Meeting, Pen School, 18.11.94

0001 Jenny: Harry and I had quite a good session at the Teacher's Club at
 0002 Inkham last night, where ((author)) was doing something on
 0003 (.) pronunciation (.) and selling his book, ((book title)). (2.0)
 0004 And some of the ideas were (.) quite good weren't they? Quite
 0005 useful.

0006 Harry: Mm
 0007 (2.5)

0008 Jenny: And Harry'll give a run down.
 0009 (1.5)

0010 Harry: If I can remember.
 0011 (2.0)

0012 Harry: No his basic principle was e:m (0.5) working from that chart.
 0013 ((Points to phonetic alphabet chart on wall.))
 0014 (0.5)

0015 Jenny: Without the words.
 0016 ((Helen leaves the room.))
 0017 (1.5)

0018 Harry: Hehe. Helen has just *left the room*. Heh heh heh.
 0019 Ed: ((Coughs))

0020 Ed: But without the words=

0021 Harry: =Yeah. He made a point of (.) he was dead against having the
 0022 example words up there. (0.5) Because (.) he: thought that er
 0023 >I gather this< is- is from a purist opinion anyway. But
 0024 having the word up the:re (.) automatically associates it
 0025 with that particular environment, sound environment and
 0026 therefore makes it more difficult to: separate it out and to (.)
 0027 have a:=

0028 Jenny: =to give it a context as well (anyway).
 0029 Harry: Yeah. It would make that more difficult.

0030 Jenny: °Mm°

0031 Harry: ((Clears throat.)) So that sound gets affected by the sounds
 0032 around it, (0.5) em so he was- or certainly what he was saying
 0033 yesterday was working from a from a sort of (.) minimalist
 0034 sound level. Just- just the phonemes.

0035 Jenny: And using that also as a map. Which was then laid out

0036 Harry: Yeah I mean one- one thing that er=
 0037 []

0038 Jenny: GEOgraphically in the mouth

0039 Jenny: =°the sounds°=
 0040 Annette: =No.

0041 Harry: I was not aware of were you?

0042 Ed: Yeah I think ()
 0043 []

0044 Jenny: I think I've read it once and I've forgotten. Yeah.

0045 Harry: The business about er

0046 Jenny: °Mm°

0047 Ed: Closed to open.=

0048 Harry: =Le- left to right ((referring to chart)) is going from back to
 0049 front.
 0050 (1.0)

- 0051 Annette: (You mean like that?)
 0052 [
- 0053 Harry: (It's) /i:/ /i/ /u/ /u:/. The actual position of the
 0054 sound=
 0055 Jenny: =Mm=
 0056 Harry: = if you go that way, and top to bottom (.) is top to bottom of
 0057 the mouth. I did actually try it out on the way to work this
 0058 morning.
 0059 Annette: HEHhehehehe!
 0060 Harry: To see if I could (.) remember it. And I can actually now
 0061 remember much better than before,=
 0062 Annette: =It's worked then=
 0063 Harry: =where things are. I didn't know (any).
 0064 []
 0065 Annette: Yes.
 0066 []
 0067 Jenny: Mm
- 0068 Annette: No I didn't.
 0069 Harry: I'd assumed that's- that most of them were pretty random.
 0070 Paul: Top to bottom i:s top to bottom of the mouth?
 0071 Annette: No.
 0072 Harry: Yeah.
 0073 Jenny: Yeah.
 0074 Harry: So if you go /i://e//æ//p/ your (mouth) will get more open.
 0075 Ed: What about the /p//f/ and /m/?
 0076 (0.5)
 0077 Jenny: 'Cos he did a- a little experiment where you put (your)
 0078 chin there under your jaw.
 0079 [
- 0080 Ed: It refers to the vowels.
 0081 Paul: Oh it only refers to the vowels.
 0082 Jenny: Yeah=
 0083 Harry: =Yeah. But there is a system=
 0084 Jenny: =>You feel it<=
 0085 Harry: =on the on the consonant (arrangement) as well (1.0) e:m
 0086 which escapes me but e:m
 0087 (1.0)
 0088 Paul: Mmm
 0089 (0.5)
- 0090 Harry: If you do
 0091 [
- 0092 Annette: Yes that's the front and the back of your mouth as well, the
 0093 /p/
 0094 Jenny: Yes it is.
 0095 Annette: To the /j/ in the mi ddle and the /g/.
 0096 []
 0097 Harry: (Well it's)
 0098 Harry: It's unvoiced voiced. Unvoiced voiced. Unvoiced voiced.
 0099 Unvoiced voiced. Yeah=
 0100 Ed: =Yeah you can.

0101 Jenny: And he gave a good=
 0102 Harry: =Very interesting=
 0103 Jenny: =demonstration that students could actually use, saying that if
 0104 you put your finger in the middle of your mouth, you could
 0105 feel your lips coming forward °and so on°. The top line of that,
 0106 er (.) if you put your fingers at the edge of your mouth you
 0107 could feel that your lips were contracting. (0.5) And so on.
 0108 °As you went across the line.° And if you touch your tongue
 0109 or your neighbour's tongue
 0110 Harry: Heh heh no that was a JOKE. Heh heh
 0111 Ed: Heh
 0112 Paul: Heh heh
 0113 Annette: Heh heh heh
 0114 [
 0115 Jenny: () ((Author))
 0116 Jenny: E:r
 0117 Harry: Hah
 0118 Paul: Don't touch your neighbour's tongue.
 0119 Harry: °Nah° a joke!
 0120 Ed: And hope you're not still in the lesson.
 0121 Jenny: Then you could feel the position of the tongue changing as
 0122 well.
 0123 ((Phone rings.))
 0124 Paul: Phone!
 0125 Harry: ()
 0126 Paul: ((Goes to phone.)) How do I do this? I just press it twice or
 0127 once?
 0128 Jenny: Twice.
 0129 Paul: Huh?
 0130 (1.0)
 0131 Paul: Which one?
 0132 Jenny: The orange one
 0133 [
 0134 Harry: Orange at the top.
 0135 Jenny: Twice.
 0136 Harry: Twice.
 0137 (4.0)
 0138 Jenny: ()
 0139 (2.0)
 0140 Jenny: And you could (use the method).
 0141 []
 0142 Paul: Speak!
 0143 Annette: (Is it) the Pen School of English.
 0144 Paul: There's nothing coming=
 0145 Jenny: =Yeah.
 0146 Paul: I think I'm getting a
 0147 Jenny: I think you've lost it.
 0148 ((Sounds of Jenny running in the corridor.))
 0149 (3.0)
 0150 ((Phone rings in staff room.))

0151 Helen: Huh!
 0152 ((Phone continues to ring.))
 0153 Paul: I got the brah brah pressed it twice and got-
 0154 ((Phone continues to ring.))
 0155 Jenny: So
 0156 Paul: Stop!
 0157 Harry: What's that? ()
 0158 ((Jenny moves across to take it.))
 0159 Paul: Stop it!
 0160 Annette: I don't know how to do it. What is it?
 0161 Harry: Jenny went to take it in there.
 0162 ((Phone stops after one more ring.))
 0163 Paul: (Harry) did this once.
 0164 (6.0)
 0165 ((Phone rings again. Helen leaves.))
 0166 Paul: What!
 0167 Harry: Heh heh heh heh heh.
 0168 ((Phone continues to ring. Jenny returns.))
 0169 Harry: ((Laughing)) Technology defeats us again.
 0170 Paul: Hah hah HAH!
 0171 ((Continues to ring.))
 0172 Harry: *Any idea* what we do?
 0173 Paul: Hello.
 0174 Jenny : Can't answer it there?
 0175 Harry: We can't.
 0176 Jenny: No.
 0177 Harry: Can't answer it anywhere.
 0178 (2.0)
 0179 ((Helen returns.))
 0180 Annette: It just went drrrr.
 0181 (4.5)
 0182 Harry: Right.
 0183 Paul: Solved that problem 'anyway.'=
 0184 Harry: =Heh heh=
 0185 Paul: =HUH!
 0186 (1.5)
 0187 Paul: I pressed it twice and I just got a big blare blare.
 0188 (1.0)
 0189 Ed: What happens if you get an incoming call in here?
 0190 (1.0)
 0191 Jenny: Press it once?
 0192 Paul: Th- the little orange (.) (If I did I got) blare blare.
 0193 (0.5)
 0194 Annette: Did you have a pause between the two presses?
 0195 Paul: I pressed. Pressed
 0196 []
 0197 Helen: () phone
 0198 Keith: HeheHEH
 0199 Jenny: You had too long a pause I think.
 0200 Paul: Oh

- 0201 Annette: Mm
 0202 (0.5)
 0203 Annette: (Might be) better next time yes.
 0204 []
 0205 Harry: quicker n-
 0206 Harry: His his general point (1.0) *was* heh was to associate (.) the
 0207 symbols on there (.) em basically the sound with the physical
 0208 sensation (1.0) to identify it (0.5) where it is. There is an
 0209 awareness (3.5) °was his main point°. And he was just (.)
 0210 actually very good at e:m he'd obviously done this loads and
 0211 loads of times, with native speakers and with with students as
 0212 well, and E:m he started off for example by just (.) getting
 0213 somebody to to make the sounds or make this sound.
 0214 Jenny: Miming. Without ma- he wasn't making sounds
 0215 []
 0216 Harry: Oh he wasn't
 0217 making sounds no. Oh aah. Heh heh.
 0218 Jenny: ((Stretches mouth with fingers.))
 0219 Annette: /i:/
 0220 Harry: Yeah exactly=
 0221 Jenny: =Right.
 0222 Harry: And then he'd point to it. And the- then maybe a sound.
 0223 (1.0)
 0224 Annette: °Yeah°
 0225 Harry: Right.
 0226 Annette: Heh heh heh
 0227 Harry: Heh heh. And he'd sort of point to them and then he'd sort of
 0228 go between them with- a pointer. He had a sort of eh=
 0229 Jenny: =He gave the sound to a student.
 0230 []
 0231 Harry: SILENT WAY type (.)
 0232 Harry: telescopic pointer.
 0233 []
 0234 Jenny: And then he gave the sound (.) the other sound to another
 0235 student so the /i:/ (he'd give to one)=
 0236 Annette: =Mm=
 0237 Jenny: =the /u:/. And then he went between them so that he
 0238 developed the diphthong.
 0239 Annette: Huh hu::h.
 0240 Jenny: Coming closer and closer and closer together. A student could
 0241 then identify which diphthong they were using.
 0242 Annette: °Right.°
 0243 Jenny: So it was very (.) physical. The way they were doing it. They
 0244 could feel it in their mouths
 0245 []
 0246 Harry: () the lips. That was how he got
 0247 them there to- to the middle bit. Cutting them- cut them half
 0248 way. They'd get half way there when he said stop.
 0249 Paul: Mm
 0250 Harry: /u:/

- 0251 Jenny: Yeah.
- 0252 Paul: The /ju/phoneme.
- 0253 Jenny: /ju/ Yeah.
- 0254 [
- 0255 Harry: And so on=
- 0256 Paul: =Yeah=
- 0257 Harry: =He- he didn't go through the whole thing but he did a fair=
- 0258 Jenny: =Mm=
- 0259 Harry: =a fair bit of it. And er the thread runs through it.
- 0260 [
- 0261 Jenny: He also had this business ((puts
finger to lips)) so that you could feel how you jaw dropped as
0262 you were saying a sound or the /i/ /e/ /æ/. You could
0263 actually feel the sound was going lower by: feeling your jaw
0264 drop.
- 0265 Harry: ((Coughs.))
- 0266 Jenny: And then the other two (were)
- 0267 (1.0)
- 0268 Harry: So that was the general (.) idea of it. >As you say< a physical
0269 (.) er (0.5) feeling
- 0270 [
- 0271 Jenny: Experience=
- 0272 Harry: =that you get when you make particular sounds, and various
0273 ways of detecting that and communicating that. And ER (.)
0274 just reminding myself (.) by looking at this, E:M, there are
0275 seven mo:des talked about. And (.) there are >basically< seven
0276 ways of using (.) the chart, which I shall read because I don't
0277 carry it around in my head. E:m (.) in the first one th- (0.5) the
0278 teacher gives a mo:del and the learners try it, and then the
0279 teacher points to the (.) thing. Which is basically what I just
0280 did.
- 0281 Jenny: Huh huh.
- 0282 Harry: Either by mime (or you just make a sound),
- 0283 Paul: Mm
- 0284 Harry: You might say /i:/ and you point to it.
- 0285 Paul: Mm
- 0286 Jenny: Mm
- 0287 Harry: (presentation or something)
- 0288 Jenny: Huh huh
- 0289 Harry: EM, the second one teacher points and learner speaks, (5.5)
0290 (Sort this one out here.) So these are not necessarily in order.
0291 °Em these are just°
0292 (0.5)
- 0293 Jenny: Different wa:ys of
- 0294 [
- 0295 Harry: I get the impression you can just do it=
- 0296 []
- 0297 Jenny: Yeah yeah
- 0298 Harry: =when you feel that it's it's appropriate
- 0299 [
- 0300

- 0301 Jenny: it's appropriate at that moment=
 0302 Harry: =Yeah=
 0303 Jenny: =Mm
 0304 Harry: Em, the third one is (.) teacher speaks and learner points.
 0305 (1.0)
 0306 Jenny: Who says the sounds later on.
 0307 []
 0308 Paul: ()
 0309 Harry: Later on (they can speak).
 0310 Ed: Mm
 0311 Paul: Don't see why you can't () these in your heads.
 0312 Harry: HEH HEH heh heh
 0313 Keith: Heh heh
 0314 (0.5)
 0315 Harry: In the fourth one the learner points and the teacher speaks,
 0316 (2.0)
 0317 Jenny: *(The)°=
 0318 Harry: =So it's sort of (.) 'What does that sound like?'
 0319 Jenny: Mm
 0320 Harry: You have to do it. (3.5) 'You' being the teacher in this case.
 0321 And fifth one learner speaks teacher points. Tha- that
 0322 was quite a useful one I thought.
 0323 []
 0324 Jenny: Mm
 0325 Jenny: Yeah.
 0326 Paul: Mm
 0327 Harry: Because he's obviously very familiar with this, (1.0) which (.)
 0328 I'm certainly not that (familiar).
 0329 Ed: ((Coughs.))
 0330 Harry: Ahm, but he'd got to the point where if they were getting it
 0331 not quite right, he could sort of hover in between=
 0332 Jenny: =Mm=
 0333 Harry: =while- 'It's a combination of those three;'
 0334 Ed: ((Coughs.))
 0335 Harry: So as they adjusted it he could actually (.) point the pointer to
 0336 the:
 0337 Annette: Huh huh
 0338 Harry: If they were going further away he'd go to that one. So that if
 0339 you're good at it I mean there was sort of
 0340 []
 0341 Jenny: It was very helpful. .
 0342 []
 0343 Annette: That's a very interesting little
 0344 awareness raising thing for the students.
 0345 []
 0346 Harry: Mm. Yeah. () that. It
 0347 doesn't need the teacher to know *what's er*
 0348 Annette: Yes hehe=
 0349 Harry: =going on. AND,
 0350 Jenny: And he did a nice demonstration of going to- tea at

- 0351 Buckingham Palace.
- 0352 Harry: Mm
- 0353 Jenny: Where the Queen would say (1.5) when thy'd had tea /djunt
0354 gju:/ >It was worse than that. It was=
- 0355 Harry: 'Oh no /djunt' gju/.
- 0356 Jenny: () It wa- it was a tri- triphong.
- 0357 Harry: Huh
- 0358 Jenny: All the way up the chart.
- 0359 (2.0)
- 0360 Harry: Actually it wasn't that one was it? He- he was actually doing
0361 it as we were-
- 0362 Jenny: Mm
- 0363 Harry: Copying. We were following what he did with the pointer,=
0364 Jenny: =Right=
0365 Harry: =and it just came out naturally as /OUJU/no
0366 /djunt gju/.
- 0367 [
- 0368 Annette: °/djunt gju::/°
- 0369 Paul: Hahaha
- 0370 Annette: Hehe
- 0371 Harry: Yeah well. (1.5) Yes he finished the thing by (.) pointing out
0372 'bye bye'. Heh heh heh
- 0373 Annette: Heheh heh
- 0374 Harry: He'd obviously done it lots of times as well. Hehe
0375 []
- 0376 Jenny: Yeah.
- 0377 Harry: And had it sorted E::m, which one's that? Learner speaks
0378 and teacher (.) points. (1.0) E:r, learner points and learner
0379 speaks, is the next. (2..5) If I've got it right. In class you've
0380 got to say whether they're right or not, I suppose.
- 0381 Jenny: Mm
- 0382 Harry: This is what I think I'm saying, is- is that right?
- 0383 Jenny: (Also) have differences between the learners themselves.
0384 (The) French and the Spanish and the Japanese all (.) having
0385 got rather different (.) er approaches to (learning to) produce a
0386 sound.
- 0387 Ed: Hah
- 0388 Harry: Mm
- 0389 Jenny: And they can start to home in on it and can identify how-
0390 the variety of this sound tends to feel. (That they produce)
0391 can be:.
- 0392 Annette: Huhuh
0393 (1.5)
- 0394 Harry: Mm (2.5) Well that la- g- guess what that last one is.
- 0395 Ed: Haha
- 0396 Harry: Which one haven't I said?
- 0397 Paul: Er (.) neighbour points.
0398 ((General laughter.))
- 0399 Harry: No no neighbours in this. No.
- 0400 Jenny: ((Clears throat.))

- 0401 Harry: Learner speaks and learner points so exactly the same one but
 0402 the other way round.
 0403 (1.0)
 0404 Jenny: Yeah.
 0405 Harry: Mm (I guess they can) just point and then say it or try and say
 0406 it and then point. What the difference is, (1.0) is not clear to
 0407 me >at the moment.<
 0408 (1.5)
 0409 Paul: So you can see why he doesn't like the words then?
 0410 Ed: ((Coughs.))
 0411 Paul: Because if it has the words there then all those are redundant.
 0412 (1.0) A lot of those exercises are redundant.
 0413 Harry: Yes.
 0414 Paul: Because
 0415 Harry: Yeah.
 0416 Jenny: Mm
 0417 Paul: So that's his basic premise.
 0418 Jenny: No his basic premise is that that is distracting.
 0419 Harry: Mm. Yes I mean I think he had reasons=
 0420 Paul: =Well I mean YEAH and it wou- (.) I mean and
 0421 a lot of those exercises would=
 0422 []
 0423 Harry: And with a lot of the- yeah
 0424 Paul: =have been invalidated by
 0425 Harry: Yes because if they jump to conclusions,
 0426 Paul: Yeah.
 0427 (5.0)
 0428 Harry: That was more or less it
 0429 []
 0430 Jenny: Mm, it was then we got into groups
 0431 and and did some little activities didn't we.
 0432 Harry: Mm (0.5). It was () where he (finshed). And it started at
 0433 six.
 0434 Annette: At six?
 0435 Jenny: Oh yeah.
 0436 Annette: Oh
 0437 Harry: Yeah. It didn't seem that long.
 0438 Keith: Can I ask do these always start at six?
 0439 Jenny: Mm yes.
 0440 Harry: Why do you ask (). Heh heheh
 0441 Keith: ()
 0442 Annette: It's usually only six to seven though isn't it?
 0443 Keith: Ah that's okay if you can get away straight away=
 0444 Annette: =It's usually not more than an hour
 0445 Jenny: And you've been invited to dinner.
 0446 Keith: Oh I didn't know that. Oh
 0447 Harry: ()
 0448 Keith: There's a () and I've got to be back here for eight (0.5)
 0449 o::h, thanks for telling me. Back here for eight. For eight. So if
 0450 I leave at seven I can get back at eight.

- 0451 Paul: Oh
- 0452 Keith: Mm yeah.
- 0453 (0.5)
- 0454 Keith: I must give her a ring.
- 0455 Harry: If- if- yeah.
- 0456 (1.5)
- 0457 Keith: Knock that into my head.
- 0458 Ed: ((Coughs.))
- 0459 Harry: Mmm. Yeah.
- 0460 Keith: Start promptly. And not say very much.
- 0461 Harry: Heheh
- 0462 Keith: That's about the size of it, innit?
- 0463 Harry: And not allow any questions *afterwards*.
- 0464 Keith: No. Mmm
- 0465 Jenny: There was another little activity where he mimed the sound
0466 and the student had to (.) identify on the chart the sound. Not
0467 just make it but actually find it. And they had to find whether
0468 it was a single sound or a diphthong. That was
0469 another (.) discriminating activity
0470 [
- 0471 Harry: () the last() yeah.
- 0472 (1.5)
- 0473 Jenny: Which was (.) quite doable.
- 0474 Harry: Mm
- 0475 Jenny: Not (.) for men with a drooping moustache.
- 0476 Harry: Mm [Harry has a drooping moustache.]
- 0477 Jenny: Which (.) got in the way a bit.
- 0478 Harry: He didn't- he didn't actually s- (.) get us to to identify on the
0479 chart but it was just a- one sound or two sounds.'
- 0480 Jenny: Uhuh
- 0481 Harry: And () different. (2.0) And you can actually see it quite
0482 easily, jus- just from the lips.
- 0483 Jenny: Mm
- 0484 Annette: Mm. So it's things like ().
- 0485 Harry: Have a go. You're sitting opposite. ((Jenny stretches face with
0486 fingers.)) (3.0) If you heard it, hehe. It *wasn't supposed* to make
0487 *that sound* actually.
- 0488 (0.5)
- 0489 Annette: /ai/
- 0490 Harry: Oh you're actually identifying as well yeah.
- 0491 Annette: Yes It's () /ai/ not /ei/.
- 0492 Jenny: Mm
- 0493 Harry: Well yeah.
- 0494 Jenny: Mm
- 0495 Annette: Mm
- 0496 (2.0)
- 0497 Harry: Mm. And it it wo: rks.
- 0498 Jenny: Mm
- 0499 Annette: Yeah.
- 0500 Jenny: Yes it does work. (0.5) Then when you identify how your

- 0501 tongue's moving back to front (.) and the consonants are now
 0502 at the front ((shows shape of mouth)) to /s/ to /ʃ/ (0.5)
 0503 (down) it was much easier to illustrate tongue movements on
 0504 unvoiced (.) than on voiced consonants, which was an
 0505 interesting one if you're demonstrating to students the tongue
 0506 positions. (Doesn't work) nearly so well if you use it for the
 0507 voiced ones.
- 0508 Harry: () different principle.
 0509 Jenny: Mm
 0510 (0.5)
 0511 Jenny: /S/ If you do a /ð/(.) /s/ ((Coughs))
 0512 Ed: ((Coughs.))
 0513 Jenny: It's not as easy (.) to feel the tongue movements as if you do
 0514 (/ʃ/) /s/ /ʃ/
 0515 (7.0)
 0516 Jenny: *It's just a s- small teaching point,*
 0517 Annette: Yeah=
 0518 Jenny: =to demonstrate
 0519 (4.0)
- 0520 Harry: The o- there's an obvious question which somebody there
 0521 asked. Well not question but (.) worry about all this. (2.5) *I
 0522 mean wou- would any of you want to go into the class and do
 0523 that sort of thing? I wouldn't.* He hehehheh
 0524 [
- 0525 Paul: No: and there's another
 0526 thing I mean- when you say 'It's difficult to teach something
 0527 when you're doing voiced and unvoiced, em but I mean
 0528 () you're teaching things which are teachable. hhhh
 0529 Harry: Yeah.
 0530 Paul: Teaching because you can explain them. But what happens
 0531 when you (have problems) with voiced things. I mean
 0532 [
- 0533 Harry: No: th- the
 0534 point about that is (.) the principle is the same.
 0535 Paul: Yeah.
 0536 Jenny: Mm
 0537 Harry: I mean it's just the same. It's just that one of the better=
 0538 [
- 0539 Jenny: It's just that if you want to (.) demonstrate=
 0540 Harry: =examples
 0541]
- 0542 Jenny: = to the students.
 0543 [
- 0544 Paul: Oh I see=
 0545 Jenny: =Then you just say these are the same. The same thing's
 0546 happening to your tongue with the voiced ones but it's
 0547 [
- 0548 Harry: Not so
 0549 much=
 0550 Jenny: =not so noticeable.

- 0551 (1.5)
- 0552 Jenny: And he did things like (.) getting- there were some foreign
0553 students in the audience (.) who were there (.) em and (.) who
0554 had problems with pronunciation. He got them to (.) em come
0555 out and say the sound they were having a problem
0556 identifying. Very slowly.
- 0557 Harry: Mm
- 0558 Jenny: And then when they said it very slowly they themselves found
0559 it easy to identify which sound it was. So when you said
0560 'What's the difference between (.) 'feather', the /ð/ in 'feather',
0561 is it the same sound as the /ð/ in 'the'? And she thought it
0562 wasn't.
- 0563 Harry: Yeah.
- 0564 Jenny: So:: he got her to (.) say the sound, she had great difficulty
0565 saying a consonant slowly she could say a vowel slowly
- 0566 Harry: Mmm mm.
- 0567 Jenny: Lengthened. But not a consonant.
- 0568 Harry: (But)
- 0569 Jenny: But when he eventually persuaded her to- to lengthen a
0570 consonant say it slowly, she could identify that she was
0571 making the same sound.
- 0572 Paul: Good.
- 0573 Jenny: It was quite another interesting little (.) technique too. °And a
0574 useful one.°
- 0575 (1.0)
- 0576 Jenny: Then we had a(.) sort of game in a group at the end when we
0577 had the chart without the words and we had to quickly try to
0578 spell out:t (.) phonetically words to each other=
0579 Annette: =Yeah=
0580 Jenny: =and round (.) the group guess. *We all fell down*
0581 with schwa *all the time*.
0582 [
- 0583 Harry: Yes.
- 0584 Keith: Heheh
- 0585 Annette: Ye:ah.
- 0586 Jenny: Some body did 'simple', and we had a big argument=
0587 []
- 0588 Harry: Whether there should be one.
- 0589 Jenny: =as to whether there was a schwa 'e' before the 'l' in 'simple'
0590 and then similarly 'bottle', we're st- we're still arguing about
0591 that one. So: next week (.) someone can give a (.) dissertation
0592 on schwa.
- 0593 Keith: Hehehehe.
- 0594 Harry: The answer is according to () that there's a (.)
0595 []
- 0596 Ed: ((Coughs))
- 0597 Harry: little mini () you know (where you've got)
0598 []
- 0599 Ed: Yeah. You see something] don't
0600 you to denote that between the /t/ and the /l/

- 0601 Paul: Now I've always thought, >I mean maybe this is me being
 0602 ignorant< I've always thought that that (.) that means that you
 0603 do:n't have to put it in but you can if you want to, because >as
 0604 I was saying before,<=
 0605 Harry: =I presume it's explained in the front of a dictionary.
 0606 []
 0607 Paul: It's
 0608 Paul: ER if you say (.) people, (.) if you put (.) 'ple' together you
 0609 naturally >that's what I've< always thought but maybe I'm
 0610 wrong.
 0611 Jenny: I thought you (said you so-)=
 0612 Paul: =Because you sometimes see::
 0613 []
 0614 Harry: Yeah that's what I thought=
 0615 Paul: =If you have alternative things you sometimes see (.) a schwa
 0616 or something else below it. *You can have alternatives.*
 0617 Harry: Well I- I- I've always
 0618 []
 0619 Jenny: (which one.)
 0620 Paul: Differences. Alternatives.
 0621 (2.5)
 0622 Jenny: (Couldn't they ?)
 0623 Harry: *Yeah I guess so.'
 0624 (1.5)
 0625 Harry: Er Er my guess would be that it's (.) somewhere (.) that it
 0626 indicates that it's somewhere between
 0627 (3.5)
 0628 Jenny: Oh
 0629 Paul: 'ple' if you say 'ple',=
 0630 Harry: ='peop/ɔ/l.' People. ()
 0631 []
 0632 Ed: Right. I don't think they actually use
 0633 that little (.) mark as part of the: IPA symbols=
 0634 Paul: =No it's not. I- I- I- er=
 0635 []
 0636 Ed: See the
 0637 Ed: Another er=
 0638 Paul: =I::=
 0639 Ed: =Is it? I've never actually seen it in an I- you know
 0640 Paul: No.
 0641 Ed: ((Coughs.))
 0642 Harry: Well it's not in the dictionary.
 0643 []
 0644 Ed: DICTIONARY
 0645 Paul: *Is it IPA at all?* (2.0) See my point is if you say (.) 'p' and 'l'
 0646 all together 'ple' >I mean< maybe it's for English people that
 0647 the schwa naturally comes.
 0648 Harry: Yeah you can't really avoid it.
 0649 Paul: So that (.) an- and a little one- I've seen alternative (.) vowel
 0650 sounds where you have (.) one on top of the other, and it's

- 0651 clearly not a mixture between the two- two. So that (.)
 0652 anything above is an alternative.
- 0653 Harry: Yeah.
 0654 Paul: And I think it's a- (in a)
 0655 []
 0656 Keith: It's (). I guess you're right. I mean you
 0657 can't avoid it with 'people' but with /botl/, /bokl/ or /botl̩/.
 0658 /botl̩/ or /bokl/ are both acceptable aren't they? °/botl̩/°=
 0659 Jenny: =The thing that came up last night was that we had (.) 'simple'
 0660 and he said obviously we could 'simplify'.
- 0661 Keith: Yeah.
 0662 Paul: Yeah.
 0663 Jenny: There's- there's no schwa there at all, it's gone.=
 0664 Paul: =Yeah.=
 0665 Ed: =No there is schwa, because if you didn't have schwa cos
 0666 you'd say /simpl /.
- 0667 Harry: Yeah. >That's exactly (what I'm saying)<
 0668 []
 0669 Jenny: (Then)
 0670 Ed: I mean I would write schwa /\ / (.) with that 'simple'=
 0671 Jenny: =Yes I would.
 0672 []
 0673 Ed: and 'bottle'.
 0674 Jenny: 'Simple' I would, 'bottle' I=
 0675 Keith: ='Bottle'=
 0676 Jenny: =I'm not sure about=
 0677 Keith: ='Bottle' doesn't have to have it. /botl/ /bokl/=
 0678 []
 0679 Paul: Is it-
 0680 Paul: =Is it possible to say 'bo /tl̩/'?
 0681 Keith: >Yeah but /botl̩/. What's wrong with that (.) /botl̩/?
 0682 (0.5)
- 0683 Keith: There's no- cos there's no schwa cos that would (take)
 0684 []
 0685 Jenny: The problem is (the distance in your) mouth () the=
 0686 []
 0687 Paul: If the:::
 0688 Jenny: =/l/
 0689 Keith: My tongue isn't moving in that so there can't be one can there?
 0690 /bokl/.
- 0691 Harry: Ca- Can you actually say the- the /ul/ sound without=
 0692 [] []
 0693 Keith: /bokl/ /botul/
 0694 Harry: =making it voiced?
 0695 (1.0)
- 0696 Paul: We come back to my experiment when I tried to say=
 0697 []
 0698 Jenny: the distance-
 0699 Paul: ='Tokyo' without making an /i/ sound when I was a kid. >I
 0700 used to go around saying< /Tokjo/ /Tokjo/.

- 0701 Jenny: The distance between /i/ and /ul/ (.) is shorter than the=
- 0702 [
- 0703 Paul: 'n this was during Tokyo Olympics. 'n I was=
- 0704 Jenny: =distance between /\ / and /ul/, (.) I think that's
- 0705]
- 0706 Paul: =fascina- obviously I -
- 0707 Keith: Yeah.
- 0708 Paul: I had er even then I had a calling for pron unciation problems.
- 0709 [
- 0710 Keith: HahaHa haha
- 0711 [
- 0712 Harry: Ha Ha.
- 0713 Harry: Which is what () clear though. Which is the way
- 0714 they say it.
- 0715 Paul: /Tokjo/
- 0716 Harry: 'Tokyo.'
- 0717 Paul: /Tokjo/ But it's impossible not to make the /i/ sound (.) by
- 0718 the /k/.
- 0719 Ed: But what's- what's the word when each phoneme has got (.)
- 0720 three e:m (.) tch >different ways of saying each phoneme.<
- 0721 Helen: Oh sorry. [Referring to inadvertent action.]
- 0722 Ed: When each- for example /p/,
- 0723 Paul: Oh yeah ()
- 0724 Ed: has got two different parts=
- 0725 Harry: =Yeah I know what you mean.
- 0726 Ed: So it depends which e:r tch (0.5) you use.
- 0727 []
- 0728 Harry: (° °)
- 0729 Ed: So e:r yeah. What's it called e:r
- 0730 Harry: (Can't quite recognise it.)
- 0731 Paul: E:m
- 0732 Keith: (Quite) a few years ago since I came across that word whatever
- 0733 it was!
- 0734 Harry: Yes there is a word. You're right.
- 0735 Ed: So it depends which one it is- e:r I mean (.) if I- if I had e:m a
- 0736 phonemic script e:r which er without the schwa: I would s-say
- 0737 /botl\ / because I would choose that (.) one of the three /l/
- 0738 sou:nds=
- 0739 Harry: =Yeah=
- 0740 Ed: =as my=
- 0741 Keith: =Right=
- 0742 Ed: =interpretation of /l/ of that phoneme. /l\ / (neutral.)
- 0743 Harry: Yeah.
- 0744 Ed: Depending on- on the environment the letter's in, it can be one
- 0745 of three different pronun ciations
- 0746 [
- 0747 Keith: Yeah () yeah=
- 0748 Ed: =That's why I would put the schwa there.
- 0749 Harry: The word for variations on a phoneme.
- 0750 Annette: ((Coughs.))

- 0751 Ed: I'll think of the word in a minute. (Some of these-)
- 0752 Annette: Hah hah ·hh
- 0753 Keith: I won't that's for sure.
- 0754 (0.5)
- 0755 Harry: These two sounds a::re
- 0756 (5.5)
- 0757 Harry: ("That'll bother me now.")
- 0758 (2.0)
- 0759 Jenny: But he gave quite a nice visual dictation of this to=
0760 [] []
- 0761 Paul: (If it is) it's a clarification
- 0762 Jenny: =students as we:ll (.) as we were doing in our groups and just
0763 pointing to the chart. (0.5) /a/ and students had to (1.0) it
0764 could be an unfamiliar word that they were about to be
0765 presented with >as well< they had to work out how to spell it
0766 or use the dictionary to work out how to spell. Or they just
0767 () these. Or they were presented with new vocabulary
0768 that was coming up in a text (0.5) there first.
- 0769 Harry: Mm
- 0770 Jenny: Before they saw it (themselves). (0.5) Because he found that-
0771 he felt he found that the words stayed better in the memory.
0772 That way (.) than as a (.) spelled (). 'n he also had
0773 this pau:se thing >didn't he< when he presented (.) sound he
0774 asked people to (5.0) not repeat it just to pause for a moment
0775 and hear it in his voice in their (.) brain,
0776 Harry: (longer.)
- 0777 Jenny: And we DID and we felt that we retained that sound before
0778 we produced it. It was quite a- it sort of burned itself into your
0779 brain. And stayed.
- 0780 Harry: Lots of little things like that
- 0781 Jenny: Mmm. Good little teaching points.
0782 (1.5)
- 0783 Jenny: "Came out of it."
- 0784 Harry: Mm if you're giving the model don't- PREVENT them from
0785 saying it back immediately. "Was his message. Was his=
0786 []
0787 Jenny: Hold it.=
- 0788 Harry: =(keep it) in a bit.
- 0789 Jenny: =and hear your voice and
- 0790 Harry: And then get them to
0791 (2.0)
- 0792 Harry: It seemed that it did work then.
- 0793 Jenny: It did.
0794 (2.0)
- 0795 Annette: Mm
- 0796 (0.5)
- 0797 Jenny: So: we *didn't* buy the book.
- 0798 Ed: Hehehe·hhhh hh·hhh hh
- 0799 Harry: 'Cos it didn't look as good as his talk basically.
- 0800 Jenny: You had to read through a lotta of theory before you got to the

0801 little teaching points. And we: were sceptical enough to think
0802 it would sit up there and we wouldn't (use) it. So (.) what we
0803 thought we'd try and do is (.) just activate some of the teaching
0804 points. That he suggested an- and perhaps have a bit more
0805 courage to work around the chart a bit more. (0.5) And just (.)
0806 use them as little spots in the classroom not whole- he seemed
0807 to do whole segments ([] push) classes quite. ALL=
0808 []
0809 Harry: I'd
0810 rather (just go through)
0811 Jenny: =pronunciation. Hour or something=
0812 Harry: =Yeah.
0813 Jenny: Well- our (feeling) was
0814 []
0815 Harry: I think he got a bit carried off on=
0816 Jenny: =Yes. It would work better if he stopped and highlighted a
0817 problem in the class. Or he presented (.) a word or two. That
0818 way rather than (0.5) spelled out
0819 Harry: Mm
0820 Jenny: Just one- one off two off (^that was^)
0821 Paul: Is that the point which the person rai:sed? (^Is it^) (.) Would
0822 you spend time giving them this.
0823 Harry: E:m. NO it wasn't raised actually strangely enough no the- the
0824 question that was raised which I think is the obvious one was
0825 'What happens when you're not *familiar with it yourself*.'
0826 Jenny: Mmm
0827 Paul: Ha!
0828 (2.0)
0829 Harry: An-
0830 (0.5)
0831 Harry: And he he took that on board=
0832 []
0833 Jenny: It was
0834 Jenny: =Mm
0835 Harry: I mean he was obviously aware that e:r it was a great er source
0836 of (0.5) fear among teachers. (1.5) And e:r one >point about it<
0837 was that if you're afraid (.) it's a bit like dogs, it *communicates*
0838 *itself* to the students. If you're afraid of pronunciation they'll
0839 be afraid of pronunciation as well.
0840 []
0841 Ed: ALLOPHONES
0842 Harry: That's! the one allophonic. Yeah. Hehehe he. I knew=
0843 [] []
0844 Jenny: Yeah. Haha
0845 Harry: =there was a word. Hehe.
0846 Paul: ()
0847 Harry: The::re you go.
0848 Ed: So e::m
0849 (1.5)
0850 Harry: Yeah-

0851 (2.0)
0852 Paul: (Whoops.)
0853 Ed: It affects
0854 (4.5)
0855 Harry: It's a perfect (case) in /buë\n/.
0856 Ed: ((Coughs))
0857 Ed: /buë\n/.
0858 Harry: Yeah.
0859 (2.0)
0860 Ed: Insert a syllable following (the sound)
0861 []
0862 Harry: You need- you need some sort of
0863 sound just to make it into a syllable.
0864 Ed: Mm!
0865 Harry: Yeah.
0866 (1.5)
0867 Jenny: Another point somebody made was that he had been doing
0868 isolated sounds the whole (.) session. And he hadn't once
0869 addressed connected speech. Concatanation whatever
0870 Paul: Mmm
0871 Jenny: E:m. And would he always present it that way or would he (.)
0872 see how words changed once they were (0.5) used frequently
0873 connected with other words and he said of course he would
0874 yes. And they just thought it was he was ()
0875 []
0876 Harry: Perhaps not
0877 immediately but after a (.) possibly he said a couple of
0878 lessons he
0879 []
0880 Ed: Right so he was go- advocating the systematic (.)
0881 approach to teaching that.
0882 Harry: Yeah.
0883 Ed: On a cha::rt.
0884 []
0885 Jenny: >He was more or less yes.< Just thought you'd start with=
0886 []
0887 Ed: Over a
0888 few- over two or three lessons=
0889 Jenny: =two sou:nds or four sou:nds.
0890 []
0891 Harry: Ye ah.
0892 []
0893 Paul: ((Coughs.))
0894 Jenny: And then go over to the next few. And even if the teachers
0895 aren't familiar the teacher would probably get to grips with
0896 two or three- four sounds for instance
0897 []
0898 Harry: Yes. That- that was his answer to
0899 the other 'point' was that e:r don- don't pretend that you
0900 know it. (0.5) There's nothing wrong with going in and

- 0901 saying 'Well I don't know this very well either.'
- 0902 Paul: Mmm
- 0903 Harry: Let's (.) sort it out together,
0904 (3.5)
- 0905 Paul: I mean- wh- what happens when you have people who don- I
0906 mean (.) if you have mixed nationality groups.
- 0907 Harry: °Yeah.°
- 0908 Paul: People who don't have major problems with pronunciation.
0909 In certain areas of the language.
- 0910 Ed: Just home in on the ones that have difficulty. It seems to be=
0911 []
- 0912 Paul: Well that's
0913 =the logical thing doesn't it?
0914 []
- 0915 Harry: Yeah that's the problem=
0916 Paul: =The other people can't do it=
0917 Ed: =Rather than do it (.) to order.
- 0918 Jenny: He was using them as a a resource. °For the others.°
0919 Ed: °Yeah.°
- 0920 Jenny: For the others. (1.0) That's one thing you couldn't go for a
0921 conversation with them (>they'd just<) have to be stopped.
0922 []
- 0923 Paul: No:
0924 Jenny: (Stopped.)
0925 []
- 0926 Ed: Yeah. And at which- at what level would you teach it
0927 systematically. I mean I would- at any level. One=
0928 []
- 0929 Harry: I would
0930 Ed: =particular level, one particular level, >I mean< beginners >for
0931 example< or low level students.
0932 []
- 0933 Jenny: He said right through every level
0934 []
- 0935 Harry: I- I think he was- because
0936 he's a sort of pronunciation enthusiast he'd probably say right
0937 from the start.
- 0938 Jenny: Mm
0939 (4.0)
- 0940 Jenny: He did. He said at every level.
0941 Harry: He did=
0942 Ed: =Every level.
0943 Jenny: °Yeah.°
- 0944 Ed: ·hhh hhhh
0945 (2.5)
- 0946 Jenny: So it was- it was very interesting. It had a lot to do with (.) his
0947 convictions and personality carrying it off.
- 0948 Keith: *Huh!* Yeah.
0949 Ed: That's right. I think you need the method to- you know the (.)
0950 technique to be able to do the teaching. E:r effectively=

- 0951 Paul: =(It's) very interesting
 0952 [
- 0953 Ed: Well I tried it once or twice with) teachers (.) e:r
 0954 and basically the students switched off. I think what you=
 0955 []
- 0956 Harry: Hehe
- 0957 Ed: =need is you need to find something which is practical.
 0958 (0.5)
- 0959 Paul: And which everybody can understand.
 0960 [
- 0961 Ed: Bring it to life. °Yeah.°
- 0962 Paul: E:M I mean one of the problems about using it it looks funny
 0963 anyway. Some thing which is something practical=
 0964 []
- 0965 Ed: Heh
- 0966 Paul: =>for people to do< either holding (). All- all sorts=
 0967 []
- 0968 Jenny: Yeah.
- 0969 Paul: = of things like this. OR OR faking it in so me kind of way=
 0970 []
- 0971 Jenny: Yes
- 0972 Paul: =with the class.
- 0973 Jenny: In fact he did one demonstration without the chart when
 0974 somebody said (.) e:m would it- this work with young kids. Er
 0975 who don't particularly=
 0976 Harry: =°Yeah.°=
 0977 Jenny: =want to connect >with a< chart. (And so he just turned the
 0978 chart over, and a- did it as a a map of the mouth more or less.
 0979 Paul: Yeah.
- 0980 Jenny: Pointing along the chart as if it was (going) through the
 0981 mouth. And just again delegating sounds to students in
 0982 various parts of the body >just< saying you've got /i:/.
 0983 You've got /e/ >or something<, em what's this sound? >°Get
 0984 the rest of the group to read them.°< It's a e:m he said in=
 0985 []
- 0986 Paul: Yeah.
- 0987 Jenny: =that case kids can often do even better at it (.) than adults.
 0988 They don't need the symbols=
 0989 Paul: =Mm
- 0990 Jenny: They can just reproduce the (.) sound that someone's holding.
 0991 Then they have to bring them back together again. (1.0) E:m
 0992 he's not absolutely dedicated to one (). He said he finds
 0993 life easier having (.) a geographic map. To use.
 0994 (1.0)
- 0995 Paul: Does he teach full time himself?
- 0996 Jenny: No (° °). He does all kinds of five day
 0997 phonology seminars,
 0998 Harry: He does a lot of teacher training. How much he does teaching
 0999 students °I don't know.°
 1000 (0.5)

- 1001 Ed: Did he actually develop the alphabet in the first place? (3.0)
 1002 It's somethi- it's such a ()
 1003 (1.0)
 1004 Harry: (° °)
 1005 Jenny: °No it's (.) Gimson (.) or something.°
 1006 Ed: Hah. Yeah. That's it, yeah.
 1007 Harry: It's just like
 1008 [
 1009 Jenny: (It doesn't belong to)
 1010 [
 1011 Paul: WHILE we're on the subject can I::: e:m (.)
 1012 so have you finished talking (.) about it? Because you know
 1013 that there's the: the >hehahuh< (.) there's the e:m
 1014 [
 1015 Yeah.
 1016 Harry: >Have you done?<
 1017 Paul: MET (5.0) <Is it?< er MET phonetic cross word, which I=
 1018 []
 1019 Jenny: word.
 1020 Paul: =have- I have done a couple of times >actually.< Has anybody
 1021 else done it?
 1022 Harry: No.
 1023 Jenny: Not with (groups)=
 1024 Paul: =E:R it's- it's got a couple of problems in it. It doesn't
 1025 actually work all the time.
 1026 []
 1027 Jenny: There's the: (.) DIP thongs (and)=
 1028 Paul: =It's the funny /ai/. It's the funny /i/. There's the- there's
 1029 the- the /i:/ and the /i/ and the (.) E:m /i/ /\/. Points to a
 1030 phonetic chart. (Half rises from seat and exaggeratedly points
 1031 at chart.))
 1032 Harry: Heh
 1033 Keith: Haha ha ha
 1034 [
 1035 Jenny: Hah
 1036 Paul: ((Pointing)) There's that one that one and that one and there's
 1037 some of those things a- where he's got them as tho- those they
 1038 should really be the /i/ sound. °There's a couple of
 1039 problems.° But it does get people (.) genuinely addressing
 1040 sounds. And you hear them saying it °to themselves°.
 1041 Harry: Mmm
 1042 Paul: So: it's almost perfect. It almost adds a little bit (.) to it (.) but it
 1043 doesn't quite work. Because- and a a fairly (.) ()=
 1044 []
 1045 Jenny: (°Okay°)
 1046 Harry: ()
 1047 Paul: =vowel sound. People will say well I personally think that's
 1048 wrong but it has to be there to fit in with this because it's a
 1049 crossword. And actually it does work quite (.) nicely. You
 1050 hear- people making lots and lots of sounds,

- 1051 Jenny: On a similar tack
 1052 [
- 1053 Paul: to themselves.
- 1054 Jenny: Yes. He suggested a homework where you read a passage in
 1055 class. He sometimes sets (.) the group to find (.) all the words
 1056 they can in the text they read which are >()=
 1057 []
- 1058 Harry: ()
- 1059 Jenny: =through (.) those sounds. It's quite nice. When new words
 1060 here (.) have got those sounds in them which makes- make
 1061 sounds (). As long as it's not a big (session) it's
 1062 good.
 1063 (4.5)
- 1064 Paul: Bu- but wh- what you do notice when- when you're doing this
 1065 (.) thing, e:m er that's similar to a crossword, people are
 1066 always having to: unlearn things before they can do it. Er you
 1067 have people e:r who () they pronounce a word, and
 1068 then they have to analyse the word, e:m (1.5) and then point to
 1069 the chart. (>to be absolutely right.<) But in fact they
 1070 pronounce it perfectly but they can often make a mistake in
 1071 the writing of the phonetics.
- 1072 Harry: Mm ()
 1073 []
- 1074 Paul: That's one of the interesting things about it. You
 1075 can actually say a word quite well. Oh yes yes I know.
 1076 [] []
- 1077 Annette: We do that (). We're the
 1078 () to.
- 1079 Paul: But I mean that's the thing, I mean I mean that's- you have to
 1080 go through that process >a lot of the time with<
 1081 pronunciation.
- 1082 Harry: Yes.
- 1083 Paul: A:nd it can be quite unsettling. But on- this with the- with the-
 1084 crossword 'it's actually.' It doesn't matter because it's a >sort
 1085 of< fun thing. But it's an interesting thing to watch people
 1086 saying a word perfectly, (0.5) so they have no pronunciation
 1087 problems with it at all, but it dr- it draws attention
 1088 []
- 1089 Harry: you can work out (.)
 1090 what they're doing.
- 1091 Paul: Yeah.
- 1092 Harry: And why.
- 1093 Harry: Ba-
 1094 (3.0)
- 1095 Ed: The other thing I think I feel like teaching er individual sounds
 1096 like that is that e:m (.) sometimes I I just get the (.) feeling that
 1097 the students are a bit edgy about all this a bit.
- 1098 Paul: Mm
- 1099 Ed: You know, so you're imposing something on them. E:m the
 1100 kind of cultural thing (of) the student teaching at a:ll (with) th-

- 1101 the language, but (.) you know=
 1102 Harry: Yeah.
 1103
 1104 Ed: You're trying to give this impression well I'm doing something
 1105 special I've got all these special sounds
 1106 Paul: Huh!
 1107 Harry: Hehehe
 1108 Jenny: Especially the French.
 1109 Annette: 'Haha.'
 1110 Ed: And e:r you know. 'Wait a minute we don't want all this. We
 1111 just want to learn the language don't want all this e:r extra
 1112 baggage, and er our language has got lots of strange sounds
 1113 too you know
 1114 Harry: Hehe heHE
 1115 [
 1116 Ed: And I get a bit of a:: e:r I e:m I kind of slightly
 1117 []
 1118 Harry: >Oh yes.<
 1119 Harry: I think (.) that people actually: hang on to their pronunciation.
 1120 There's an identity thing.
 1121 Ed: Mm.
 1122 Paul: Ooh yeah. I mean there might be=
 1123 Harry: =National and individual.
 1124 Ed: Yeah. Yeah. 'That's it.'
 1125 Jenny: Course they do.
 1126 Paul: I always ask people (.) do they want to speak English? Exactly
 1127 like an English person. ((Tape turned over.)) really good
 1128 English. I personally wouldn't () I mean I- I
 1129 would like to hear (.) the origin of someone (.) whe- when
 1130 they're speaking the language. Like you can tell when
 1131 someone comes from (.) Yorkshire, or (.) Norwich [where
 1132 Harry comes from]. 'Just about from Norwich.' And er
 1133 Ed: Yeah.
 1134 Paul: I I think that so- so that you speak so that people don't know
 1135 that you're foreign, is er something which I personally think is
 1136 a bit of a shame.
 1137 Jenny: I think that's changed. We used to try and get them to speak
 1138 up=
 1139 Paul: =N- no but it's actually no not wha-=
 1140 Jenny: =It's quite accept able in foreign stud ents
 1141 [] [
 1142 Paul: Yeah But ASking pe-
 1143 asking foreign students themselves, that's why I ask them.=
 1144 []
 1145 Jenny: Mm
 1146 Jenny: =Mm always.
 1147 [
 1148 Paul: A- lot of them say 'Oh (yes I)
 1149 Ed: ((Coughs)) Especially using a kind of stick of some kind and
 1150 pointing it. You know it's (0.5) it's a bit dogmatic innit as

- 1151 Ed: though °you know ooh° YOU WILL GET IT RIGHT
 1152 []
- 1153 Paul: We::ll I mean (I suppose it's just a) matter of style.
- 1154 Harry: Mmm
- 1155 Paul: Yeah. You don't have to use a stick do you?
- 1156 Jenny: Can't reach it without.
- 1157 Paul: ()
- 1158 Harry: Heheh
- 1159 Keith: HAHhah
- 1160 Harry: (With a) torch. (1.5) But it's >actually< the- the only time I've
 1161 ever (0.5) had anybody (.) cry in a *lesson*. (.) °was when I was
 1162 doing °pronunciation.
- 1163 Keith: HahaHAH!
- 1164 Harry: Well you know who it was=
- 1165 Paul: [Name]
 1166 = []=
- 1167 Jenny: Yeah.
- 1168 Harry: =You can probably guess, can't you.
- 1169 Paul: Yeah.
- 1170 Jenny: It was [name].
- 1171 Harry: [Name] that (definitely) just (1.0) em (0.5) well she just
 1172 couldn't get it. AND (.) *ts* she suddenly started crying and I
 1173 thought no forget it. Heheh! It's not worth it!
- 1174 Paul: ()
- 1175 Jenny: () that in ()
 1176 []
- 1177 Keith: Who cares.
 1178 []
- 1179 Ed: (bit of a burden.)
- 1180 Harry: Heheh
- 1181 Ed: ((Coughs))
 1182 (2.0)
- 1183 Ed: Not me — I use it mainly as a (.) sort of (out)
 1184 individual sounds, particular nationality and also as a general
 1185 awareness-raiser, °you know° (point out) 'There are forty-four
 1186 sounds and twenty vow-' but don't (.) you know=
 1187 Jenny: =Right=
 1188 Ed: =ram it it and say 'Well that's it, and er'
 1189 Paul: You just say there are forty-four this and thirty-
 1190 Keith: HAHAhah
- 1191 Ed: Because EM if you do insist on getting vowel sounds like you
 1192 say 'Well look there are twenty, and they're all si- you know
 1193 similar so it's quite hard to get but- rather than do every
 1194 individual sound °you know°
 1195 (2.0)
- 1196 Harry: I do sometimes also (0.5) what (.) does happen sometimes is
 1197 that people concentrate on a particular problem (.) and get a
 1198 bit obsessed with it and it actually makes it worse, (1.0) not
 1199 better. Though I suppose if you do it properly. Like eh (0.5) °I
 1200 mean°

- 1201 Ed: This week I pointed out to Junko I () two sounds the
 1202 /r/ the /r/ /l/. The /r/. I tried to point out to her the tongue
 1203 position. Of the /r/ and /l/ on the poster thing, and then the
 1204 /w/. And she says 'mm' she said you know because she had
 1205 to e:m (0.5) it was very practical what I said to her though.
- 1206 Harry: Yeah=
 1207 Ed: =I-I just demonstra- just try and demonstrate and then actually
 1208 try and demonstrate on th- on the mouth position on- with
 1209 the=
 1210 Paul: =Yeah=
 1211 Ed: =diagram in the classroom.
- 1212 []
 1213 Paul: The thing about about (.) well I mean a- th- with
 1214 /w/ I mean I () one of the tricks I mean I've (.) the way
 1215 with /w/ is that you make a /u/ sound before it
 1216 Ed: Yeah
 1217 Paul: So you /uwa/=
 1218 Ed: =Oh yeah=
 1219 Paul =And the mouth naturally does the /w/ because (.) they start
 1220 too far into the movement anyway. Then just get down to
 1221 suppress the /u/.
 1222 Ed: Oh right yeah.
 1223 Paul: So you get /uwa/ and then
 1224 Ed: Em
 1225 []
- 1226 Harry: Well that's a case where (.) it's (.) just putting your fingers on
 1227 your lips will do that. If you can feel the /u/ feel your lips
 1228 going out then you've got it.
 1229 Paul: I think there are different systems. But I mean it's all should
 1230 be based on practicality.
 1231 Ed: Mm
 1232 Harry: Yeah
 1233 Jenny: I think (>what people<) are saying is there is too much theory
 1234 possibly (.) and we're all talking about how you produce
 1235 the sound and (.) a bit more theory could have included the=
 1236 []
- 1237 Paul: Yeah
 1238 Jenny: =movements=
 1239 Paul: =Mm=
 1240 Jenny: And the feelings.
 1241 []
- 1242 Paul: () right?
 1243 Jenny: Yeah. Are what matters. Because you actually have to feel
 1244 what's happening in your own mouth. (3.0) Shall we move on
 1245 or we won't finish this today.
 1246 []
- 1247 Paul: The problem is really that the voice the
 1248 voice
 1249 Ed: Mm
 1250 Jenny: Yeah. Which is what (it says) here. (1.5) E:m (0.5)

- 1251 questionnaires. I've got four. (1.0) hhhh. Are there any others.
 1252 (1.0)
 1253 Paul: Questionnaires. My group (.) didn't finish them
 1254 Harry: Oh there are two? Yes.
 1255 Jenny: Mmm
 1256 Paul: And er I said Please give them in on- on (.) Tuesday.
 1257 []
 1258 Harry: ()
 1259 Jenny: OK
 1260 Paul: OK?
 1261 Jenny: That's fine.
 1262 Paul: >I mean< they didn't finish them, I thought I can't really
 1263 force them to finish them.
 1264 []
 1265 Harry: Yeah
 1266 Jenny: (These) your two?)
 1267 Harry: Er °(probably)°. Yeah.
 1268 Jenny: E:m is there any sort of (.) feedback? I think there is that
 1269 people (.) have had reactions (.) to this as a document that's
 1270 useful. (1.0) I've got a lot of reservations. I felt that
 1271 []
 1272 Paul: It's terribly (.) long
 1273 and hard work.
 1274 Annette: Yes, although I said that to er Antonia and Chul Soon. >I
 1275 said< 'Do you think this is rather long?' And they said 'Yes
 1276 but it's good.'
 1277 Paul: Yes but why was that good? Because they were actually
 1278 getting a lesson out of it.
 1279 Annette: No. They no th- they because they felt they wanted to=
 1280 [] []
 1281 Paul: Yeah []
 1282 Harry: They valued being
 1283 asked.
 1284 Annette: =answer these questions and that their (.) answers were going
 1285 to be taken into account.
 1286 Jenny: Amazing number of students who like being asked their
 1287 opinions. (1.0) My feeling is it's too long,=
 1288 Paul: =I think it's far too long.
 1289 Harry: Mm
 1290 Annette: And there are a few questions that are a bit
 1291 [] []
 1292 Harry: And some of the questions are a bit
 1293 Harry: difficult to answer.
 1294 Annette: Yes
 1295 Jenny: I'm not sure of the value of this first page. I think there's so=
 1296 [] []
 1297 Harry: Yeah
 1298 Jenny: =much (.) misconception=
 1299 Harry: =Yeah=
 1300 Jenny: =of what's going on on the first page that it may not be=

- 1301 []
 1302 Harry: Yeah
 1303 Jenny: =valuable information that's coming back.
 1304 Harry: And it's very difficult to analyse.
 1305 Paul: Right.
 1306 Annette: Mmm
 1307 Jenny: Exactly. So: I am going to offer to (.) rewrite it somewhat.
 1308 And also I think we should discuss at what point in the course
 1309 we want to do a questionnaire. The feeling I'm getting from
 1310 other 'FIRST' schools is that this is far too late on. You can't do
 1311 a thing to address any problems at this point. It should have
 1312 been anonymous, it should be any student who's having a
 1313 problem that shows up (.) in the first week or so of the=
 1314 []
 1315 Paul: Mm
 1316 Jenny: =course, er () me or someone else and it's dealt with,
 1317 immediately. (0.5) Then we could do a very very quick one
 1318 right at the end, (0.5) picking up the things like (.) (practices)
 1319 which may not be as easy to pick up in the first week. The first
 1320 week should be the (.) the office side, the teaching side, the
 1321 accommodation side picking up early on so that we've got the
 1322 chance to do something about it if there's a problem. (1.0) So I
 1323 think we're going to end up with two (.)
 1324 Paul: Yeah
 1325 Jenny: very short ones
 1326 Paul: What about the tutorial? I mean they get the tutorial
 1327 []
 1328 Jenny: That should pick
 1329 things up but it doesn't often pick up other=
 1330 [] []
 1331 Paul: Yeah Yeah
 1332 Jenny: =aspects like the social prog ramme that=
 1333 [] []
 1334 Paul: Yeah Yeah
 1335 [] []
 1336 Harry: Yeah Mm
 1337 Jenny: =comes out here, or a=
 1338 Paul: =But=
 1339 Jenny: =or accommodation that-
 1340 Paul: But I- But I mean a- a social programme after the first week,
 1341 would that be
 1342 Jenny: Bit early isn't it=
 1343 Paul: =It's a bit early. I mean maybe just a couple of weeks then.
 1344 []
 1345 Jenny: We could leave that to the end
 1346 Ed: Yeah
 1347 Harry: Not really.
 1348 Paul: No.
 1349 Jenny: Mm. I think it needs a major rethink.=
 1350 Paul: =Do we do them fo:r

- 1351 []
- 1352 Jenny: (I think) I'd be be willing to do that=
- 1353 Paul: =every we don't do them for every short course do we?
- 1354 []
- 1355 Jenny: No
- 1356 Jenny: We're supposed to do them every course, but we don't.
- 1357 Because they're so daunting long I find them (.) too much to
- 1358 photocopy handouts. I think (.) if I can shorten it (1.0) break it
- 1359 into two parts at different points in the course=
- 1360 Paul: =I left my class to do it at ten to ten this morning and I had a
- 1361 tutorial >ten minutes for each one< and °they still hadn't
- 1362 finished by° (.) ten to eleven. So we-
- 1363 Harry: () as they come.
- 1364 Paul: AND THEY worry about (.) what they're going to write, and
- 1365 they think 'How do you spell this word.' (0.5) Given that they
- 1366 have these other concerns as well. >I think it's quite- it's quite
- 1367 °(exacting really.)°
- 1368 Jenny: Their () are definitely worried even more about getting it
- 1369 right.=
- 1370 Paul: =Ye::s. °That's true.°
- 1371 (1.0)
- 1372 Annette: E:m just going back to the social programme, there could be
- 1373 some (.) advantage of doing it at the end of the first week.
- 1374 Although they won't have experienced the social programme,
- 1375 they'll have experienced a little bit of it, and they will've seen
- 1376 what's coming, and (.) that some of their comments could be
- 1377 valuable, (.) e:m like (.) 'Why aren't we going to such and
- 1378 such.' o:r em 'I don't want to do this sort of thing
- 1379 []
- 1380 Paul: Yeah >but I mean< if it- if it's a
- 1381 programme already, then- (.)
- 1382 Harry: Are you then going to change it=
- 1383 Paul: =are you going to change the programme=
- 1384 Harry: =if you're not >there's no ()
- 1385 []
- 1386 Annette: Well, if there was- Well (.) if there was a
- 1387 strong feeling about things then e:r
- 1388 Jenny: Yes.
- 1389 Annette: I mean what happens is we do change the social programme
- 1390 now, e:m when there's discontent o:r (.) not enough numbers,
- 1391 °or something or other° (.) and we could probably forecast
- 1392 that, or do it before the- (.) the problem actually occurs.
- 1393 (3.0)
- 1394 Jenny: Right. I'll have a go at it. (0.5) °Try to (.) break it (.) ()°
- 1395 Paul: I thi- I mean (.) there's just one slight reservation I have about
- 1396 that, I mean if people haven't experienced something yet, (.)
- 1397 they don't necessarily know the value of it, or whether it's
- 1398 going to be interesting or not=
- 1399 Annette: =No.
- 1400 Paul: And there's that aspect as well as

- 1401 [
- 1402 Annette: Yes. I realise that and I- (.)
- 1403 []
- 1404 Paul: Mm
- 1405 Annette: I would say probably have something on (.) the early
- 1406 questionnaire about it, and then something that we can (
- 1407 now.)
- 1408 Jenny: On paper does it look promising?
- 1409 Paul: Well maybe:: something like 'Is there any thing which=
- 1410 [] []
- 1411 Jenny: An:d Or was it just
- 1412 Paul: =isn't on the programme which you would like to be on the
- 1413 programme.'
- 1414 Annette: Mm that's=
- 1415 Jenny: =Yeah. Yes=
- 1416 Paul: Yeah. I mean (d'you be-)
- 1417 [
- 1418 Jenny: ANy suggestions for these questions or (check)
- 1419 questions gratefully received.
- 1420 (3.5)
- 1421 Jenny: Mm
- 1422 (1.0)
- 1423 Jenny: E:r (.) I <feel a bit< awkward about the next bit because
- 1424 Louise's not here. (1.5) She'll be with us next week, but (1.5)
- 1425 the grouping and the timetable. (0.5) I'm- I'm holding a
- 1426 timetable and a group list (0.5) pending (.)
- 1427 Paul: Hhhh! hh!
- 1428 Jenny: perhaps=
- 1429 Paul: =hhh!
- 1430 Jenny: the arrival of one more student. (1.0) Er (.) who hasn't yet
- 1431 arrived. (1.0) Possible Croat of a higher level. (0.5) E:r which
- 1432 would mean tha:t (.) the kind of timetable we've been (.) doing
- 1433 now would have to be broadened out so that (.) Ed didn't have
- 1434 half a group that group became a- a full time full group. (0.5)
- 1435 So it has a skills component and not just a language
- 1436 component. E:m (.) it looks most likely that this Croat is going
- 1437 to come, at least this year maybe next year. So: the suggestion
- 1438 so far is that we hold the timetable we've got at the moment.
- 1439 (1.5) E:m with Ed's group now being (.) Junko and the new
- 1440 Italian, just two of them for language only. And then (.) e:m
- 1441 (0.5) skills join in (1.5) Harry's class. But then this morning (.)
- 1442 Paul suggested that Heimir was really (.) too good at skills for
- 1443 this group and had also to come up to
- 1444 [] []
- 1445 Paul: Yeah. That's what came
- 1446 out of his tutorial.
- 1447 Jenny: Which I think seems a good idea. ()
- 1448 Paul: Yeah. I mean he recognised that your were doing you=
- 1449 []
- 1450 Jenny: (So he's going to)

- 1451 Paul: =were doing two things. You were dealing with him, and you
 1452 were dealing with everybody else.
- 1453 Harry: Yeah
- 1454 Paul: Yeah I mean it's perfectly valid but it's true (a certain)
 1455 and e:r
- 1456 Jenny: With a parallel timetable we can do this as modules that
 1457 people have one=
 1458 *Harry:* =Yeah=
 1459 Jenny: =for the language and one for the skills=
 1460 Paul: =So what did you say to the second bit of that >°I didn't hear
 1461 that.°<
 1462 (1.0)
- 1463 Paul: It- it's about moving Heimir around.
- 1464 Jenny: We said that Heimir's staying here for language but joins (.)
 1465 this (.) group (.) for skills but that- Ed's group will also join.=
- 1466 Paul: =Mm
- 1467 Harry: Yeah
- 1468 Jenny: It might work.
- 1469 Harry: (° will be the same section°)
- 1470 Paul: I'm still a bit nervous about that group as (itself) as it might
 1471 split into.
- 1472 Jenny: Mm
- 1473 Paul: Because ah (.) the (last lot and) Junko are pretty hopeless at
 1474 skills work. (0.5) Further confirmed today °by the stuff that's
 1475 (come out.)°
- 1476 Jenny: Junko our First Certificate candidate.
- 1477 Paul: Mm quite quite quite hopeless. (0.5) To (.) Probably Heimir is
 1478 probably better than (her).
- 1479 Jenny: Mm
- 1480 Paul: Well I'm fairly convinced he is. °I am I'm convinced he's
 1481 better than her.°
 1482 (0.5)
- 1483 Jenny: And the other suggestion you made this morning would
 1484 probably be (.) quite good in some ways but=
 1485 Paul: =Yeah yeah but it's got it's it's yeh hhh
 1486 [] []
 1487 Jenny: (it's got) all the Japanese out
 1488 []
 1489 Paul: Yeah.
- 1490 Having () it's a-
 1491 []
 1492 Jenny: with their problems addressed.=
- 1493 Paul: =It's a problem, but I don't know whether one would (.) think
 1494 it- (.) so taboo it's not worth discussing. °I don't know°=
 1495 Harry: =We've done this before. Junko an:d (1.0) (they said)=
 1496 []
 1497 Jenny: I think they ()
- 1498 Harry: =and they wouldn't.
- 1499 Paul: Yeah. But bear in mi:nd that they should not be in
 1500 the group that () other people as well. AND if=

- 1501 [] []
- 1502 Harry: NO I know
- 1503 Paul: =Heimir goes in there with- with ((name)) °and° (0.5) the
- 1504 problem is that you can't just ignore two people.
- 1505 Harry: No.
- 1506 Paul: °So you have to go for the° pack. (° °)
- 1507 (1.0)
- 1508 Jenny: That is a situation that will change. Monday 9.30 when we
- 1509 feed in an extra half timetable. (0.5) They get one of their
- 1510 own.
- 1511 (3.0)
- 1512 Jenny: E::m. () cover during Autumn three:: (0.5) there are
- 1513 Paul: (° °)
- 1514 Jenny: There are some problems >coming up with< autumn three.
- 1515 (1.0) The main one is Helen. (.)
- 1516 Paul: Mmm
- 1517 Jenny: Who's got exams. (0.5) Resits. Er and she wants a bit of study
- 1518 time. (0.5) So she'll be off from the thirtieth of November (.) to
- 1519 the eighth (.) of December. (.) E:r (.) which I can mostly cover.
- 1520 (1.0) But I've been asked to go down to Inkham for one
- 1521 meeting in that period, (1.0) e:r which will probably be okay if
- 1522 someone like (.) Louise. (0.5) (can cover) this morning so it's
- 1523 (.) we'll have to wait until Louise comes in. Er there's also
- 1524 invigilation for an exam next Tuesday, (.) which I think I can
- 1525 do. °So it's alright.° (1.0) E::m and Ed's off (.) a couple of
- 1526 times (0.5) for exams. Again that probably depends on Louise
- 1527 being able to do a full day those days. (1.0) To come in. So I
- 1528 think we can do it. (0.5) Unless anything crops up that's
- 1529 unexpected. I get called away to do something or somebody
- 1530 gets ill or I have to cover a classrom and cover Helen. (0.5)
- 1531 () a bit tight. (3.5) Mind you it doesn't look too bad
- 1532 at the moment so at leas:t (.) Louise will be available some of
- 1533 the time and I'll be available some of the time, and (.) the other
- 1534 advantage is that we're available at different times. (0.5) So we
- 1535 can pro bably stretch it. Depending what Ed's=
- 1536 [] []
- 1537 Annette: Yes Yes
- 1538 Jenny: = allocation is he might be available extra (.) times as well.
- 1539 (4.0)
- 1540 Jenny: Okay? A.O.B.?
- 1541 (6.5)
- 1542 Paul: ((Pretends to have difficulty speaking. The others look at me.))
- 1543 Keith: >I think we can stop it at this point.<
- 1544 (3.0)
- 1545 Jenny: We didn't take any written minutes did we?
- 1546 Paul: Shh!
- 1547 Annette: Heheh
- 1548 Keith: Well I saw (
- 1549 [
- 1550 ((Loud overlap of a number of brief joking exchanges

- 1551 involving Keith, Paul, Annette and perhaps Harry.))
- 1552 Annette: It's partly because (.) we weren't thinking that we were=
1553 [
- 1554 Jenny: We weren't really
- 1555 Annette: =going to have a staff meeting.
1556]
- 1557 Jenny: =going to have a staff meet ing today.=
- 1558 Annette: =No.
- 1559 Keith: I think it was- I mean most of it was a discussion of that- (0.5)
- 1560 Annette: Yeah
- 1561 [
- 1562 Keith: (without seeing it) you can't really- (.)
1563 []
- 1564 Annette: Yeah
- 1565 Jenny: (That's) there was a range a (free) range of things
- 1566 Keith: I will eventually transcribe all this so if you want the
1567 transcription you're welcome to it. Any of the transcriptions
1568 you're welcome to them.
- 1569 Jenny: I think we might need this one.=
- 1570 Keith: =Pages and pages of 'em yeah.
- 1571 Annette: In fact you normally minute something like that by
1572 saying (.) e:m 'JA HS gave a report on=
1573 []
- 1574 Keith: ()
- 1575 Jenny: =Yes=
1576 Keith: =Yeah. (You see)=
- 1577 Annette: =the teachers' at that mee ting.'
1578 [
- 1579 Jenny: Yeah that's right.
- 1580 Keith: Yeah I could do that. There's no problem I mean when I- think
1581 about it I could transcribe this before the last one (because)
- 1582 Harry: Yeah. Great.
- 1583 Keith: Do it in about (.) twenty hours.
- 1584 Annette: HehA!
Harry: Heh
Keith: Oh dear.

Transcript: Staff Meeting Pen School, 2.12.94

0001 Jenny: Is anybody going to take any minutes?
 0002 Keith: Considering the amount of time it takes before this *will be*
 0003 *transcribed*
 0004 Paul: Can I speak and write at the same time.
 0005 Louise: I don't know.
 0006 Jenny: Would you pass me that ()? (1.0) I think one has to.
 0007 (2.0) Shall we start with the academic bit, the (.) part we
 0008 postponed from last week. (0.5) 'Approaches to teaching
 0009 materials' I've put it down as. (1.0) Narrative tenses and
 0010 everybody was going to- (.) have a little idea or approach, or a-
 0011 (.) piece of material they would like to (.) talk their way
 0012 through. (1.0) Has anybody (.) ready to start °then°.
 0013 (2.0)
 0014 Harry: Well I can start. °If you like.° (0.5) >I got these down<
 0015 because I thought it might be worth (.) putting down
 0016 everything that comes up, from the shelves.
 0017 Jenny: °These yes.°
 0018 Harry: And use this as a (.) a way of building up the (stuff) I think as
 0019 well.
 0020 (0.5)
 0021 Jenny: What are they that you've got down?
 0022 Harry: Oh right these things wot I 'ave got down 'ere,
 0023 Keith: hhhhh ·hhh=
 0024 Harry: =and that- are the *materials files* from the- (.) from the shelves
 0025 up there.
 0026 Keith: Right. Thanks.
 0027 Harry: As referred to in your notes >I've just *given you*.< heheheh
 0028 Keith: E:m In my notes on: (.) I think bookshelf two. I'm not sure °I
 0029 don't know°. Oh yes, I have. Yeah.
 0030 (3.5)
 0031 Harry: Right. (.) E:m
 0032 Keith: (At the end) somewhere.
 0033 (3.5)
 0034 Harry: This is not going to be (.) amazingly (.) unfamiliar to anybody,
 0035 but (0.5) e:m (6.0) basically I thought (.) if we- (.) if we're
 0036 looking for something that can be put into a file that could be
 0037 used by: (.) >temporary teachers or something<. Em (.) what it
 0038 could be::: (.) is a selection of (.) em (.) extracts from books that
 0039 we've got on the shelves here, (0.5) e:m bridged by (.) people's
 0040 own material, (.) er things that provide links between (.) bits (.)
 0041 of material:. (1.0) And which leaves possibilities for going this
 0042 way or that way. I'm sure you (). E:m, (.) there's a
 0043 couple of things that you're probably familiar with, (.) >°you
 0044 familiar with that?°< You know where that comes from?
 0045 (1.5)
 0046 Paul: What is it ()?
 0047 [
 0048 Louise: Leo Jones 'Use of English'.
 0049 Harry: Well done. Well *s*pot^ted.
 0050 Louise: Top of the class

- 0051 Harry: Yeah.=
 0052 Paul: =°I've just found it.°=
 0053 Harry: =E:m (0.5) which (.) I found quite useful apart from the (.)
 0054 visuals, which
 0055 Jenny: =Mm=
 0056 Harry: =often don't work.
 0057 Louise: Mm
 0058 Harry: >Do you find that?< Do you use it yourself?
 0059 Louise: I do use it yeah.
 0060 Harry: Mm. Which- it's quite a good awareness thing=
 0061 Louise: =Mm=
 0062 Harry: =for the- the three: (.) narrative (.) tenses. >The three past
 0063 tenses.< And how they work (.) together.
 0064 Louise: >I think< especially for the- the ones where you make up your
 0065 own (.) er parts of the sentence, (.) for demonstration 'This card
 0066 here.'=
 0067 Harry: This bit.
 0068 Louise: No here.
 0069 Harry: Oh! Yeah the the filling the gaps. Yes.
 0070 []
 0071 Louise: That- >you know< filling the gaps
 0072 Louise: It can throw up some very interesting (.) ideas, and (.) why=
 0073 []
 0074 Harry: and and=
 0075 Louise: =one thing is correct and- (.) yes what's=
 0076 []
 0077 Harry: =what what's wanted and what's not wanted.<
 0078 Louise: =not °want ed.°
 0079 []
 0080 Harry: Yes.
 0081 Harry: °Yes. ()° E:m (.) so. There's that. For a start. The
 0082 other thing that I: (.) °sometimes u::se, is from: (.) er (.) guess
 0083 again. It's an easy one.
 0084 (0.5)
 0085 Paul: Hang on.
 0086 Harry: Yeah. You used it the *other day* to-
 0087 []
 0088 Jenny: ()
 0089 Jenny: What's the book that goes with (.) 'Streamline'?
 0090 Paul: 'Streamline Strategies.'
 0091 []
 0092 Harry: Well it's actually 'Streamine' itself.=
 0093 Jenny: =Oh=
 0094 Harry: =It's 'Streamline Connections.' The green one. (2.5) And in
 0095 fact the unit before this is a- immediately before this?
 0096 Paul: Immediately before yes.'=
 0097 Harry: =Mm=
 0098 Paul: =The: unit was ()
 0099 []
 0100 Harry: >Was also a very good one. It's actually about the

- 0101 Harry: past perfect, (.) but it's got these three: letters about
 0102 embarrassing experiences (.) and obviously uses other tenses
 0103 as well, (.) for the contrast, (.) and (.) now (.) this- here's
 0104 something. This is- something that I understand, (.) and
 0105 probably nobody else *in the world would*. (.) But (.) it could be:
 0106 (.) written out in such a way that (.) other people could use it.
 0107 (0.5) Now it's not (.) material as such, (0.5) but it's
 0108 []
 0109 Paul: It's an
 0110 approach.=
 0111 Harry: =it's an approach. (.) And what it does is actually breaks
 0112 down the- past perfect in this case, er into four different (.)
 0113 uses. An:d I often use it in conjunction with this, (.) having
 0114 gone through that and given examples, and (.) occasionally er
 0115 done the old linear=
 0116 Paul: =°Oh yeah°=
 0117 Harry: =er representation, which went wrong for you-
 0118 Paul: Yeah. >Because< something on it was going the other way.
 0119 []
 0120 Harry: °today.°
 0121 Harry: Yes. People thought (.) that was the future *and that was the*
 0122 *past*.=
 0123 Jenny: =Em=
 0124 Paul: =It's () happened before.
 0125 Annette: []
 0126 It's interesting isn't it?
 0127 Paul: Heheh
 0128 Annette: No=
 0129 Paul: =()=
 0130 Harry: What do you mean ().
 0131 =[]
 0132 Louise: Depends on whether you write left to right or right to left I
 0133 suppose.
 0134 Harry: ·hhh=
 0135 Paul: =It's never happened before I mean okay I didn't put the=
 0136 []
 0137 Jenny: ()
 0138 Paul: =arrow but I had it all on one end,
 0139 Jenny: Mm=
 0140 Annette: =Mm=
 0141 Paul: =and er I just made an assumption.
 0142 Annette: Yeah=
 0143 Jenny: =What was the nationality of the person.=
 0144 Paul: =He was Japanese.
 0145 Jenny: Mm
 0146 Paul: I mean- I- you know (.) we've had enough Japanese here
 0147 before if a-=
 0148 Jenny: =Yeah=
 0149 Annette: =Yes=
 0150 Paul: =to be aware it might happen, (and to)=

- 0151 Harry: =It might happen. It's happened to me once before.
- 0152 Paul: A- i- in fairness though
- 0153 [
- 0154 Harry: () one=
- 0155 Jenny: =Mm=
- 0156 Paul: =in fairness (.) I was=
- 0157 Harry: =He was nervous.
- 0158 Paul: doing a quick illustration. An:d it may also have been part of
- 0159 an explanation which was in f- (quite prepared) for that to
- 0160 happen but er (.) there was confusion. In terms of (.) what was
- 0161 happening before the others, which way the time was going.
- 0162 Jenny: Mm
- 0163 Louise: Isn't it also a perception thing though whether you look at
- 0164 something >from left to right< or right to left.
- 0165 Paul: =.HH=
- 0166 Louise: =E:m (.) you know in these puzzle pictures, whether you=
- 0167 [
- 0168 Paul: Mm
- 0169 Louise: =see the duck or the rabbit.
- 0170 Paul: Mm
- 0171 Louise: It depends which way (.) your eyes go across. (.) And that can
- 0172 be from reading, I (bet) >()< things that have appeared
- 0173 °(where you).°
- 0174 Paul: Mm
- 0175 Louise: Fascinating though, isn't it?
- 0176 Paul: Yeah. Sh- she understood when we did it with pens. =
- 0177 []
- 0178 Annette: I mean we can make an assumption
- 0179 Louise: =Oh I see
- 0180 [
- 0181 Paul: Physically, (.) she understood. So it was some (.) some
- 0182 way between (.) er her perception of what I'd written and the
- 0183 lack of clarity of what I'd written. I think were both (.) sort of
- 0184 (.) partially guilty- we- well not guilty °well she wasn't guilty
- 0185 ().°
- 0186 Harry: Heheheh
- 0187 Paul: No. I was partly to blame for it.
- 0188 (2.5)
- 0189 Paul: Sorry. °Sorry.°
- 0190 Harry: >That's all right.< E:m (1.0) so (.) basically >I mean< this is not
- 0191 (.) just (.) teaching >I mean< there is practice in there as well, I
- 0192 mean the- these (.) scribbled bits in red as on the side here for
- 0193 example, those are prompts for me: to actually get them to
- 0194 construct a: a story.
- 0195 Paul: For example?
- 0196 Harry: E:r (.) for example we have here e:m 'Broke window opened
- 0197 drawers throu:gh' (.) drawers spelt *wrong actually I've just*
- 0198 *looked at it*. =
- 0199 Annette: =Heheheheh
- 0200 Harry: Hah

0201 Keith: HeheHEHEHEH
0202 Harry: E:m
0203 Annette: They don't see it.
0204 Harry: No. Not at all.
0205 []
0206 Annette: Heheheheh=
0207 Harry: =So the- these (.) just for me:
0208 Annette: The yes.
0209 Harry: >Nobody else would be able to ()<
0210 []
0211 Paul: Ah and it's a robbery.
0212 Harry: And it's a robbery. (.) You didn't witness. (1.0) Very
0213 standard (.) stuff. BUT they're just prompts. And it struck me
0214 that if: (.) if this was actually (.) done in an intelligen-
0215 intelligible form, (.) e:m it would (.) em be a sort of half way
0216 house, in that (.) er a- a newish teache:r (.) would have
0217 something (.) to work on. But it wouldn't be sort of handed to
0218 him on a plate. °And it wouldn't be° strained, and he'd still
0219 have choices (.) °to make.°
0220 Louise: Uhuh
0221 Jenny: Mm
0222 (0.5)
0223 Harry: Em so that's (.) that and that which (.) as I say are often used
0224 sort of (.) together. It makes up a sort of: (.) unit.
0225 (0.5)
0226 Paul: Can I ask an awkward question here.
0227 []
0228 Harry: () Go on.=
0229 Paul: =Only I think it's an awkward question. This is how you deal
0230 with present- with past perfect.
0231 Harry: Mmm=
0232 Paul: =Yeah. Em (0.5) Well I suppose a 'cos because sometimes you
0233 reintroduce things, obviously you do you recycle things,
0234 Harry: °Uhuh°=
0235 Paul: =Er would you be bothered about (.) somebody using that
0236 therefore you couldn't (.) when you had a group of say for the
0237 first time you couldn't use (.) that approach to recycle things
0238 °or whatever.°
0239 Harry: Well that's: (.) going to be a problem with a lot of:=
0240 []
0241 Jenny: Mm
0242 Paul: =Which is why I asked it yeah.
0243 []
0244 Harry: What we're hearing now isn't it?
0245 Yeah. E::m
0246 []
0247 Paul: hhhh.hh
0248 Harry: This particular thing I wouldn't- (.) because it's not
0249 Paul: =That good.=
0250 Harry: =amazingly original.=

- 0251 Paul: =Heheheh=
 0252 Harry: =Heh. I didn't say that. It's not >amazing< I mean anybody
 0253 could have (.) come up with that. (0.5) Er it's just that you
 0254 don't have to come up with it if it's there.
 0255 Paul: °Mm°
 0256 (0.5)
 0257 Harry: Er it makes (.) >a temporary teacher's life< easier (.) probably.
 0258 (0.5) E:m but as I say without restricting them to (0.5) one
 0259 particular set. And they wouldn't necessarily have to er (.) do
 0260 either that or the other, (.) em with the other things, (.) which
 0261 (0.5) could be and some of which probably are recorded in
 0262 these files anyway. (0.5) But er: that and things like that I
 0263 thought if- if they went into a file called (.) °I don't know°
 0264 'narrative tenses'
 0265 Louise: °Uhuh°
 0266 Harry: or 'narratives' or whatever, (.) and if there were lots of files
 0267 Annette: Mmm
 0268 Harry: of that type, (.) that could be quite a useful (.) resource.
 0269 Annette: Mmm
 0270 Louise: Carefully labelled with the source as well. Because=
 0271 [] []
 0272 Harry: Not- not so much for us. But er
 0273 Louise: =they'd have to know what they'd done before which
 0274 []
 0275 Harry: Yes.
 0276 Louise: is- ()
 0277 []
 0278 Harry: ((Coughs)) Yeah they'd have to know where it came from
 0279 in order to put it into the=
 0280 Paul: =And it can't really be from a course book which we use.
 0281 Harry: Yeah.
 0282 Paul: Yeah.
 0283 Harry: Exactly. >See I mean< this: (.) >I mean< I always feel quite
 0284 justified in using (.) bits from the green 'Streamline' because
 0285 nobody really uses it as a course book.
 0286 []
 0287 Jenny: I hardly ever use it.=
 0288 Annette: =No.
 0289 Jenny: We haven't got a set even.=
 0290 Harry: =No. We've got one or two copies.=
 0291 Jenny: =(White's) there not there.
 0292 (0.5)
 0293 Harry: No:: it started off we had (.) more copies I think.
 0294 Jenny: °Mm°
 0295 Harry: ()
 0296 []
 0297 Annette: And also because the- occasional times we have used it as a
 0298 part course book, we've had one or two students (.) doing it.
 0299 (.) °E:m° we haven't got a big group.
 0300 Harry: Yeah. >I mean< (0.5) S- a very small group of: (.) Arabs

- 0301 Harry: basically *is the* heh (.)=
- 0302 Annette: =Mm=
- 0303 Harry: =only time we might consider using it. °Streamline'=
- 0304 [] []
- 0305 Annette: Yes. Yes.
- 0306 Harry: =for (business.)° (1.0) E:R (.) the only other thing (.) which is
- 0307 (.) not original (2.0) prob- >well I don't know< maybe people
- 0308 are not aware of it. Er spot that one.
- 0309 (0.5)
- 0310 Annette: E:m (.) I've just been trying to look for it this morning,
- 0311 'Sourcebook' e::r
- 0312 Harry: 'Sourcebook Intermediate.'
- 0313 Annette: Right. I was looking at (.) pre-inter mediate.
- 0314 []
- 0315 Harry: That's right.=
- 0316 Jenny: =That's why I couldn't find it.
- 0317 Harry: Yeah.
- 0318 Annette: Because I've used that (.) quite successfully for narrative=
- 0319 []
- 0320 Harry: E:M
- 0321 Annette: =tenses as well.
- 0322 Harry: Yeah. I mean I- I don't use it for the tenses actually. I think
- 0323 what- what's good about it (.) is the: er=
- 0324 Annette: =Telling the story.
- 0325 Harry: Yes the- the written spoken style (.) on the basis of an
- 0326 approach to telling a story, and er (0.5) cohesion and the way
- 0327 (.) the way it's constructed.
- 0328 Annette: °Mm°
- 0329 Harry: And the: the thing that they do after it (.) of analysing the first
- 0330 paragraph. °And and° why is this definitely spoken English
- 0331 and not- not written. And getting them to rephrase it as a
- 0332 piece of written English. (1.0) So: (.) I don't know whether it
- 0333 would go in the same file, (1.0) °some° notional file that we're
- 0334 talking about, (.) depends on what (one of them's) called.
- 0335 Annette: Mmm
- 0336 (0.5)
- 0337 Harry: If it's called narrative, >or something<it can go in there.
- 0338 Annette: Mm
- 0339 (1.5)
- 0340 Harry: No reason why it shouldn't be in two different files °I
- 0341 suppose.°
- 0342 Annette: No. It could be cross-referenced.
- 0343 Harry: Mm
- 0344 (4.5)
- 0345 Harry: That's that. The other thing that occurs to me and I (.) couldn't
- 0346 find it (.) e:m probably you (.) know it. Is from 'Writing Skills'.
- 0347 (2.0) Again not tenses but narratives in general there's that er
- 0348 cut up story, mixed up story, (.) °sort of° ghost story. (1.0)
- 0349 'Writing Skills' it's in a (.) a green
- 0350 Louise: Is it a writing skills

- 0351 [[
- 0352 Annette: Yes. [
- 0353 Harry: that you use a lot.=
- 0354 Annette: =I can think of a ghost story.
- 0355 [
- 0356 Harry: Yeah. It's- o::h
- 0357 (5.0)
- 0358 Annette: Is it pictures or-
- 0359 Harry: No no.
- 0360 Annette: OH when you went to the castle er yes they're having a=
- 0361 [
- 0362 Harry: Just s-
- 0363 Annette: =picnic. Is it?=
 0364 Harry: =>(Not there yet.)< Not that.=
 0365 Annette: =No. (0.5) 'Rosemary's picnic.'
 0366 Paul: Rosemary's ()
 0367 [
- 0368 Harry: It's Rosemary's baby.
- 0369 [
- 0370 Louise: () ghosts is it?
- 0371 (1.0)
- 0372 Harry: It's a very (.) little story. One sentence at a time. (4.0) It looks
 0373 like that but it's not.
 0374 (0.5)
- 0375 Louise: But I've used the one you're talking about sometimes as a
 0376 picnic, a midnight picnic. For ordering and tha- you do: (.)=
 0377 [
- 0378 Annette: Mmm
- 0379 Louise: =need some (.) dependence on (.) choosing tense, but
 0380 more- mostly it's connectors, isn't it? Cohesive devices.
 0381 [] [
- 0382 Harry: () >Here it=
 0383 =is.< Eight- eight point two.
 0384 (1.0)
- 0385 Annette: O:h right. Yes. The ().
- 0386 Louise: I find it in(.)credibly difficult.
- 0387 Harry: E:r it's it is difficult, yeah.=
- 0388 Louise: =Mm=
 0389 Harry: =But quite intriguing.=
 0390 Louise: =Yes=
 0391 Harry: =I've had disasters with it,
 0392 Louise: Uhuh=
 0393 Harry: =where they've just thrown up their hands >and think< 'No,
 0394 I can't sort this out at all.'
 0395 [
- 0396 Louise: Yes.
- 0397 Louise: Mmm=
 0398 Harry: =Em but I've also had classes that- quite get into it. (1.5)
 0399 When they sort it out. °I mean° one's pleased with oneself.
 0400 [

0401 Louise: It's demanding though isn't
0402 it I mean that's high- quite a high level.=
0403 Paul: =°It's >()<°=
0404 Harry: =E:m (.) it's higher than this I would say.
0405 Louise: Mm
0406 (1.0)
0407 Harry: Em: >(anyway)< (2.0) yes it's probably higher than most of
0408 that (1.5) other stuff. (0.5) But what I think it is good for is er
0409 not so much linking but cohesion.
0410 Annette: Mmm
0411 Louise: It is- >I believe you< see (.) the connectors and (.) whether=
0412 []
0413 Harry: You actually
0414 Louise: =you use (.) e:m a pronoun or a noun. As a
0415 Harry: Yeah.
0416 Louise: It's a
0417 Harry: I mean it really does draw attention to the: the bits of the
0418 sentence which refer to-
0419 Louise: Mm
0420 Harry: There's a jargon line for it but I can't=
0421 Louise: =The reference. °Yes:°
0422 Harry: There's an even more impressive jargon word than=
0423 []
0424 Louise: O:h even more impressive. Oh I'm=
0425 Harry: =that somewhere but er
0426]
0427 Louise: =sorry.
0428 Louise: Mm
0429 (0.5)
0430 Paul: Not (.) anaphoric reference.=
0431 Harry: =Tha::t's what I'm thinking of yeah.=
0432 Paul: It's er () anaphoric reference.
0433 =[]
0434 Louise: Anaphoric yeah.]
0435 =[[]
0436 Annette: Yeah. []
0437 Harry: Anaphoric.
0438 Harry: ·hh hhh hahah hah hah
0439 Paul: ()
0440 Harry: Anyway. It's quite good on that.
0441 Louise: Yes=
0442 Jenny: =Mmm
0443 (2.0)
0444 Louise: I should think it's good in a- at a high level.
0445 Harry: Mmm
0446 Louise: °Mm°
0447 (1.5)
0448 Harry: That's it. That's all I have to say.
0449 Louise: Mm
0450 Jenny: That's plenty. Hehhhe hh() it's () =

- 0451 [
- 0452 Annette: Heheh
- 0453 Louise: =Mm
- 0454 Paul: Em a- well I- shall I follow on (.) from Harry because I was
- 0455 >sort of< (.) °interested in< doing (.) basically the past=
- 0456 []
- 0457 Harry: (Well I)
- 0458 Paul: =perfect. Em (.) really (.) what I thought (.) I mean I sometimes
- 0459 use what Harry has used for that em embarrassing experiences
- 0460 thing >as well<. And the (.) em unit beforehand. Em which is
- 0461 all about the fire engine coming and the >sort of< m- man
- 0462 lying on the quayside and there's- it introduces other things as
- 0463 well. Em (.) but wha- what I did the other day because I've
- 0464 been trying 'Headway Pre Intermediate' bits of it. Er with my
- 0465 group because (.) 'Headway Intermediate' is too- (.) too much
- 0466 for them. So I've been going back and subtly (.) shoving bits
- 0467 in.
- 0468 Jenny: °Mm°
- 0469 Paul: And I came across an approach (.) to the past perfect which
- 0470 prior to my lesson this morning,
- 0471 (0.5)
- 0472 Keith: Heheh=
- 0473 Harry: =Whoohoo it's ()=
- 0474 Paul: =Er (.) really worked. E:m
- 0475 [
- 0476 Jenny: Heheh=
- 0477 Louise: =Heheh
- 0478 Harry: Hhh hah!
- 0479 Paul: I just- I mean I agh! (.) Well I'm going to hand things out here.
- 0480 °Sounds a bit serious° to hand things out. °(But I suppose I've
- 0481 got)° Em (1.0) I'll show you how the unit starts. And I think
- 0482 (.) what it shows is an approach which works. (0.5) E:m so I
- 0483 mean y- you can't really say 'Use this because it's from
- 0484 'Headway (.) Intermediate,' but it's th- the approach which=
- 0485 [
- 0486 Jenny: °Uhuh°
- 0487 Paul: =actually seems to be quite successful. >°Look at this°< (0.5)
- 0488 this=
- 0489 Jenny: =Uhuh=
- 0490 Paul: =°there's one there's two. (.) I've got three one, (.) that's on (.)
- 0491 page two () at page two. (0.5) That's page two, that's
- 0492 page three.°
- 0493 (3.0)
- 0494 Louise: Yes I've used it once.=
- 0495 Paul: =°Page three.°
- 0496 Harry: Yeah I've used it once (.) as well.
- 0497 Louise: Mm
- 0498 (0.5)
- 0499 Paul: °Page three.° (1.0) °Page three. That's three then you've
- 0500 got page () and page one here.°

- 0501 [
- 0502 Louise: Yes
- 0503 (9.0)
- 0504 Paul: Em (.) it's fairly °fairly° (.) You're supposed to read it at
- 0505 leisure. But what seems to work about it EM you have (.) a
- 0506 chronological order, you have to check that- check the=
- 0507 [
- 0508 Louise: Mm
- 0509 Paul: =meaning of *chronology*.
- 0510 Harry: >(You'd be g-)<=
- 0511 Paul: =EM of a story. And (.) a story using past perfects as well, A
- 0512 and B. A very simple story,
- 0513 Jenny: Uhuh=
- 0514 Paul: =I- it's what happens: (.) over here which is useful. Em (0.5)
- 0515 although (.) you'd (.) the- the instructions are actually not at all
- 0516 clear, so you have to show them by example.
- 0517 Jenny: °Uhuh°
- 0518 Paul: It's says 'In version A the events are put- o-of the story >are
- 0519 given in< chronological order, put into the brackets under B
- 0520 the order in which the same events are given in version B.'
- 0521 >Well< that's actually quite difficult to understand for most
- 0522 people,=
- 0523 Louise: =Very common ().=
- 0524 Paul: =so you really have to: (.) explain what you mean by that, em
- 0525 (.) the next- and then you also have 'had met got married'
- 0526 there,=
- 0527 Jenny: =Uh huh=
- 0528 Paul: =as well. It says 'Do that next,' but i- in (.) what I discovered,
- 0529 that's in point three actually, point three tells you to put in
- 0530 what happened. Er (.) what you can actually do: is you can (.)
- 0531 do that together, once you've (.) made sure they understand,
- 0532 so=
- 0533 Jenny: =Uhuh=
- 0534 Paul: =e:m (.) 'GOT married' is first part of the story, so they put
- 0535 'One got married.' Et cetera. And what- what I did with it is (.)
- 0536 once we'd done that, I asked them (.) memory questions about
- 0537 it like (.) 'When?' and 'How many months later. When was it.'
- 0538 So they had some more factual information. And I folded the
- 0539 page up, and I asked them to rewrite the story.
- 0540 Jenny: Uhuh=
- 0541 Paul: =And (.) it was incredibly painless.
- 0542 Jenny: Mm
- 0543 Paul: Incre- I mean (.) th- that's the thing about it it was an
- 0544 incredibly painless operation which (.) past perfect is not
- 0545 always the case.
- 0546 Jenny: °Mmm°
- 0547 Paul: >And I was< surprised about how- how well it worked. And
- 0548 it gave them confidence with it, I mean we're talking about (.)
- 0549 a- sort of lower intermediate year, we're not talking about
- 0550 anything advanced. Em (.) and then what I did because there-

- 0551 Paul: there was some quite (.) em (.) I I- >think you can actually< use
 0552 that approach with other things as well. Maybe. You can find
 0553 a story, which is written in the past perfect, maybe in other-
 0554 course books, (.) e:r a text which illustrates the past perfect,
 0555 and maybe reinvent the A stage of it,
 0556 Jenny: Mm=
 0557 Paul: =and see if the thing works.
 0558 Jenny: °Yeah°=
 0559 Paul: =Yeah? Do you see what I'm getting at=
 0560 Jenny: =Yeah=
 0561 Paul: =basically. So wh-wh- I think this is a good idea,
 0562 Jenny: Uhuh
 0563 Paul: Er (0.5) th-the thing I did which- they then ask you to do is to
 0564 rewrite the story again from your notes of B.
 0565 Jenny: Mmm
 0566 Paul: You can also (.) because you have a lot of the vocabul- this
 0567 actually is a good support for you rewrting. The notes under
 0568 A are a useful support to rewriting.
 0569 Jenny: °Uhuh°=
 0570 Paul: =Yeah. E:M and I think that approach might well work in the
 0571 future, (.) em (.) for (.) >not necessarily< using this book, but
 0572 using other texts. And again it's not a question necessarily of
 0573 inventing your own text, you find a text illustrating past
 0574 perfect and then reinvent the A part.=
 0575 []
 0576 Jenny: And then modify it.
 0577 Jenny: =Mm=
 0578 Paul: And then take it from there, >I mean< it might be a way in=
 0579 []
 0580 Jenny: Mm
 0581 Jenny: =Mm
 0582 Paul: Em (.) all sort of questions come up depending on how (.)
 0583 perceptive or intelligent people are why do you do it this way.
 0584 Hehhhh
 0585 Jenny: Mm
 0586 Paul: >You know< which is the best way to do it. You could also:
 0587 bring in terms of how past perfect explains background or just
 0588 inform- information or ex- or explanation for something. Em
 0589 Harry: Yes that was the basis of my (.) >sort of< (.) analytical
 0590 thing I sort of broke it down.
 0591 []
 0592 Paul: Yeah. Yeah.
 0593 Harry: E:m (.) and what I did yesterday wsa that there were basically
 0594 two kinds of past perfect as far as they were concerned, in this
 0595 particular thing >which was< (.) information, and explanation.
 0596 °And the- they were quite happy with that.° The next part
 0597 because (.) e:m (.) which is (.) °I haven't got a piece of that
 0598 paper,° em (.) the- that- that next page where it then gives you
 0599 writing, e:m (1.0) E:M jsut looking at the next phase which is
 0600 here, (0.5) I decided to carry on with the writing because I

- 0601 Harry: think (.) er past perfect (.) em and writing seem to go well
0602 together.
- 0603 Jenny: °Mm°
- 0604 Paul: Yes.
- 0605 Jenny: Yes=
- 0606 Paul: =It's a good way of getting familiar with it,=
0607 Jenny: =Mm=
0608 Paul: =and it didn't really say mu- see much (.) em: (.) worth er (.)
0609 much merit in actually (.) using this as speaking practice. So
0610 we did the next chapter (.) using these story- by the way when
0611 it photocopied it came out like a nightie. The bottom.
- 0612 Annette: °Heheheheh°=
0613 Paul: =And so we had a few *problems*.
0614 Annette: °Heheheh
0615 Paul: The woman at the bottom she's not wearing a nightie,
0616 Annette: Oh right.=
0617 []
0618 Paul: here. It's not a nightie it's an evening dress.
0619 Jenny: Uhuh
0620 Paul: On that page. Some of them thought it was a nightie and so
0621 they couldn't understand the word 'home'.
0622 Annette: Mm=
0623 Paul: =That confused people.=
0624 Annette: =They weren't trying to say 'evening dress'? And
0625 saying 'night dress.'=
0626 []
0627 Paul: No no.
0628 Paul: =No. Because they were saying it happened in the=
0629 []]
0630 Annette: They (.) genuinely thought it was a nightdress.
0631 Paul: =morning.
0632 Annette: Oh right.
0633 Paul: Because I was saying 'When did this happen,' and and some of
0634 them said (.) 'that night' and others said 'in the morning.'
0635 Annette: Mmm=
0636 Paul: =And er I- >it was only< I got back to the original that I
0637 was actually (.) convinced it was evening dress. >But that's=
0638 []
0639 Annette: Mmm
0640 Paul: =just a little problem. E:M
0641 []
0642 Annette: Mmm
0643 (1.0)
0644 Harry: It was not until Marsha had been home for=
0645 Paul: =HEHEHEHEHheh=
0646 Harry: =five hours that she discovered soheheh
0647 Paul: Right. Mm (.) ER I- (.) and they did that very successfully.=
0648 Jenny: =Mm=
0649 Paul: =It only ends up as a little thing, Em then OVER the page, (.)
0650 and I think you can do this with anything, you see the thing is

- 0651 Paul: y- you can take a whole story, and you can actually: maybe
 0652 for example stop the story at one stage, ° and (.) maybe
 0653 provide some illustrations of it, and pictures awful pictures
 0654 that you can't draw very well, so that you could° HALF way
 0655 through a story you can just s- s- stop it here, you can (.) have
 0656 a: maybe an illustration of it of the second stage, and the
 0657 third stage (.)=
 0658 [
- 0659 Jenny: Mm
- 0660 Paul: =to carry on the story, you can (.) do what is on the next page
 0661 which I have enlarged which is (.) em the end of the story. Em
 0662 where they have a chance to actually choose between past
 0663 perfect and past.
 0664 Jenny: °Uhuh°
- 0665 Paul: Em which they did quite well. And then we had at the end
 0666 SHE, (.) which is a continuous story. Er it says finish the story,
 0667 (.) I think that's wrong here because it's it's it's a little detail in
 0668 the story this is the evening she discovered (.) you'd gone. So
 0669 what we decided to do here, (.) we decided to: (.) come to the
 0670 end of the chapter.
 0671 Jenny: Uhuh
- 0672 Paul: >Because otherwise you'd be taking< a huge leap and=
 0673 [
- 0674 Jenny: Mm
- 0675 Paul: =they've go- got lots of nice details in. The significant thing is
 0676 what they did, and it- I hope it's not by accident, er (.) they
 0677 used past perfect very sparingly,=
 0678 Jenny: =Mm=
 0679 Paul: =when they did this in the end. They were happy to use it.
 0680 And that was re- (.) there was only one in fact afterwards.
 0681 [
- 0682 Jenny: Mm
- 0683 Jenny: Mm=
 0684 Paul: =And they got the idea of sequencing.=
 0685 Jenny: =Mm=
 0686 Paul: And I think (.) idea is very sound, (.) e:m (.) with a- with a few
 0687 adaptations like making () the chapter. Er allowing them
 0688 to rewrite the thing again °and I think it would work.°
- 0689 Jenny: Mm=
 0690 Paul: =Maybe in other areas.
 0691 Jenny: Mm
 0692 (1.5)
- 0693 Louise: I think the point about er (.) using it for the written
 0694 form and the spoken form was very valid,=
 0695 [
- 0696 Paul: Yeah
- 0697 Paul: =Mm=
 0698 Louise: =because (.) when we're speaking we may be (.0 >we only use
 0699 it once in< I don't know how many utterances but it's very
 0700 unusual, isn't it.

- 0701 [
- 0702 Paul: Yeah you don't have to. You can always (.) get
- 0703 round it.
- 0704 [
- 0705 Louise: That's right. Then you tend to (.) just to add things=
- 0706 [Like a ()]
- 0707 Paul: Like a ()
- 0708 Louise: =don't you?=
=°Yeah°=
- 0709 Paul: =°Yeah°=
=When you're speaking.
- 0710 Louise: =When you're speaking.
- 0711 Paul: °Yeah°=
=It's very much a feature of er written
- 0712 Louise: =It's very much a feature of er written
- 0713 Paul: Yeah. I think at >particularly< that stage as well I think=
[]
- 0714 []
- 0715 Louise: too (.) (It's)
- 0716 Paul: =°yeah°.=
- 0717 Louise: =Mm
- 0718 Paul: °So () I mean that-° as I say I- em (.) that's an approach I
would be keen to
- 0719
- 0720 Louise: Mm=
(0.5)
- 0721
- 0722 Paul: =to use again and I could write it up as an approach. And use
that as an example.
- 0723
- 0724 Louise: Mm=
=But- obviously making sure that they don't use that if they're
not using 'Headway Pre-Intermediate'.
- 0725 Paul: =But- obviously making sure that they don't use that if they're
not using 'Headway Pre-Intermediate'.
- 0726
- 0727 Harry: Mmm
- 0728 Paul: Mm
- 0729 Annette: Mmm
- 0730 Jenny: But would they be tempted to use what was there somehow
I mean well yes but they- (.) okay well I- THEN I FIND=
[]
- 0731
- 0732 []
- 0733 Harry: Yes ()
- 0734 Paul: =another version.=
=Yeah=
=You could do yeah.
- 0735 Jenny: =Yeah=
=You could do yeah.
- 0736 Harry: =You could do yeah.
- 0737 []
- 0738 Jenny: Because it's dangerous to put it in ().
[]
- 0739 []
- 0740 Paul: Oh yeah I
mean I-I don't want to put it in, (.) e:m (0.5) but I think I mean
i- if one did put it in, in that form, (.) e:m you know (.) one
could put er (.) a warning saying 'You must not use this if
you're not using the book.' But=
=Mm=
=You know then there'd be other- We- I I (.) it's values
- 0741
- 0742
- 0743
- 0744
- 0745 Jenny: =Mm=
=You know then there'd be other- We- I I (.) it's values
- 0746 Paul: =You know then there'd be other- We- I I (.) it's values
- 0747 []
- 0748 Harry: If () drops) it then=
[]
- 0749 []
- 0750 Annette: Or=

0751 Harry: =you won't be able to use it!=
 0752 Annette: = you- you'd use
 0753 [
 0754 Paul: You () you go- I mean=
 0755 Annette: =You'd have to find another sto:ry rather than try doing it=
 0756 [
 0757 Paul: Yeah but the value is in-=
 0758 Annette: =using the same approach.
 0759]
 0760 Paul: =is in an approach.
 0761 Paul: And I'm quite happy to: (.) to write that up as an approach.
 0762 [
 0763 Annette: Mm
 0764 Jenny: You could write that up as an approach () this.=
 0765 [
 0766 Annette: °(You could really.)°
 0767 Annette: =Yeah=
 0768 Paul: =Mm and and er maybe (.) offer different sources.
 0769 Jenny: Mmm=
 0770 Paul: =But i- it's it's it seemed to have a natural progression to it.
 0771 And I see::med to carry everybody along with me right to the
 0772 end.
 0773 Jenny: Mm
 0774 Paul: >Then I had a disastrous lesson today.<
 0775 Harry: Hhhheh!
 0776 Paul: Thought I'd try something=
 0777 Harry: =And this was yesterday.=
 0778 Paul: =I tried fine tuning today and w- not with this part, it wasn't
 0779 with this part. It's still valid °and I was quite happy with it.°
 0780 (1.5)
 0781 Jenny: Mmm
 0782 (1.0)
 0783 Annette: Mmm
 0784 Paul: It's a- it's a different approach to the one I normally use.
 0785 (1.0)
 0786 Jenny: It's good to (hear one) talked through.
 0787 Paul: Mm
 0788 Annette: Mmm
 0789 (3.0)
 0790 Jenny: It's a human interest story isn't it.
 0791 Paul: Mm
 0792 Louise: As I say it's- i-put at the level of em intermediate, but you
 0793 could elaborate on it, couldn't you and this is where they=
 0794 [
 0795 Paul: Oh absolutely yeah. Yeah.
 0796 Louise: =where they=
 0797 Paul: =Yeah.
 0798 Louise: make their own contributions to it.=
 0799 Paul: =Yeah. Absolutely.
 0800 [

- 0801 Louise: They can make it more sophisticated and use a wider
0802 range of vocabulary.
- 0803 Paul: I- it allows I mean it's it- it's got all the ingre- it allows for
0804 imagination as well. You know=
0805 [
- 0806 Louise: Mm
- 0807 Louise: =Mm
- 0808 Paul: And it allows for them to feel that they're (.) introd- they're
0809 they're
- 0810 Louise: That they're really contributing.
0811 [
- 0812 Paul: They're contributing something to it as=
0813 [
- 0814 Louise: Mm
- 0815 Paul: =well.
- 0816 Louise: Mm
- 0817 Paul: So they get- they get the: you know (.) 'I've got it right.' Bit.
0818 Er 'I can rewrite it'. Which I think is very satisfying for them.
0819 To be able to rewrite something. And then they do the
0820 grammar, th- the TEST bit. And then they can do a bit of
0821 further writing all sorts of things (.) are doable.
- 0822 Louise: Mm
- 0823 Paul: Em you know with- with- (.) relatively few errors. Er but
0824 they're discovering they can do these things. They're not (.)
0825 automatically easy. And it- it seems to carry them along all the
0826 way, which is the value of it. °It doesn't confuse them.°
- 0827 Harry: The only time I've ever done it the- (.) the initial bit, (.) was a
0828 bit of a hurdle,=
0829 Paul: =Mm=
0830 Harry: =As (.) you (.) said.=
- 0831 Paul: =Mm. I think you really got to (talk them through it).
0832 [
- 0833 Harry: Not not just the rubric but
0834 the actual:
- 0835 Paul: Mm=
0836 Harry: =process of doing it.
- 0837 Paul: Yeah. It's a bit re-
0838 [
- 0839 Harry: and and reason why.=
- 0840 Paul: =Yeah. hhh
- 0841 Harry: Er admittedly it was with the: the 'UAE:':=
0842 Paul: =Oh well.=
- 0843 Annette: =Mm=
0844 Harry: Hh hhs oh and they *didn't really see the point.*
0845 [
- 0846 Paul: Heheheheheh
- 0847 Paul: Well I managed to get it across with my group, which I
0848 think is a fair enough
0849 [
- 0850 Harry: Yeah.

- 0851 Harry: Yeah.
- 0852 Paul: because if anything's going to throw them it's (.) an
- 0853 instruction.
- 0854 Harry: Heheheheh. ·hhhh hhh
- 0855 Paul: But I mea- that's why the actual explanation (.) when you read
- 0856 that, er point two, isn't really very very clear at all, °and you
- 0857 think yourself 'Well what exactly does this mean.' It's only
- 0858 when you see the explanation, when you see that the example
- 0859 (.) works. (2.5) I have other ideas but er°
- 0860 [
- 0861 Jenny: That's good. Thank you.=
- 0862 Annette: =Uhuh
- 0863 Jenny: May I slip in my tiny contribution, (1.0) it's quick. (.) Er I
- 0864 think again people have used it from (.) Penny Ur's 'Grammar,
- 0865 Practice Activities.'
- 0866 Paul: °I haven't.°
- 0867 Jenny: °Oh well.° ()
- 0868 [
- 0869 Paul: Oh that's the one I keep seeing photocopied.
- 0870 Jenny: Ye::s. >Probably me.<
- 0871 (1.5)
- 0872 Louise: °Yes I think I u:sed it once. Yes.°
- 0873 Annette: No.
- 0874 Jenny: No. I've used it (.) twice with two different (.) groups of (.)
- 0875 teachers' refresher course people. For recycling narrative
- 0876 tenses, and making it look more like a task so that we weren't
- 0877 (.) insulting their ability to use the English language which (.)
- 0878 they're particularly sensitive about. Er
- 0879 Paul: Mm
- 0880 Jenny: But also: there's a correcting (.) device to (.) to actually get their
- 0881 narrative tenses (.) correct. Which (.) they largely weren't in
- 0882 most cases. E:m so (0.5) you need groups of four people, to
- 0883 use it, and you give each one one of the little >°four grids.°<
- 0884 Unfortunately there is a mistake, in it, but it's easily corrected
- 0885 it's got under the 'January to June eighty seven', (.) an
- 0886 instruction >for something that happens< in May. But
- 0887 that- y-=
- 0888 Paul: =Yeah=
- 0889 Jenny: =i- it's easily changed, to be any month between. (1.5)
- 0890 °Som-°=
- 0891 Harry: =No that one's all right.
- 0892 Jenny: >No that one's all right< it's another one. °I have in the
- 0893 wron-° sorry this one here. This I mean. 'July to December
- 0894 eighty six'. It's got 'May'.
- 0895 Paul: So you just make it er
- 0896 [
- 0897 Jenny: Just move it on to August.=
- 0898 Paul: =August. Mm=
- 0899 Jenny: =°Yeah.° And it still works. It w- (.) it works very well
- 0900 because it's (.) becomes very complex as they start (.) giving

- 0901 Jenny: their (.) information to each other. And they have to share the
 0902 information to try and come up with a solution to a (.) a
 0903 problem about whodunnit and why. Er but there is no
 0904 solution really there are a number of possible (.) ones but=
 0905 [
- 0906 Louise: Uhuh
- 0907 Jenny: =er (.) no real solution. THEY will: (.) felt at the end of it they
 0908 couldn't take it away and use it with their own students
 0909 because students like to see a neat solution,=
 0910 Louise: =Mm=
 0911 Jenny: =to a problem. But they were sophisticated enough to realise
 0912 why they were doing it and use it just to
- 0913 Louise: Uhuh
- 0914 Jenny: to discuss a possible outcome. And it uses ALL the narrative
 0915 tenses nicely (.) because they go back and forth (.) em through
 0916 (.) er past simple it usually always starts off in and then i- they
 0917 look- all start to look backwards, to see what's happened
 0918 before to get this result and so (.) past perfect comes into it
 0919 very nicely, em and then when they start contradicting each
 0920 other and saying that somebody couldn't have done that
 0921 because 'they (.) were (.)' past continuous=
 0922 [
- 0923 Louise: Mmm
- 0924 Louise: =Uhuh=
 0925 Jenny: =so >you know< (.) the time. So it roves nicely around (.) em
 0926 they suppressed the correction activity but- I can (.) pick that up
 0927 later=
 0928 Paul: =Uhuh=
 0929 Louise: =Mm=
 0930 Jenny: =because they're looking at the task itself. E:m so the- I find
 0931 that quite a nice one at a high level,=
 0932 Louise: =Uhuh=
 0933 Jenny: with reasonably sophisticated people to recycle all narrative
 0934 tenses together.
 0935 [
- 0936 Louise: Uhuh
- 0937 Annette: Mmm
- 0938 Jenny: As a practice activity not
 0939 []=
 0940 Annette: Mmm
- 0941 Louise: =Definitely not an introduction of course but a practice=
 0942 []
- 0943 Annette: Mmm (.) uhuh
- 0944 Jenny: =activity.
 0945 Annette: Do you think we should em: (.) correct that
 0946 Jenny: Yes. Perhaps we should.
 0947 [
- 0948 Annette: printing error er in the book so that (.) if a- a new=
 0949 [
- 0950 Jenny: °Yes.°

- 0951 Annette: =teacher comes and tries to use it (.) they don't straight=
 0952 [
- 0953 Jenny: Yes.
- 0954 Annette: =away fall into that er=
 0955 [
- 0956 Jenny: Yes.
- 0957 Jenny: =Or I could photocopy it and put it in a file, corrected.=
 0958 [[[
- 0959 Paul: Mmm [[[
- 0960 Annette: Yes. [[[
- 0961 Harry: Uhuh
- 0962 Jenny: =Because it- it's nicer also if it's a little bit bigger.
- 0963 Annette: Yes. But it needs some little note or something in that book,=
 0964 [
- 0965 Jenny: Yes.=
- 0966 Annette: =to say that (.) there's a correct
 0967 Jenny:]
- 0968 Jenny: =°Good point that.°
- 0969 Jenny: Yes. Because otherwise the activity grinds to a halt as=
 0970 [
- 0971 Annette: Yes.
- 0972 Jenny: =people start to say 'Ah but this is wrong.' When in fact it=
 0973 [
- 0974 Annette: Mm. The=
 0975 Jenny: =doesn't matter.
- 0976 Annette: =teacher () for that matter. Heheheh
- 0977 Paul: Yeah i-it is a- it's important too about the idea of practice
 0978 because at a certain level this is all about (.) opportunitites to
 0979 write rather grammar rules isn't it?=
 0980 [
- 0981 Jenny: Mmm
- 0982 Jenny: =Mm
- 0983 Paul: And which is why it often- picture compositions are very good
 0984 at (.) almost any level.
 0985 [
- 0986 Jenny: Mm
- 0987 Annette: Mmm
- 0988 [
- 0989 Jenny: Yes. Whereas this one's the other- this becomes an oral
 0990 activity,
 0991 Paul: Yeah.
- 0992 Jenny: which is a fairly unusual (.) variety of tenses °at that point.°
 0993 []
- 0994 Paul: There's one I u- (.) Yeah.
- 0995 Paul: There's one I use in 'Meridian' where each person has a (.) a
 0996 picture, (.) a- of- of- there are- it's a- a four picture story.=
 0997 Jenny: =Uhuh=
 0998 Paul: =And they have top >sort of< find out- describe what's
 0999 happening in the picture to- and then come together to (.)
 1000 Jenny: Uhuh

- 1001 [
- 1002 Annette: Mmm
- 1003 Paul: to do that.
- 1004 Jenny: °There's (lots) of ideas as well isn't there.°=
- 1005 Paul: =Yeah. There are a (.) °few (.) things like that.°
- 1006 Annette: Mmm
- 1007 Jenny: Er yes
- 1008 Annette: °I think () would.°
- 1009 Jenny: Mmm
- 1010 (0.5)
- 1011 Harry: There are several (.) dotted round.
- 1012 [
- 1013 Louise: Yes this is- (.) there's a lot in 'Headway' >()<
- 1014 'Headway'. (1.0) The the professor and the experiment.
- 1015 The rat.
- 1016 [
- 1017 Harry: Oh there's the rat, yes. That's a good one.
- 1018 Louise: Yes. (.) But one that y- (0.5) I like to use, which isn't in any
- 1019 course book, and- not in a course book I've ever used, but it's
- 1020 in 'Working with Words', (.) it's from a book called 'Story
- 1021 Lines', it's about a jogger and that's an eight (.)
- 1022 Annette: Mmm
- 1023 Louise: picture (.) story. >Do you know it.< And I've looked on the
- 1024 shelf I didn't bring my own copy in, but we should have
- 1025 'Working with Words' °somewhere.°
- 1026 Paul: I saw it (.) is it the one with the rather-
- 1027 [
- 1028 Annette: E:m
- 1029 Louise: The fat chap (.) on the train.
- 1030 []=
- 1031 Paul: fat chap that's it.
- 1032 Annette: =Yeah.
- 1033 Louise: And I usually do it as a practice activity that's having
- 1034 introduced
- 1035 Paul: Mm
- 1036 Louise: e:r narrative tenses. And then=
- 1037 Jenny: =Thank you.
- 1038 Louise: what happens is that e:m (0.5) I give (.) I cut it up, give them a
- 1039 picture each, at random order, similar to °the way you've=
- 1040 [
- 1041 Paul: Mm
- 1042 Louise: =just described,° and they have to (.) establish and order, (.) so
- 1043 then they establish (.) chronology, and we (.) present (.) we- (.)
- 1044 tell the story orally, they also (.) help- ask for help with their
- 1045 vocabulary as we go through. And so we get the items such as
- 1046 a dog's lead °which most of them never know.° I've done this
- 1047 with different (.) abilities as well, from lower intermediate=
- 1048 []
- 1049 Paul: Mm (.) mm (.) mm (.) mm
- 1050 Louise: =to (.) quite advanced. E:M then we get to the other (.) by

- 1051 Louise: starting sentence of the- for the story at a different point in
 1052 time. That's introducing the past perfect, and again as in that
 1053 activity the past continuous comes in quite naturally, (.)
 1054 because you've got (.) a background to an event.
- 1055 Paul: Mm
- 1056 Louise: In certain situations. But I tend to use that one really because
 1057 it isn't in a course book, °and I'll find it in a minute and show
 1058 you.° E:m (.) and (.) yes there it is. (0.5) There's some (0.5) this
 1059 is (.) this morning.
 1060 (5.0)
- 1061 Paul: °You take that.°
- 1062 Louise: Some of it's quite complex I u:-
- 1063 Paul: =Mm=
- 1064 Louise: =give that to: (.) a stronger person,
- 1065 Paul: °Heheheheh°=
- 1066 Louise: =to explain. I can't- (.) a- of course I tippex out all the numbers.
 1067 *They don't do that either.* And it's enlarged too. And then the:
 1068 (.) homework is for them (.) and I say 'Well you've got to
 1069 sta:rt.' I give everybody at the end I give the er (.) all the
 1070 pictures in chronological order. (.) They haven't done any
 1071 writing at that stage except to: (.) note down vocabulary=
 1072 Paul: =Mm=
- 1073 Louise: =that they didn't know before, and then ju- just ask them to
 1074 start at one point, probably (.) number three, 'He was running
 1075 along the street,' (.) and then explain what we've got (fo:r)
- 1076 Paul: Mm
- 1077 Louise: and (.) °what happened afterwards.° It's very simple but I
 1078 tend to use it mainly >because it's not< in a (.) one of the main
 1079 course books we use.
- 1080 [
- 1081 Jenny: Mmm
- 1082 (0.5)
- 1083 Louise: And I think that obviously could be adapted. I don't (.) I s-
 1084 suppose it even- you may- might be familiar with 'Story Lines'
 1085 >I don't know if< it's full of pictures like this.
- 1086 Paul: No I don't know it.=
- 1087 Louise: =But that is a practice approach I think.
 1088 []
- 1089 Annette: °(Do you know it?)°
- 1090 Paul: Mm
- 1091 Louise: Mm
- 1092 Paul: Yeah.
 1093 (1.5)
- 1094 Louise: °That's it.°=
- 1095 Jenny: =Mmm=
- 1096 Paul: But I-I I think that a-a lot of the time it is (.)
- 1097 Louise: Mm
- 1098 Paul: practice that you're at, aren't you?=
 1099 Jenny: =Mm=
 1100 Annette: =Mmm=

- 1101 Paul: =>You see< you've done the >sort of< (.) the introductory
 1102 stuff, usually.
 1103 Annette: Mmm=
 1104 Jenny: =Or they very often come here thinking that they've got all the
 1105 narrative tenses under their belt and it's (.) pretty (.)=
 1106 []
 1107 Paul: Oh yes. Absolutely.
 1108 []
 1109 Annette: Mmm
 1110 Jenny: =evident that they haven't.
 1111 Annette: Mm
 1112 Jenny: But (they'll have) listed
 1113 []
 1114 Paul: Well they've probably done them. Hhheheh=
 1115 Annette: =Yes.
 1116 Paul: Done them °you know°
 1117 []=
 1118 Jenny: °()°
 1119 Harry: =>sort of (wobbled).<
 1120 Louise: I've used it from low intermediate to: (.) mid maybe upper but
 1121 upper's a bit
 1122 (0.5)
 1123 Paul: °(Different)°
 1124 Louise: It can be. Because again of the vocabulary and being more=
 1125 []
 1126 Jenny: Mm
 1127 Louise: =sophist icated. Once they come to write it they can add=
 1128 []
 1129 Jenny: Mm
 1130 Louise: =more details.
 1131 (0.5)
 1132 Paul: I think >sort of< those kind of things can work at (.)
 1133 []=
 1134 Annette: Mmm
 1135 Paul: pract ically any level above a certain level.
 1136 =[]] []
 1137 Jenny: Mm] []
 1138 [] []
 1139 Harry: Mm []
 1140 Annette: Mmm
 1141 (0.5)
 1142 Louise: That's em definitely to start it off with lower intermediate
 1143 people.
 1144 Jenny: °Uhuh°
 1145 Harry: Like Chul Soon.
 1146 (0.5)
 1147 Louise: I didn't really hhheh
 1148 []
 1149 Harry: Heheheheh
 1150 Annette: () and er () tight.

- 1151 [
- 1152 Louise: He'd probably need to () his own level.
- 1153 Jenny: °He's elementary.°
- 1154 (3.5)
- 1155 Annette: Em (.) if I could just go back to:: the one that Harry mentioned,
- 1156 from 'Writing Skills', e:m which I don't actually use very often,
- 1157 but em a similar idea where you're concentrating on the
- 1158 connectives, and whether you're using a: (.) e::m a noun or a
- 1159 pronoun to start. It's em it's a scrambled sentences (.) e::r (0.5)
- 1160 thing (.) where you give each student (.) one of the sentences
- 1161 and they have to: (.) memorise it, and (.) they have then got to
- 1162 chat among themselves and (.) read out their sentence and try
- 1163 and (.) work out where it fits in the story. And so there's
- 1164 usually quite a lot of discussion about (.) whether it's (.) 'the
- 1165 man' or (.) 'a man'. E::m (.) or (0.5) which event came before
- 1166 another event, because of the tenses used in their sentence. Er
- 1167 and I found that quite productive. I can't actually remember
- 1168 offhand the context I've only just thought of it now because (.)
- 1169 >you know< no it's not in 'Writing Skills'. (.) no. E:m (.) I=
- 1170 [()]
- 1171 Paul: ()
- 1172 Annette: =could go and find it quickly again at the staff meeting. Ah.
- 1173 And I've got all the sentences, (.) cut up, so that they can be
- 1174 handed round and then collected in again at the end of the: er
- 1175 lesson, so that they can be kept to be reused. But I've found '
- 1176 that's worked even with (.) fairly advanced groups (.) that e:m
- 1177 (1.0) they've perhaps been able to do the task more quickly,
- 1178 but there has been quite a bit of discussion about (.) what's
- 1179 actually happening, (.) and er (.) in which order the events
- 1180 come.
- 1181 (1.5)
- 1182 Harry: Yeah >I mean< with that sort of thing the task itself, (.) takes a
- 1183 bit of doing. It would take English people (.) >a certain
- 1184 amount of time because then they'd forget it wouldn't=
- 1185 [
- 1186 Louise: Mmm
- 1187 Harry: =they?<=
- 1188 Paul: =Mm=
- 1189 Jenny: Mm
- 1190 =[
- 1191 Annette: Yes.
- 1192 Harry: So it's er (.) it's like (0.5) a trick you discovered with that (.) er
- 1193 mixed up (.) skills class (.) skills class class you've got >at the
- 1194 moment.<
- 1195 Paul: Mm
- 1196 Harry: >I remember you< saying that- (1.0) if you can find things
- 1197 which are- which are (.) (fun to do and and)
- 1198 [()]
- 1199 Paul: But non linguistic ()
- 1200 Harry: Yeah difficult in the- in themselves.=

- 1201 Paul: =°Yeah.°
 1202 (3.5)
 1203 Harry: Yeah they become much more adaptable.
 1204 Paul: Mm
 1205 Jenny: Mmm
 1206 Harry: °()°
 1207 (2.5)
 1208 Harry: >And you can't remember where it's from.<
 1209 Annette: E:m (.) I can- (.) go and find out in a minute. Yes. Heheh.
 1210 []
 1211 Harry: ()
 1212 Harry: I shall write it down. Wh- what I'm doing (.) here i:s >°you
 1213 know°< what we suggested before ° it's a bit of a: an initial
 1214 (0.5)
 1215 Jenny: Mmm
 1216 Annette: Yes.=
 1217 Harry: =(Look and) see:
 1218 []
 1219 Jenny: For further information=
 1220 Harry: =if somebody would sort of- (.) who wants (.) to know more
 1221 about how to use it, without then having to-
 1222 Annette: °Yes.°
 1223 Jenny: Uhuh
 1224 Paul: °It's good.°
 1225 (1.0)
 1226 Jenny: So we seem to be coming round to the compilation procedure
 1227 of (0.5) not putting it into a sort of filing,
 1228 Harry: WELL. Because it's not in a fit state as yet.
 1229 Jenny: No.=
 1230 Harry: =°But if someone will°
 1231 []
 1232 Jenny: But no I think that- that works equally well.
 1233 Paul: Mmm mmm yeah I mean I think if something (.) if=
 1234 []
 1235 Harry: Because () the=
 1236 []
 1237 Jenny: ()
 1238 Paul: =something
 1239]
 1240 Harry: =conclusion we came to a- at the meeting that you were on.
 1241 Paul: Yeah. If something is accessible,
 1242 Jenny: Uhuh=
 1243 Paul: =not necessarily on a physical piece of paper, er (.) all the time.
 1244 But if something is accessible so that a student, a teacher=
 1245 []
 1246 Louise: Yes.
 1247 Paul: =can say, (.) °well° 'What is this about this.' I mean I think
 1248 that's °you know°
 1249 Annette: Yes. The teacher could look up the reference in that file,=
 1250 []

- 1251 Paul: Yeah.
- 1252 Annette: =and if they didn't understand that then they could see the
1253 person concerned, (.) °an:d°
1254 [
- 1255 Paul: Yes.
- 1256 Jenny: Although >I remember< I did pass this over to somebody else
1257 to use, I think it was somebody not one of us. Em (.) and they
1258 were thrown by it. So the actual (.) lead in in the book isn't
1259 sufficient it doesn't
- 1260 Paul: Is that the one I've got 'OHP's for?=
1261 Harry: =Yeah.
1262 (2.0) ((Annette leaves.))
- 1263 Louise: I think I would need to add an explanation to this, because I
1264 shouldn't use it at all in the way it's (it's justified).
1265 [
- 1266 Harry: No exactly.
- 1267 Paul: It's just because (.) these 'OHP's were handed to me.
1268 [
- 1269 Louise: It's suggested in the book.
- 1270 Jenny: No.
- 1271 Louise: Because it's- it's just as a voca- way of teaching=
1272 []
- 1273 Paul: Yeah. (Yeah it's not)
- 1274 Louise: =vocabulary. And also
1275 Harry: Yeah.
1276 Louise: narrative (.) composition, (.) and I don't use it like that.=
1277 Jenny: =No.=
1278 Louise: =I just happen to use it because it's a: (.)
1279 Paul: Mm
1280 Louise: a (.) suitable resource for what I want to do.
1281 Harry: Yeah.
1282 Louise: If there was another (.) picture story I would use another=
1283 []
- 1284 Harry: And if I was () right.
1285 Louise: =one.
1286 Harry: The same would apply to Jenny's,
1287 Louise: Yes.
1288 Paul: Some picture stories >you use< are quite I mean I- I just (.)
1289 done the one about the mugging.
1290 Louise: Uhuh
1291 Paul: A:s a- a (.) to- >sort of< (.) activate descriptive language.
1292 Louise: Uhuh
1293 Paul: But at- that in itself would not be good because it's such a
1294 repetitive thing.
1295 Louise: Mmm
1296 Paul: It would- it wouldn't work.
1297 Jenny: Yeah.
1298 Paul: But that works on lots of levels.
1299 Jenny: Uhuh
1300 Paul: An:d you know for other things like for vocabulary as well.

- 1301 Paul: (0.5) Because er (.) that one looks- is a good one I think for- (.)
 1302 writing and=
 1303 Louise: =I must say I've used it about ten times for () and *it's*
 1304 *always worked.*
 1305 Harry: Well this is it. One of the problems here is that-
 1306 Louise: Mm
 1307 Harry: things that you use again and again, you get to know (.) the
 1308 ins and outs of and what you do with them. And just=
 1309 []
 1310 Louise: Mmm
 1311 Harry: =handing somebody the material (0.5) °is not°
 1312 []
 1313 Louise: It needs careful notes.
 1314 []
 1315 Harry: °quite
 1316 often enough.°
 1317 Louise: That one does.
 1318 Jenny: Mm
 1319 Louise: Or (.) an explanation=
 1320 Jenny: =Mm=
 1321 Louise: =foll- trying to do the approach.
 1322 Paul: Yeah.
 1323 Louise: Mm
 1324 Jenny: So each of us should go away and do what they each have- (.)
 1325 instructions () other
 1326 []
 1327 Harry: This is the- (.) logical conclusion. I think there is
 1328 a value in having something physical:=
 1329 Jenny: =°Can't see there's any reason°
 1330 []
 1331 Harry: >Not< just the material but (.) something to go
 1332 with it.
 1333 Jenny: Mm yeah. (0.5) Yes.
 1334 Harry: Mm (0.5) it would be a (.) a valuable resource.
 1335 Jenny: I think so yes.
 1336 []
 1337 Harry: The file containing all this stuff,
 1338 Jenny: (0.5) Is a good start.
 1339 Louise: °Yeah.°
 1340 Harry: °Start!° Heheheheh hahah
 1341 Jenny: Is *Jenny* going to come back and give more do you think?
 1342 Louise: I'm not sure.
 1343 []
 1344 Jenny: Has she gone
 1345 []
 1346 Harry: I think she's gone off to find something=
 1347 []
 1348 Jenny: burrowing=
 1349 Harry: =in a-
 1350 Jenny: =in her *archives*.

- 1351 Harry: Yeah she >(probably)< (.) 'OOH that's a nice one. Ooh I=
 1352 [
- 1353 Paul: Hehe=
 1354 Harry: =haven't seen that for ages.' ·hh hhh
 1355]
- 1356 Paul: =heheh
 1357 Jenny: Shall we move on then.
 1358 Paul: Yeah=
 1359 Harry: ()
 1360 =[
- 1361 Louise: I think it's a good idea
 1362 [
- 1363 Jenny: Unless (.) Keith- Keith had a bit of
 1364 material that he was going to=
 1365 Keith: =No I didn't have any pieces of material at all I'm afraid I er
 1366 heheh ·hhhh=
 1367 Harry: =Hah=
 1368 Keith: =jus::t (.) let the side down really
 1369 Jenny: He heheheheh
 1370 [
- 1371 Louise: Hahahah
 1372 Harry: Down for a t*ick*ing off, really.
 1373 Keith: Yeah *that's it*. A stern word.
 1374 Jenny: Here she comes °I think.°
 1375 ((Annette returns.))
- 1376 Keith: Tell me- tell me what the idea is for next week and then (.)=
 1377 []
 1378 Harry: ()
 1379 Keith: =I can forget that okay?
 1380 Jenny: Well two weeks time will be (.) January, (1.0) in effect. Won't
 1381 it?=
 1382 Louise: =Yes. Because it'll be the end of course (.) °in two weeks.°
 1383 []
- 1384 Harry: (Take off two weeks! (.))
 1385 Jenny: Because two weeks from now we'll be eating turkey.
 1386 [
- 1387 Louise: Yeah.
 1388 Annette: Oh?
 1389 Harry: Oh yes it'll be- there- there'll be two weeks °won't there.°
 1390 Louise: Mm
 1391 Harry: >()< a week.
 1392 Jenny: So two weeks beyond that, (.) will be (.) the s- second week.
 1393 [
- 1394 Paul: Well why don't we
 1395 come back with some ideas on what to do with those turkey
 1396 leftovers.
 1397 ((General laughter.))
- 1398 Jenny: What skill does that come under °again°?
 1399 Harry: Hahahahahah ·hhh
 1400 Jenny: Did you have another (.) narrative tense (.) maybe (.) that you

- 1401 Jenny: wanted to feed in?=
 1402 Annette: =E:m (.) I've just got the source of e:r (.) that one. But- (.) I was
 1403 just thinking, it shouldn't really go under narrative tenses, it's
 1404 like you were (.) saying earlier, that it's: (.) a narrative.
 1405 Harry: Yeah.
 1406 Annette: But it's not really tenses. Ah, 'narration' (.) fine. It's: em=
 1407 []
 1408 Harry: >It's just<
 1409 Annette: ='Communicative Language Teaching', Littlewood.
 1410 Harry: A::h
 1411 Annette: Page thirty four.
 1412 Paul: O::h good old Littlewood.
 1413 []
 1414 Jenny: Whoo:sh! Brought straight out the 'RSA' Dip lecture.
 1415 []
 1416 Annette: Yes.
 1417 (1.0)
 1418 Jenny: Yes it- I must admit I think it's the only () use!
 1419 []
 1420 Paul: You often don't
 1421 use much of *that*. (1.0) But I mean i- it- it I mean it should be
 1422 called in a sense 'narrative' anyway shouldn't it because=
 1423 []
 1424 Annette: Mmm
 1425 Paul: =they only- (.) they only work together. Hahah!
 1426 []
 1427 Jenny: There's so many things could be
 1428 grouped.=
 1429 Harry: =Yeah=
 1430 Paul: =You know you can't just do past perfect.
 1431 Harry: Yeah.
 1432 Paul: You can't write a story just in the past perfect.
 1433 []
 1434 Harry: °Heheheh°
 1435 Annette: No.
 1436 Paul: Yeah.
 1437 (1.0)
 1438 Jenny: °That's right.°
 1439 (1.0)
 1440 Annette: And em (.) the only other thing (.) that I've got is out of=
 1441 []
 1442 Harry: Sorry (.)=
 1443 Annette: ='Intermediate Matters'. Sorry?
 1444 []
 1445 Harry: =what- what's the actual s-
 1446 Harry: What page was it?
 1447 Annette: Thirty four.
 1448 (1.5)
 1449 Annette: E::m (.)
 1450 Jenny: Yes I've used that as well.

- 1451 Annette: Ye s.
 1452 [
- 1453 Louise: Yes.
- 1454 Annette: Em in 'Intermediate Matters' there's e:m a story about a: (.) a
 1455 tree falling across a ca:r, (.) an:d (.) basically the students hav:e
 1456 again it's an approach that I've found works in (.) several
 1457 different situations, e:m (.) the students have to (.) er (.) read (.)
 1458 the: newspaper story and put all the events in the correct
 1459 order.
- 1460 Paul: Mm
- 1461 Annette: That they happened. And then (.) em discuss the details, and
 1462 then they're (.) meant to try and (.) em do a radio news
 1463 broadcast where (.) somebody (.) e:m (.) gives an introduction
 1464 to the story, and then there is an interviewer who interviews
 1465 either a victim or a (0.5) a witness. To this: (.) accident. And (.)
 1466 that has worked (.) very well
- 1467 Louise: °Mm°
- 1468 Jenny: I do it as a task in fact not as a (project into)
- 1469 Annette: Well I- I used exactly the same approach because I had (.)
 1470 some s- wa- a student who had been here for (.) months and
 1471 months and months who'd done this, but I wanted to do a
 1472 news: (.) a radio news broadcast, and it was just after the
 1473 ((names local jewellers)) bur- burglary, so in fact I've
 1474 photocopied that now, and that's the story that they read.
 1475 And they do the radio news broadcast on that story. And
 1476 again that er (.) threw up a lot of (.) interesting information. (.)
 1477 E::m (.) and (.) they seem to enjoy it and er (0.5) it was using
 1478 the same approach as th- as 'Intermediate Matters', unit five.
 1479 (1.0)
- 1480 Harry: Yes. °And the page of the unit.°
- 1481 Annette: Or page (.) thirty seven.
 1482 (7.0)
- 1483 Harry: >I think< you're the best person to (.) put your initials to that.
- 1484 Annette: Yes:.
- 1485 Harry: °()°=
 1486 Annette: E:r
 1487 =[
- 1488 Paul: Well she witnessed the robbery.
- 1489 Harry: Heheheh
 1490 [
- 1491 Annette: Heheheheheh. Yes I did. No I witnessed the
 1492 getaway car.
 1493 [
- 1494 Paul: Getaway car.
- 1495 Annette: Yes. (1.0) Getting away.
 1496 (1.5)
- 1497 Harry: Sorry how would you describe the scene from (.) Littlewood?
 1498 (1.0) Wo' is it?
- 1499 Annette: E::m=
 1500 Harry: =Briefly. >So that I can put it down here.< hhh:hh (2.0) It's an

- 1501 Harry: oral activity.
- 1502 Annette: Yes:. (0.5) Oral activity to: (.) e:r (.) to practic:e=
 1503 [] []
- 1504 Harry: Oral s- jigsaw one
- 1505 Annette: =e:m the use of connectives °an:d°
 1506 (3.0)
- 1507 Harry: °Cohesion I suppose.°
- 1508 Annette: and co- yes: er ordering.
- 1509 Harry: °Cohesive devices.°
- 1510 Paul: Well for the moment can you put sort of- this is something
 1511 which I- (.) I sometimes (.) do >sort of< the present historic
 1512 particularly with advanced group- more advanced groups. (.)
 1513 E:M (.) which I haven't got here but (.) using a jo:ke or a (.)
 1514 plot, and showing them how it (.) works basically just
 1515 shunting everything forward from an ordinary past narrative
 1516 (.) so: (.) the past per fect becomes (.) er the past perfect=
 1517 [] []
- 1518 Harry: (You go up to) []
- 1519 Louise: It's ()
- 1520 Paul: =becomes (.) present perfect. Past continuous >becomes< (0.5)
 1521 present continuous.
- 1522 Jenny: Uhuh
- 1523 Paul: Er in terms of (.) plot summaries.
- 1524 Annette: Right=
 1525 Harry: Mm
 1526 =[
- 1527 Paul: And (.) a-a lot of jokes are told in that style.
- 1528 Annette: Yes.
- 1529 Harry: Em- (.) so >basically take a story< (.) sh- shunt it into the
 1530 present, and it becomes a joke.
- 1531 Paul: N: no you d-
 1532 [
- 1533 Harry: No I n- I'm not saying you do that, *but there's a* heheheh
 1534 ·hh hhh ·hh that's the sort of theory.
- 1535 Paul: But what it is is that it actually shows students that they can
 1536 do something which they (.) didn't necessarily think they
 1537 could do. Er so they can go away the next day and tell (.) a
 1538 joke or a plot summary in an appropriate form. (1.0) >You
 1539 know< if you want to write- I mean I can (.) fill you in on that
 1540 later.
- 1541 Harry: Is- is there a particular
- 1542 Paul: I think that's called the present historic though. E:m (.) well=
 1543 [
- 1544 Harry: source for that.
- 1545 Paul: =I've got some (.) examples of jokes and plot summaries.
 1546 They're not particularly good ones actually.
- 1547 Harry: hhhh ·hh hhhh=
 1548 Paul: =I should have better ones.
- 1549 Harry: °Heheh° (.) Another project.
- 1550 Paul: °Yeah.°

- 1551 (1.5)
 1552 Annette: Because describing the: the plot of any (.) film=
 1553 Paul: =Yeah=
 1554 Annette: =that they've just seen,=
 1555 Paul: =Yeah=
 1556 Annette: =they do the same thing.
 1557 Paul: Oh yes I- that's what I do I u- I usually do (.) a film or a- (.)=
 1558 []
 1559 Annette: () it yes.
 1560 Paul: =or a book.
 1561 Annette: Mmm
 1562 Paul: Em (.) and you can illustrate it with a- trouble with jokes is
 1563 that some people come back with an elephant joke which lasts
 1564 two minutes.
 1565 Annette: Mmm
 1566 Paul: Or half a minute. And (.) jokes have the problem of (.) °you
 1567 know, people are laughing at you.°
 1568 Harry: °hhh heh°
 1569 Paul: °So it's better off° Takes a long time to do you see a couple of
 1570 lessons. Maybe at the end of each lesson. As a kind of
 1571 presentation. (1.0) °Works quite well.°
 1572 Harry: It sometimes does exactly that.
 1573 []
 1574 Paul: ()
 1575 Jenny: Mm
 1576 Harry: I've done it once in a reading lesson with an advanced class.
 1577 >It was a< (.) Damon Runyon (.) story,
 1578 Paul: Uhuh
 1579 Harry: Because they're all written in (.) present simples. There's not a
 1580 single past tense in any stories that he ever wrote. It's
 1581 quite fascinating.
 1582 []
 1583 Paul: Although I wouldn't use that as a:
 1584 Harry: No. No. Heheheh
 1585 Keith: HEHE=
 1586 Harry: =It's different with a one off case.
 1587 Paul: ·hh heheh
 1588 Harry: You do have to sort of say 'No this is not the=
 1589 []]
 1590 Louise: ()]
 1591 []
 1592 Paul: (Yeah.)
 1593 Harry: =normal way of doing it.'
 1594 []
 1595 Keith: Hehe heheh]
 1596 []
 1597 Annette: Hahahah]
 1598 Paul: Actually I can keep a look out er I mean I think I must keep a
 1599 look out (.) for- for plot summary things. (.) Because they pass
 1600 you by, you know and you think (.) you should get a- er

- 1601 Paul: maybe (.) get something together (.) °(for) an approach. It's a
 1602 very unoriginal approach just recognising°
 1603 (1.0)
- 1604 Harry: °And presumably () out in (.) books.°
- 1605 Paul: No not always. They're only half (.) it's half a story.
- 1606 Harry: Yeah. °Yeah.°
 1607 (2.0)
- 1608 Jenny: Sunday papers (.) sometimes have a=
 1609 Paul: =Yeah=
 1610 Jenny: =run down of everything that's on °in London.°
- 1611 Paul: I think may- (.) er (.) yeah (.) the- the- it's (.) there are=
 1612 []
 1613 Jenny: °It's ()°
- 1614 Paul: =some times that you come across them. Or- or a joke.=
- 1615 Jenny: =Mm
- 1616 Paul: Maybe in a rag mag. If they f- clean enough. (2.5) And even if
 1617 they're written in the past in the rag mag you make it into the
 1618 present again. Hehhh! ·hhhh hh!
 1619 (2.0)
- 1620 Jenny: Ri::ght. So we'll leave that with everyone going away to write
 1621 up a page of (0.5) instructions to go with it.=
 1622 []
 1623 Louise: Uhuh
- 1624 Annette: =Yes=
 1625 Jenny: =Of anything that they've mentioned. °Good.° Point two, (.)
 1626 is: clarification of schedule of student tutorials. I think there's
 1627 still a bit of fuzziness in the *air as* to (.) when we do them.
 1628 Particularly as the course lengths keep changing all the time.
- 1629 Louise: Yes. That's another problem.
- 1630 Jenny: How we go (.) through with ongoing students who are here
 1631 for ever and ever,
- 1632 Louise: Uhuh=
 1633 Annette: =Mmm
- 1634 Jenny: Er (.) doing repetitive tutorials, (.) so (1.0) Paul and I talked
 1635 ((End of tape. Words lost while tape was turned over.))
- 1636 Paul: Last night. I expected somebody to suddenly go ((makes
 1637 sound of crashing/firing)).
- 1638 Louise: Mm °Uhuh°
- 1639 Jenny: Good.
- 1640 Paul: Yeah. Brilliant.
- 1641 Keith: Great. Yeah.
 1642 (3.0)
- 1643 Harry: But. But,
 1644 Paul: Yes:::
- 1645 Keith: HEheheh
- 1646 Harry: But
- 1647 Jenny: We felt that we: had to hold in our heads so many complex
 1648 things about when these take place that if we also had to=
 1649 []
 1650 Annette: Yeah

- 1651 Jenny: =hold in our heads who was going to get them every
 1652 time and who was not going to get them every time. It=
 1653 []
- 1654 Annette: Mmm (.) yes
- 1655 Jenny: =was (.) far too complicated. So we thought that (.) it was still
 1656 better to stick with (.) having (.) >tutorials< for everybody in
 1657 the group but some people would be processed very much=
 1658 []
- 1659 Annette: Mmm
- 1660 Jenny: =more quickly and more >sort of< rubber stamping of (.)=
 1661 []
- 1662 Annette: Mmm
- 1663 Jenny: =nothing's changed.
- 1664 Annette: Mm m
- 1665 []
- 1666 Louise: Mmm=
 1667 Jenny: =go on to the next (.) one kind of thing. But I think we're not
 1668 absolutely clear (.) yet (.) as: (.) to when (.) in varying length
 1669 courses, (.) we hold them.
- 1670 Harry: I think it's very clear at the moment. In the four week
 1671 []
- 1672 Jenny: Yes. Because they keep
 1673 filling the four week (.) and two week (.) slots.
 1674 []
- 1675 Annette: Four week (there).
- 1676 Harry: Yeah.
- 1677 Jenny: Yes.=
- 1678 Harry: =And it (.) fits in quite nicely at the moment.
- 1679 Jenny: Right. Which is all right also for Spring Course One, but
 1680 Spring Course Two is five weeks long, (.) NO- Spring=
 1681 []
- 1682 Annette: Uhuh
- 1683 Jenny: =Course Two is six weeks long and Spring Course Three is
 1684 five weeks long.
- 1685 Louise: You'd have it three times in the six weeks course then.=
- 1686 Harry: =Mm
- 1687 Jenny: Yeah that's right, so::
 1688 []
- 1689 Louise: Three times in the six weeks,=
 1690 []
- 1691 Harry: Uhuh
- 1692 Paul: =An:d
- 1693 Jenny: And four is all right. Five weeks
- 1694 Paul: Just- just-
 1695 Harry: =I'm beginning to see a pattern here, >if it's divisible by two
 1696 it's all right.<
- 1697 Annette: Hehe heheheheh
 1698 []
- 1699 Harry: Heheheheh
- 1700 Jenny: So: our three week courses and our five week courses present

- 1701 Jenny: problems.
 1702 Paul: °Yeah.°
 1703 Annette: Ye:ah.
 1704 Louise: Mmm
 1705 (2.0)
 1706 Paul: I didn't think we we- I didn't think- I didn't think we would
 1707 talk about that bit but yes em=
 1708 Annette: =Heh! heheh
 1709 []
 1710 Louise: You have to take everything and have a policy for the
 1711 whole year don't you.
 1712 []
 1713 Paul: Didn't we sa::y for the three week it was
 1714 after the first week? °()°
 1715 (1.0)
 1716 Louise: We may have said something at the end of=
 1717 []
 1718 Jenny: >I can't quite remember what we did.<
 1719 Louise: =the first week and then they read the report at=
 1720 []
 1721 Paul: They read the report.
 1722 Louise: =the end. O::r
 1723 []
 1724 Jenny: Yeah. That's right. Yeah.
 1725 Louise: they get another
 1726 Paul: You have to- you're trying to write down the other thing.
 1727 Jenny: Yeah.
 1728 Annette: Hehhh
 1729 Harry: Well we've had (.) three week courses obviously before,
 1730 haven't we?
 1731 Jenny: Yeah.
 1732 Harry: And hhheh (if it's just- it's similar we could just)
 1733 []
 1734 Jenny: But I remember we were a little bit
 1735 confused as to when we were having the
 1736 []
 1737 Harry: If we were- EM::: (.) °can't
 1738 remember what I did. (1.0) I mean=
 1739 Jenny: =>And then< Louise brought up the problem of (.) early in the
 1740 course we've got to work out what their needs are, so that=
 1741 []
 1742 Louise: Mm
 1743 Jenny: =we can (.) work out whether their needs are being met.=
 1744 []
 1745 Louise: And where do we write that.
 1746 Jenny: =And where do we write it? How do we enter it.
 1747 Harry: Yes I- I tend to write it on a bit of paper. It sort of tends to
 1748 arise naturally in the sort first (.) lesson or two doesn't it. (0.5)
 1749 °Sort of° needs analysis (.) thing.
 1750 []

- 1751 Louise: Yeah.
- 1752 Annette: Yes on the first day, (.) the language lesson's very often a (0.5)
1753 finding out what people want to do.
1754 (1.5)
- 1755 Harry: E::r
- 1756 Louise: But isn't that sometimes too general? Doesn't it need to be=
1757 []
- 1758 Harry: Isn't this []
- 1759 Annette: Yes.
- 1760 Louise: =more specific to the individual.
1761 (0.5)
- 1762 Harry: Yes.
- 1763 Louise: And also they take ideas from other people, don't they?
- 1764 Jenny: Yeah.
- 1765 Louise: >Which is not necessarily< their own idea. >Somebody says
1766 'vocabulary' so 'Oh yes! I want vocabulary.' Somebody says<
1767 'I want more grammar.' >'I want more grammar.'<
- 1768 Harry: Yea:h but=
1769 Louise: ='Fluency.' >'I want fluency.'< And it doesn't become
1770 discriminating enough for the individual.
1771 []
- 1772 Jenny: There's a few of the first day tasks that I've
1773 done in the language lesson, (.) er have got (.) some sort of
1774 questionnaire to fill in or (.) i-it is a type of needs analysis,=
1775 []
- 1776 Harry: Individual.
- 1777 Annette: =Mmm
- 1778 Jenny: saying (.) why are you studying English, or (.) which areas do
1779 you feel are you're weakest. (.) There are various things that
1780 (.) will give you that information.
- 1781 Louise: Yes I usually have a written component which everyone=
1782 []
- 1783 Annette: Yes.
- 1784 Louise: =has individual (to them.)
1785 []
- 1786 Annette: But- but I agree: i- it should be recorded
1787 somewhere.
- 1788 Harry: This is only a problem with three week courses is it.
- 1789 Annette: Mmm
- 1790 Harry: °That's okay.° It's isn't basically
1791 []
- 1792 Jenny: Well no this is a problem every=
1793 []
- 1794 Louise: No.
- 1795 Jenny: =course has.
1796 []
- 1797 Harry: Well it's- E::M because ()
1798 []
- 1799 Paul: (With er) any new student?=
1800 []

- 1801 Jenny: Fine.
- 1802 Jenny: =Yes=
- 1803 Louise: =Yes=
- 1804 Paul: =With any new student.
- 1805 (1.0)
- 1806 Harry: Yeah >but if< (0.5) okay so two weeks into their (.) time here (.)
- 1807 if it's longer than three weeks, (.) they're gonna have a (.)
- 1808 tutorial. (.) Can you not establish their aims then?=
 1809 Jenny: =Isn't that a little bit late?
- 1810 Harry: °Bit late I suppose.°=
 1811 Paul: =It is for ()
- 1812 [
- 1813 Annette: Again I'm sure we could.
- 1814 [
- 1815 Jenny: ()
- 1816 [
- 1817 Harry: Well as I say if it's longer
- 1818 than three weeks,
- 1819 Louise: Even on a four week course it's a bit late.
- 1820 [
- 1821 Annette: Bit late.
- 1822 [
- 1823 Harry: Even on a four
- 1824 week course it the- WELL there's a case in point, I've just done
- 1825 the first one with Aimy (.) today.
- 1826 Louise: Mm
- 1827 Harry: She's been here for two weeks.
- 1828 Jenny: Mmm
- 1829 (2.0)
- 1830 Louise: That's why I >probably< (.) threw the cat amongst the=
 1831 [
- 1832 Jenny: Yes.
- 1833 Louise: =pigeons (.) last (.) Friday,
- 1834 Jenny: You had every right to throw the cat among the pigeons.
- 1835 []
- 1836 Louise: didn't I?
- 1837 Louise: By saying 'Oh dear, (.) there's (no) tutorial.
- 1838 []
- 1839 Paul: We-we- we never really established how we
- 1840 should do this and maybe we should formalise it.
- 1841 [
- 1842 Jenny: Mm
- 1843 Jenny: Yes. And perhaps that these written (1.0) papers that=
 1844 []
- 1845 Paul: Maybe it's the only way.
- 1846 Jenny: =you're producing on day one, (0.5) also should be in a system
- 1847 and a file.
- 1848 Louise: All the information transfe- all I did was write a few sentences
- 1849 on the tutorial sheet. And then (.) I actually had another one
- 1850 written today because I found out I wasn't supposed to have

- 1851 Louise: one last week so I did it today to be *in line with hehehehall*=
 1852 [
- 1853 Jenny: Hehhhh
- 1854 Louise: =*others*.
- 1855 Paul: Well actually I didn't do mine today so
 1856 [
- 1857 Louise: But- (.) but I'm- I'm not
 1858 going to see them again *either*,=
 1859 [
- 1860 Paul: hhh ·hhhhh
- 1861 Paul: =A::h s-=
- 1862 Louise: =because of a change in personnel. (.) So I (.) had a: (.)=
 1863 [
- 1864 Jenny: °Alright.°
- 1865 Louise: =tutorial with them (.) and then I referred to what they'd told
 1866 me *last* week, and said (.) 'That was what you said wasn't it.'
 1867 And then went through the other (.) parts of the tutorial (.) °er
 1868 *sheet*, (.) and then they signed it, at the *botttom*. (0.5) So I've
 1869 recorded it on the (.)
- 1870 Paul: Maybe we should give (.) *each* new student (.) a piece of paper
 1871 on which they have to record (.) their aims to (give) to=
 1872 []
- 1873 Jenny: Would it
- 1874 Paul: =us by Wednesday.
 1875 []
- 1876 Jenny: *work* if we actually gave them their own tutorial sheet
 1877 on the first day and said (.) 'You will hand this back and this
 1878 will be what we'll use at your (.) tutorial sessions. And on it=
 1879 []
- 1880 Harry: Mm
- 1881 Jenny: =will be your
 1882 []
- 1883 Annette: Mmm
- 1884 Harry: It's not a bad *idea* actually,=
 1885 Louise: =Mm=
 1886 Harry: =because it will
- 1887 Annette: No. (.) Except for *lower* level students, °I don't know think
 1888 they can *cope*=
- 1889 Harry: =Yes=
 1890 Annette: =with it.° Heh heheh
 1891 []
- 1892 Harry: Yes. Well one (.) problem is one of the most
 1893 difficult *bits* actually I find, was=
 1894 Annette: =°Yeah.°
- 1895 Harry: a new student. >What are you going to *do*< when you have a
 1896 *new* student
- 1897 Annette: Mmm
- 1898 Jenny: Mm
- 1899 Harry: Once you've established the aims and that they don't usually
 1900 *change* that much. But (.) how do you define (.) And in what

- 1901 Harry: terms do you define (.) things.
- 1902 Annette: °Mmm°
- 1903 Harry: Some people (.) define it in terms of exams, other people
- 1904 define it in terms of=
- 1905 Jenny: =Mm. Does it matter?=
- 1906 Paul: =That- don't think that matters.
- 1907 [
- 1908 Harry: No it doesn't matter, but they- (.)
- 1909 [
- 1910 Jenny: No.
- 1911 Harry: =e:m (0.5) especially lower level students do sometimes have
- 1912 trouble (.) formulating what their (.) what their aims are.
- 1913 [
- 1914 Louise: Mmm
- 1915 Jenny: Well they probably don't know.
- 1916 Harry: Well y- if- yeah. If they'd thought about it
- 1917 [
- 1918 Paul: Hh hhh hh
- 1919 Jenny: No. They just want >to be able< to speak English.
- 1920 [
- 1921 Paul: Hhh! hhh
- 1922 Annette: I think it (.) would be a good idea to give these profiles (.) to
- 1923 the: (.) >sort of< intermediate students upwards,=
- 1924 Jenny: =Mm=
- 1925 Annette: =that we ought to think of some other way for the (1.5)
- 1926 intermediate downwards.
- 1927 Paul: Well they- the- (.) well that means you're going to have to
- 1928 spend some time with them.
- 1929 (0.5)
- 1930 Annette: Yes.
- 1931 Jenny: Very early.
- 1932 [
- 1933 Louise: Mm (.) which is a tutorial.
- 1934 []
- 1935 Paul: A::ND
- 1936 Paul: remember yeah with- as a tutorial
- 1937 Jenny: °Mm°
- 1938 [
- 1939 Annette: Well- except it could probably be done again in er (.) er (2.0)
- 1940 filling in both of them (.) or- three of them four of them filling
- 1941 in a:
- 1942 Paul: Yeah but some of them will not be new students. (.) I think
- 1943 it's okay if everybody's new, (.) because then you can have=
- 1944 [
- 1945 Annette: Yeah.
- 1946 Paul: =a nice activity which er discreetly gets that information, and
- 1947 you can help them. But if you've got (.) some people who are
- 1948 sort of=
- 1949 Annette: =Mmm=
- 1950 Paul: =down near=

- 1951 Annette: =Mmm=
 1952 Paul: =lower intermediate level for ever and ever, and you get other
 1953 people coming in, it's difficult to find
 1954 []
 1955 Jenny: It's happening more and more.
 1956 Paul: hhh heh *at the moment*. Difficult to find things to do.=
 1957 Annette: =Could we:::
 1958 Paul: Which is why I think you have to spend
 1959 []
 1960 Annette: do a simplified (.) questionnaire. E:m (.)
 1961 for (.) lower level students. For example it would say (.) em
 1962 'Which is your (.) worst level of *at which-*' hhh 'Which is your'
 1963 (.) I'm trying to think of (.) *very basic language*,=
 1964 Paul: =Huh=
 1965 Annette: =e:r=
 1966 Jenny: =() would.
 1967 Annette: Which is the (.) area you find most difficult, and then put=
 1968 []
 1969 Harry: °We should just assume that
 1970 Annette: ='speaking' 'reading' 'writing' (.) and tick the box. (1.0) O:r (.)
 1971 just something that was a very basic questionai:re. E:m (1.0)
 1972 that would give you something to go on, (.) if you just had one
 1973 new student.
 1974 (2.0)
 1975 Paul: Mmm yeah.=
 1976 Annette: =If-if it wasn't a whole=
 1977 Jenny: =Something like a very simplified needs analysis that goes out
 1978 to the business students might almost (.) work. Not the two
 1979 page one, the one page one.
 1980 Annette: Mmm=
 1981 Jenny: =>The very simple one.<
 1982 Harry: °() the page one thing.° Hhhhheheh
 1983 []
 1984 Annette: Yes. Or in: is it the sourcebook that's got
 1985 (0.5)
 1986 Harry: Yes it has.=
 1987 Annette: =Something at the beginning=
 1988 Harry: =Mm
 1989 Annette: of one of the sections.
 1990 Paul: There are (.) plenty I know °yeah.°
 1991 []
 1992 Annette: Become=
 1993 Harry: =Yeah there are plenty. Yeah.
 1994 Paul: Em there's one in 'Reading Orange' or something
 1995 []
 1996 Louise: Yes it is, isn't it.
 1997 []
 1998 Annette: []
 1999 (.) icebreakers or something.
 2000 []

- 2001 Louise: It's on the (.) needs analysis (.) file.
 2002 [
- 2003 Annette: Yes.
 2004 That's right.
 2005 [
- 2006 Louise: °() the needs analysis file.°
 2007 Jenny: Yes well we could probably use one of those then, could we?
 2008 Paul: As something very basic, fo:r
 2009 (1.5)
 2010 Jenny: Lower intermediate downwards.
 2011 Paul: An::d er otherwise you just give them a ch- you've g- you've
 2012 got two systems working.
 2013 Jenny: °Yea::s.°
 2014 Harry: Yes.
 2015 Paul: HHHHheheheheheheheh ·HHH
 2016 Louise: Well- (.) but there's a (lot of that that you) transfer to the=
 2017 []
- 2018 Harry: If I've got () what system will I use?
 2019 Louise: =first paragraph of (.) 'AIMS' where it says hav- have you=
 2020 []
 2021 Jenny: Yes.=
 2022 Louise: =() got a sheet of >(that one.)< The top (.) line is=
 2023]
- 2024 Jenny: =The (point)
 2025 Louise: ='aims and () .'
 2026 [
- 2027 Paul: Look why don't we- no what we could do, of course
 2028 is have something which is simple, which (.) em (.) weaker
 2029 students and stronger students could understand.
 2030 Jenny: Mmm
 2031 Paul: You know (.) em
 2032 Jenny: For example one of our needs analysis=
 2033 []
- 2034 Harry: Yes.
 2035 Paul: =One of our needs analysis things I mean (.) which is=
 2036 []
- 2037 Jenny: Yes.
 2038 Paul: =simple enough (.)
 2039 []
- 2040 Jenny: () for them.=
 2041 Paul: =for anybody to understand and fill in. (0.5) So that=
 2042 []
- 2043 Jenny: Yeah.
 2044 Paul: =every body °can do it.° But=
 2045 []
- 2046 Jenny: >(That was in there.)<
 2047 Jenny: =>One of the ones< in there.
 2048 Paul: One of the ones?=
 2049 Jenny: =Yeah=
 2050 Paul: =Yeah.

- 2051 Jenny: Right.
- 2052 Annette: In there? ((Points to filing cabinet.)) That thing there. Oh in
2053 there?
- 2054 Harry: No in the file in the top.=
- 2055 [
- 2056 Paul: No. In- in there.
- 2057 Annette: =Yes. Heheh=
- 2058 Paul: =In the first (.) it's the first day file isn't it.=
- 2059 [
- 2060 Jenny: Yes.
- 2061 Annette: =Yes, that's right. Ice breaker books.
- 2062 (1.5)
- 2063 Paul: °Yeah. Trying to confuse the tape. Hhhh!
- 2064 Harry: Don't most of us do that anyway? I don't mean making
2065 copies of all those (.) but er
- 2066 [] [
- 2067 Annette: Yes. Yes, but w- I think we're talking
2068 (.) mainly about the difficulty of=
2069 []
- 2070 Harry: It's a question of having< a: a physical record
- 2071 Annette: =having er when you've got one new student,
2072 []
- 2073 Paul: I think we should agree on one which
2074 everybody gives to their own new student.
- 2075 [
- 2076 Annette: Yes.
- 2077 Annette: Yeah.
- 2078 Louise: Mmm=
- 2079 Paul: =E:r I mean I sometimes don't use them because if people have
2080 been here for three or four courses they don't want to keep=
2081 [
- 2082 Jenny: They probably know.
- 2083 Paul: =telling you about their own needs (and difficulties).
2084 []
- 2085 Louise: Exactly (.) yeah.
- 2086 [] [
- 2087 Harry: Mm [
- 2088 Jenny: Yeah that's right.=
- 2089 Paul: =So you can you think of different kinds of ice breaker.=
- 2090 Jenny: =Yeah=
- 2091 Louise: Yes.
- 2092 (0.5)
- 2093 Jenny: So any new student coming in will be given (.) now (.) one of
2094 those, (.) to fill in.
- 2095 [
- 2096 Paul: Well I think we should (.)
- 2097 Louise: Return the SAME one.
- 2098 [
- 2099 Paul: ADAPT QNE (.) of those,
2100 [

- 2101 Louise: Yes. Uhuh=
 2102 Paul: =and decide to use it (.) em (.) to be filled in
 2103 Jenny: only by the students (). And then (.) they give it=
 2104 [] []
 2105 Louise: Mm Yes.
 2106 Jenny: =to their own class teacher who will transfer it to their (.)
 2107 tutorial sheet.
 2108 []
 2109 Annette: sheet. Yes.=
 2110 Jenny: =By the end of the second week.
 2111 Louise: Uhuh.
 2112 Jenny: Great.
 2113 Louise: Mm
 2114 Jenny: °Right.°
 2115 Harry: All right then.
 2116 Paul: hhhh!
 2117 Harry: °Heheheh°
 2118 Paul: hhh ·hh hh
 2119 (2.5)
 2120 Jenny: () have we got a clear system I think there. Until with the
 2121 next term *we ask again for clarification*.
 2122 Annette: Well wha- the thing we still haven't done of course is: the=
 2123 []
 2124 Jenny: Choose
 2125 Annette: =decision yes: er (.) who will be writing
 2126 []
 2127 Jenny: Do you want to do that now or
 2128 Annette: Well perhaps we ought to- (.) shall we do that at another:
 2129 academic staff meet- no we're not going to have another one
 2130 are we?
 2131 Jenny: It'll be about
 2132 Harry: No just have a staff meeting (.) in between. °It needn't be=
 2133 []
 2134 Jenny: in January
 2135 Harry: =academic.
 2136 Jenny: Mm?
 2137 Harry: It doesn't have to be academic at all, I mean (let's)
 2138 anyway.
 2139 Annette: Yes:s.
 2140 Jenny: Yes. Next week.
 2141 Harry: Mm
 2142 Jenny: Yes. (0.5) Right.
 2143 Annette: Yes. In next week's staff meeting we'll
 2144 []
 2145 Jenny: We'll decide next week.
 2146 (1.0)
 2147 Jenny: Decide which needs analysis ().
 2148 []
 2149 Annette: Which needs analysis- or adapt
 2150 (.) a: a needs analysis to be our (.) master.

- 2151 Jenny: °Yes.°
 2152 (5.0)
 2153 Jenny: °Ri::ght.° Shall we go to point (.) three? (1.0) Point three I've
 2154 crossed out,
 2155 Annette: Oh
 2156 Louise: Ah °uhuh°
 2157 Annette: Heheh
 2158 Annette: What was it?
 2159 []
 2160 Louise: It's redundant now. ()
 2161 []
 2162 Jenny: It's redundant now. I- it said
 2163 'Whither the social programme' because I had no news about
 2164 (.) our social organiser so
 2165 []
 2166 Annette: Whither?=
 2167 Harry: =The social programme withers. Hhhh!
 2168 Jenny: Yes it wasn't 'wither' ((Hands make drooping movement))
 2169 []=
 2170 Harry: ·hh hhh ·hh hhh
 2171 Louise: =Yes. 'Where.'
 2172 []
 2173 Harry: Heheh
 2174 Jenny: 'Whither.' ((Hand describes question mark in air.))
 2175 Annette: Oh 'wither.' Right. 'Where (.) to.'
 2176 Harry: Yeahhhh with with the ()
 2177 Annette: Ye::s.
 2178 Jenny: But it had an implication of- (.)
 2179 Annette: Yes.s.
 2180 Jenny: 'Wither' as well because (.) this week the social programme's
 2181 rather falling apart. (.) But E::d is back with us from Monday,
 2182 Louise: Mm
 2183 Jenny: and he's happy he says, to take on the social programme but
 2184 I'm not certain he's thought out the implications. Because he's
 2185 working mornings, going to Leicester Hospital ((where his
 2186 brother is seriously ill)) in the afternoon, (.) but then if that
 2187 means rushing back for social events here in the evening I'm
 2188 not sure he's quite (.) thought that through.
 2189 Louise: That occurred to me actually. If-
 2190 []
 2191 Paul: How how f- (.) how far is it?
 2192 Jenny: To Leicester (.) er (.)
 2193 Paul: °From here.°
 2194 Jenny: well (.) well over an hour's drive.
 2195 Paul: Mm
 2196 Annette: So his brother's back in this country now?
 2197 Jenny: Mm
 2198 Annette: In Leicester.=
 2199 Jenny: =Mm. Not much better.
 2200 (0.5)

- 2201 Annette: Gosh. I () amazed they brought him back then.
 2202 []
- 2203 Jenny: ()
- 2204 Jenny: They had to. For- better hospit- medical care in Spain.
 2205 (3.0)
- 2206 Harry: Leicester's ().
- 2207 Jenny: Yes.
- 2208 Harry: Hh ·hhh hhh
- 2209 Paul: Lan guage problems.
 2210 []
- 2211 Annette: Next point. Heheheheheh=
 2212 Paul: Language problems (on this.)=
 2213 Annette: =He heheh
 2214 []
- 2215 Jenny: Heheh ·hhhh right, so I- I crossed those out, (.) a- (.)
 2216 assuming that Ed will have everything in hand again. If not
 2217 we'll (.) work something out (instead.)
 2218 []
- 2219 Paul: So this is not going on at the
 2220 meeting ()
 2221 []
- 2222 Jenny: No I don't think so.=
- 2223 Paul: =So will I-
 2224 []
- 2225 Jenny: So we'll move to point (.) four which can now be called
 2226 point three, (.) outlook for nineteen ninety five. (.) I didn't
 2227 know to what extent I told everybody any developments of: (.)
 2228 enrolments or how we were going for (.) Spring Course One
 2229 >so I thought I< just should. (.) Update people. So I actually
 2230 (0.5) typed it out.
- 2231 Annette: Mmm!=
- 2232 Louise: =Thank you. (.) Well done. On the computer.
- 2233 Jenny: Yes.
- 2234 Louise: Mm
- 2235 Jenny: >(Perhaps I'll just-)< (.) ()
 2236 (1.0)
- 2237 Louise: °(Yes.)°
- 2238 Jenny: E:m (1.0) it's a: this is only in broad terms. I haven't put (.) all
 2239 the detail in.
 2240 (1.0)
- 2241 Paul: Shall I just e:r (.) attach a copy.=
- 2242 Jenny: =Yeah.
- 2243 Paul: Yeah.
 2244 (4.5)
- 2245 Paul: I'll attach it to this.
- 2246 Jenny: Mm
- 2247 Paul: () to the
- 2248 Jenny: Mm=
 2249 Paul: =°Hehhh heh ·hhhh°
- 2250 Jenny: E::m (.) did I manage to tell everybody that the: British Council

- 2251 Jenny: (.) Warsaw
 2252 (0.5)
 2253 Paul: Mmm
 2254 Jenny: ten (.) person contract is under way,
 2255 Paul: Mm
 2256 Jenny: and that (.) em up until Easter there'll be (.) ten Poles coming
 2257 in groups of two.
 2258 Louise: Uhuh
 2259 Jenny: But of course they- (.) they're slightly adapted
 2260 [Per course. ()]
 2261 Annette: [Yes e:m]
 2262 Jenny: they've slightly changed (.) unfortunately my suggested times
 2263 of arrival for Spring One,=
 2264 Annette: =Oh right.=
 2265 Jenny: =because they didn't want to go beyond Easter. I had two
 2266 more after Easter but they've moved them right back (.) to the
 2267 start of the year, (.) so we (.) will in fact have four (0.5) in place
 2268 in (.) from the second week of (0.5) Spring Course One.
 2269 (1.0)
 2270 Harry: This is for three weeks is it just a second lot of them.
 2271 [No:: Both]
 2272 Jenny: lots are for three weeks.
 2273 [Are for three weeks each. Yeah.]
 2274 Harry: Each. Yes.=
 2275 Jenny: Oh!
 2276 Paul: [Yes.]
 2277 Annette: So. Two come in, (.) and two weeks- er one week later two
 2278 more come in, and each group stays three weeks.
 2279 Harry: °(Yeah.)°
 2280 (1.5)
 2281 Jenny: E:m (.) I telephoned about the Swedes, the >academic Swedes<
 2282 this morning because I was (.) a bit concerned that (.) this time
 2283 last year we heard (.) by the twenty second of November,
 2284 Louise: Uhuh
 2285 Jenny: it now being December we haven't heard anything and (.) got
 2286 a very surprised reaction that we didn't know what was going
 2287 on,
 2288 Louise: Mm=
 2289 Jenny: =from Pangbourne.
 2290 Louise: Uhuh
 2291 Paul: Sorry. What do you mean by that. That you- they-
 2292 Jenny: They thought they'd told us
 2293 (0.5)
 2294 Paul: Oh I see.

- 2301 (0.5)
 2302 Jenny: °and° (.) even though we hadn't in fact heard any thing.
 2303 []
 2304 Paul: It's unlike
 2305 them isn't it!
 2306 []
 2307 Jenny: Ye::::s. And I said since I was trying to do my staffing
 2308 for (.) January gi- >would-< (.) they be able to give me any
 2309 information whatsoever, (.) em I was also a bit worried
 2310 because I'd heard rumours that 'ERASMUS' funding is in
 2311 trouble in Europe and a lot of it would be drying up. (0.5) So::
 2312 er they said definitely a group of Swedes is coming in
 2313 January, (.) they don't know how many yet, but- we've been
 2314 told (.) five or six >and I think haven't we yeah.< E:m (.)
 2315 they're not coming at the beginning of January as I had
 2316 thou::ght, they're not coming till the fifteenth, (.) so they're
 2317 here for the- (.) third and fourth weeks. (.) Of Spring One so
 2318 we've got time to get (.) ready for them. But it's definite. (0.5)
 2319 That. And then there's just an odd assortment of people, (.)
 2320 e:m (.) four Japanese and=
 2321 Paul: =Isn't there an Arab that's supposed to be coming=
 2322 Jenny: =Yes. And I also heard yesterday that (.) you know
 2323 Paul: Uhuh
 2324 Jenny: That Shafi who was on our (.) autumn course, that is=
 2325 []
 2326 Harry: (Oh that one)
 2327 Paul: =Yeah.
 2328 Jenny: for so long, until he disappeared off it, (.) e:m (.) is still=
 2329 Annette: []
 2330 Oh yeah.
 2331 Jenny: =coming.
 2332 Harry: That ()
 2333 []
 2334 Paul: So so so is he extra to this.
 2335 Jenny: So he's extra to this.
 2336 []
 2337 Paul: ()
 2338 Jenny: So Spring Course One is looking quite healthy. Er Spring
 2339 courses (.) Two and Three are still below. (0.5) Budget. (.)
 2340 But since everything's coming in so last minute, (.) there's no
 2341 particular reason to be gloomy at the moment.
 2342 Louise: Mm. I was going to ask how that compares with the timing,
 2343 (.) of- previous years.
 2344 Jenny: E:m (.) compares (.) quite favourably with last year, which was
 2345 a good year for the school. And last year was very good.
 2346 [] []
 2347 Louise: Mmm []
 2348 Paul: That's
 2349 all right then. Because on the face of it it looks a bit (.) ().
 2350 Jenny: Yeah. No. Springwise is really healthy, e:m (0.5) no Spring

- 2351 Jenny: Two Three have got time (.) yet
 2352 Annette: Mmm
 2353 (1.0)
 2354 Jenny: So (.) no: >no real reason to be gloomy.<
 2355 Annette: Can you explain 'HELs'.
 2356 Jenny: 'Heart of England Language Schools.'
 2357 [
 2358 Paul: Heart of England.
 2359 Annette: Oh:: thank you. *Right!*
 2360 Jenny: E:m
 2361 Annette: And er (.) these professional courses (.) will they be one to
 2362 ones? O:r
 2363 Jenny: No that's ()
 2364 [
 2365 Paul: I thought that was a misspelling of 'this year round'
 2366 (.) it's 'Thais'=
 2367 Jenny: ='Thais'=
 2368 Paul: =because this is (on) .hhhh
 2369 Jenny: °Year round.'° E:m (.) the Thais are coming in groups for a
 2370 variety e:m (.) sorry >let me think how that< originated. (0.5)
 2371 There was a conference in Bangkok, that Christine Smith of
 2372 Puddham (.) College (.) went to on behalf of her own college
 2373 and (.) the HELs group, (.) and (.) she was approached by an
 2374 agent in Bangkok who said that they would like to place
 2375 groups of (.) professional (.) Thais, (1.0) in a- a grouping of
 2376 schools consorting like this one. Em (.) they stated the price
 2377 they were willing to pay,
 2378 Louise: Uhuh
 2379 Jenny: an:d (.) asked if we'd be interested and it- it went from there
 2380 that Gillian James brought back the name and (.) as a
 2381 consortium we all agreed to (.) how many we could take
 2382 and (.) at what periods. Then (.) ELT Coggham's Doctor
 2383 O'Donnell went out, er (.) and didn't get any kind of
 2384 agreement, and it's come back individually so I've now
 2385 individually ().
 2386 Paul: Hah! hah
 2387 ((Jenny leaves to answer the phone.))
 2388 Annette: °(Is that em)°
 2389 Paul: No we're not. We can talk about Jenny while she's not here.
 2390 Harry: heh hhh
 2391 Keith: Yeah okay er lets's get () record it.
 2392 [
 2393 Paul: He heheheh]
 2394 [
 2395 Annette: Heheheheheh]
 2396 Paul: ·Hh hhhh
 2397 Keith: Shall I stop it? °I suppose I'd better.°=
 2398 Paul: =Em I don't=
 2399 Keith: No all right °because you know I mean°
 2400 [

- 2401 Harry: ()
- 2402 Annette: Well 'cos- because it's really Jenny
- 2403 Harry: Doesn't matter.
- 2404 Annette: giving us information. There's nothing much we can (2.5)=
- 2405 [
- 2406 Paul: Mm
- 2407 Annette: =say about it ().
- 2408 Harry: She's coming back=
- 2409 Keith: =>Coming back< Jenny is returning, (.) having left.
- 2410 Louise: It's a phone call.
- 2411 Keith: It's a note for the tape that.
- 2412 Harry: Yeah.
- 2413 Keith: That was a note a note for the tape.
- 2414 Harry: So she ()
- 2415 [
- 2416 Keith: That you have returned. Having left. So there won't
- 2417 be time to talk about you.
- 2418 ((General laughter.))
- 2419 Jenny: Try it.
- 2420 Annette: Heheh
- 2421 Harry: Hahah
- 2422 Jenny: E:m (.) the East German teachers is one through (.) David at
- 2423 Cubston. He has: (.) >it seems< some very valuable Foreign
- 2424 Office contacts from his days at the Foreign Office, (.) and he
- 2425 was contacted by an East German (0.5) government (.) person,
- 2426 (.) who said they have a lot of government contract East
- 2427 German teachers to place. Ninety of them (.) in fact. Em and
- 2428 would we be willing to come in to do that, so I said 'Yes.'
- 2429 Annette: Mmm
- 2430 Jenny: Em (.) even though it could slightly overlap with the Swiss
- 2431 teachers. By a: (.) half a week.
- 2432 (1.0)
- 2433 Harry: Ninety.
- 2434 Jenny: NOH! We're not taking all ninety. I was tempted to offer.
- 2435 [
- 2436 Harry: Heheheheheheheheheh
- 2437 ((General laughter.))
- 2438 Jenny: I said a group of twelve. (0.5) At a pinch.
- 2439 (0.5)
- 2440 Paul: *Two groups of twelve.* We could do that when=
- 2441 Harry: =°hhhehehhh°=
- 2442 Paul: =()
- 2443 Harry: °heheh°
- 2444 Paul: ·hh hhh Er we then have to make enough rooms (.) for that.
- 2445 Annette: hhhheh!
- 2446 Keith: () we did.
- 2447 [
- 2448 Paul: We only- (.) we need one classroom that can
- 2449 [
- 2450 Jenny: ()]=

- 2451 []=
 2452 Keith: You know,
 2453 Keith: ='Goodbye Turks, hello Hungarians' party.
 2454 Annette: Ye::s heheheh
 2455 []
 2456 Harry: Hahahahah=
 2457 Keith: =(Because it was) so successful ()=
 2458 Jenny: =Mmm
 2459 Keith: °that was.°
 2460 Annette: When are the Swiss teachers coming (.) next year?
 2461 []
 2462 Jenny: Mid- mid July. The
 2463 seventeenth.
 2464 ((Jenny leaves to answer phone.))
 2465 Paul: For three weeks.
 2466 Annette: Yeah.
 2467 Paul: That's not in the middl- no that's in the middle of a course
 2468 again isn't it? Bound to be.=
 2469 Annette: =Yes. I'm pretty sure Jenny said it was.
 2470 (2.5)
 2471 Harry: Right yeah.
 2472 ((Jenny returns.))
 2473 Annette: Well the- they're not (.) making us such ().
 2474 []
 2475 Jenny: Sorry that was the fax. It's
 2476 got a new ring now, and I got confused.
 2477 Paul: Oh. Yeah the trouble is, that the
 2478 []
 2479 Harry: It's ().
 2480 (0.5)
 2481 Paul: they're () so they (.) straddle a course. (0.5) And they=
 2482 []
 2483 Harry: ()
 2484 Paul: =get discounts. I mean (.) you know. I mean (.) they're=
 2485 []
 2486 Harry: = []
 2487 Jenny: Yes.
 2488 Paul: =not gonna (.)
 2489 Jenny: No they're not. They get the biggest discount of any students
 2490 who come through our front door.
 2491 []
 2492 Annette: Yes.
 2493 Annette: Yes they're not () at all.
 2494 []
 2495 Paul: We:ll why- what happens if the: (.) er- East
 2496 Germans pay more. (.) ·hhh
 2497 (2.0)
 2498 Harry: >Heheheheheh<
 2499 Jenny: I have a little chat with (.) Geraighty (.) and tell him so.
 2500 Paul: Absolutely. Well I mean (.) we don't have to do them any

2501 Paul: favours, do we?
2502 (0.5)
2503 Jenny: No::, but I mean if there's an empty room and=
2504 Paul: =Fine=
2505 Jenny: =we have the option of-
2506 Paul: Oh
2507 Jenny: eleven Swiss.
2508 Annette: But there are (.) still groups of Swiss teachers coming over in
2509 (.) the spring or earlier in the year aren't there.
2510 Jenny: Apparently yes.=
2511 Annette: =But we've never been offered one of those.
2512 Jenny: REMOVED
2513 REMOVED
2514 Annette: REMOVED
2515 REMOVED
2516 Paul: REMOVED
2517 REMOVED
2518 Jenny: REMOVED
2519 Paul: REMOVED
2520 REMOVED
2521 Harry: REMOVED
2522 Paul: REMOVED
2523 REMOVED
2524 REMOVED
2525 REMOVED
2526 REMOVED
2527 Jenny: REMOVED
2528 Paul: REMOVED
2529 REMOVED
2530 Jenny: REMOVED
2531 Paul: REMOVED
2532 Jenny: REMOVED
2533 REMOVED
2534 Paul: REMOVED
2535 Jenny: REMOVED
2536 Paul: REMOVED
2537 Jenny: REMOVED
2538 Paul: REMOVED
2539 Jenny: REMOVED
2540 Annette: REMOVED
2541 Jenny: REMOVED
2542 Annette: REMOVED
2543 Jenny: REMOVED
2544 Annette: REMOVED
2545 Jenny: REMOVED
2546 Annette: REMOVED
2547 REMOVED
2548 REMOVED
2549 Keith: REMOVED
2550 REMOVED

2551 Annette: REMOVED
 2552 Keith: REMOVED
 2553 REMOVED
 2554 Annette: REMOVED
 2555 Keith: REMOVED
 2556 Annette: REMOVED
 2557 REMOVED
 2558 Paul: REMOVED
 2559 REMOVED
 2560 Annette: REMOVED
 2561 REMOVED
 2562 REMOVED
 2563 Jenny: REMOVED
 2564 REMOVED
 2565 Annette: REMOVED
 2566 Jenny: REMOVED
 2567 REMOVED
 2568 Annette: REMOVED
 2569 Jenny: REMOVED
 2570 REMOVED
 2571 REMOVED
 2572 Harry: REMOVED
 2573 REMOVED
 2574 Annette: REMOVED
 2575 Jenny: REMOVED
 2576 REMOVED
 2577 REMOVED
 2578 REMOVED
 2579 Paul: REMOVED
 2580 REMOVED
 2581 Harry: REMOVED
 2582 REMOVED
 2583 Jenny: REMOVED
 2584 REMOVED
 2585 Harry: REMOVED
 2586 Keith: REMOVED
 2587 Jenny: REMOVED
 2588 Harry: REMOVED
 2589 REMOVED
 2590 Paul: REMOVED
 2591 REMOVED
 2592 Keith: REMOVED
 2593 Jenny: REMOVED
 2594 Keith: REMOVED
 2595 Annette: Could we move onto the next (.) paragraph. Hahahah e:::m
 2596 []
 2597 Harry: Hehhhh
 2598 []
 2599 Keith: If I
 2600 ever want to do any (.) er investigation into the relationship

- 2601 Keith: between institutions I shall come back and tape a whole=
 2602 [
- 2603 Annette: Yeaheheheh=
 2604 Keith: =different set of dialogues.
 2605]
- 2606 Annette: =heheheheheh
 2607 ()
- 2608 Keith: ·hhh
 2609 (0.5)
- 2610 Jenny: Er you remember Harry James who visited us here,
 2611 [
- 2612 Annette: Yes.
 2613 Harry: Yeah.
 2614 Louise: Mmm=
 2615 Jenny: =who is now (.) I believe in Indonesia, (0.5) and apparently (.)
 2616 according to Helen has faxed back >from Indonesia that he's
 2617 having< (.) a great deal of difficulty interesting any Indonesian
 2618 in Britain whatsoever.
 2619 Louise: I wonder why.=
 2620 Paul: =Mmm=
 2621 Harry: =Surprise surprise.
 2622 Keith: I should have thought they'd have been keen actually.
 2623 Harry: He heh
 2624 [
- 2625 Annette: Heheheh
 2626 Keith: Close relationships with () with dams and what not.
 2627 []
- 2628 Harry: Yeah
 2629 (0.5)
- 2630 Jenny: E:m but he's (.) sent through his (.) report on what happened
 2631 in Thailand, e:m which I (.) found made quite interesting
 2632 reading, (1.0) e::r (1.0) the ex(.)tent to which (1.5) although he
 2633 (.) it sounded like he's been reasonably fair handed on the (.)
 2634 information >he's giving out on both schools.< From time to
 2635 time there seems to be a little slip (.) of information that would
 2636 to me have seemed obvious to pass on to an agent not being
 2637 passed on.
 2638 Louise: Uhuh
 2639 Jenny: But luckily all the addresses of the agents are here, (.) so I'm
 2640 going to write to each of them that I think sounds interesting
 2641 (.) and do a follow up.
 2642 Louise: They need a follow up do they.
 2643 Jenny: They need a follow up (anyway). The main example I: (.) that
 2644 (.) leapt out at me was that (.) nearly all the Thai agents (.) are
 2645 very interested in courses which lead on to university studies.
 2646 (.) All Thais want to come to England >to study English and
 2647 go to university,< e:m and a lot of questions in here seem to
 2648 arise about (.) would the Inkham link course (.) help (.) in any
 2649 way to get into university or- or part of a university (.)
 2650 module. And there is isn't one mention of our access course.

- 2651 Jenny: At any point. They all
 2652 [
- 2653 Harry: () know (.) but hhhhheh
 2654 Jenny: e::m so e- that's not mentioned. Em (.) nor (.) anything about
 2655 to what extent we've already (.) helped a lot of Thais
 2656 Annette: Yes=
 2657 Louise: =Mm=
 2658 Jenny: =into university. So I'll I'll do a follow up letter to all of them
 2659 to (.) °point that out.°
 2660 (0.5)
 2661 Harry: Mm
 2662 Jenny: E:r (.) but otherwise (.) anyone's welcome to read it. (0.5)=
 2663 [
- 2664 Paul: Uhuh
 2665 Jenny: =Who wants to. (.) And the access course I (.) I telephoned
 2666 Buckingham university (.) to say (.) 'What's happening?'=
 2667 Annette: =Mmm
 2668 Jenny: An::d (.) I don't know what's going on at Buckingham but (.) it
 2669 (.) all sounds as though it's (.) a little bit quiet (.) over there.
 2670 And that their marketing department isn't doing anything on
 2671 these at all. And their printing department isn't doing
 2672 anything at all because it hasn't got any funds, so neither have
 2673 we got a (.) brochure about our (.) access course, nor any
 2674 marketing going on in the East, (.) and (.) they say that the: the
 2675 course itself will start in January with about four enrolments,
 2676 Annette: Mmm
 2677 (1.0)
 2678 Jenny: and (.) they hope (.) it will pick up from there °but it's not (if
 2679 it's only)°=
 2680 Paul: =S- Now can you remind us so it starts with four in January,=
 2681 [
- 2682 Jenny: successful.
 2683 Paul: =(.) when do they come to us?
 2684 Jenny: No. They would have come to us beforehand.
 2685 Louise: Yes.
 2686 Paul: I see.
 2687 Louise: ()
 2688 Jenny: I think (.) they were hoping=
 2689 Paul: =Judged to be good enough.
 2690 Jenny: that wg would fill their course, rather than them.
 2691 Paul: But hhhhhs seh=
 2692 Jenny: =In house! So:: hhhyeah.
 2693 Paul: Oh dear!
 2694 Jenny: Because it seems () have worked particularly (.)
 2695 °successfully.° And the people who've gone on to the January
 2696 course h- (.) they have judged (.) linguistically competent
 2697 enough to cope >with this.< Em I don't know whether=
 2698 []
- 2699 Paul: Oh (.) I see
 2700 Jenny: =they make that judgement on financial grounds or linguistic

- 2701 Jenny: grounds hh·hhh (.) but they did. Anyway. So: (.) I'm a bit
 2702 browned off >with University A at the moment.< They're not
 2703 actually (.) doing anything for us (.) e:m (.) nor is University B
 2704 in a sense, althou:gh we seem to have established a Thai (.)
 2705 student connection quite nicely, (0.5) in University B, (.) where
 2706 Dave and his group of friends (.) em seem to send any body at-
 2707 (.) connected with University C who's having language
 2708 problems here, (.) before they go on to University C °to study
 2709 (.) at University B.° (1.0) >Other than that< it's just er (.)
 2710 individuals (0.5) who would require it >at the moment.<
 2711 There's a number of enquiries still waiting (1.0) er (.) for a
 2712 response.
 2713 (2.5)
- 2714 Jenny: That's (.) about it.
- 2715 Harry: So it doesn't look too bad. (0.5) In summary.
- 2716 Jenny: It looks about (.) how it looked this time last year and (0.5) er
 2717 the beginning of last year was very good.
- 2718 Annette: Mmm
- 2719 Jenny: First and second quarter, (0.5) we made a lot of money. (1.0)
 2720 Which we managed to lose in the summer.
- 2721 Paul: hhhhh!
- 2722 Harry: hhhh·hhh
- 2723 Jenny: Made a lot of *money to start with*.
- 2724 Keith: Heh!
- 2725 Harry: It's much better than (.) losing in the summer and not *having*
 2726 *anything to start with*.
- 2727 Jenny: Yeah.
- 2728 Annette: °Yeah.°
- 2729 Jenny: °For sure.°
 2730 (2.0)
- 2731 Jenny: Any other business?
 2732 (1.0)
- 2733 Harry: Well one (.) little thing. (0.5) From was it last week (.) we: (.)
 2734 started that (1.5) things to order. Book order
 2735 []
- 2736 Jenny: Oh yes.
- 2737 Annette: Oh yes.
- 2738 Harry: I've got that down now so if anybody wants to: er=
 2739 =Mm
- 2740 Harry: °add anything.° I've just put on what (.) was suggested at the
 2741 meeting.
- 2742 Jenny: Mm. Good. Thank you. (2.0) Fine because we didn't actually
 2743 take minutes from that meeting so
- 2744 Harry: No. °We (did it)°
- 2745 Louise: I didn't realise you'd put that up actually I went through to the
 2746 office and got one of the books that I would (.) °put into
 2747 the () books ().°
- 2748 Harry: That was just a general
- 2749 Jenny: Yes. (.) And that's now (.) a process ()
- 2750 Harry: Ongoing.

- 2751 Paul: To consider ordering or to order? (0.5) E:r book (.) order=
 2752 [
- 2753 Jenny: So-
- 2754 Paul: =requests and suggestions.
- 2755 Harry: That's what I put there as a () (.) (like.)
 2756 []
- 2757 Annette: Em- (.) does- does this mean we've (.) e::r
 2758 (.) got to be careful that we don't (.) reorder (0.5) e:m if
 2759 Louise's ordered something that (in the office) as those things
 2760 that are on there as well.
 2761 (0.5)
- 2762 Harry: No.
- 2763 Annette: No. (0.5) Well that's all right.
- 2764 [
- 2765 Harry: All I've put on there is what (.) was
 2766 mentioned (0.5) at the last meeting. When the (.) idea was
 2767 first (.) mooted.
 2768 (4.0)
- 2769 Louise: The second item (.) (I've) ordered.
- 2770 Harry: Ah right.
- 2771 Jenny: I think we put a tick or something by it.
 2772 [
- 2773 Louise: A tick beside it.
- 2774 Harry: Yeah. ()
- 2775 Louise: Yes.
 2776 (4.5)
- 2777 Jenny: Right. (1.0) Okay?
- 2778 Harry: Right=
 2779 Louise: =Thank you.
- 2780 Harry: (Just get that)
 2781 [
- 2782 Keith: ()
- 2783 Harry: teacher's book workbook ().
- 2784 Louise: Yes.
- 2785
 2786
 2787 ((Meeting ends.))
 2788
 2789
 2790
 2791
 2792
 2793
 2794
 2795
 2796
 2797
 2798
 2799
 2800

X-Sender: aml9262@email
Mime-Version: 1.0
Date: Mon, 10 Feb 1997 14:40:44 +0000
To: t.bloor@aston.ac.uk
From: j.r.willis@aston.ac.uk (Jane Willis)
Subject: Sema - dissertation ext.

Just for your records, Tom. Sema's reply and my confirmation of her Viva date are below. So, if poss - you cd have a quick whip thru' it after 13th March between trips and tell me any points I should raise at her viva.

>>2. Thank you very much for the extra time for my thesis. It was a
>>big relief. Would it be possible for you to viva me on the 25th of March
> YES - SO THAT IS TUESDAY - THE AFTERNOON TIME OF
> 4:30 p.m. (UK time)? IS confirmed.
> My phone number is: 90 - 216 -
>>38 053 38. THANKS. SO I'LL RING YOU.
>HAPPY WRITING UP.
>
>Best regards to you, too,
>cheers,
>JANE
>

JANE WILLIS
LANGUAGE STUDIES UNIT, ASTON UNIVERSITY, BIRMINGHAM, B4 7ET, UK
TEL: 0121 359 3621 EXT 4238
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X-Sender: mannsj@email
Mime-Version: 1.0
Date: Thu, 20 Feb 1997 11:56:10 +0000
To: T.Bloor@aston.ac.uk (Thomas Bloor)
From: S.J.Mann@aston.ac.uk (Steve Mann)
Subject: Re: Rob Hutchings

>Do you know where Rob stands now now with regard to the MSc course? Has he
>completed his diss yet? I have heard nothing.
>Tom

Answering three in one

1. I am not responsible for Xiang's MAP grade.
2. James Corrin - will advise SM that it should read C- (thanks)
3. Rob is being supervized by Keith and I have not heard anything about RH's diss.

Transcript: Staff Meeting, Pen School, 7.4.95

- 0001 Annette: Right. First item on the agenda is documentation for British
 0002 Council inspection. (1.0) Update (.) from last time.
 0003 (1.0)
- 0004 Jenny: Right. Now Harry left some papers here, (.) oh sorry
 0005 I (forgot)
 0006 [
- 0007 Annette: It's all right.
 0008 Jenny: of (0.5) what he thought (1.0) we'd done (.) since the last
 0009 inspection. (.) I just want to get everbody together in a huddle
 0010 to (.) think of things we've forgotten. Kate's already thought
 0011 of half a dozen
- 0012 Annette: Mmm
 0013 Louise: Mm=
 0014 Jenny: =that we've forgotten.
 0015 Louise: That's helpful.
 0016 Jenny: E:m (1.5) whether to (.) reel them out.
 0017 [
- 0018 Kate: Yes she put me in the picture last (.) er
 0019 yesterday, and so I was thinking of them on the way up.=
- 0020 Jenny: =Mmm=
 0021 Louise: Mm
 0022 =[
- 0023 Annette: Mmm
 0024 Jenny: E:m (.) because Kate's done more c- (.) em conference
 0025 attending than we've done=
 0026 Annette: Uhuh
 0027 =[]=
- 0028 Louise: Mmm
 0029 Jenny: =over the last year, so we've for (.) Kate's (.) 'CV' now, (.) with
 0030 all her conferences on it. So we can feed that into this as well.
 0031 Louise: °Uhuh°
 0032 Jenny: But (.) if I just read out (.) courses lectures etc. given by staff
 0033 can you then start scratching your (.) heads to see what else
 0034 there is.
- 0035 Louise: Uhuh
 0036 Jenny: E:m there's 'IATEFL' Lille October 1992. Me and Harry, (1.5)
 0037 e:r there's (.) Paul's 'CIEE' introductory lecture London ninety
 0038 three, (1.0) er (.) Jenny and Louise class based activities that's
 0039 for Teachers' Club
- 0040 Louise: Uhuh=
 0041 Jenny: =we haven't got a date for that.
 0042 Louise: Uhuh=
 0043 Annette: =Mm=
 0044 Jenny: =Perhaps (.) look back (.) °and find one.° E::r (.) two
 0045 []
 0046 Louise: >Is it (.) two
 0047 years ago?
- 0048 Jenny: °Mmm,°
 0049 Louise: °I've a feeling it might be.°
 0050 Jenny: Mmm

- 0051 Louise: Two years ago.
 0052 Kate: I can look back in the programme anyway.=
 0053 Annette: =Mmm=
 0054 Jenny: =Could you=
 0055 Kate: =Mmm. I've got all the file.
 0056 (0.5)
 0057 Jenny: Now there's two: 'FIRST' auditors training days I did. There's
 0058 the one I did (.) this year (.) the last one in June. (1.5) E::m
 0059 there's (.) British Council Bologna (.) me, April ninety four,
 0060 (1.5) there's (.) Harry (.) last month at the Teachers' Club (.)
 0061 workshop on (taught) activities and games, (1.0) e:r I've put in
 0062 my (.) session for British Council inspectors in London in
 0063 February (.) this year. And I've put in my (.) introduction to
 0064 'EAP' for 'MBA' students () ninety fi:ve
 0065 Louise: °Mm°=
 0066 Kate: =Uhuh (0.5) e:r there's one I'm not sure how to put in (.) Helen
 0067 and I went to the agent workshop (.) for Heart of England
 0068 language schools in Shrewsbury. But it doesn't really fit in
 0069 there because it's marketing rather than academic, but we'll
 0070 find a spot for it (.) under (.) liaison we decided didn't we?=
 0071 Helen: =Uhuh=
 0072 Jenny: =Local liaison. Things like that. (2.0) It might jog people's (.)
 0073 ideas a bit if you say the things you've just said to me as well
 0074 to get them- (.) thinking along those lines.
 0075 Kate: E:m (.) yes, any visitors, to the school that (.) any of you have
 0076 (.) either had in your classes or counsellor.
 0077 Louise: Mmm=
 0078 Kate: =Anybody (.) in for observation, anybody em (.) like that. >If
 0079 you can-<
 0080 Jenny: Uhuh
 0081 Kate: think- (.) think round that, em (.) I suggested (.) the ('FELT')
 0082 meeting
 0083 Jenny: Mmm=
 0084 Kate: =that that we had in Quillham.
 0085 []
 0086 Jenny: We had in here. Uhuh.
 0087 Kate: E:m (.) because 'FELT's (0.5) raising its profile seems to be-
 0088 freelancers.
 0089 Louise: Uhuh
 0090 Annette: Uhuh
 0091 Kate: Em::
 0092 Jenny: You said local community activities.
 0093 Kate: Local community activities.
 0094 Jenny: Like (.) the football match that
 0095 []
 0096 Kate: Yes I suggested your football=
 0097 Louise: =Huh!=
 0098 Paul: ()
 0099 =
 0100 Jenny: You organised for the Argentineans. That sort of thing

- 0101 Jenny: in the community.
 0102 Louise: Mmm.
 0103 (0.5)
 0104 Jenny: I like that=
 0105 Kate: =Good.
 0106 Jenny: Mm it's good
 0107 [
 0108 Kate: The first- her first aid course.
 0109 Jenny: Uhuh
 0110 Louise: Uhuh
 0111 Kate: E::m (0.5) Helen's (whole) academic stuff.
 0112 (1.5)
 0113 Louise: Mm
 0114 Kate: You've got that down haven't you.
 0115 [
 0116 Jenny: No.
 0117 Kate: Well- bloody should.=
 0118 Jenny: =Helen's course.
 0119 Annette: Mmm
 0120 Jenny: Mm () that.
 0121 (8.0)
 0122 Kate: E:m
 0123 (1.5)
 0124 Annette: Jenny have you got the first aid course written down=
 0125 Kate: =Mm=
 0126 Annette: =somewhere.
 0127 Jenny: Yes.
 0128 Annette: So
 0129 Louise: The course was October °I think.°
 0130 [
 0131 Kate: And (.) the examiners' consultation meetings
 0132 and so on er both (.) er (.) Paul and Harry are senior examiners
 0133 now and they get invited (0.5) to consultative days °and=
 0134 [
 0135 Paul: Mmm
 0136 Kate: =things.°
 0137 (1.0)
 0138 Jenny: °Uhuh°
 0139 (0.5)
 0140 Paul: The one that should have been today.
 0141 Jenny: Mm
 0142 Kate: (.) It's been cancelled.=
 0143 Paul: =The second one's been cancelled too.
 0144 Kate: Has it?
 0145 Paul: The one that they needed.
 0146 Kate: Mm
 0147 Paul: I couldn't make any (.) of the (.) (changed dates).
 0148 (11.00)
 0149 Kate: E:m:: (3.0) I think that was about it wasn't it.=
 0150 Jenny: =Mmm. There's a bit more >one or two things< maybe Jenny

- 0151 Jenny: (.) who did something (.) introduced (.) playing bridge to the
 0152 students one lunchtime °or° something.
- 0153 Annette: Oh *right* yes.
- 0154 Jenny: °Things like that.°
- 0155 Keith: Yeah. I don't know.
- 0156 Annette: It's er (.) an extra anyway.=
- 0157 Jenny: =The girl from Linguarama we let do her RSA practicals here.
- 0158 Kate: Uhuh
- 0159 Jenny: That's the kind of thing they have in.
- 0160 Kate: Uhuh
- 0161 (1.0)
- 0162 Paul: When did I run my last sports day? ·hhhh Before the er
 0163 [
- 0164 Jenny: °Mmm°
- 0165 Paul: hhh
- 0166 Jenny: Mmm
- 0167 Paul: I used to >sort of< liaise with Jennifer.
- 0168 (2.0)
- 0169 Jenny: Might have been different the last one I should think.=
 0170 []
- 0171 Paul: It was.
- 0172 Jenny: =Yeah.
- 0173 Paul: Yeah. (1.0) Get another one in before em (0.5) ·hhh (.) the
 0174 inspection then.
- 0175 Jenny: Mmm
- 0176 Kate: EM (.) MIGHT (.) e:m (.) I don't know (.) whether they know
 0177 how much work was put into the (.) e:m (.) arranging of
 0178 interviews for the SWISS group. There's not- (.) very many
 0179 schoo:ls (.) er do this- do the::=
- 0180 Jenny: =Mmm=
- 0181 Annette: =Mm=
- 0182 Kate: =the second year of the Swiss group. (0.5) And e:m (.) that's
 0183 (.) that's good. (0.5) A- and you're particularly good at- (.)
 0184 getting that all organised.
- 0185 Jenny: Mmm
- 0186 Louise: Sorry I missed that. I was just writing the notes on the
 0187 [
- 0188 Jenny: The Swiss teachers
 0189 (.) em liaison with local experts that kind of thing from=
 0190 [
- 0191 Kate: The=
 0192 Jenny: (outside).
 0193]
- 0194 Kate: current group.
- 0195 Louise: Mm
- 0196 Annette: Mmm
- 0197 Kate: Yes yes. His name is Albert ((name)).
 0198 [
- 0199 Annette: And what about the: se (.) Swedish=
 0200 [

- 0201 Kate: .hh hhhh=
 0202 Annette: =lecturers as well
 0203]
 0204 Kate: =()
 0205 Jenny: Mmm
 0206 Kate: (Similarly.)
 0207 Jenny: Yes.
 0208 Kate: Uhuh
 0209 Louise: Yes >because< we arranged some of the lectures
 0210 [We've got our promise to send (.)
 0211 Jenny: (Ferret) a quote. We've got to do it. He said 'Oh presumably
 0212 about the same as last year.' And I said 'I'll send it to you.'
 0213 °Do you remember?°
 0214 Louise: Mm
 0215 Kate: Heheheh
 0216 Jenny: And I didn't.
 0217 (11.5)
 0218 Kate: Mmm
 0219 Louise: °()°
 0220 Kate: I don't think I've got any other
 0221 Jenny: No no. I think (for a) start=
 0222 Paul: =()
 0223 Jenny: Can you think- can anyone else can think=
 0224 Annette: Have we
 0225 =[
 0226 Paul: What about the 'FIRST' conference. Have we mentioned
 0227 that?
 0228 Jenny: Well I- e:m (.) let me go on. 'Courses conferences attended.'
 0229 'IATEFL' Lille, Harry (.) and me, 'FIRST' welfare conference
 0230 Beaconsfield Helen. (0.5) Ninety two. November ninety two.
 0231 British Council Teacher Conference Bologna (.) April ninety
 0232 four me, (.) teacher training course on business English Louise,
 0233 Uhuh
 0234 Louise: When you did (.) it's on your own initiative at your=
 0235 Jenny: []
 0236 September ninety two
 0237 Louise: =own- yes 'IHS' too I haven't got a date.=
 0238 Jenny: =That's 'IH'.
 0239 Louise: Mm. I need a date for that.
 0240 Jenny: °Uhuh°=
 0241 Louise: =E:r Helen's first aid course, (0.5) now I haven't put in (.) the
 0242 'FIRST' conference ninety four. (.) I've forgotten.
 0243 Mmm
 0244 Annette: That (.) I was at that. And Kate was at that.
 0245 Jenny: (1.5)
 0246 I didn't put it in.
 0247 Kate: What >about< ninety three.
 0248 Paul: []
 0249]
 0250

0251 Jenny: No.
0252 (1.0)
0253 Jenny: Wh- I can't *remember*.=
0254 Paul: =Ninety two ninety three.=
0255 []
0256 Annette: °Ninety two°
0257 Jenny: =(I've been at-)
0258 (1.0)
0259 Paul: °(One of them.) Ninet::: three.=
0260 Jenny: =That was the one () at Eurocentre (.) Victoria (.)=
0261 []
0262 Paul: was the last one I (was at.)
0263 Jenny: =wasn't it?=
0264 Kate: =Yes. Euro centre (.) Victoria you were all at.=
0265 []
0266 Jenny: Yes.
0267 Jenny: =Yes=
0268 Kate: =And you were or- er out in force.=
0269 []
0270 Jenny: We ha-
0271 Jenny: =Yeah=
0272 Louise: =Mm
0273 Jenny: So,
0274 Louise: Was that ninety three then.
0275 Jenny: That must have been ninety three.
0276 []
0277 Kate: And you gave a talk.
0278 Louise: You did, yes.
0279 Paul: No.
0280 []
0281 Kate: With you.
0282 Jenny: No that was before that
0283 []
0284 Louise: It was Regent's Park wasn't it?=
0285 Annette: =No.
0286 Paul: Regent's Park was three. Ninety three. Regent's Park was=
0287 []
0288 Annette: Em
0289 Paul: =ninety three.
0290 Kate: That's right. The one before that was Victoria then. When=
0291 [] []
0292 Annette: And we all [] Did=
0293 Kate: we gave a talk. Was it?=
0294 []
0295 Annette: we all (go to that?)
0296 Annette: =Some of (us did).=
0297 Kate: =That's right
0298 []
0299 Louise: We did go to Regen- >I think it was Regent's=
0300 [] []

- 0301 Jenny: Ninety two then
- 0302 Louise: =Park.<
- 0303 Annette: Right.=
- 0304 Louise: =We went to:
- 0305 Paul: I didn't go to::: er the one before but I () it.
- 0306 [] []
- 0307 Louise: Victoria. [] =
- 0308 Jenny: Mm []
- 0309 Kate: Regent's Park.
- 0310 Louise: =Mm=
- 0311 Jenny: =Mm=
- 0312 Annette: =Mmm=
- 0313 Kate: =I didn't
- 0314 []
- 0315 Jenny: We put conferences (.) then (.) stretching back over=
- 0316 [] []
- 0317 Annette: Mmm []
- 0318 Louise: Yeah. []
- 0319 Jenny: =three years.=
- 0320 Kate: =I didn't- I don't think I talked. (0.5) I mean I probably talked
- 0321 (.) in the corridors but n- (.) hhh not actually speaking- OH I
- 0322 did! =
- 0323 Jenny: =Yes you did! =
- 0324 Kate: =°Yes I did. (.) God knows what I said.° Anyway,
- 0325 [] []
- 0326 Jenny: () []
- 0327 Annette: E:m
- 0328 Jenny: You did.
- 0329 Paul: You chaired a session as well in the: (.) a plenary=
- 0330 []
- 0331 Annette: Yes you did em
- 0332 Paul: =session in the evening.=
- 0333 Kate: =Oh yeah. >Well I'm always doing that.
- 0334 []
- 0335 Annette: You did a
- 0336 Annette: You did a workshop em:: (0.5) And you and I went to Simon=
- 0337 []
- 0338 Jenny: Mmm
- 0339 Annette: =Greenall doing=
- 0340 Louise: =Mm (Mm mm)
- 0341 []
- 0342 Kate: Heheheh It seemed very sensible. Hehehe=
- 0343 []
- 0344 Annette: the environment
- 0345 Kate: =heh. And we spread ourselves round to see what the=
- 0346 []
- 0347 Annette: and Paul and I went to
- 0348 Kate: =others were doing.=
- 0349 Annette: =Yes >and in fact we-< (.) I think we purposely didn't go to
- 0350 yours because (.) we- you asked us to do a write up on=

- 0351 [
- 0352 Paul: Mm
- 0353 Annette: =each one and we knew (.) *could do yours*,=
- 0354 Kate: =Uhuh
- 0355 Annette: So we were trying to cover all the others.
- 0356 Paul: Mmm
- 0357 Kate: (Fine) excuses excuses.
- 0358 Louise: He heheheheh
- 0359 []
- 0360 Annette: Hahahahaha
- 0361 Paul: Heheh=
- 0362 Annette: =Can't remember what your subject was now.
- 0363 [
- 0364 Paul: Good excuse though,
- 0365 isn't it.=
- 0366 Annette: =Oh! E::r
- 0367 [
- 0368 Paul: .hh Heheh .hh
- 0369 Annette: Some thing about:
- 0370 [
- 0371 Kate: English as an international language.
- 0372 [
- 0373 Jenny: That's right. You're right.
- 0374 Kate: Yeah. (0.5) I've got the notes somewhere °even°.
- 0375 Annette: Uhuh.
- 0376 Kate: But anyway (.) it's hardly worth putting in.
- 0377 [
- 0378 Jenny: Right.
- 0379 Annette: Right. So-
- 0380 Jenny: No. I think- (.) no I >must put it in.< °Of course°=
- 0381 Annette: =Is it (.) ninety three ninety four
- 0382 Jenny: And ninety two.
- 0383 Annette: and ninety two as well.
- 0384 [
- 0385 Jenny: We're going back as far as ninety two on this.
- 0386 Annette: Right.
- 0387 Kate: Ane ninety four, (.) was at (.) the gree:n, >because< we=
- 0388 [
- 0389 Jenny: °Oh Go:d.°
- 0390 Kate: =moaned all the way down and all the way back because it
- 0391 was so far.
- 0392 [
- 0393 Jenny: And we said we'll never again hold a conference
- 0394 there and where was the 'FIRST' auditors' conference,
- 0395 Kate: °Ha::gh°=
- 0396 Paul: =I was just thinking Louise and I sometimes give talks on
- 0397 Shakespeare. Should that be °(put in)°
- 0398 [
- 0399 Jenny: Yes. Absolutely.=
- 0400 Annette: =Mmm=

0401 Louise: And we do that regularly with the students=
 0402 Jenny: =Mmm extra curricular.=
 0403 []
 0404 Annette: Yeah.
 0405 Louise: =Mm=
 0406 Jenny: =Yeah. Absolutely. °Good one.°
 0407 Annette: °It's a good one.°
 0408 Jenny: And so does Kate.
 0409 (2.5)
 0410 Paul: Mm
 0411 (5.0)
 0412 Jenny: °Uhuh° (.) good.° (1.5) External positions held by staff. Got a
 0413 funny heading here. (0.5) Got (.) '() job'
 0414 []
 0415 Annette: Ex(.)ternal position.=
 0416 Jenny: =Yehe:s. Heh that's right.
 0417 []
 0418 Louise: ()
 0419 Jenny: Yeaheheh
 0420 []
 0421 Annette: Hahahah I see what it it means now.
 0422 []
 0423 Jenny: Right ()
 0424 []
 0425 Kate: () seventy third,
 0426 yeah.
 0427 Jenny: Yehes.=
 0428 Paul: =Heheh. Heh.
 0429 Kate: Oh God. (That's been recorded.)
 0430 Jenny: He heh
 0431 []
 0432 Paul: He he heh
 0433 []
 0434 Jenny: Oh yes. You've got to remember °that's
 0435 something you've got to°=
 0436 Annette: =Heheheh
 0437 Jenny: Harry and Paul's (.) senior examining. Are the first two in.
 0438 Kate: Uhuh.=
 0439 Jenny: =And then Harry and Paul as awarders for the above, and
 0440 Harry and Paul >as setters for the above.< (0.5) E:r=
 0441 Kate: =And Harry and Paul as consultants for the above.=
 0442 []
 0443 Annette: Heheh
 0444 Jenny: =Harry and Paul
 0445 []
 0446 Kate: ()
 0447 []
 0448 Paul: Heheheh heheh (That's) not ()=
 0449 [] []
 0450 Annette: Hahah Haha=

- 0451 Paul: =with (him).
 0452]=
 0453 Annette: =hahah
 0454 Kate: =Mm
 0455 Paul: Heheh=
 0456 Kate: =And Laurel and Hardy who are also heheh
 0457 Jenny: And then I've put me in as (.) me in as (.) executive of 'FIRST'.
 0458 Louise: Uhuh
 0459 Jenny: Now, (.) any other external positions people hold.
 0460 Annette: Em:: (.) you: hhh er what are you in Heart of England's: sort of
 0461 Kate: Heheh
 0462 Jenny: Uhuh
 0463 Annette: E:m=
 0464 Kate: =The aorta.
 0465 Annette: Yehes
 0466 [
 0467 ((General laughter.))
 0468 Jenny: Or just a valve (.) maybe.=
 0469 Kate: =Heheheh=
 0470 Paul: =If you're all women you could call yourself "'HEL'S' Belles"
 0471 couldn't you.
 0472 Kate: Heh
 0473 Jenny: Yes unfortunately we're not, because we have a lot of
 0474 time wasting males on there.
 0475 [
 0476 Paul: It's a shame.
 0477 Paul: Hehehehe heh
 0478 [
 0479 Annette: But- but there is: something
 0480 [
 0481 Paul: Be quite good wouldn't it?=
 0482 Jenny: Heheheheh=
 0483 Paul: Heheh
 0484 =[
 0485 Annette: Your your position
 0486 [
 0487 Kate: That was a put down.=
 0488 Louise: =Heheh=
 0489 Annette: =that you're=
 0490 Jenny: =No I'm not. I'm just the (.) Pen School person.
 0491 []
 0492 Annette: or the school's the:re.
 0493 Paul: What about the business thing!
 0494 [
 0495 Annette: Yes or your er (0.5) E-even if
 0496 it goes down as that. The Pen School representative.=
 0497 []
 0498 Jenny: Yeah. Representative.
 0499 Annette: =The Pen Quillham rep resent ative.
 0500 [] [] []

- 0501 Jenny: Yeah [] [=
- 0502 Paul: What- []
- 0503 Kate: Mmm
- 0504 Paul: =What about Jenny
- 0505 []
- 0506 Annette: Oh:: Heart of England's (.) what?
- 0507 []
- 0508 Jenny: Yes.
- 0509 Paul: Annette in e- in this (.) business thing.
- 0510 []
- 0511 Jenny: English Language Schools'
- 0512 Consortium.
- 0513 Kate: Mmm,=
- 0514 Annette: =English=
- 0515 Paul: ='BESIG'
- 0516 Annette: La nguage
- 0517 []
- 0518 Jenny: Yes. Em (.) except we've stopped being a=
- 0519 [] []
- 0520 Annette: Schools'- No.=
- 0521 Jenny: =member of (.) 'IATEFL' for a year.
- 0522]
- 0523 Annette: =Yeah.
- 0524 Kate: Mmm
- 0525 Paul: 'Was' (.) put 'was'.
- 0526 Annette: Yes.=
- 0527 Kate: =Anyway=
- 0528 Jenny: =Up until the present=
- 0529 Kate: =as far as I know you probably come under our membership
- 0530 anyway so=
- 0531 Jenny: =Yes I think we probably do
- 0532 []
- 0533 Kate: Yeah. And Paul the freelance
- 0534 writer.
- 0535 (1.0)
- 0536 Paul: Em: (.) yes wha- what as?
- 0537 Kate: Well don- don't you produce- don't you write things for=
- 0538 []
- 0539 Jenny: Heh
- 0540 Kate: =radio?
- 0541 Paul: Yes but I mean that's hardly relevant is it?
- 0542 Kate: Yeah. Go on. Put it in.
- 0543 []
- 0544 Paul: Heheheh
- 0545 Jenny: Well it's an extra dimension.=
- 0546 []
- 0547 Kate: (It's a)
- 0548 Paul: Hahahah
- 0549 =[
- 0550 Kate: It's it's it's a broad view.

0551 [

0552 Jenny: Makes you a rounded person doesn't=

0553 it though.

0554 [

0555 Kate: Yes.

0556 Paul: I've stopped doing it now.

0557 Kate: Well, tough. But I wouldn't- I-=

0558 Jenny: =(Well) only the other day you said to me 'I've got an idea

0559 for another ().

0560 [

0561 Paul: Oh yeah. I mean when I've stopped doing it means

0562 they've stopped using me. But of course I've stopped doing it

0563 as well. Oh yes I wrote for radio, they just didn't put it on.

0564 Kate: What=

0565 Jenny: =Hehe heheheh

0566 []

0567 Kate: There's a (.) great deal of sort of=

0568 Jenny: =Heheheh=

0569 Kate: =Whoah! Going on there.=

0570 Jenny: =Heheheh ·hh

0571 Kate: >Anyway< put it in.

0572 Jenny: Yes.

0573 (2.0)

0574 Kate: God knows what they'll pick up. (1.0) Keith Fielding will love

0575 the examining.

0576 (0.5)

0577 Jenny: Yeah. Well (.) it's the wrong (.) board, but still.

0578 Kate: No it isn't. He em

0579 Jenny: Oh yes he owns it (.) *doesn't he*.

0580 Kate: No he masterminded e:m (1.0) e::m (.) ('OBEC')

0581 Jenny: A:h

0582 Kate: He did all the research for 'OBEC'.=

0583 Jenny: =Mmm. °Inkham. () business exam.°

0584 Annette: °Yes. (.) Yeah.°

0585 Louise: But em (.) they've joined now anyway. >Haven't you?<

0586 Jenny: The two boards yeah.

0587 [

0588 Louise: The Delegacy and the two boards.=

0589 []

0590 Kate: Well the

0591 Kate: =Yeah. But (.) I think 'OBEC's' got a better chance than it ever

0592 had before.=

0593 Louise: =Mm=

0594 Kate: =Because it wasn't really administered very well.=

0595 Louise: =Uhuh=

0596 Kate: =And I think it's (.) actually (0.5) you know (.) going to take off

0597 now

0598 Louise: Better than ('SEGIT')

0599 (0.5)

0600 Jenny: () which was the (.) joke one?

0601 Kate: O::h=
 0602 Annette: =Yeah. That was::
 0603 Louise: 'TOY', 'TOYEC'. 'TOIC'?
 0604 Annette: Oh no I was thinking of the: the oral the oral exam.=
 0605 ['TOIC'] ['TOIC']
 0606 Louise:
 0607 Annette: ='TOIC'
 0608 Kate: We: actually run 'TOIC'
 0609 [Yeah. I know you do.
 0610 Jenny:
 0611 [exams in Inkham.=
 0612 Kate:
 0613 Jenny: =Doesn't mean it's any good does it?
 0614 [No it wasn't ()
 0615 Kate:
 0616 [((General
 0617 ((General
 0618 laughter.))=
 0619 Annette: =Oh is that the one we did. The:=
 0620 Louise: =No we haven't managed (this one).
 0621 [Which was the oral one.
 0622 Jenny:
 0623 [() talk]
 0624 Louise:
 0625 Annette: Which was the oral exam that we did ().
 0626 [The 'LCCI'.
 0627 Louise:
 0628 Annette: The 'LCCI' oral exam.=
 0629 Jenny: =Mm=
 0630 Annette: And that was:=
 0631 [Mm]
 0632 Kate:
 0633 Kate: =Uhuh=
 0634 Annette: =a joke.
 0635 (0.5)
 0636 Jenny: Yes.
 0637 Annette: When we heard what we had to=
 0638 Paul: =°Heh heh°
 0639 Annette: do.
 0640 Jenny: Mm
 0641 Louise: Yeah it's got to be recorded now. (1.0) And sent to them=
 0642 [Yeah.]
 0643 Annette:
 0644 Louise: =(.) for marking and (.) moderation.
 0645 [Will that make any difference >I mean< if it's still
 0646 Annette:
 0647 (0.5)
 0648 Jenny: Mmm
 0649 (3.0)
 0650 Jenny: Could you make me think of the () whether=

0651 []

0652 Annette: Mmm. That's em that ()

0653 Jenny: =you're going to be with us or not are we for=

0654 []

0655 Annette: e:m

0656 Annette: =that we did the=

0657 Jenny: =inspection time. But in case you are

0658 []

0659 Annette: exams for the

0660 Louise: Mm. That's true. Yeah. (1.0) Both Jenny and I

0661 have examined or are about to examine=

0662 []

0663 Jenny: ()

0664 Annette: =Yes!=

0665 Louise: that stupid oral exam

0666 =[

0667 Jenny: Yes (.) that stupid oral exam.. Write down 'that stupid oral

0668 exam.'

0669 Annette: Uhuh

0670 Jenny: Yes. Of course. That's more examiners.

0671 Louise: Mm. Examiner. An plethora of examiners.=

0672 Jenny: =Furious aren't we?

0673 Louise: Well that was 'ECI'=
[]

0674 []

0675 Kate: Well that

0676 Kate: =() that- (.) Keith Fielding won't like that one.

0677 [] []

0678 Annette: That's ECI []

0679 Louise: English: (.) oral

0680 Kate: No.

0681 Louise: Er for English for business English for commerce.

0682 (3.5)

0683 Jenny: Unfortunately it's what the England Bank of Switzerland ask

0684 for.

0685 Kate: Yeah I know and (.) you have to do it. (0.5) The new profile

0686 for- (.) e::m (0.5) the Swiss bank corporation: they're th- it

0687 sounds as though they want(.)ed it- weird Anyway, (.) that's=
[]

0688 []

0689 Jenny: Uhuh

0690 Kate: =not the point.=

0691 Jenny: =So (.) you have to do what the market wants don't you?

0692 Kate: E::m: (.) nothing else?

0693 Jenny: Ooh. Already going (.) half a page, that's (.) much better than

0694 there were.

0695 Kate: E::m

0696 Jenny: Susan's thinking.

0697 Susan: Mm?

0698 Jenny: What about your environmental interests? (0.5) Are you a

0699 member of any group?
[]

0700 []

0701 Susan: No. (.) Not a member of anything no.
0702 (9.0)
0703 Susan: Did a little bit of tree planting but ()
0704 []
0705 ((General laughter.))
0706 Kate: There's a- there's the fellowship of the 'RSA' down at the
0707 bottom of mine as (.) as a sort of extra.
0708 Jenny: Right. (.) Kate is a: fellow of the 'RSA'.
0709 Kate: Now.
0710 (5.0)
0711 Kate: But
0712 Jenny: (°That () thing°) must go in somewhere.
0713 Kate: There's extra.=
0714 Jenny: =Mmm. °Silly not to put it in.°
0715 Kate: Mmm
0716 (10.0)
0717 Kate: At the moment. (.) Em
0718 []
0719 Jenny: Thing that-
0720 Jenny: What?
0721 (3.0)
0722 Kate: You put (.) bits about you're liaising with Buckingham and
0723 things.=
0724 Jenny: =Mmm
0725 Kate: Well just=
0726 Jenny: =Mmm=
0727 Kate: =think about it will you.
0728 Paul: hh hh hh hh heh
0729 []
0730 Jenny: heh heh heh ((Suppressed laughter.))
0731 Jenny: Yes miss.=
0732 Paul: =Come on. >Which one of you< forgot that.=
0733 []
0734 Kate: Mmm
0735 Paul: =Hahh heheheh
0736 []
0737 Kate: >What's that-<
0738 Jenny: Have you forgotten that you (had a). You've forgotten
0739 to send us any students, °haven't you.°=
0740 Kate: =Mmm=
0741 Paul: ·hh ((Coughs.))
0742 []
0743 Kate: But I mean (.) it- (.) there was in planning there.
0744 (0.5)
0745 Jenny: And maybe long term still. I think Buckingham's
0746 got serious financial problems. (0.5) >From what I< (.) read=
0747 []
0748 Paul: Has it really
0749 Jenny: =between the lines. They haven't got any money to produce a
0750 brochure for this=

0751 Kate: =°Mmm°=
0752 Jenny: =access course, they haven't got °()°
0753 []
0754 Kate: Shouldn't you get Luke's ()
0755 Jenny: Might be helpful, mightn't it?
0756 Kate: An:d (0.5) thing's he's done
0757 (0.5)
0758 Paul: hhh
0759 Kate: rrecently. I mean:: all that- and he's given a talk to=
0760 []
0761 Jenny: °It's all in the () file, isn't it!°
0762 Kate: =the school as well as everything else. >He gave a talk=
0763 []
0764 Jenny: Mm
0765 Kate: =on don't let's t- say (.) what he gave the talk on but=
0766 []
0767 Jenny: Mmm
0768 Kate: =em (1.0) huh
0769 []
0770 Jenny: °Well I don't-° Well we all know. Heheheh heh=
0771 []
0772 Kate: Heh=
0773 Jenny: eheheheh Oh yes, our environmentalist might get upset.=
0774]
0775 Kate: eh heheh
0776 Kate: =All right I- (.) I can get upset, I get completely upset=
0777 []
0778 ((Whispered exchange Jenny and Louise))
0779 Kate: =about it.
0780 Jenny: Right
0781 Kate: ·hhh But anyway it just occurs to me that it might be=
0782 []
0783 ((Whispered exchange Jenny=
0784 Kate: =useful to
0785]=
0786 =and Louise.))
0787 Jenny: =Yes. Could you jot down (.) 'We must get hold of Luke's
0788 'CV's'=
0789 Kate: =No. He's got it on: em: (.)
0790 Jenny: On file, or=
0791 Kate: =on disk and (.) yeah.
0792 []
0793 Jenny: on computer.
0794 (5.5)
0795 Jenny: Luke's ?
0796 Kate: hh hh hh °heheheh°
0797 (6.5)
0798 Jenny: How does Keith Fielding feel about Luke?
0799 (1.0)
0800 Kate: hhhh! (0.5) I haven't gone into it. hhh! Heheh

- 0801 (0.5)
 0802 Paul: Why don't you just have a list of the people he likes instead.
 0803 Kate: Heheh
 0804 Jenny: Mm
 0805 Paul: A list (.) of Keith Fielding's favourite things. hhh heheh!
 0806 [Uhuh.
 0807 Jenny: Uhuh.
 0808 Annette: Em (.) what was the decision about Keith? I was busy writing
 0809 when: er when you were talking about Keith.
 0810 [What was the question
 0811 Jenny: about Keith?
 0812 Annette: >It was something about- (.) w-where you were talking about<
 0813 Kei:th=
 0814 Kate: =What?=
 0815 Annette: =em (.) Richards.=
 0816 Kate: =No Keith Fielding.
 0817 [Keith Fielding. That's another things though isn't it.=
 0818 Paul: [Keith Fielding right.
 0819 Annette: =It's another thing I suppose.
 0820 Paul: Yeah but she's go- she's got that now.
 0821 Kate: [(I know but I haven't got that down.)
 0822 Annette: [() we're doing for it.
 0823 Paul: That we
 0824 [I've got his 'CV', which is about that thick.
 0825 Jenny: Mmm
 0826 Kate: What about (.) the project=
 0827 Paul: =And the=
 0828 Jenny: =which we are assisting with him. I mean- (.)
 0829 [.hh
 0830 Kate: Mmm
 0831 Paul: with=
 0832 Jenny: =I: (.) I had a note of it somewhere but it hasn't=
 0833 [Yes []
 0834 Kate: Yes []
 0835 Paul: (put down)
 0836 Jenny: =reappeared here, so we'd better put it in as a reminder to- (.)
 0837 Harry that for his name to appear. (1.0) For the research project
 0838 which (he's doing).
 0839 [Could you take over from me for a minute while=
 0840 Annette: [Yeah sure.
 0841 Louise: Yeah sure.
 0842 Annette: =I (.) just () my orange.

- 0851 []
 0852 Paul: She's got to over the orange.
 0853 Louise: () at- ()
 0854 []
 0855 Annette: Thank you very much. Sorry. So it was em
 0856 []
 0857 Louise: To
 0858 remind Harry about what?
 0859 Jenny: Keith's project (.) here. °(Of some sort.)°
 0860 (8.5)
 0861 Kate: Uhuh
 0862 Jenny: Keep forgetting the name of it. (.) Be nice to give it a name,
 0863 wouldn't it?
 0864 Kate: °Mmm°
 0865 (0.5)
 0866 Jenny: We've got a very thin little bit here called published articles.
 0867 (1.0) But we can (.) jolly it up a bit with your contributions.
 0868 Kate: No: I haven't done very much, but I'm- (.) and I haven't put
 0869 down very much, but I'm- (.) and I haven't put down any of
 0870 my recent m- (.) >sort of< (.) stupid things I've written.
 0871 []
 0872 Jenny: °No.°
 0873 Jenny: Haven't you done (.) >I was going to say< haven't you done a
 0874 book,
 0875 Kate: Not in the last three years- I've got one in preparation=
 0876 []
 0877 Jenny: °()°
 0878 Kate: =with Sue who we could point out was an ex member
 0879 of staff
 0880 []
 0881 Jenny: That's right. Mm
 0882 Annette: Mmm=
 0883 Kate: =Em: Sue and I (.) produced it. Hope to produc:e (.) a (.) a
 0884 book on: hi- history and literature tasks.
 0885 Louise: So this is a book
 0886 [] []
 0887 Jenny: Mm []
 0888 Kate: Together, combined.
 0889 Louise: in progress. Work in progress
 0890 []
 0891 Kate: Work in progress. I bet it's down on my
 0892 'C' er 'CV' I go- I've- I did remember that. But I've written::
 0893 quite a few articles, for (.) the 'EFL Gazette' and stuff >and I
 0894 can't remember what else.<
 0895 Louise: Well that's not (very helpful) is it.
 0896 Paul: Does the loathsome recipe book count as a book.
 0897 Jenny: Ye::s. Heheheh
 0898 (1.0)
 0899 Paul: Book in progress.
 0900 Kate: Really? Loathsome recipe book?=

0901 [

0902 Paul: (Right)

0903 =((Conversation between Kate and Paul continues, along with

0904 one, possible two, other conversations, for 4.0 seconds —

0905 untranscribable except for odd words — until the only other

0906 conversation is a whispered one in the background lasting for a

0907 few of the following exchanges.))

0908 Kate: Really?=
 0909 Paul: =And horrible recipes, (in it).
 0910 Kate: Oh!
 0911 Jenny: Disgusting recipes of the world.

0912 [

0913 Paul: Have a () gimmick ().=
 0914 Kate: =And where- and what what does- what is it it has to have.
 0915]

0916 Annette: Yes em (.) class tasks

0917 Paul: Just things that make your: (.) stomach churn as you=
 0918 [] []
 0919 Annette: and e:m er
 0920 Paul: =read it. It's meant to be sort of () um=
 0921 [] []
 0922 Kate: (It's more) (avoid them.)
 0923 Paul: =sound, I mean like (.) monkey brains wouldn't (.) turn a=
 0924 []
 0925 Kate: No.

0926 Paul: =hair.
 0927 Kate: Yeah.
 0928 Paul: Things like em=
 0929 Jenny: =Keith had quite a few to offer didn't he=
 0930 Paul: =er=
 0931 Jenny: =from South America.
 0932 Paul: South Pacific kava which is: (.) chewing a root and then you
 0933 spit it into a bowl and everybody drinks it. Hehh
 0934 Kate: () Well I'm I'm I get the kind of thing.
 0935 Jenny: And (.) Greek stomach soup.
 0936 Kate: Uhuh. Scorpions' tails. That sort of thing.
 0937 Paul: M::::::::::: >don't know whether< scorpion soup would just be
 0938 (.) em I don't know (likely). It's got to be- it's got to=
 0939 []

0940 Louise: Crunchy?
 0941 Paul: =make you want to throw up.
 0942 Kate: Right. Sort ch=
 0943 Paul: =Tongue. How to prepare tongue, that's quite nice. (.)
 0944 Jenny: ·hhh!=
 0945 Paul: =Especially when you take the skin from the back to=
 0946 []
 0947 Kate: Cold brains and that=
 0948 Paul: =the front.
 0949]

0950 Kate: =sort of thing.

- 0951 Jenny: Mmm
- 0952 Annette: °Mmm°=
- 0953 Kate: =Yeah I- I've actually just seen one of those I'll f- I'll find
0954 you some.
- 0955 [
- 0956 Jenny: I know. Brilliant.
- 0957 Kate: Mmm
- 0958 Paul: What a shame. Thought I was going to be first.
- 0959 Kate: No. I'm- not recipe book I'm a but recipe for (cold)=
0960 []
- 0961 Paul: Yes.
- 0962 Jenny: =Oh right=
- 0963 Kate: =(brains) and- oh no I th- I'm sure it's going to be first.
0964 It's wonder ful. (0.5) ·hhh oka::y (.) we've got=
0965 [] []
- 0966 Paul: Heheh heheheh
- 0967 Kate: =(.) bedtime reading
0968 []
- 0969 Jenny: Harry's article on (transfers) of activities, (.) and our (.)
0970 publications in the teachers' newsletters, is all we've put here.
0971 (.) I was only today handed a publication (.) and
0972 []
- 0973 Kate: >What about-<
0974 the Bologna one, is out. Jenny's Bologna one, and the previous
0975 one (.) also::
- 0976 Jenny: That- (.) probably fell into the previous three year group.
- 0977 Kate: Mm
- 0978 Jenny: I'm sure.
- 0979 Kate: N:::o I don't think so: and I-
0980 []
- 0981 Jenny: Oh]
- 0982 (2.0)
- 0983 Jenny: Well >can you just put< 'British Council Bologna publications
0984 Jenny,' and I'll look them up.
0985 []
- 0986 Kate: Mm
- 0987 (5.0)
- 0988 Jenny: And Kate will submit a list.
- 0989 Kate: No she wo:n't. She's no idea what she's written.
0990 (0.5)
- 0991 Jenny: That's (.) extremely unhelpful.
- 0992 Kate: I'm not (.) being very helpful. >I mean< it's much (.) better=
0993 []
- 0994 Paul: hhh hhh hhh
- 0995 Kate: =that you people should be doing it °than me.° Anyway these
0996 are (.) all things that I've had to do (.) on the back of an
0997 envelope prior to the five minutes' notice because (.) nobody
0998 else would.
- 0999 Jenny: Mmm
- 1000 Kate: And put the teachers' refresher cours:e (.) newsletter that you

1001 Kate: contributed to that.
1002 [

1003 Jenny: Mm. Uhuh

1004 Kate: Mmmm
1005 (10.0)

1006 Paul: °I was just (.) hiccoughing.°

1007 Annette: Hahah=
1008 Kate: =It was just (.) a comment.
1009 (3.5)

1010 Jenny: °Any more?°
1011 (2.0)

1012 Kate: Tri- (.) Helen was=
1013 []

1014 Jenny: >°It might°<

1015 Paul: =Uhuh

1016 Kate: Di- di- input from welfare leaflets? (1.0) hhhh ·hhh

1017 Jenny: You trying to embarrass her.

1018 Helen: They ground to a halt when Jenny left. Heh!

1019 Kate: It ground to a halt when Jenny left

1020 Helen: Uhuh=
1021 Kate: =Er (.) all right but=
1022 Jenny: =That's a shame isn't it because it was going somewhere.=

1023 Kate: =Forget that.

1024 Jenny: Mmm
1025 (0.5)

1026 Kate: And all the 'FIRST' stuff that you've done all through the
1027 'FIRST' audit and so on. (1.0) All of the
1028 [

1029 Jenny: Published article?

1030 Kate: Well no. (2.0) But you've got to put it in.

1031 Jenny: °(I might)° Mmm

1032 Kate: ((Sighs.))

1033 Annette: Our brochure.
1034 (0.5)

1035 Jenny: Mm

1036 Annette: Heheheh

1037 Jenny: Heheheh

1038 Kate: Mm
1039 (2.0)

1040 Jenny: Wrote our own brochure.

1041 Annette: Mm=
1042 Louise: =Yeah.

1043 Kate: Don't think you can (.) put that in.

1044 Annette: He heh
1045 [

1046 Jenny: Heheheh
1047 (1.5)

1048 Jenny: Well we haven't actually done very much in that (.)
1049 publications area, have we.

1050 Kate: Mm

- 1051 (2.0)
 1052 Annette: Well- we haven't had time. Teaching full time you can't er=
 1053 []
 1054 Jenny: Mmm
 1055 Annette: =(0.5) do that.
 1056 Jenny: Well the other areas a- are reasonably full so (0.5) it doesn't=
 1057 []
 1058 Kate: Well=
 1059 Jenny: =have to be: (.) active in every area °do we.°]
 1060]
 1061 Kate: =You're- (.) well i- (.) you hav::e (.) >sort of:< (.)
 1062 years when you wo- do, and years when you don't.
 1063 Jenny: Mmm
 1064 Annette: Uhuh
 1065 (4.5)
 1066 Annette: Okay. Perhaps=
 1067 Kate: =That's not bad.
 1068 Annette: No.
 1069 Jenny: It's (a good collection) anyway (isn't it).
 1070 Kate: Just it's- a- a
 1071 Paul: Huh
 1072 Jenny: Heh
 1073 Annette: Is that end of: point number one do you think.
 1074 (1.0)
 1075 Jenny: °(It's em (.))°
 1076 Kate: Yup
 1077 Annette: Yeah. Okay.=
 1078 Jenny: =Part two.
 1079 Paul: Right!=
 1080 Annette: =Number two, the answerphone.
 1081 Paul: Hah hah hah hah hah (0.5) ·hh it's changed- I think it's I- I=
 1082 []
 1083 Jenny: Further to
 1084 Paul: =think it's (.) a disgrace that Harry isn't here (0.5) for this em
 1085 []
 1086 Kate: Mm
 1087 Jenny: Do you want this minuted?
 1088 Paul: Yes. Absolutely.
 1089 Kate: hh hehah
 1090 []
 1091 Jenny: Hahah
 1092 Annette: Right.
 1093 Paul: Harry is the person who demanded action on this and he's not
 1094 here to °actually°
 1095 []
 1096 Annette: To er see the action, right=
 1097 Jenny: =No=
 1098 Paul: =°I think it's a very poor show ()
 1099 []
 1100 Jenny: So with regret

- 1101 []
 1102 Louise: () here
 1103 Paul: Hehehehgheheh
 1104 Jenny: Further to
 1105 Paul: ·hhh heheh
 1106 (1.5)
 1107 Jenny: The point=
 1108 Paul: =·hhh=
 1109 Jenny: =whatever it was in the last (.) staff meeting minutes.
 1110 Annette: Yes:.
 1111 Jenny: Action has been taken on the answerphone
 1112 []
 1113 Paul: hhh hah hah hah
 1114 Jenny: and we have now purchased (.) a wonderful new
 1115 answerphone which records messages.
 1116 ((General laughter.))
 1117 Kate: Well that is (.) actually:: very good since (.) is it- a- (.)=
 1118 []
 1119 Louise: A great advance.
 1120 Kate: =presumably a recording of the enrolment=
 1121 []
 1122 Paul: It tells you how many friends you've got=
 1123 Kate: =(.) from Milan.
 1124]
 1125 Paul: =doesn't it.
 1126 Jenny: Yes that was its first message.
 1127 []
 1128 Paul: 'You've got (.) no (.) friends.'
 1129 Kate: Heheheheh (.) ha:hahah=
 1130 []
 1131 Jenny: Hahahah
 1132 Paul: =>That's what it syas when it says you've got no messages.=
 1133 Kate: ='YOU (.) HAVE (.) NO(.) MESSAGES.' MINE (.) SAYS=
 1134 []
 1135 Paul: Yeah
 1136 Kate: =(.) EXACTLY THAT.
 1137 []
 1138 Paul: (exactly)
 1139 Paul: It should say 'You have NO friends.'
 1140 ((General laughter.))
 1141 Kate: 'Thursday (.) eight (.) forty four (.) a (.) m (.)'=
 1142 Paul: ='N**o**body (.) wants to talk to you.'
 1143 Kate: Heheheheh
 1144 Jenny: °Yes.°
 1145 (0.5)
 1146 Paul: 'You've been away for two weeks and you've got no
 1147 messages.'
 1148 ((General laughter — quieter but more extended than last.))
 1149 Paul: °It's very sad to come back off holiday and°
 1150 []

- 1151 Jenny: It does seem to function well and do the job
 1152 and=
 1153 Louise: =Good. Much better than the old one.
 1154 [
 1155 Kate: 'The (.) suicide (.) pills (.) are (.) in
 1156 (.) the (.) drawer.' Heheheh
 1157 Jenny: Ye:s. It is a bit peremptory I find but
 1158 [
 1159 Kate: Mmm=
 1160 Annette: =Mmm
 1161 Louise: It's an electronic voice.
 1162 Jenny: It's the same woman who's on the 'BT' (.) announcements=
 1163 [
 1164 Louise: >Oh is it?<
 1165 Jenny: =I'm sure who says (.) 'YOU HAVE A FAULT!'
 1166 Paul: hhhhe heh
 1167 [
 1168 Annette: Heheh
 1169 Jenny: 'You (.) have (.) dialled wrongly. Try (.) again.'
 1170 []=
 1171 Annette: °Heheh°
 1172 Paul: Keep ().
 1173 =[]
 1174 Louise: >And a man says 'Please replace the handset and try=
 1175 [] [
 1176 Jenny: Yehes. ()=
 1177 [
 1178 Kate: Hehe=
 1179 Louise: =again.'
 1180]
 1181 Jenny: =()
 1182]
 1183 Kate: heheh
 1184 Louise: 'Please replace the handset °and try again.°'
 1185 []
 1186 Kate: ()
 1187 Jenny: Sounds frightfully similar.=
 1188 Louise: =Her intonation patterns are terrible.=
 1189 Jenny: Mmm
 1190 Annette: Mmm
 1191 Kate: The:: lady who- (.) who has the same (.) thing in the car park in
 1192 (), sounds cheerful on sunny days,=
 1193 Jenny: =Mmm=
 1194 Kate: =depressed on: (.) rainy days. I don't know how she manages
 1195 it. Since she says the same thing every time.
 1196 []=
 1197 Annette: Heheheheh
 1198 Jenny: =Yeah.
 1199 Kate: hhhh! Heheh
 1200 Annette: >Is it some sort of recording or ()

- 1201 []=
 1202 Kate: Yes ().
 1203 Jenny: =Yes.
 1204 Annette: >I was thinking it must be a< summer and a winter recording.
 1205 Kate: Heheheh (*that's right.*)=
 1206 Paul: =Light sensitive (.) but-
 1207 Kate: Ha hehah
 1208 []
 1209 Annette: Hahah yes.
 1210 []
 1211 Paul: () the speed, it sort of slows down if it's (.) if it's=
 1212 Jenny: =Mmm=
 1213 Paul: =dull.
 1214 Louise: Mm.
 1215 Jenny: >That'd be it.<
 1216 Kate: >Anyway< 'You (.) have (.) a (.) new (.) answermachine.'
 1217 Paul: True!
 1218 []
 1219 Annette: Yes.
 1220 Jenny: Yes. It's wonderful. It works.
 1221 Louise: °Wonderful.'
 1222 Kate: Okay.=
 1223 Jenny: =>I don't know< if it's of any interest (.)
 1224 Kate: ((Coughs.))
 1225 Jenny: hhhh A () >to anyone< but I also bought some carpet
 1226 this morning.
 1227 Annette: Have you?
 1228 Jenny: °Yes.°
 1229 Kate: (This is you say.)
 1230 []
 1231 Annette: ()
 1232 Louise: Does that come under 'AOB'.
 1233 []
 1234 Kate: ()
 1235 Annette: Yes. That's
 1236 Louise: Is that 'AOB'?
 1237 Annette: off the back of a lorry?
 1238 Jenny: Off the back of a lorry.=
 1239 Annette: =Heheh.
 1240 Kate: Mmm Yes.
 1241 []
 1242 Paul: Heh heh heh heh
 1243 Jenny: You're a bit worried about it aren't you.
 1244 Paul: What's it what colour is it?
 1245 Louise: Heh
 1246 Jenny: Same as room one.
 1247 Paul: °O:hh°
 1248 Kate: No I'm not worried about it at all.
 1249 []
 1250 Jenny: Mm No.

- 1251 Kate Leave it to you.
- 1252 Paul: So this lorry's had two tragic em (.) accidents then.
- 1253 []=
- 1254 Kate: Mmm
- 1255 Jenny: =Uhuh.
- 1256 Annette: Mmm
- 1257 (1.5)
- 1258 Kate: As they do:.
- 1259 (1.0)
- 1260 Paul: Heh (.) hh.
- 1261 (1.0)
- 1262 Paul: So that we can perhaps stay in room: (.) two and the rest on=
- 1263 [
- 1264 Annette: It sounds rather (.) posh doesn't=
- 1265 Paul: =() .
- 1266]
- 1267 Annette: =it. Hahah
- 1268 Kate: Mm?
- 1269 Louise: Fell off the back of a lorry.
- 1270 [
- 1271 Paul: An offer on two, the horrible colour.
- 1272 []
- 1273 Annette: I'll put 'Kate has
- 1274 purchased some new carpet for the school.' And this is=
- 1275 []
- 1276 Kate: Oh (.) right.
- 1277 Annette: =for room:: two: =
- 1278 []
- 1279 Kate: Mmm
- 1280 Jenny: =two and the back staffroom right.
- 1281 []
- 1282 Annette: and
- 1283 (4.0)
- 1284 Kate: And that would-
- 1285 Jenny: Back staffroom desperately needs (.)
- 1286 []
- 1287 Kate: (che- cheer them up a bit)
- 1288 Annette: °Yeah°
- 1289 Kate: Em=
- 1290 Jenny: =a carpet.=
- 1291 Kate: =liaised with Harry as well to see what=
- 1292 Jenny: =Your Harry or our Harry?
- 1293 []=
- 1294 Kate: Our Harry
- 1295 Jenny: =Your Harry=
- 1296 Annette: =Heheheheh
- 1297 Kate: Em- to see what (.) if- any tips he has for the: (.) inspection: (.)
- 1298 bits and pieces. (0.5) Because (.) it might be useful from- (.)
- 1299 last time around. For us (.) in Inkham, we had a (.) em (0.5) we
- 1300 didn't have Marianne Tanner she came

- 1301 Jenny: That was years ago wasn't it?
- 1302 Kate: Mm. Four years ago I think.
- 1303 Helen: Three years. (.) Three years ago °she was°
- 1304 Kate: Last but one.
- 1305 Jenny: °Yes see if we can remember what she said.°
- 1306 Kate: =Mmm=
- 1307 Jenny: =It could be important too.
- 1308 Kate: I can.
- 1309 Jenny: You can remember what she said. (.) Can you say anything
- 1310 more (of) what she said.
- 1311 Kate: Yeah. E::m (1.0) she's very keen on::: e- (0.5) staff meetings
- 1312 and interaction, (.) e:m (.) Tanneration: (.) between (.) teachers,
- 1313 that sort of thing, (.) em (.) not so interested in: formal systems
- 1314 like (.) em Eurocentre=
- 1315 Jenny: =Mm=
- 1316 Kate: =had. So I think we should suit her- (0.5) very well indeed.=
- 1317 [
- 1318 Jenny: Mmm
- 1319 Kate: =Very keen on (.) enthusiasm of the staff and that sort of=
- 1320 [
- 1321 Jenny: °Mm°
- 1322 Kate: =thing. All bounce around being enthusiastic ·hh and she:
- 1323 and (1.0) whoever it was >can't remember who it was.<
- 1324 Whose names but you know her well. °Tell 'em.°
- 1325 Jenny: °Marianne, Mari, Mari ()°
- 1326 Kate: Yeah.
- 1327 Jenny: Uhuh.
- 1328 Kate: They're both keen on: overhead projectors.
- 1329 Louise: Oh right. Well we'll make sure we use those then.
- 1330 [
- 1331 Annette: Mmm.
- 1332 Jenny: Dust those.
- 1333 Kate: Yeah.
- 1334 Annette: My worry is that everyone's going to want to use them.
- 1335 Jenny: Yehes.=
- 1336 Annette: =And after that day
- 1337 [
- 1338 Louise: We'll have to have a register though.
- 1339 [
- 1340 Jenny: We will timetable it=
- 1341 [()]
- 1342 Kate: ()
- 1343 Jenny: =don't worry everybody will get a go.
- 1344 [
- 1345 Louise: Timetable it? (You can't)
- 1346 [()] [
- 1347 Kate: () [
- 1348 Annette: Usually there's no: e:m=
- 1349 [
- 1350 Louise: (No)

- 1351 Annette: =no problem at all, because we've got so few in the=
 1352 []
- 1353 Louise: No: I never mind a problem.
- 1354 Annette: =school that
 1355 []
- 1356 Louise: Except in- (.) there was one missing the other day
 1357 from my room.=
- 1358 Paul: =Which was the one I wanted to use then yeah.=
- 1359 Louise: =Ye:s.
- 1360 Kate: The- the ()
 1361 []
- 1362 Annette: Oh it was in your room.
- 1363 Louise: Yes.
- 1364 Annette: I pinched it.
- 1365 Paul: Oh it's all right I pinched it back.
 1366 []
- 1367 Louise: It was you was it because I'd used it=
 1368 []
- 1369 Annette: Heheheheh
- 1370 Louise: =just befo:re, and I said I was sure there was one=
 1371 []
- 1372 Annette: ()
- 1373 Louise: =there. Paul said 'No there isn't.=
 1374 []
- 1375 Annette: Yes. There was.
- 1376 Paul: =I looked round for it and it had gone.
 1377 []
- 1378 Kate: Well if you're really desperate we can
 1379 always (.) whisk one up from Inkham. Em
 1380 [] []
- 1381 Annette: Mm []
- 1382 Jenny: That's an idea.
- 1383 Kate: °Actually.°
- 1384 Annette: Mmm
- 1385 Kate: Em (.) there is (.) a note of (.) caution I should (0.5) sou:nd.
- 1386 Jenny: Mmm=
- 1387 Kate: =E:m (.) I don't quite know how you get over it. E:m but Keith
 1388 Morro::w (.) was one of the people who put the Bell resources
 1389 centre into place.
 1390 []
- 1391 Jenny: Mmm
- 1392 Louise: Mm
- 1393 Kate: E:m:::
- 1394 Louise: °Uhuh°
- 1395 Jenny: Mm
- 1396 Kate: so he's going to be: (0.5) em (.) looking at the resources,=
 1397 Jenny: =Mmm=
- 1398 Kate: =em I think it might be a very good idea to produce a little sort
 1399 of thing about why a school of this size doesn't need that sort
 1400 of resource, why you actually (.) focus them on going to the

- 1401 Kate: library for themselves, on self help in every possible way, that
 1402 you keep deliberately a minimum back up (.) resource for
 1403 people to use that you really would rather they didn't (.) sit in
 1404 the resource centre.
- 1405 Louise: °()°=
 1406 Kate: =You would really rather that they used all the resources of
 1407 the city=
 1408 Jenny: =°Town yeah.°
 1409 Kate: Yeah. Can you do the- do you think=
 1410 []
 1411 Louise: Mm
 1412 Louise: =Mm. That's a neat way of putting it isn't it.=
 1413 [] []
 1414 Kate: (It's there.) []
 1415 Jenny: Yeah.
 1416 Kate: You see what I mean,=
 1417 =[
 1418 Annette: Mm
 1419 Annette: =Mm=
 1420 Kate: =if- if you present it (.) as a
 1421 []
 1422 Paul: ()
 1423 Louise: As a positive.
 1424 Kate: as a really positive (.) thing that you've decided on.
 1425 []
 1426 Louise: Mmm
 1427 Jenny: Mmm
 1428 (0.5)
 1429 Annette: °Mm. Yeah.°=
 1430 Jenny: =Could you just jot (.) that down.=
 1431 Annette: =>Shall I< minute this. Because I haven't minuted about=
 1432 []
 1433 Kate: Mm
 1434 Annette: =the: (.) examiners er
 1435 Jenny: Could you
 1436 []
 1437 Louise: °You can't really can you.=
 1438 Jenny: =minute it in a way that it's to remind me but Helen won't
 1439 []
 1440 Kate: Could you just-
 1441 Jenny: =type it up.
 1442 Kate: Resource centre. Sorry- say (.) em (.) just something like=
 1443 []
 1444 Jenny: °Yeah°
 1445 Kate: ='Problem with resource centre:,' (.) er must note why: (.) we
 1446 do it as we do.
 1447 Annette: Uhuh
 1448 Kate: °Okay.°
 1449 (4.0)
 1450 Kate: REMOVED

1451 Kate: REMOVED
 1452 Jenny: REMOVED
 1453 REMOVED
 1454 Kate: REMOVED
 1455 REMOVED
 1456 Jenny: REMOVED
 1457 REMOVED
 1458 Jenny: REMOVED
 1459 Kate: REMOVED
 1460 Jenny: REMOVED
 1461 REMOVED
 1462 Kate: REMOVED
 1463 Louise: REMOVED
 1464 Annette: REMOVED
 1465 Jenny: REMOVED
 1466 Louise: REMOVED
 1467 Annette: REMOVED
 1468 REMOVED
 1469 Jenny: REMOVED
 1470 REMOVED
 1471 Annette: REMOVED
 1472 Louise: REMOVED
 1473 Kate: REMOVED
 1474 REMOVED
 1475 REMOVED
 1476 Jenny: REMOVED
 1477 Kate: REMOVED
 1478 REMOVED
 1479 Jenny: REMOVED
 1480 Annette: REMOVED
 1481 Jenny: REMOVED
 1482 Kate: But it's no- no I mean about the resources, it's no point in=
 1483 [Yeah.
 1484 Jenny:
 1485 Kate: =pretending
 1486 Annette: No.
 1487 Kate: that we are a Bell school for that.
 1488 [] []
 1489 Jenny: >Wouldn't do any good.< []
 1490 Louise: Mm
 1491 Jenny: No.
 1492 Kate: Or Eurocentre.=
 1493 []
 1494 Annette: No eh
 1495 Louise: =()
 1496 Jenny: °No:°
 1497 Kate: Mm
 1498 Jenny: Needs ()
 1499 Annette: °Mm°
 1500 (2.5)

- 1501 Jenny: Mm because I noticed that came out when Sue Sheerin did the
 1502 'FIRST' audit here as well.=
- 1503 Kate: [
- 1504 Mmm
- 1505 Jenny: About hierarchy.
- 1506 Kate: Mmm
- 1507 Jenny: She wa- she was taken aback by our peer observation. (0.5)
 1508 Said it should be
- 1509 Annette: Mmm
- 1510 Jenny: me observing everybody.
- 1511 Kate: Yes. T- the (.) we've had- we've had terrible battles.
- 1512 Jenny: Not all of us observing each other.
- 1513 [
- 1514 Kate: Mm
- 1515 Annette: Mmm
- 1516 Kate: Mmm
- 1517 Helen: You written yours up yet?
- 1518 Susan: Yeah I've not- ((coughs)) I've not er (.) written it on the (.)
 1519 sheet but I'll (.) I was gonna show it to Harry, but he's not=
 1520 []
- 1521 Helen: Fine.
- 1522 Susan: =here.
- 1523 Jenny: Yeah. Great.
- 1524 Kate: Passives?
- 1525 Annette: Heheheheh=
 1526 Susan: =You heard about today.
- 1527 Kate: Heheh. I'm not er I don't (.) er know your every thought.
- 1528 Susan: Heheheheheh
- 1529 Jenny: No Kate rang yesterday while I was
- 1530 Kate: Heheh
- 1531 Jenny: covering your class that I lost.
- 1532 Susan: Hahahahah
- 1533 Jenny: °Did the same with ().°
- 1534 Susan: hhh heh
- 1535 Kate: I'm awfully sorry but I'm probably going to have to go in
 1536 about
- 1537 Jenny: Okay.
- 1538 Kate: five minutes.
- 1539 [
- 1540 Jenny: Can you give us any more (.) deep thoughts about
 1541 Marianne Tanner before you go.
- 1542 Susan: ((Sneezes.))
- 1543 Kate: Bless you.
- 1544 Annette: Bless you.
- 1545 Kate: E:m (0.5) well- it- she's just incredibly nice and very modest,
 1546 and doesn't think people remember her. And (.) w- was: em
 1547 the head of an inspectorate for (.) together with er ((name)) for
 1548 a bit, and has put (.) some of the better things in (0.5) em (.)
 1549 place, is very practical, (.) em (.) but goes a lot by atmosphere.
 1550 (0.5) Things like that and she's a really nice person.

- 1551 (1.0)
 1552 Jenny: Uhuh
 1553 Paul: Mmm
 1554 []
 1555 Kate: And I remember (1,0) em (.) something she said abou- she
 1556 said about Pen Inkham well- (.) 'We have only ONE criticism,'
 1557 em (.) so we looked and she said (.) 'Could have more coat
 1558 hooks!' Heh!
 1559 Jenny: He heh heheheh. Can't feel too bad about that can you.=
 1560 []
 1561 Annette: Heheheh
 1562 Annette: =Mmm=
 1563 Kate: =No I wasn't very. But she's- er she really was (.) into the=
 1564 []
 1565 Annette: Mmm
 1566 Kate: =comfort of how the students (sat), the comf- (.) how (.) the
 1567 room looked, she liked (.) oh notice boards!
 1568 Annette: °Mm°=
 1569 Kate: =Absolutely. She's a great one for (.) the:
 1570 Jenny: Up to date stuff on notice boards °and°
 1571 Kate: But also the- (.) the- the em staff having used them for (.) you
 1572 know project work
 1573 Jenny: °Mm°=
 1574 Kate: =students' work,=
 1575 Louise: =The student °work°
 1576 Jenny: °Mmm°
 1577 Kate: The sort of (.) you know (.) 'S's when: (.) when you remind
 1578 people to put the 'S' on things and (.) em you know (.) and
 1579 blue tack all over the walls >which Jenny will love,< e:m
 1580 (0.5)
 1581 Jenny: Er Susan's been putting stuff up on her boards
 1582 Kate: Yeah >but I mean< a lot of that.
 1583 Jenny: Yeah. A lot of that.
 1584 []
 1585 Kate: She she really liked that, and noticed it. She also noticed
 1586 >she was< absolutely spot on: (.) about a class that didn't go
 1587 well in Pen Inkham. (.) And (.) the profile was given to her of
 1588 the class's board method (.) it was pretty well predicted that
 1589 things might go wrong (.) and she went (.) back and saw it
 1590 with another teacher in the afternoon, and said (.) 'Yeah. Your
 1591 profile was exactly right, it wasn't anything to do with the
 1592 teacher it was a very difficult thing and you- you=
 1593 [] []
 1594 Jenny: Mm []
 1595 Annette: Mmm
 1596 Kate: =know it's been handled well,' so she- (.) she gave us a plus
 1597 Jenny: Mmm=
 1598 Kate: =for saying that something was bad.
 1599 []
 1600 Jenny: Mmm

- 1601 Louise: Mm
- 1602 Kate: But I'll look it up.
- 1603 [
- 1604 Jenny: Be realistic about problems yes.=
- 1605 Kate: =And I'll look up the inspection: if you'd- if you'd like.
- 1606 []
- 1607 Jenny: Oh yes.
- 1608 Jenny: Was she the reporting inspector do you remember?
- 1609 Kate: Em no I think Mary- (.) no I'm not sure. That she
- 1610 was. Because she can't
- 1611 []
- 1612 Jenny: But she can't unfortunately this time, I thought
- 1613 she would be but it's Keith.=
- 1614 Kate: =Oh!
- 1615 (0.5)
- 1616 Jenny: Shame. (.) But his reports (.) haven't read too badly.=
- 1617 Kate: =No. Well (.) they should be all right.
- 1618 []
- 1619 Jenny: ()
- 1620 Jenny: °Yeah°
- 1621 Kate: °He's all right.° Give him plenty to eat at lunch time. (0.5) 'hh
- 1622 hhh heh!
- 1623 (1.5)
- 1624 Jenny: °Big man.° Anything more? That's seen to the admin bit. We
- 1625 were going to go on to an academic bit after that.
- 1626 []
- 1627 Annette: Have our academic
- 1628 staff meeting, yes.=
- 1629 Jenny: =Pooling (.) teaching materials.
- 1630 Kate: Right. Well that's the sort of thing that (0.5) if you're done I'm
- 1631 going to float off then. I'm sorry to be so (brief).=
- 1632 []
- 1633 Jenny: °No°
- 1634 Kate: =I'd love to have joined in the academic bit as well.
- 1635 []
- 1636 Jenny: °Thank you.°
- 1637 (1.0)
- 1638 Jenny: °Well next time.°
- 1639 Kate: But (.) nice to see everybody, and I hope to see (.) some more
- 1640 people at (.) the next two teachers' clubs.
- 1641 Jenny: Yeah.=
- 1642 Kate: =There's one to one, (.) on the fourth of May,
- 1643 Jenny: That's the freelancers' one (isn't it).
- 1644 []
- 1645 Kate: The freelancers do it- mm
- 1646 (nineteen er,) one to one (.) thing, and there's Gwynneth Fox
- 1647 on May the eighteenth.
- 1648 Louise: And she's talking about research ().
- 1649 Kate: Yeah. And em I apparently it went down an absolute treat=
- 1650 []

- 1651 Jenny: Yeah.
- 1652 Kate: =at (.) em (.) Milan.
- 1653 Louise: Uhuh
- 1654 Annette: Mm=
- 1655 Jenny: =She's always popular (at () isn't she?
- 1656 [
- 1657 Kate: They're very good] yeah.
- 1658 Annette: Mm.
- 1659 Jenny: She is good she (does)
- 1660 [
- 1661 Kate: >She certainly was< in () and in good
- 1662 form.
- 1663 Jenny: Mm
- 1664 Paul: Well I like her now because she puts (.) 'FALSE' down first
- 1665 rather than 'fawlse'.
- 1666 Jenny: Heheheh yes
- 1667 [
- 1668 Kate: Uhuh.
- 1669 Paul: Cobuild
- 1670 Kate: °Mm°
- 1671 Jenny: °Yes°
- 1672 Kate: And the more you: (.) er the mo- the m- the closer you get to
- 1673 her the more she will em (.) er em (.) give you dictionaries and
- 1674 things. She's also extremely pro-Quillham as you know.
- 1675 Jenny: Yes. We know.
- 1676 Kate: Heh=
- 1677 Jenny: =(() been given her.)
- 1678 Kate: Heh (.) cheers! everybody. (())
- 1679 [
- 1680 Paul: Bye bye.
- 1681 [
- 1682 Louise: Bye=
- 1683 Annette: =Bye=
- 1684 Susan: =Cheers.
- 1685 Jenny: (I presume you got it.) ((Spoken in hall on the way to the front
- 1686 door.))
- 1687 Kate: (()) ((In hall.))
- 1688 Jenny: (Yes.) ((In hall.))
- 1689 (10.5)
- 1690 Paul: REMOVED
- 1691 Louise: REMOVED
- 1692 REMOVED
- 1693 Annette: REMOVED
- 1694 (1.5)
- 1695 Louise: We'd better wait for Jenny before we go on to the next bit I
- 1696 suppose.
- 1697 Paul: This is the academic bit now, isn't it.
- 1698 []
- 1699 Annette: Yes.
- 1700 Louise: Mm. Right.

- 1701 Jenny: ((From hall.)) See you later Kate. Good luck. (Returns.)
 1702 (4.0)
- 1703 Paul: Heh. What? Are you whispering? (3.5) >I don't know what
 1704 you're saying.<
- 1705 Annette: Is it- is that the end of the: (.) the official staff meeting.
 1706 Jenny: We're on to the academic bit now. On (.) the materials pool.
 1707 (2.0)
- 1708 Paul: But er no other k- °Keith°
 1709 Jenny: He wants this. (.) °Does he want that as well?°
- 1710 Keith: Mmm
 1711 Jenny: Mm
 1712 (5.0)
- 1713 Paul: How many of us: em:=
 1714 Louise: =I've got something that I can (.) talk about, but it's not (.)
 1715 because I've (done it) for thee (.) (course).
 1716 Paul: Well do we want to do it rather than postpone it. Again.
 1717 []
- 1718 Louise: The notes.
 1719 Louise: Well isn't there (something)
 1720 []
- 1721 Jenny: Shall we have a >sort of< ten minute break,
 1722 Paul: (Okay.)=
 1723 Jenny: =Have a coffee and come back to it.
 1724 Annette: Yes.
 1725 Louise: Yeah that's what I did.
 1726
- 1727 ((Tape stopped. Resumes at the end of a discussion between
 1728 Jenny and Susan on the subject of bluck tack and sticking a
 1729 poster to the wall, then...))
 1730
- 1731 Louise: Shall I start then.
 1732 Jenny: Yes. Please do.
 1733 []
- 1734 Louise: Uhuh? Yes? Em (.) this is taken from
 1735 a little book and is prettey much as
 1736 [] []
- 1737 Keith: () recording. []
 1738 >Excuse me.< Is it ((the
 1739 Paul: tape)) on?
 1740 Jenny: °Uhuh.°
 1741 Louise: Yes.=
 1742 Paul: °Oh. Sorry. >(Go on.)<°
 1743 Louise: Pretty much as (.) em it appears in the book except I modify it
 1744 a little bit, (.) but it's on phrasal verbs, °I didn't say that. (.) To
 1745 begin with. °E:m but it's done in the form of a quiz, (.) a- (.)
 1746 copy for everybody here.
 1747 Susan: Thanks.
 1748 (2.5)
- 1749 Louise: Level is: mmm probably upper intermediate to advanced.=
 1750 []

- 1751 Paul: >(Thank you very much.)<
- 1752 Louise: =(1.5) and I think the principle (0.5) could be: (0.5) adapted.
1753 Round situations, (.) I haven't yet done it myself, but (.) I do-
1754 (.) think you could work on this and do (.) er similar to this=
1755 [
- 1756 Jenny: Mm
- 1757 Louise: =(0.5) E:m:
1758 Paul: °()°
- 1759 Louise: It's (.) I find it motivating. I've used it (.) mmm four times? (.)
1760 °I think.° (0.5) An:d the way I do it, (.) is not as- is suggested
1761 in the (.) book, (0.5) but everyone gets a copy of (.) what you've
1762 got in front of you. (.) Sometimes with the score in there and
1763 sometimes not. I put it there for (.) economy of er
- 1764 Jenny: Uhuh
- 1765 Louise: paper. (1.0) in the book it appears with a list of phrasal verbs
1766 first and then you look at the phrasal verbs and then you do
1767 the quiz. I don't like doing it like that at all, I just give
1768 everybody (.) a copy (.) of this quiz, put them in pairs, or
1769 threes, if there's an uneven number, and get them to focus on
1770 each question in turn (.) and say (.) what they do, or what they
1771 would do. I also encourage them to have a conversation about
1772 it. Not just to say (.)
- 1773 Jenny: Mmm
- 1774 Louise: 'I choose 'A',' or 'I choose 'B'. I tell them I don't want that.
1775 Because if they do that (.) then of course they're not repeating
1776 the phrasal verb. (.) Naturally they do; (.) need some=
1777 [
- 1778 Jenny: Mmm
- 1779 Louise: =input (.) e:m (.) in vocabulary occasionally, (.) a lot of it (.) can
1780 be explained from the context. And if you've got a group of
1781 students who are used to working out the: (.) context (.) they
1782 can probably answer (.) every one of these questions (0
1783 without recourse to a dictionary. Upper intermediate level,
1784 Jenny: Mmm
1785 (1.0)
- 1786 Louise: Maybe they ask (.) to look up one or wo, or I monitor (.) and
1787 they then- (.) you know if they need help I step in. Or if I
1788 discover they've got the wrong end of the stick, they've
1789 misunderstood something, (.) I step in. (1.0) E:m (.) so that's
1790 the first stage then, (.) that they deal with each question in turn
1791 and (.) try to develop some sort of conversation (.) about each
1792 one. (1.0) i don't do the scoring next, sometimes they- if it
1793 appears on the same sheet they want to score and they want to
1794 know (.) the answer. But the next session is a whole group (.)
1795 the next (.) stage I should say, is a whole group (.) session,
1796 where they exchange information. (1.0) To avoid a lot of
1797 repetition, I also (.) focus on (.) them (.) using (.) phrases for
1798 agreement such as (.) 'So do I,' 'So would I,' or (.) 'Neither do
1799 I,' as is appropriate. (0.5) Get (.) or ask individuals to (.) er
1800 (0.5) comment. Not necessarily >in the same< order, you

- 1801 Louise: know one that I think there's been a lot of discussion
 1802 about, I might choose first. Er (.) so for example number=
 1803 [
- 1804 Jenny: °Uhuh°
- 1805 Louise: =TWO, (.) that usually provokes quite a lot of discussion. (0.5)
 1806 So (.) I would start on that, ask one person to say (.) what they
 1807 would do. Ask them all to listen carefully and instead of (.)
 1808 repeating the answer just say 'Well so would I.' Or 'Well I
 1809 would (.) if' and agree or disagree and (.) focus. E:m until I've
 1810 got a different (0.5) >and if anyone has a< different answer,
 1811 then I would ask them for their opinion. (1.0) E:m (.) °what
 1812 else.° (0.5) E::r then I say I suppose the last stage is to (0.5)
 1813 ask for the scores (.) I sometimes keep it quiet >and say
 1814 well-< 'I'll read the (.) results,' which are very brief. Em
 1815 only a paragraph each. And then (1.0) °Oh where have
 1816 I got them. Somewhere. E:m (.) °just a couple of sentences
 1817 about (.) each one. Three (.) scores (.) thirty five to fifty,
 1818 twenty to thirty and ten t- to twneety. ((Clears throat.)) And
 1819 maybe follow up with a discussion about (.) how honest were
 1820 they? Ans wering. The questions
 1821 [] []
- 1822 Jenny: °Mm° []
- 1823 Annette: Mmm
- 1824 Jenny: Uhuh
- 1825 Louise: or do they think the rating is accurate, e:m (.) did they expect
 1826 to be rated (.) as being more impulsive or less impulsive. (0.5)
 1827 E:m (.) the phrasal verbs themselves, a number of them at
 1828 upper intermediate level certainly (.) e:m (.) are ones I think
 1829 are useful to know. One or two are unusual, and I point that
 1830 out at the end, (0.5) which ones I think (.) would- (.) you
 1831 shouldn't really bother (.) trying to remember that are not=
 1832 []
- 1833 Paul: Give into=
 1834 Louise: =really so
 1835 []
- 1836 Paul: temptation. °Heh° heheh
- 1837 Louise: That's a very good one (to use)
- 1838 []
- 1839 Annette: Yeaheheheh! =
- 1840 Jenny: Most useful.
- 1841 Annette: Heh
- 1842 Louise: But things like em (.) 'chew it over.' =
- 1843 Paul: =Oh yeah.
- 1844 Louise: E:m (.) maybe 'splash out' (.) isn't used very much.
 1845 []
- 1846 Paul: Mmm °mm°?
- 1847 mmm °mmm°? mmm?
- 1848 []
- 1849 Jenny: Em yes I would argue with that.
 1850 []

- 1851 Louise: Except I often introduce that
 1852 British Airw- >I think< British Airways and 'Splach out on the
 1853 beach and not on the fare.'
- 1854 Jenny: Yeah.=
 1855 Annette: =Mm=
 1856 Louise: =As a=
 1857 Jenny: =Yeah.
 1858 Louise: But (.) anyway=
 1859 Jenny: =°Thanks very much.° 'Set to' is one I don't use like that so
 1860 often. (0.5) (No I) mmm
 1861 []
 1862 Louise: 'Set to' is em () six. Mm. But I find=
 1863 []
 1864 Jenny: Six.
 1865 Louise: =(.) it useful because it=
 1866 Paul: =Mm=
 1867 Louise: =more (.) it does (0.5) give them an idea of the meaning.
 1868 []
 1869 Jenny: Mm
 1870 Jenny: Mm
 1871 Louise: But it also gi- works out in a very nice fluency activity.=
 1872 Jenny: =Mmm=
 1873 Louise: =Because I think each of the topics (.) with one or two
 1874 exceptions, one or two are perhaps a bit boring, but something
 1875 like eight (0.5) can provoke a lot of discussion.
 1876 Jenny: Mm
 1877 Louise: E:m (0.5) so
 1878 Paul: hh hhh=
 1879 Louise: =Oh I've also noticed by the way for number five, I've
 1880 bracketed the 'unexpectedly'.
 1881 Jenny: Mmm
 1882 Annette: Yes. ()=
 1883 Louise: =Because (0.5) and I- I tippex it out. That's why I haven't got
 1884 my original with me I'm afraid. I was going to do it last (.0
 1885 week, and I also have (.0 I've just written down comments
 1886 here I have word processed the (.) teaching notes that=
 1887 []
 1888 Jenny: (Teacher's things)
 1889 Louise: =go with it=
 1890 Jenny: =Mm=
 1891 Louise: =but I've left it at home. °I'm sorry.° But I think that should
 1892 be tippexed out because obviously 'drop in (.) on=
 1893 []
 1894 Jenny: Mmm
 1895 Louise: =somebody' (.) means you visit them (.) unexpectedly.
 1896 []
 1897 Jenny: Should mean (.) 'unexpected'.
 1898 Louise: °Yeah.°=
 1899 Louise: =So it's really- it's redundant.
 1900 []

- 1901 *Jenny:* tautor-
- 1902 *Jenny:* Tautor
- 1903 *Louise:* Tautological.=
- 1904 *Paul:* =Although people do say it though.
- 1905 *Jenny:* Mm
- 1906 *Louise:* Yes but I mean
- 1907 [
- 1908 *Jenny:* Mmm. It's nice to home in on it (.) without=
- 1909 []
- 1910 *Paul:* Oh yes
- 1911 *Jenny:* =having them expect to give it as a clue, 'isn't it.°
- 1912 []
- 1913 *Paul:* Yes.
- 1914 (1.5)
- 1915 *Louise:* So that's about it.
- 1916 *Annette:* Mm
- 1917 *Jenny:* Well that's nice.
- 1918 [
- 1919 *Annette:* Mmm. Thank you.
- 1920 *Paul:* Because i- it's using, (.) you have to confront meaning,
- 1921 *Louise:* Yes=
- 1922 *Paul:* =in order to do the task.
- 1923 *Louise:* Yes=
- 1924 *Paul:* Which is (.) yes.
- 1925 =[
- 1926 *Annette:* Mmm
- 1927 *Jenny:* Mmm
- 1928 *Paul:* Okay.
- 1929 *Annette:* Where is this from? Which book.
- 1930 *Paul:* Em it says at the bottom if you look for it.
- 1931 [] []
- 1932 *Louise:* It is []
- 1933 *Annette:* I've got there.
- 1934 *Jenny:* Exercise two.
- 1935 []
- 1936 *Annette:* Oh yes.=
- 1937 *Louise:* =I haven't got a (label) or a typewritten thingy for it.
- 1938 []
- 1939 *Annette:* Thank you.
- 1940 *Annette:* Heh Heheheheh
- 1941 *Louise:* A lot of it is (.) e:m (.) a sense of (0.5) giving input of 'These verbs mean this.' (0.5) And then you use them in an exercise
- 1942 >which I say< I don't like doing that.
- 1943
- 1944 *Jenny:* Mm
- 1945 *Louise:* I'd rather (.) have an activity
- 1946 []
- 1947 *Jenny:* Mm
- 1948 *Paul:* Mmm
- 1949 *Louise:* Where they use it and they focus on- without=
- 1950 [] []

- 1951 *Jenny:* °(If they)° []
- 1952 *Annette:* °Yes.°
- 1953 *Louise:* =really (.) I mean I'm just against lists.
- 1954 *Annette:* Mm
- 1955 *Louise:* Per se s-
- 1956 *Jenny:* Mm
- 1957 *Louise:* There are a few (.) and one of the- again (.) this (.) is (.) number
1958 forty eight in the book. I think there are fifty, ·hhh (.) I maybe
1959 use two or three of them. Because only two or three are=
1960 [] []
- 1961 *Annette:* Mm Mmm
- 1962 *Louise:* =where you've got an (.) activity
- 1963 *Annette:* Mmm
- 1964 *Louise:* which uses the vocabulary.
- 1965 *Paul:* A- I- I- I would use a similar technique for introducing (.) topic
1966 areas where you (.) you ask people to give their views of
1967 things.
- 1968 *Louise:* Mmm
- 1969 *Paul:* Things where you used (.) the (.) vocabulary.
- 1970 *Louise:* Mmm=
- 1971 *Annette:* =Mmm
- 1972 *Paul:* E:m a- I- I- got one one education, where it talks about (.)
1973 compulsory or (0.5) er (.) educational vocational training.
- 1974 *Jenny:* Uhuh
- 1975 Ask people to give their views on it. In order to give
1976 their views they have to know what it means.
1977 []
- 1978 *Annette:* Mmm
- 1979 *Annette:* Mmm
- 1980 *Paul:* And it's a- it's exactly the same principle.
- 1981 *Louise:* Yes. It is.
- 1982 *Annette:* Mmm=
- 1983 *Jenny:* =Yeah. So the search for the (.) word (on the list)
1984 []
- 1985 *Paul:* Much the best thing rather than just doing a
1986 list where you just
1987 []
- 1988 *Louise:* Yeah.
- 1989 *Jenny:* Yes.
- 1990 *Annette:* Mmm
- 1991 *Paul:* >In fact< you don't actually do; what Redmond says, you
1992 don't (.) do anything with it.
- 1993 *Louise:* No:: No.
- 1994 *Paul:* (That was good.)
1995 []
- 1996 *Jenny:* And you can confuse them very easily if you learn
1997 a list of (just) phrasal verbs
1998 []
- 1999 *Paul:* Right.
- 2000 *Annette:* Mmm. That's it.

- 2001 Paul: And and (thing i-) also (.) you know don't say 'A, B, C.'
- 2002 []
- 2003 Jenny: Out of context.
- 2004 Louise: Mmm=
- 2005 Paul: =But- (.) having a chat about it.=
- 2006 Louise: =Yes.
- 2007 Paul: Mm
- 2008 Louise: And developing >a conversation.<
- 2009 Paul: Mmm
- 2010 Louise: The last time I did it was only (.) a group of four in the last er
- 2011 (.) well- (.) week before last, I think. And (.) it was interesting
- 2012 because (.) t- one- pair, (0.5) spent much longer talking about
- 2013 it,=
- 2014 Jenny: =Mmm=
- 2015 Louise: =than another pair. But I find with a bigger group (.) it's not
- 2016 so ba:d.
- 2017 Annette: Mmm
- 2018 Louise: Em (.) >you know< there's less (.) difference between them.
- 2019 And the group- the pair that finished first I started talking to
- 2020 them about it
- 2021 Jenny: Mm
- 2022 Annette: Mm=
- 2023 Louise: =to fill in the time so that everybody finished at the same time.
- 2024 Annette: Uhuh
- 2025 (5.0)
- 2026 Louise: But I think the principle could be that if you have enough time
- 2027 and you want to (.) er focus on the most (.) say ten
- 2028 Jenny: Mm
- 2029 Louise: useful phrasal verbs to know,
- 2030 Jenny: Mm
- 2031 Louise: °you can em do° some sort of activity (0.5) which uses >I mean
- 2032 things like< giving up (.) smoking or
- 2033 Paul: Uhuh
- 2034 Louise: running out of things
- 2035 Paul: Uhuh
- 2036 Louise: or
- 2037 Jenny: Mm
- 2038 Louise: em
- 2039 (5.0)
- 2040 Louise: That's it
- 2041 Jenny: That's nice. Yeah. Thank you.
- 2042 []
- 2043 Annette: Mmm
- 2044 (1.5)
- 2045 Louise: Do you want to keep them.
- 2046 Annette: Er (.) yes. I wouldn't mind actually (.) ()
- 2047 Louise: Yes. It's (.) a spare. Yes
- 2048 Annette: Thank you.
- 2049 (1.0)
- 2050 Annette: Shall I go on (.) next.=

- 2051 Louise: =Uhuh=
 2052 Annette: While Paul's still writing.=
 2053 Louise: =Uhuh=
 2054 Annette: =E:m (0.5) mine is: (.) not really a language (.) e::r (.) thing, it's-
 2055 it's more a task (.) or activity. And it's based on (.) one that I
 2056 know some of you know from 'Intermediate Matters', the em
 2057 it's a (.) a newspaper article about a (0.5) a crash of an accident.
 2058 And er the students have to read the newspaper article, and
 2059 then make a radio news broadcast (.) from it. And (.) I
 2060 remembered using that and it working very well, and I
 2061 thought (.) you should be able to do this (.) with lots of
 2062 newspaper articles about (.)
 2063 Jenny: Mm
 2064 Annette: Em (.) an event, °you know° a fairly dramatic event, (.) if you
 2065 could. And e:m hh (.) just after I'd been thinking about that
 2066 the: (.) ((name of local jewellers)) robbery (.) came up, and I
 2067 though 'Right I'll try it with that. So I (0.5) em:m (0.5) took
 2068 that newspaper article, and (.) basically used it in a very
 2069 similar way, e::m (1.0) first of all it was (.) really just looking at
 2070 the (.) the headline and the photograph. And (.) e:m (.) and
 2071 underneath the photograph it- it says 'Not what she seems,
 2072 this lady: >blah blah blah< is the armed robber in drag.' (.) So
 2073 (.) immediately from that and the (.) the headline, er::r (.)
 2074 there's (.) quite a lot of vocabulary they can predict. E:m (.) so
 2075 it's (.) starting off with a prediction exercise first of all, (.) er
 2076 ((Tape ends and is turned over.)) But quite a lot of the
 2077 vocabulary does come up in the prediction exercise, and I
 2078 think the teacher can (.) make sure a bit more comes up, with a
 2079 few (.) er relevant questions. E:m (.) then (.) they read the story
 2080 a:nd em (.) it is fairly difficult the text I think (.) e:m it would
 2081 have to be (.) good intermediate upwards (.) that could tackle
 2082 it. E:m (1.0) and (.) I the do a- a quick fire question session just
 2083 to make sure they've understood the er (.) >sort of< main ideas
 2084 (.) in the story, em (.) and then I get them to work in pairs (.)
 2085 and they have to- (.) write down the events in the order in
 2086 which they happened and there's a lot of jumping round in the
 2087 text then. E:m (.) because it (.) you know it doesn't in (.) in
 2088 order of the events. (0.5) E:m (.) so again they're recycling all
 2089 the (.) vocabulary etcetera. E::m (0.5) then I point out (.) some
 2090 of the collocations, and in fact I've (.) made a list of (.) some of
 2091 the collocations, e:m and (.) but I let them use the text, to find
 2092 the other half of them you wouldn't (.) recognise immediately.
 2093 But e:m (2.0) when they use the text to find the (.) the answers
 2094 to the missing bits of the collocations they do tend to
 2095 remember them then. E:m (.) and then following on from that,
 2096 the- the next stage in the recycling process is making the (.)
 2097 radio news broadcast. Where one student would be (.) em
 2098 (0.5) the news reader, one would be (0.5) a reporter (.)
 2099 interviewing (.) one would be (.) a witness, and possibly one (.)
 2100 could also be em (.) a shop assistant. In the shop when it

- 2101 Annette: happened. (1.0) E:r (.) and depending on numbers of students
 2102 obviously you can have (.) em (.) groups of four (0.5) however
 2103 many groups of four there are, and they can each do their own
 2104 breakfast, an:d (.) then I record all their (.) broadcasts, and then
 2105 the final stage really is em (.) er a feedback stage where (.) em
 2106 (0.5) I follow and idea (.) that- that I first (.) thought of with-
 2107 when the students were giving presentations on video, em
 2108 where you don't want them to criticise each other's
 2109 presentations, but you focus they're to focus on the best bits
 2110 Paul: Mm
 2111 Annette: so the feedback session is er saying (.) 'What did you enjoy
 2112 most about that broadcast,
 2113 Paul: Mm
 2114 Annette: what bits of information did that group include that you
 2115 perhaps haven't thought of. Or (.) was there anything that was
 2116 funny or (.) dramatic in (.) what (they) did
 2117 []
 2118 Susan: Do you video it or (.) tape it did
 2119 you say.=
 2120 Annette: =Em (.) usually just taping, on cassette. Yes. (1.5) E:m (.)
 2121 and that's really it.
 2122 []
 2123 Jenny: How long does (it takes) of a lesson.=
 2124 Annette: =E::m (.) yes. To do all the: e:m (1.0) the broadcasts (.) and
 2125 record them. Yes and get the feedback=
 2126 []
 2127 Jenny: Mm
 2128 Jenny: =Mmm=
 2129 Annette: =would take two lessons I would think. You could do it in
 2130 two long lessons.
 2131 Jenny: °Yes.°
 2132 Louise: (You're having (.) three.) It's three () Three=
 2133 []
 2134 Annette: Yes.
 2135 Annette: =Yes=
 2136 Louise: =I mean prepared (.) with ()=
 2137 []
 2138 Annette: Yeah.
 2139 Annette: =E:m
 2140 Jenny: Depending on the level of the group.
 2141 []
 2142 Annette: It's (.) that's right it's you've
 2143 just got to be a bit careful it doesn't drag on too long.=
 2144 Jenny: =Mmm=
 2145 Annette: =If- if they seem to be very interested yes, I think I have=
 2146 []
 2147 Mmm
 2148 =done it over three lessons. Er (0.5) if they've obviously and
 2149 they're obviously enjoying em (.) what they're doing and have
 2150 got involved in it. Then I would yes. E:m (.) but the only=

- 2151 []
- 2152 Jenny: Mm
- 2153 Annette: problem with this: at the moment is: em (.) that I'll need to get
- 2154 a copy of (.) and I'll need to: er get permission to (.) use it.
- 2155 Jenny: Mmm
- 2156 Annette: Because >at the moment< I know we're not allowed to use
- 2157 Paul: Of course there is a (.) a rather (0.5) >°sort of°< long winded
- 2158 way around it. You can actually rewrite it yourself.
- 2159 Annette: Yes but I still think I've got to get (.) I'll have to (.) type
- 2160 something underneath saying (.) 'Reprinted with permission
- 2161 of the "Quillham Herald".'
- 2162 [
- 2163 Paul: No what I mean is rewrite it slightly.=
- 2164 Annette: =Oh=
- 2165 Paul: =Adapt it slightly.
- 2166 Jenny: Mmm
- 2167 Annette: Oh I see.
- 2168 Paul: Er I mean and then em (.) you could have it (.) working=
- 2169 []
- 2170 Annette: Mmm
- 2171 Paul: =on (.) different levels.
- 2172 Annette: Mm
- 2173 Louise: Uhuh
- 2174 Annette: Yes. Yeah.
- 2175 Paul: *I had to do that!* with a story I started. Somerset Maugham=
- 2176 []
- 2177 Jenny: I think
- 2178 Paul: =story with (.) with one of your group it started it was so=
- 2179 []
- 2180 Louise: Mmm
- 2181 Paul: =difficult, em because they were giving up I had to rewrite the
- 2182 rest of the story. I wrote for sixteen pages of it. I'd only=
- 2183 []
- 2184 Jenny: hh=
- 2185 Paul: =done four pages.
- 2186]
- 2187 Jenny: =hh hh
- 2188 Annette: Heh eheh
- 2189 [
- 2190 Louise: heheheheh
- 2191 Jenny: >(it!)< You should get it *published*. Heheh heh=
- 2192 []
- 2193 Paul: Yeah.
- 2194 Jenny: =(0.5) send it into 'OUP' or something.
- 2195 []
- 2196 Paul: Yeah.
- 2197 Annette: Yeah.
- 2198 (1.0)
- 2199 Jenny: °Well. Good.°
- 2200 Louise: (Is it as) good in principle as it () to recycle.=

- 2201 [] []
 2202 Annette: () []
 2203 Jenny: Mmm
 2204 Louise: =I wonder whether it was a: (.) you said it was (.) not really a
 2205 language thing, but I imagine (.) they have to have an
 2206 awareness of tense usage if they're going to:=
 2207 Annette: =Yes.
 2208 Louise: (Put the things) in the broad chronological (.) order.
 2209 []
 2210 Annette: (In the past.)
 2211 Annette: Yes. I think er (.) it does. It's not really focusing on one=
 2212 []
 2213 Louise: Mmm
 2214 Annette: =particular area of language, but it- it certainly (.) covers e:m
 2215 (.) the: present perfect and the past.=
 2216 Louise: =Uhuh.
 2217 Annette: Simple past.=
 2218 Louise: =Uhuh=
 2219 Annette: That- that the problems and when to use 'which', that
 2220 that comes up very much. E:m (.) the vocabulary and=
 2221 [] []
 2222 Louise: Mmm []
 2223 Jenny: Mm
 2224 Annette: =the collocations (.) er (.) are the important thing.
 2225 []
 2226 Paul: What kind of collocations have
 2227 you got there?
 2228 Annette: E:m well 'in drag' is one of them and
 2229 Jenny: Heheh
 2230 Paul: Heheheh
 2231 Annette: Em 'the information leading to his arrest' re- 'aRREST.'
 2232 Jenny: °Heheh°
 2233 Annette: And the police are 'offering a reward.' E::m (.) 'display
 2234 cabinet', °in a shop.° Em (.) number plates. Is one=
 2235 []
 2236 Jenny: Mm
 2237 Annette: =that they (.) hardly ever know. Car number=
 2238 [] [] []
 2239 Jenny: °Yeah° [] []
 2240 Louise: Mm []
 2241 Jenny: Mm
 2242 Annette: =plates. (.) And e:m (3.0) 'contact (.) the police on the- on their
 2243 direct (.) line.'
 2244 Jenny: Mmm
 2245 Louise: Because they often they don't know 'on'.=
 2246 Annette: =No. That's right.
 2247 (2.0)
 2248 Paul: It's a strange (.) headline isn't it?
 2249 Annette: Mmm
 2250 (1.0)

- 2251 Paul: 'Two hundred >and fifty thousand pound< armed raider in
2252 drag.'
- 2253 Annette: Yes.
- 2254 Jenny: Yes.
- 2255 Louise: Mmm
- 2256 Paul: It- it's (.) actually doesn't really make sense, does it?
2257 []
- 2258 Annette: Well it's tried to get
- 2259 Annette: No. But it's tried to get ob viously the: er (0.5) °e:m°=
2260 [] []
- 2261 Paul: Em Mm
- 2262 Annette: =three most important things about it into one headline.
- 2263 Jenny: Mmm
- 2264 (2.5)
- 2265 Annette: And they still haven't found them.
- 2266 Jenny: No!
- 2267 Louise: Only gross ineptitude. They were following them=
2268 []
- 2269 Annette: Yeah:::h
- 2270 Annette: =() the twenty third of June.
2271 []
- 2272 Louise: Mm
- 2273 Louise: They were about thirty seconds behind them up the road=
2274 []
- 2275 Annette: Yeah.
- 2276 Louise: =and they still lost them.
- 2277 Annette: Yeah.
- 2278 Louise: You saw them didn't you?
- 2279 Annette: Yes I saw them. That was the other thing that's always=
2280 []
- 2281 Susan: What!
- 2282 Annette: =at the end of this episode. 'I saw this happening.'=
2283 []
- 2284 Louise: Yeah.
- 2285 Annette: =Heheheheh
2286 (1.0)
- 2287 Louise: Yes. Well while they were busy inside the- one of the shop
2288 assistants who had been outside doing the window display.
2289 °Isn't that right?°
- 2290 Annette: Mmm=
- 2291 Louise: =Rang the police. So the police arrived, (.) and=
2292 []
- 2293 Annette: Somebody rang the police and
- 2294 Louise: =they still lost them. They changed cars at Snitterfield or
2295 something didn't they ().
2296 []
- 2297 Annette: Mmm. Yes. That's right.
- 2298 Louise: And they lost them.
- 2299 Susan: Was it on 'Crimewatch' or something.
2300 []

- 2301 Annette: Mind you the- the way they
 2302 were driving it's (.) not surprising
 2303 [] []
 2304 Susan: Something similar []
 2305 Louise: The police can drive like that
 2306 too! They've got powerful cars.
 2307 []
 2308 Annette: No but-
 2309 Annette: Yes I know but it wasn't (.) the: it wasn't just the speed, but it
 2310 was really dangerous driving. >For example< when they=
 2311 []
 2312 Louise: Mmm
 2313 Annette: =came out of em (.) °what's it called?
 2314 Jenny: Pear Street.
 2315 Annette: Pear Street. They didn't even look if anyone was coming,=
 2316 Louise: =Mmm=
 2317 Annette: =they just went (.) round the corner at (.) thirty miles and hour
 2318 or something,=
 2319 Louise: =Mmm
 2320 Helen: Not (.) thirty miles an hour! Heheheh
 2321 []
 2322 Annette: Whereas (.) the police car ()
 2323 []
 2324 Helen: He heheheh=
 2325 []
 2326 Jenny: Hahahahah
 2327 Helen: =Heheheh
 2328 Paul: (No I mean)
 2329 []
 2330 Annette: The police car actually had to stop and check if
 2331 there was anybody coming before they could zoom out.=
 2332 []
 2333 Paul: Yeah
 2334 Jenny: Yeah. Because police never drive dangerously.=
 2335 []
 2336 Annette: E:m
 2337 Annette: =Heheh
 2338 Paul: Well I mean they've got to drive so often.
 2339 []
 2340 Annette: No. they (.) they
 2341 []
 2342 Louise: ()
 2343 ambulances either. One came down Main Street the=
 2344 [] []
 2345 Annette: (There was) []
 2346 Susan: Yeah
 2347 Louise: =other day and I bet he could have killed somebody the way
 2348 he was driving.
 2349 Jenny: Mmm. That's the way they pick up () isn't it.
 2350 []

- 2351 Paul: They're not supposed
 2352 to do that.
 2353 []
 2354 Annette: That makes me ()
 2355 []
 2356 Susan: Yeah.
 2357 Jenny: No I know they're not supposed to
 2358 []
 2359 Paul: No I mean they are but they- they're
 2360 not s- they are supposed to stop and look °you know° so=
 2361 Annette: =Yeah.
 2362 Louise: Yeah.
 2363 Annette: Well they did and but it wasted them (.) er valuable time=
 2364 []
 2365 Paul: Mm
 2366 Annette: =I think.
 2367 Jenny: Yeah but can you imagine the implications if they whizz=
 2368 []
 2369 Louise: Mm
 2370 Jenny: =out that corner and knock somebody over.
 2371 []
 2372 Paul: Mm
 2373 Annette: Yeah. Exactly.
 2374 []
 2375 Jenny: Mm
 2376 Louise: That's true.=
 2377 Jenny: =That would be on the news wouldn't it.=
 2378 Louise: =Even so, they should still be able to catch some body=
 2379 [] []
 2380 Paul: Huh []
 2381 Annette: ()
 2382 Louise: =on the road.
 2383 Susan: Heah! Hahahah!
 2384 Annette: Well they were good (.) em::
 2385 []
 2386 Louise: ()
 2387 (2.5)
 2388 Annette: Mmm good half minute (.) behind them coming down the
 2389 road and then (0.5) they did have to stop at the bottom. (0.5)
 2390 >you see< they weren't even- they didn't even know the police
 2391 I suppose which way they'd gone.
 2392 Louise: No
 2393 Annette: E::m (.) >in fact< there was one lady standing at the bottom,
 2394 Susan: HEH! Heh 'They went that way.'
 2395 []
 2396 Annette: 'They went that way.' Exactly that. Yes.
 2397 Susan: She was a stooge was she that ()
 2398 []
 2399 Annette: Heheheheh Well she and I
 2400 were busily trying to remember the number, the registration

- 2401 Annette: number=
 2402 Jenny: =°Yes.°=
 2403 Annette: =of the: er (.) car.
 2404 Jenny: Mmm
 2405 Susan: Cor. The excitement in Quillham ()
 2406 []
 2407 Annette: We both got out our pens,
 2408 []
 2409 Jenny: Yes.
 2410 Jenny: Amazing.
 2411 Susan: I'll have to read the article just out of interest.
 2412 Annette: *Yehes.*
 2413 Jenny: °*Yeah*°
 2414 Annette: Anyway that's that's the end of=
 2415 []
 2416 Paul: Heheh
 2417 Jenny: =Yeah=
 2418 Annette: =my (.) heheh (.) thing.
 2419 Jenny: It always gets students involved >I remember< that one
 2420 doesn't it?
 2421 Louise: Mmm
 2422 Annette: Yes. Yes it's- yes it seems to em=
 2423 [] []
 2424 Jenny: °Local interest° []
 2425 Louise: °Yes it's good°
 2426 Jenny: =Mmm
 2427 Louise: °being local°
 2428 Jenny: Mmm
 2429 Paul: Right EM (.) °I suppose I can distribute that (so people=
 2430 []
 2431 Annette: That's it.
 2432 Paul: =can see it.)
 2433 Jenny: One each?
 2434 Paul: Yeah.
 2435 (1.0)
 2436 Jenny: Thank you.
 2437 Paul: E:r
 2438 (2.0)
 2439 Jenny: Okay. Thank you.
 2440 Paul: The reason why (.) er I- I- I've (.) done this it's on countables
 2441 and uncountables because when Susan was (.) asking about (.)
 2442 exercises on countables and uncountable practice=
 2443 Jenny: =Mm=
 2444 Paul: =and we felt (.) they were all very similar to each other.
 2445 []
 2446 Annette: Mm
 2447 Jenny: They're always it's food in the fridge
 2448 []
 2449 Louise: Mmm
 2450 Paul: >Normally it's food in the fridge.=

- 2451 [
- 2452 Louise: Yeah
- 2453 Louise: =Em=
- 2454 Paul: =And it's very difficult and I-
- 2455 [
- 2456 Jenny: Mmm=
- 2457 Paul: =When I was looking for something, I actually found this (.) in
- 2458 'Check your English' that well known (.) two volume set.=
- 2459 [
- 2460 Jenny: Mmm
- 2461 Paul: =we have.
- 2462 Jenny: Mmm
- 2463 []
- 2464 Louise: Yes. I know the one.
- 2465 Paul: And this actually: (.) is 'Check your English' number <two (.)
- 2466 even though you might think it might be in number one.
- 2467 [
- 2468 Jenny: Ah. That's what
- 2469 it says on the bottom here of mine.
- 2470 (1.0)
- 2471 Annette: °(It's on mine here.°)
- 2472 Paul: I know it's all right, I'm going to ()
- 2473 [
- 2474 Annette: Heheheh
- 2475 Louise: No acknowledgements though.
- 2476 Annette: Uhuh
- 2477 Paul: No I mean I haven't (.)
- 2478 Louise: Uhuh
- 2479 Susan: Hehehe heheheh
- 2480 [
- 2481 Annette: °Heheh°
- 2482 (1.0)
- 2483 Paul: Right I've- (.) you can write it in if you wish. It's again it's=
- 2484 [
- 2485 Jenny: Heheheh
- 2486 Paul: =something to do it's a worksheet.
- 2487 Louise: Right, it's a worksheet-
- 2488 Paul: =Er it's basically something more imaginative (.) for practice (.)
- 2489 em (.) than you normally find, so that's why I used it. As you
- 2490 can see, it's fairly self-explanatory. (.) Er there are er (.) eight
- 2491 health points, (0.5) em which the students have to (.) basically
- 2492 (.) expand into 'how much' or 'how many' questions. And the
- 2493 first two are done for you.
- 2494 Jenny: Hhuh
- 2495 Louise: Number five?
- 2496 (0.5)
- 2497 Paul: E:m (.) Wh- What you have to do,
- 2498 []
- 2499 Louise: () it's
- 2500 Paul: Yeah- what you have to do is some of them aren't ideal and

- 2501 Paul: you have to actually (.) say 'Not- some of these (.) how=
 2502 []
 2503 Louise: °()°
 2504 Paul: =much how many questions,=
 2505 Louise: =Mmm=
 2506 Paul: =are not the obvious question you'd ask.
 2507 Jenny: No.:
 2508 Louise: Mmm=
 2509 Paul: =A:nd with- with a couple of them, for example
 2510 Jenny: You could though. 'How much sport do you ()=
 2511 []
 2512 Paul: Oh yeah. You=
 2513 Jenny: =()
 2514]
 2515 Paul: =could. Yes you can.
 2516 []
 2517 Louise: (Yes)
 2518 Louise: Yes. °(sport)°
 2519 Paul: For example (.) 'Walk to work' is obviously=
 2520 []
 2521 Jenny: That's a hard question isn't it?
 2522 Paul: ='how often', but if you say 'how often' you can't give the=
 2523 []
 2524 Louise: Yeah.
 2525 Paul: =answer. So=
 2526 Louise: =Yeah=
 2527 Paul: =you you have to actually with a couple of them, you have=
 2528 []
 2529 Jenny: Yeah
 2530 Paul: =to: er (.) sort of (.) be a bit hands on,
 2531 Jenny: Mmm=
 2532 Louise: =Mm=
 2533 Paul: =and say 'Well how would you you ask this as a how much
 2534 how many question,='
 2535 Annette: =Mmm=
 2536 Paul: =and that's what you have to insist. The questions have to be
 2537 how much how many.
 2538 Annette: =Mmm=
 2539 Louise: =Mm=
 2540 Paul: =Otherwise it doesn't exist- i- it doesn't work at all.
 2541 []
 2542 Annette: Mm
 2543 Jenny: Yeah.
 2544 Louise: Mm
 2545 Paul: Er And I don't know why number seven's in the wrong place.
 2546 Because you've got five six eight seven.
 2547 Susan: Heheheheh
 2548 Annette: Mmm
 2549 Paul: (That's the) interesting thing. EM: (0.5) Er so: y- you get
 2550 students working- (.) working in pairs, (.) em (-) obviously

- 2551 Paul: they've seen the first two examples, and you have to explain (.)
 2552 er (.) that they have to- (.) e:m (.) when the answer comes they
 2553 have to tick the right box.
 2554 Jenny: °Uhuh°
 2555 Paul: Er but you can sort of leave that aside until after you've done
 2556 the first stage which is actually preparing (.) em (.) the other
 2557 six questions.
 2558 Jenny: °Uhuh°
 2559 Paul: And this is when you can monitor students quite carefully to
 2560 make sure they're getting the right grammar,
 2561 Jenny: Mm
 2562 Paul: Em (.) and then, em (.) I- I've left here (.) em (.) room for two
 2563 more (.) questions to ask.
 2564 Jenny: Mm
 2565 Paul: Make sure they ask questions about health.
 2566 Louise: Yes.
 2567 []
 2568 Annette: Heheheh
 2569 Paul: Because I think the first time I did it (.) e:m (.) each of them
 2570 asked (.) one question (.) that had nothing to do with
 2571 health. 'How many times do you go to the=
 2572 []
 2573 Annette: Mmm
 2574 Paul: =cinema. That's health
 2575 []
 2576 Jenny: What do you mean?
 2577 Annette: Heheheh=
 2578 Paul: We: ll if if they say- but it- it's supposed to be about health.
 2579 Louise: Mmm=
 2580 Paul: =Supposed to be fairly (0.5) fairly em (.) relevant. (0.5) E:m
 2581 (0.5) once they've done that in pairs then they ask each
 2582 other, and this is where you've got to really make sure=
 2583 []
 2584 Louise: Mmm
 2585 Paul: =that they're ticking the right box. Because (.) w- w- the basic
 2586 point about this is in order to do it you have to address the
 2587 grammar at each stage,=
 2588 Louise: =Mmm=
 2589 Paul: =I mean you can't put (.) 'a little' if it's em countables for=
 2590 []
 2591 Louise: No.
 2592 Paul: =example.
 2593 Louise: Mmm=
 2594 Paul: =Which is 'c'. So they have to tick the right box.
 2595 Annette: °Uhuh°
 2596 Paul: So you can- you can monitor. how closely they're in control=
 2597 []
 2598 Annette: Mmm
 2599 Paul: =of it so
 2600 []

- 2601 Annette: Mmm
- 2602 Paul: it's quite nice for control.
- 2603 Jenny: Mm
- 2604 Paul: E:m (.) it doesn't allow (.) students to go wrong, and if (-) they
- 2605 do go wrong it's- they're- (.) clearly wrong.
- 2606 Jenny: Uhuh
- 2607 Paul: E:m (0.5) So- em (.) once you've made sure that they've ticked
- 2608 the right boxes, you can have a feedback session.
- 2609 Jenny: °Uhuh°
- 2610 Paul: And you can get students then to: express in (.) full sentences
- 2611 what the other person said. >And they have to<=
- 2612 []
- 2613 Jenny: °Yeah°
- 2614 Paul: =readjust slightly, (.) e:m (.) like 'He doesn't smoke any
- 2615 cigarettes.'
- 2616 Jenny: °Uhuh°=
- 2617 Paul: =E:m (.) or 'He doesn't smoke very many ciga- he smokes=
- 2618 []
- 2619 Jenny: °Mm°
- 2620 Paul: =a lot of cigarettes.'=
- 2621 Jenny: =°Uhuh°=
- 2622 Paul: =And those are things that- (.) you can actually-
- 2623 Jenny: Mmm=
- 2624 Paul: =They can remember that these things do belong in sentences,
- 2625 and in note form they >don't always< look exactly the same.
- 2626 Annette: Mmm=
- 2627 Paul: =And you can write those things on the board. And they soon
- 2628 catch on if they haven't caught on.
- 2629 Annette: Mmm
- 2630 Paul: I think (Jaffy) caught on with the 'a lot of.' (.) when I did it
- 2631 with him.
- 2632 Jenny: Uhuh
- 2633 Paul: He suddenly remembered <'Oh yes, it's a lot of
- 2634 (.) cigarettes'. EM (.) and 'doesn't very many,' rather than=
- 2635 []
- 2636 Annette: °Mmm°
- 2637 Paul: ='He smokes not very many.'
- 2638 Annette: Mmm=
- 2639 Paul: =If they want to say 'He smokes not very many cigarettes.'
- 2640 Jenny: Mm=
- 2641 Annette: Mmm=
- 2642 Paul: =Er but then they soon (.) realise (.) that 'He
- 2643 doesn't smoke very many cigarettes and that's an=
- 2644 [] [] []
- 2645 Louise: doesn't [] []
- 2646 Annette: Mmm []
- 2647 Jenny: [] It looks=
- 2648 Paul: =important step.
- 2649]
- 2650 Jenny: =good. Yeah.

- 2651 Annette: Mmm
- 2652 Louise: Or 'He smokes none.'
- 2653 Paul: E:m
- 2654 Jenny: Uhuh°
- 2655 (1.5)
- 2656 Paul: Yeah. (.) Well=
- 2657 Annette: Or (none)
- 2658 Louise: Mmm
- 2659 Annette: () Yeah=
- 2660 Paul: =That's a that's a a (.) dodgy area> I think<=
- 2661 []
- 2662 Annette: Yeah
- 2663 Louise: =Yes.
- 2664 Paul: You should see the explanation for 'none' in (.) 'Intermediate Matters', it's extremely dodgy.
- 2665
- 2666 Jenny: Uhuh
- 2667 Annette: Mmm
- 2668 =[
- 2669 Paul: Em (0.5) it says 'none' means 'not any'. And 'no' means 'not any'.
- 2670
- 2671 Annette: Mmm
- 2672 Paul: hhhhh
- 2673 Louise: °Right.°
- 2674 Jenny: Uhuh.
- 2675 Annette: (°Heheh°)
- 2676 Paul: Er and then the- it- it's er it's quite useful, if you want to then practise (.) 'not enough' (.) 'too much' and 'too many'.
- 2677
- 2678 Jenny: Mm
- 2679 Paul: E:m it- it's: (.) comes easily into this. E:m (.) often at this stage, (.) e:m a- a >I mean-< at this level (.) hopefully students are aw- are aware of this kind of language anyway. I- bu- it's not the first time (.) they've met enough. E:r I'd like to do it as a >sort of< test teach.
- 2680
- 2681
- 2682
- 2683
- 2684 Jenny: Uhuh
- 2685 Paul: You can say the- (.) there are things here that- (.) people do too many (.) (often) the- they they >for example< smoke too many cigarettes=
- 2686
- 2687
- 2688 Louise: =°Mmm°=
- 2689 Paul: =or t- do things too much. Or do things not enough. So=
- 2690 []
- 2691 Louise: Mm
- 2692 Paul: =they GO through their partner's em (.) questionnaire and they highlight things which are (.) 'not enough', 'too many'
- 2693
- 2694 Jenny: Mmm=
- 2695 Paul: =kind of things.=
- 2696 Louise: =Mmm
- 2697 Paul: And then you can ask them to report back and they ge- get a chance to be able to use not- 'not enough',
- 2698
- 2699 Louise: Uhuh
- 2700 Paul: 'too much', 'too many' (.) properly. And I- I use it as a test

- 2701 Paul: teach.
- 2702 Jenny: Uhuh=
- 2703 Annette: =Mmm=
- 2704 Paul: =You know, to see if they can actually do it.=
- 2705 Jenny: =Mmm=
- 2706 Paul: =And usually (.) they catch on quite
- 2707 Jenny: Mmm
- 2708 Paul: quite easily. Even if they've never actually done- (-) done=
[]
- 2709 Jenny: Mmm
- 2710 Paul: =it before, they find they can do it. And finally:, you'd use it
2711 as a sort of free practice. Anything else in your own life=
2712 []
2713 Uhuh
- 2714 Jenny: =which you don't do enough of. Or do too much of. °It=
2715 Paul: []
2716 Mmm
- 2717 Jenny: =seems (.) to work quite well.
- 2718 Paul: Uhuh. Isn't that nice.
- 2719 Jenny: Yeah good.
- 2720 Louise: Yeah. It's good.
- 2721 Annette: E:m (.) it's only the first two that's one thing I hate about it is
2722 Paul: they only give you the first two,> so I have to-< (.) write out
2723 the rest of this chart. It would be much more user=
2724 []
2725 Mm
- 2726 Jenny: =friendly if you had the whole thing. But I had to sort=
2727 Paul: [] []
2728 Mmm Yeah
- 2729 Jenny: =of put lines in it. So em
- 2730 Paul: Uhuh=
- 2731 Jenny: =I'm sorry I haven't em (.) I wrote it on here, but not on there.
2732 Paul: (Because you'll want it on (.) ()
2733 []
- 2734 Jenny: Mmm. Yes. Mm
- 2735 Louise: Yes. Thank you very much.
2736 []
2737 Thanks.
- 2738 Annette: (2.0)
- 2739 Susan: Is it from 'Check' what?
- 2740 Paul: 'Check your English'=
2741 Susan: 'Check your English'
- 2742 Louise: °(the phone or something) is it? Something here.
2743 It's here.° (1.0) MacAndrew and Blundell.
- 2744 Susan: Who?
- 2745 Louise: Mac (.) Andrew, and (.) Blundell.
- 2746 Annette: Er 'Mac' is 'M' 'A' 'C' (1.5)
2747 []
- 2748 Susan: Is it one (or two.)
- 2749 Paul: It's two.

- 2751 Louise: 'Check your English Two'
 2752 (1.0)
 2753 Paul: Isn't 'Blundell' with one 'l'?
 2754 Louise: Double 'l'.
 2755 []
 2756 Annette: No two.
 2757 Louise: Perhaps I should have said Blun (.) dell.
 2758 Susan: Mm=
 2759 Annette: =Oh yes. Heheh
 2760 (1.0)
 2761 Susan: Mac (.) Andrew.
 2762 Annette: Say it then.
 2763 (0.5)
 2764 Susan: °Blundell°
 2765 (1.5)
 2766 Paul: And that's it.
 2767 Louise: I think that's it.
 2768 Jenny: Okay?=
 2769 Paul: =Is there 'AOB'?
 2770 Louise: Oh did we have any 'AOB'?
 2771 Annette: We had- no we had 'AOB'- Oh! is 'AOB' for the academic staff
 2772 meeting °at all°.
 2773 (0.5)
 2774 Louise: No.
 2775 Annette: No=
 2776 Paul: =No-
 2777 Annette: The next (.) perhaps next date.
 2778 Paul: Yes I reckon we should do it (.) when I'm on holiday.
 2779 []
 2780 Annette: When Harry's here.
 2781 Annette: Heheheheheh
 2782 Paul: Oh you're on holiday, too. °She's on holiday for.°
 2783 Annette: E:m (.) No. Only the first week.
 2784 Paul: Oh
 2785 Annette: Of next (.) course. Em when:: do >you think< it should be?
 2786 E::r (0.5) Easter weekend (into the next) course
 2787 []
 2788 Louise: Well we don't want it in the first week of
 2789 the next course do we?
 2790 Paul: Third week. Something like that.=
 2791 Annette: =Third week. Yeah?
 2792 Louise: Yes.
 2793 (1.0)
 2794 Annette: Right. Em: when does the next course start?
 2795 Paul: Heheh ye:s
 2796 Louise: It starts the eighteenth of April.
 2797 Annette: Eighteenth of April,
 2798 Susan: ((Loud sigh.)) (it's for.)
 2799 Annette: Eighteen that's one week two weeks, May. So Friday the=
 2800 []

2801 Susan: One two (.) three:
 2802 Annette: =fifth of May, will be the next one.
 2803 Louise: That sounds all right doesn't it? because it's (.) pre=
 2804 Annette: =Yes
 2805 Louise: British Council ()
 2806 Annette: I'll add that on to the minutes em (then)
 2807 Paul: Is this em (.) Norwegian thing really happening?
 2808 Annette: I think so, yes.
 2809 Paul: Because that means (.) the week before the inspection,
 2810 Annette: Uhuh
 2811 Paul: you've got (0.5) the exams, and the exams meeting on the
 2812 Saturday, *maybe teaching on the Sunday*, (.) °Oh God.° Heheheh.
 2813 You can switch it off now.
 2814
 2815
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Transcript: Preparation Day 30.1.95

0001 00.00 Opening banter about tape then Jenny begins with provisional
 0002 group lists for the forthcoming course. Four Thais are
 0003 ungraded and a fifth person is a 'surprise' — a friend who will
 0004 be coming with one of the Poles. They will also have to add a
 0005 'surprise' Arab to the ungraded list.
 0006
 0007 Harry has the Thai grading test. The first side is encouraging,
 0008 the second definitely not. It would be preferable to avoid
 0009 having all the Thais together. Annette reads the test and says
 0010 she thinks it's not very good at all. It's decided that Jenny will
 0011 have to interview.
 0012
 0013 Paul has misgivings about putting Yumi in the middle group,
 0014 although the problem of materials 'fit' isn't too bad. Ed checks
 0015 to confirm that the Poles are from the British Council. By now,
 0016 Paul has also read the first page of the test and he says he
 0017 thinks it isn't that good.
 0018
 0019
 0020 Ed: Does ((name)) know that- you know that (.) you know (like)
 0021 ((name)) (.) did they know that >they were kind of< coming (.)
 0022 to a general English type course.
 0023 Jenny: °Uhuh°
 0024 Ed: Uhuh
 0025 Jenny: As far as I know. That's the information they should have
 0026 been given. (1.0) Why: (.) did you get the impression the=
 0027 [Well=
 0028 Ed:]
 0029 Jenny: =other te-
 0030 Ed: =Thomas seemed to give the impression that he (.) wasn't (.)
 0031 he didn't get quite what he was expecting.
 0032 Jenny: Did he?
 0033 Ed: Yeah.
 0034 (1.0)
 0035 Jenny: O::h. This could be a fault at the British Council end I
 0036 suppose. What did he think (.) he was going to get.
 0037 Ed: Well I mean he- (.) he just said on- on the Friday >he said< 'I
 0038 don't- I don't kno:w (.) how much I (.) improved,' >he said<
 0039 'partly because I'm (.) slightly out of my depth,' (.) he's-
 0040 Jenny: Mm
 0041 Ed: 'and- and partly because (.) because some of the:' (.)=
 0042 []
 0043 Jenny: (I understand that.)
 0044 Ed: =>you know< 'materials w-' (0.5) some of the things about
 0045 () to him. Which was fair enough (0.5) I suppose but
 0046 I mean (.) anyway (.) the kind of course they're coming on
 0047 []
 0048 Jenny: Mmm
 0049 (0.5)
 0050 Jenny: It's probably worth a (.) a note back to (.) the British Council to

0051 Jenny: make sure this gets conveyed.
0052 Ed: Mmm
0053 Jenny: Er (.) I don't know how well liaison goes on at that end, (0.5) I
0054 know some of the (.) mistakes they've made in getting
0055 accommodation information through are not that (kind of job
0056 but)
0057 Ed: °Mm°
0058 Jenny: But yes it's probably worth finding out to make sure. (0.5) But
0059 apparently he went with great (.) thanks and (.)
0060 Ed: Yeah.
0061 Jenny: praise and everything.
0062 Paul: Who
0063 Jenny: Despite (.) Thomas
0064 Paul: Thomas. Yeah. Considering he went (.) extremely lazy.
0065 []
0066 Jenny: Mm
0067 (0.5)
0068 Jenny: °Mmm°
0069 Paul: Er I- I mean i- it could have been: (.) real problems about loss
0070 of face, it could have been that.
0071 Jenny: Mmm. I felt
0072 Paul: E:m
0073 Jenny: he was worried about his status ()
0074 []
0075 Paul: But he- he: he he- he didn't
0076 work well within the group after- you'd bear me out on this.=
0077 []
0078 Jenny: Mmm
0079 Paul: =He he was I felt sorry for anybody working with him.
0080 [] []
0081 Ed: Yeah he []
0082 Jenny: [] Mm
0083 Ed: I think he felt a little bit like
0084
0085
0086 Tape snarled. The conversation on the Poles continues and
0087 includes the following:
0088
0089 Ed: I mean he's the president of the Chamber of Commerce °hh
0090 heh ·hh hh° and er George was the director of the Chamber=
0091 []
0092 Jenny: Mm
0093 Ed: =of Commerce, and I just think generally that
0094 []
0095 Paul: George (.) seemed
0096 very appreciative.
0097 Ed: Mmm=
0098 Jenny: =Mmm=
0099 Paul: =(Some.) Again this is () to reason.
0100 []

- 0101 Jenny: Mmm
- 0102 Jenny: Yes George was incredibly nice to me when I ()=
0103 [
- 0104 Paul: Er
- 0105 Jenny: =farewell to him. () with him he was very good.=
0106 []
- 0107 Paul: And I had a chat with him.
- 0108 Jenny: =(Gallant), °and°
- 0109 Paul: And he said he he (.) he's really got a lot from the course.=
0110 []
- 0111 Jenny: ()
- 0112 Jenny: =Yes.
- 0113 Paul: Because I asked him and he's- (.) he was very (.) very (.)=
0114 [
- 0115 Jenny: Mm
- 0116 Paul: =clear about it,=
0117 Jenny: =Mm=
0118 Paul: =and >kind of< (.) >you know< (.) sort of (just) (.) just ()=
0119 [
- 0120 Jenny: Mm
- 0121 Paul: =by a strange person.=
- 0122 Jenny: =Mmm. I think yes they ().
- 0123 Paul: It was strange rather than: sort of em (.) aggressive I felt.
0124 []
- 0125 Jenny: ()
- 0126
- 0127
- 0128 07.40 Tape completely snarled up — changed. ((Difficult to estimate
0129 time lost but assume over four minutes.)
0130
- 0131 12.00 They agree to leave the group until tomorrow. Annette asks
0132 what they will do with the ungraded people. Jenny suggests
0133 that they be tested and proposes a test-teach day for the rest.
0134 Paul says this doesn't allow much leeway and asks how high
0135 the top group will be. There is the problem of Junko, who has
0136 been here for such a long time and has therefore covered so
0137 much of the commonly used material.
0138
- 0139 16.00 Jenny has prepared a timetable based on the results of an
0140 earlier meeting. She has prepared something on similar lines
0141 for Spring Course III. Paul: 'That's very brave of you.' Jenny
0142 says it will give the team something to work on (she won't be
0143 here after the first week of this forthcoming course, Spring
0144 Course II). Ed raises questions about whether his timetable
0145 will be full or half. Jenny can promise at least a half timetable
0146 to replace Harry while he's on holiday, but the rest depends
0147 on the students they get. Ed tries to find out when Louise will
0148 know her arrangements (this will affect him) but Jenny is
0149 unable to provide details of this.
0150

- 0151 19.00 Jenny introduces the subject of rooms:
 0152
 0153 Jenny: E:m (.) and the other thing (.) we haven't decided is rooms (.)
 0154 that people should be in. (0.5) This course. Whether we want
 0155 to change, (1.0) stay the same, (.) or I
 0156 []
 0157 Paul: I () could stay the
 0158 same.
 0159 Annette: Yes I might have to change depending on numbers.
 0160 []
 0161 Jenny: Size.
 0162 Jenny: Mmm=
 0163 Annette: =So perhaps tomorrow I'll start in (.) seven, continue in seven,
 0164 Jenny: Mmm
 0165 Annette: and then depending on (.) how many I've got. Extra. (0.5) Em
 0166 (.) where else is available? Th- you're in: er
 0167 Paul: I'm in one.
 0168 Annette: One.
 0169 Paul: °Yeah.°
 0170 Annette: An:d you're in
 0171 Ed: Five.
 0172 Annette: Five. Right. So I can move up to two (0.5) I'll move up to=
 0173 [] []
 0174 Jenny: () []
 0175 Paul: I would just=
 0176 Annette: =two if
 0177]
 0178 Paul: =like to keep the continuity for the people who are there, I=
 0179 []
 0180 Jenny: Mmm
 0181 Paul: =mean if there's I mean if there's a crisis then obviously=
 0182 [] []
 0183 Annette: Mmm []
 0184 Jenny: Mmm
 0185 Paul: =I'll move out and
 0186 Annette: No it's- that's fine because I'll start in seven, and if necessary
 0187 I'll move to two.
 0188 Paul: When I was up in: (.) i- on the top landing there was no
 0189 unpleasant (.) odour.
 0190
 0191
 0192 21.00 Jenny wanted Helen to present a report on her first aid course
 0193 but she's disappeared (probably because she knows she has to
 0194 do this, jokes Jenny).
 0195
 0196 Jenny then asks if anyone is interested in a course at
 0197 Bournemouth which they'd agreed to consider. Nobody wants
 0198 to go and the general feeling is that it's not worth it.
 0199
 0200 23.00 Annette goes to get Helen. They're back in about a minute and

- 0201 Helen gives a quick summary. She enjoyed the day and
0202 describes some of the things they did.
0203
0204 Annette calls for any other business and Annette brings up the
0205 subject of Chul Soon who wants details of a college. Jenny
0206 promises to look up what details she has. At this point she
0207 declares the meeting closed, but discussion continues.
0208
0209 30.00 Paul says that he and Harry have been invited to a meeting
0210 and may need cover:
0211
0212
0213 Paul: I suppose there is one other thing. Em Harry and I (.) were
0214 (0.5) er invited to (.) what was it? Harry? On the seventh of
0215 April.
0216 (0.5)
0217 Harry: °()°
0218 (0.5)
0219 Paul: Which is a Friday.
0220 Harry: A setting meeting wasn't it.
0221 Paul: It's not a setters' meeting, fe-
0222 []
0223 Harry: Or pre- setting.
0224 Paul: It's sort of a revision of the exam meeting.
0225 Harry: °When we're having yes the revision ()°.°
0226 Paul: []
0227 Em (.) with- whither you know (.)
0228 whither the exam.
0229
0230
0231 32.00 Annette raises another issue of cover which arises because
0232 both her boys have to be at the hospital. They agree that
0233 nothing can be settled now but it's noted.
0234
0235 Jenny reminds them about the need to suggest dates for the
0236 British Council inspection.
0237
0238 Paul: 'Is this A.O.B?'' Jenny says 'A.A.O.B' Harry wants to
0239 raise something. Harry: 'Have I missed it?' Jenny says yes
0240 he's missed it because he's writing up A.O.B.
0241
0242 Harry: E::m (.) just a few things that (.) I want to get off me desk,
0243 basically.
0244 Paul: Oh hhh=
0245 Jenny: =Is this speaking in (.) your role as academic manager.
0246 Harry: Yes:.
0247 Jenny: Right.
0248
0249
0250 A discussion of BBC English materials follows. They settle on

- 0251 using a transparent jacket. Harry goes on to announce the
 0252 arrival of other materials, then:
 0253
 0254
 0255 Paul: Can I ask (.) when (.) when is (.) when are Intermediate Ma-
 0256 Intermediate Matters going to be (1.0) em (.) designated as (.)
 0257 as class sets rather than (.) skills books. °Are we going to°
 0258 [
- 0259 Jenny: One of the tasks of the
 0260 (.) academic manager (.) is to investigate which
 0261 Paul: Mmm
 0262 Jenny: books (.) could be adopted as class sets.
 0263 Paul: Yeah.
 0264 Jenny: Yes. And I presume at that point (1.0) he would say
 0265 Paul: Because I'm going to reach=
 0266 Jenny: =hands off ()
 0267 [
- 0268 Paul: I'm going to reach a crisis point quite soon given
 0269 the nature of the group I've got.
 0270
 0271
 0272 Paul goes on to explain that this problem partly arises from
 0273 taking skills extracts from books which are class books. Jenny
 0274 points out that this does provide a way of piloting books. Paul
 0275 and Annette agree but Paul notes that you can't then pilot it as
 0276 a coursebook.
 0277
- 0278 37.00 Paul asks whether they're going to use the needs questionnaire
 0279 they talked about last time. They can put it together quickly.
 0280 They agree to do this. Jenny thinks it's a good idea. The talk
 0281 about books continues.
 0282
- 0283 The issue of exams is raised and attention focuses on
 0284 attendance at centres and oral assessment. They discuss First
 0285 Certificate assessment procedures and ways of generating
 0286 genuine interaction:
 0287
 0288
- 0289 Paul: ...I don't see any (.) reason why they can't do that.
 0290 Jenny: Seems quite logical. Yeah.
 0291 Harry: A:h that's why they can't do it.
 0292
- 0293 Much of this is addressed to Ed as a First Certificate marker.
 0294 They discuss papers and practice tests and Ed relates an
 0295 anecdote about a markers' meeting.
 0296
- 0297 42.00 Harry says that nearly all books now have a piece of paper in
 0298 the front of them with details of units and comments on. He
 0299 reminds people to add their comments.
 0300

- 0301 Ed mentions the problems of referring to the records to find
 0302 out what students have done. All agree that it's very difficult
 0303 and Paul admits he's more or less given up doing it. He says
 0304 that ideally it would go onto a computer. Annette has her list
 0305 of work already covered for Junko, and Paul says she's going
 0306 to be 'a severe problem' because of the time she's been at the
 0307 school. All agree. Harry suggests it might be easier to get
 0308 together to establish what she *hasn't* done. Everyone agrees
 0309 that Ed's suggestion of individual student records (which they
 0310 47.00 all keep anyway) is a good one. Annette points out that they
 0311 did actually formalise it for the Japanese males. This leads
 0312 them on to a particular student whose identity is jointly
 0313 established via a discussion of his dress — a mustard coloured
 0314 jacket and socks featuring prominently in the discussion.
 0315
- 0316 Harry passes on a plea for help from someone who has to
 0317 present a talk to the teachers' club on the subject of ten minute
 0318 fillers at the end of lessons. Harry asks for ideas he can pass
 0319 on and there is a general discussion of how the session might
 0320 go. This broadens out into general issues in dealing with such
 0321 sessions and finally they begin to collate suggestions:
 0322
- 0323 1. 'HEM' (?)
 - 0324 2. Ghosts
 - 0325 3. Word mastermind
 - 0326 4. Coffee potting
 - 0327 5. 'Botticelli'
 - 0328 6. Charades
 - 0329 7. Pirate
 - 0330 8. 'Categorically speaking'
 - 0331 9. Whiteboard scrabble
 - 0332 10. 'Target'
 - 0333 11. Buzz
 - 0334 12. Spot the phrase
 - 0335 13. Password/spies
 - 0336 14. Team sentence building
 - 0337 60.00 15. Combining sentences
 - 0338
- 0339 They go on to discuss the payment of mileage for visits to the
 0340 teachers' club and Harry talks about his plans. Annette then
 0341 adds 'putting sentences together' to the list and they discuss
 0342 this. Jenny: 'I only learnt the word 'ampersand' two weeks
 0343 ago.' Harry then points out that the problem inherent in such
 0344 activities is that if they work well they inevitably take more
 0345 than ten minutes. They discuss this and Annette suggests
 0346 adding a card game to the list.
 0347
- 0348 71.00 The topic shifts to CVs (needed for the coming British Council
 0349 inspection) and who's handed them in.
 0350

- 0351 72.30 The subject of Ed's problem with editing on the computer
 0352 arises from the need to produce CVs. Jenny, Annette and
 0353 Harry explain how to handle this.
 0354
- 0355 74.30 Annette and Jenny discuss Chul Soon and the reduction in his
 0356 allowance from his father. Meanwhile Keith and Harry carry
 0357 on discussing computers. Harry makes tea and the exchange
 0358 on the subject of Chul Soon stops. Annette urges Jenny, who
 0359 has a debilitating bug, to go home and get some rest. There's a
 0360 brief description of the effects of the bug.
 0361
- 0362 79.00 The fact that this is being recorded is raised and Keith
 0363 reassures everyone that he won't make anything public
 0364 without their permission. Ed returns and says he's managed
 0365 to solve his computer problem. He offers chocolates around.
 0366
- 0367 83.00 They discuss students from the Swedish and Polish groups.
 0368 Jenny remarks on the difference it makes to have a keen
 0369 student as compared to the sort of student who comes along
 0370 expecting everything. The general feeling is that, with a
 0371 notable exception, the recent Polish group came with very
 0372 much the latter attitude — which made them hard work.
 0373 There's a general discussion of the difference between positive
 0374 and negative groups.
 0375
- 0376 87.00 Paul returns, explaining that Katsuko wanted a reference but
 0377 there was some confusion arising from a pronunciation
 0378 problem.
 0379
- 0380 88.00 Louise arrives and asks after Jenny's health. There's further
 0381 discussion of the bug. Paul tells of a friend who went to the
 0382 doctor with what he thought was the bug only to discover that
 0383 he had pneumonia.
 0384
- 0385 92.00 They move on to discuss the role of the academic manager and
 0386 why it's important to have one.
 0387
- 0388 97.00 The conversation breaks up. Louise and Jenny discuss a
 0389 student issue while Annette asks about the source of some of
 0390 Paul's materials. Various topics to do with students are briefly
 0391 covered. Paul asks Annette about her daughter's cross
 0392 country and there are various comings and goings. Further
 0393 talk about confidentiality. Helen comes in and admin matters
 0394 are discussed. People are preparing work so there's less
 0395 conversation. Harry tells Helen that photos have come back.
 0396 There's a discussion of how Keith will describe Helen's job.
 0397 They settle on 'Registrar/Welfare Officer'. Keith checks on
 0398 other details of staffing. There's a general discussion of the
 0399 difficulties they face and the difference between technicalities
 0400 and realities. Jenny: 'It depends at what point you're looking

0401 at the school, whether it was (.) pre management set up or (.)
 0402 post academic management.'

0403

0404 107.00 General conversation around subject of which books they're
 0405 going to adopt as class sets.
 0406

0407 108.00 Helen says that it sounds as though 'one of our Thais' has
 0408 arrived. They discuss his whereabouts.
 0409

0410 109.00

0411 Helen: So that's: (.) one of the four,
 0412 (0.5)

0413 Harry: Suppose we ought to come to a decision, (.) we could
 0414 (0.5)

0415 Paul: Well-

0416 Jenny: Mm=

0417 Paul: =Can't really yet, because he's: (.) °he isn't° I mean on on
 0418 paper he's not >necessarily good enough< for my group.
 0419 (1.0)

0420 Harry: Yeah but (is it a smart)

0421 Jenny: Well that's the one >we were looking at earlier.<
 0422 []

0423 Paul: Yeah but w- we have to talk with- we'll
 0424 have to talk with him at least.

0425 Harry: Yeah.

0426 Paul: I mean if you look here, I mean he's (.) he's er

0427 Harry: Yeah.

0428 Jenny: So I think we-

0429 Harry: Well that's the bit we-
 0430 []

0431 Jenny: decided it's either bottom or (.) yours

0432 Paul: Mm=

0433 Jenny: =depending on (). Yeah.
 0434 []

0435 Paul: Mm

0436 Harry: On the other hand if you look at somebody like er (.) Junko
 0437 ((last name))'s

0438 Paul: Yeah=

0439 Harry: =writing,

0440 Paul: N-no but I mean I- I'm I- (.) I'm keen to avoid my group=
 0441 []

0442 Harry: It's huh

0443 Paul: =being a dumping ground from the top and the bottom
 0444 []

0445 Harry: Oh yeah.

0446 Harry: Yes. Yes.

0447 Paul: Because I mean I don't mind looking at it objectively but e:m
 0448 (0.5) it's nice to have two wonderful groups and one crap
 0449 group in the middle.

0450 Harry: HeheheHEHEheh...

0451 Helen introduces another student who sometimes tends to go
0452 'completely to pieces' (Jenny). Helen has had trouble
0453 understanding her on the phone this morning.
0454

0455 111.00 Jenny mentions German who wants to do part of a course.
0456 They discuss the group he might join. Helen mentions another
0457 prospective student who has a similar idea. Jenny explains
0458 what she plans to do, leaving things fairly flexible.
0459

0460 113.00 Helen mentions German woman who wants to send her 15
0461 year old son for one week only. He's already in Quillham.
0462 Paul has reservations about suddenly introducing a student of
0463 that age, who can seriously disrupt a class.
0464

0465 114.00 After a brief silence Keith checks the formulation of a
0466 description in his paper with Jenny and they settle into a
0467 discussion of audits and inspections. Keith tells the anecdote
0468 of a manager he'd once met who constantly referred to his
0469 teachers as 'animals'. Further talk about attitudes, evaluation
0470 and reflection.
0471

0472 This is followed by a period of silence (5 minutes) as
0473 individuals work on their own projects.
0474

0475 123.00 Helen comes in to ask Paul about what he wants in his
0476 sandwich, which she's about to order. When she leaves Keith
0477 asks Paul about one of the fillings. Silence again.
0478

0479 124.00 Helen returns to take Keith's order. Annette. begins a
0480 conversation with Harry about what he's planning to do.
0481 They decide to follow the same needs analysis but decide that
0482 she'll probably do it later in the day, perhaps in the second
0483 lesson, rather than in the first lesson. She justifies this
0484 decision. Having confirmed what they're going to do and
0485 examined the suggestions:
0486

0487 Annette: Mmm (1.0) Yeah.
0488 (0.5)

0489 Harry: We'll give it a try out and

0490 Annette: Yes, (.) and I think I'll do it with my three even though=
0491 []

0492 Harry: °see whether°

0493 Annette: =you know, they're (.) I know they're (.) I think I know their
0494 needs.

0495 Harry: Yeah, you might as well have a
0496 []

0497 Annette: E:::r but it'll be (.) good practice
0498 for them reading it an- and (.)will provide a bit of discussion I
0499 think as well.
0500 []

- 0501 Harry: ()
- 0502 Annette: Although maybe (.) maybe I'll wait, (.) until later in the day for
0503 mine, because (.) if I've got some new people coming in after
0504 their test,
0505 (0.5)
- 0506 Harry: Mmm
0507 [
- 0508 Annette: In fact >this is going to be a point< with everybody, (.) e:m
0509 (0.5) if you do it with your grOUP (.) and then you find you've
0510 got one of the Thais or (.) one of the new people in, (0.5) e:m
0511 (.) that person (.) will miss out. (0.5) And (.) in a sense that
0512 person is (.) those people are most important because they're (.)
0513 they're all new.
- 0514 Harry: Yes. ()
0515 (1.0)
- 0516 Annette: E::m (2.5) so we might need to do it later in the day.
0517 (1.5)
- 0518 Harry: Mmm. Unless somebody a- somebody came in and hadn't (.)
0519 done all the things they'd () doing,
0520 (1.5)
- 0521 Annette: Mmm
- 0522 Harry: °Yeah.°
0523 (1.5)
- 0524 Harry: (>Some of them<) give it back in. I know it's better when=
0525 [Yes.
- 0526 Annette:
- 0527 Harry =your (context is) (.) ()
0528 [
- 0529 Annette: Yes.
0530 (2.0)
- 0531 Annette: I think I'll leave it till second lesson=
0532 Harry: =Mm.
- 0533 Annette: Em:::
- 0534 Harry: YES I mean there's probably not (.) °er ()°
0535 (0.5)
- 0536 Annette: Because i- it will also
0537 [
- 0538 Harry: Depends on the make up of the group though
0539 °doesn't it° I mean °() the people you've got ().°
0540 [
- 0541 Annette: Yes that's right.
- 0542 Annette: But with- if it's one of the: (.) er Thais for example, it might
0543 also help to er (.) introduce them to the group.
- 0544 Harry: Yeah.
- 0545 Annette: E:m because they'll be finding out what other people in the=
0546 [
- 0547 Harry: That's true.
- 0548 Annette: =group want to do and why they're learning English and a bit
0549 about their background
- 0550 Harry: True.

0551 (2.0)
 0552 Annette: Right.
 0553
 0554
 0555 142.00 Silence again, (c17 mins) then Paul starts a conversation with
 0556 Harry about text in his coursebook: 'They just don't exploit it
 0557 for its intrinsic worth.' Harry responds with a suggestion
 0558 about how something could be exploited and mentions some
 0559 exercises he's got.
 0560
 0561 143.00 Silence again.
 0562
 0563 145.00 Paul strikes up a conversation with Keith on the same subject.
 0564 He's not happy about the mechanical selection of texts based
 0565 on the sorts of exercises they have in mind. Then they produce
 0566 fairly predictable exercises. He believes that it's important to
 0567 begin with an intrinsically interesting text. He says
 0568
 0569 Paul: It's a- (.) it's still a relic of: (.) Cambridge (.) multiple choice
 0570 questions. There's no question of intr- (.) I mean why do you
 0571 read things, you don't read things to find eight words that=
 0572 [That's-
 0573 Keith: =you don't know for God's sake.
 0574 Paul: That's it. It's almost as if (0.5) if you look for a text=
 0575 Keith: =Mm=
 0576 Paul: =to use it in a book, you don't ever read the text in the way
 0577 Keith: that you would normally read a text.
 0578 [No.
 0579 Paul: And what comes out of it therefore is not natural.
 0580 Keith: Yea:h I mean it's it's just not as interesting ei ther.
 0581 Paul: [No. (.) No.
 0582 Keith: It becomes just an exercise in doing things. Just gu- gutting=
 0583 Paul: [Yes.
 0584 Keith: =it for anything but it's true
 0585 Paul: Yeah.
 0586 Keith: meaning. hhhh
 0587 Paul: Yeah.
 0588 Keith: hhheh text as -hhh not just >sort of< (.) I mean it's got a=
 0589 Paul: [Yeah.
 0590 Keith: =meaning of its own.
 0591 Paul: °Yeah.°
 0592 Keith: Take out the vocabularies and ad(.)dress the meaning.
 0593 Paul: Mm (1.0) Oh yeah (.) you're absolutely right.
 0594 Keith: (5.0)
 0595 Paul: °Yeah.°
 0596 Keith: °Yeah.°
 0597
 0598
 0599
 0600

- 0601 (3.0)
 0602 Paul: I mean th- they pay lip service to sort of pre reading (.) they
 0603 say. Here. (0.5) Er (.) 'What is the person in the photograph
 0604 doing.' 'Where is he.' (0.5) That's it (.) basically and=
 0605 [
- 0606 Keith: Yeah. And=
 0607 Paul: =they're ().
 0608 Keith: =then it's (). °Yeah.°
 0609 (6.0)
 0610 Paul: (I'm sure) these people because of them trying to choose these
 0611 texts ought to be able to do something with them. (3.5) ()
 0612 looking for texts can hhh·hh
 0613 Keith: Yeah. °Yeah.° But that's interesting isn't it I mean why- why-
 0614 when you look for a text it strikes me then that what you're
 0615 saying is you don't look for texts. (0.5) What they get out of it
 0616 you look at a text because it's interesting.
 0617 Paul: Absolutely.
 0618 Keith: Mmm=
 0619 Paul: =WELL I mean you know e- I mean if you for a text that's
 0620 interesting then people are going to want to read it.=
 0621 Keith: =Yeah. Yeahyahyeah.
 0622 Paul: I mean (1.0) I: I w- we were discussing this at the Inkham
 0623 examiners' meeting a couple of years ago, (.) for the: O- (.) well
 0624 bo the: Preliminary and the Higher, you know- (.) do you
 0625 know exam?
 0626 Keith: Not well but I know it. I mean I've seen you know
 0627 [
- 0628 Paul: And (.) I was saying
 0629 (.) that em (1.0) i- it's a shame that a lot of the actual texts in
 0630 the exam are incredibly boring.
 0631 Keith: Right.
 0632 (1.0)
 0633 Paul: And er (.) >some people said< (.) 'Ah yes but they (.) you
 0634 know they have to (0.5) er (.) get used to reading boring texts,'
 0635 >I thought 'Well< (.) no they don't have to get used to=
 0636 [] []]
- 0637 Keith: hhh! heheh (.) hahah ·hh hhh
 0638 Paul: =reading boring texts.'
 0639 ((Clears throat.))
 0640 Paul: Maybe in that particular area of expertise then they have to
 0641 read texts which other people would find boring, (.) but you
 0642 know (.) they don't (.) read (.) texts because they're boring. I
 0643 mean=
 0644 Keith: =Yeah=
 0645 Paul: =you c- an- and even- even if they do you can- (.) you can- (.)
 0646 practise your strategies (.) for reading (.) well interesting
 0647 texts!
 0648 Keith: =Yeah. (0.5) Yeah it's something I've found choosing to=
 0649 [
- 0650 Paul: If they-

- 0651 Keith: =read a text because it's boring I mean it's >sort of< like a=
 0652 []
 0653 Paul: If-
 0654 Keith: =contradiction in terms, 'Oh I'll read this it looks boring.'=
 0655 []
 0656 Paul: Heheh
 0657 Keith: =You know it's-
 0658 []
 0659 Paul: >Well I was thinking <°you know°< you can do
 0660 your skimming and scanning and inferring et cetera and=
 0661 []
 0662 Keith: Yeah
 0663 Paul: =all these kind of things, >but I mean< use stimulating texts.=
 0664 Keith: =Yeah.
 0665 Paul: I mean that's the way to deal with (this a) and then if you- if
 0666 you're a (.) in a- an unf- a- (.) have the misfortune of having to
 0667 read boring texts for the rest of your life,
 0668 Keith: Yeah.
 0669 Paul: e:m:=
 0670 Keith: =At least you've had some HEhinterest along the way. Yeah I
 0671 can a- (.) you know what an interesting text looks like yeah.
 0672 []
 0673 Paul: If you then () >you know you can be<
 0674 Paul: thoroughly bored with it. (0.5) And e:r
 0675 []
 0676 Keith: It's interesting though
 0677 that you say I mean you know you pick a text (.) because it
 0678 looks interesting, e::m and (.) therefore (.) the books=
 0679 []
 0680 Paul: (°Yeah.°)
 0681 Keith: =(.) that would be most likely to appeal would be those with
 0682 interesting (.) texts, (.) >because you can do< an awful
 0683 lot with interesting texts.
 0684 []
 0685 Paul: Absolutely. Yeah. Mm=
 0686 Keith: =And yet (.) they don't seem to picking on them °(for)°
 0687 []
 0688 Paul: Well the-
 0689 they're not I mean (.) the texts themselves may very well be
 0690 interesting but (0.5) e:m y- I mean I- I'm looking for something
 0691 which is- which is=
 0692 Keith: =exploiting the interest in the text. °Right.°
 0693 []
 0694 Paul: exploiting (that well) and (.) it's not here
 0695 yet so I have to do all the work.
 0696 Keith: Yeah.
 0697 Paul: Mm. And I think it's just a wasted opportunity, it's all about
 0698 vocabulary and no- (.) no ad- addressing the sort of- the total
 0699 meaning of the text.=
 0700 Keith: =Yeah.

- 0701 Paul: No one chose to respond to it in a- (.) a natural way.
 0702 Keith: Yeah.
 0703 (0.5)
 0704 Paul: I mean (2.5) I mean that's what w- (.) hhhhhyou should
 0705 develop reading by doing naturally. (2.0) Harry r- you can- (.)
 0706 find some interesting exploitative (.) questions ().=
 0707 []
 0708 Harry: Heheheh
 0709 Paul: =(0.5) It's such a shame because they're a:ll
 0710 Harry: Is that in their
 0711 Paul: it's all of these, all (.) from this these three series of (them).
 0712 [] []
 0713 Keith: () Is that
 0714 the workout?
 0715 Paul: Yeah.
 0716 Harry: °I thought it was er (0.5) (it was) (.) (this time.)
 0717 Paul: M- well (new) oh sorry. 'Make a list of the advantages
 0718 and disadvantages of being Boris Becker.
 0719 Harry: hhhhh >HEHEhahahahHAH
 0720 Keith: Heheheh=
 0721 Paul: =Hahahah
 0722 Keith: Ha::h
 0723 Paul: And then
 0724 Keith: °ha::h°
 0725 (1.5)
 0726 Paul: 'Find out if the text mentions the same >thing<' oh we're
 0727 going to get a bit closer I suppose. And then vocabulary
 0728 com(.)prehension, (.) and then it's all vocabulary it's very very
 0729 vocabulary oriented.
 0730 Keith: Mmm
 0731 Paul: I mean vocabulary is obviously important
 0732 Keith: Yeah. Bu:t=
 0733 Paul: =But (.) you know (.) I mean (.) if you've got an interesting text
 0734 that you (.) re-e- re- reacting to >and you need to< confront the
 0735 vocabulary, you know and
 0736 (0.5)
 0737 Keith: Yeah that's it (.) you've got to do that because you're not- you-
 0738 but you do it for the reasons that you would naturally do
 0739 it for in reading that
 0740 []
 0741 Paul: (°Yeah.°)
 0742 (0.5)
 0743 Paul: It's the first certif-
 0744 []
 0745 Harry: Yes I think I think it's always tricky when they (.)
 0746 after the event (.) they go back over vocabulary. Especially if
 0747 they're doing these things like (.) asking them to guess the
 0748 meaning from the context.
 0749 Paul: Mmm. (1.0) And half the time you can guess the=
 0750 []

- 0751 Harry: But
- 0752 Paul: =meaning anyway.
- 0753 Harry: Yeah. They >(will always)< choose or you might *know your*=
- 0754 [
- 0755 Paul: (They will have it.)
- 0756 Harry: =() . () will probably know it, and that
- 0757 [
- 0758 Paul: Yeah.
- 0759 Paul: Mmm=
- 0760 Harry: =gets them .hhhhh (.) 'You know they must be quite ea:sy=
- 0761 [
- 0762 Paul: °Mmm°
- 0763 Harry: =hhh words. But quite apart from that (.) >°(one reason is)°<
- 0764 if they're reading it themselves, and if it's an important word,
- 0765 they can look it up
- 0766 Paul: Mmm
- 0767 Keith: Yeah.
- 0768 Harry: And if you're reading it in class,
- 0769 []
- 0770 Paul: Mm
- 0771 Paul: Yeah=
- 0772 Harry: =I mean if you're reading it out or all together on (this) then=
- 0773 [
- 0774 Paul: Yes.
- 0775 Harry: =somebody's going to ask you: (.) so what do you say? 'Er (.)
- 0776 can't tell you that (.) because there's a question about it=
- 0777 []
- 0778 Paul: Yeah.
- 0779 Harry: =later.'
- 0780 Paul: Yehehah that's it. 'Hang on till we answer the question
- 0781 °about it.° (.) Yea:h.
- 0782 []
- 0783 Harry: Heh!
- 0784 Harry: °It's very unsatisfactory.°
- 0785 Keith: It is.
- 0786 Paul: °hh I mean there are some times when you can justify that
- 0787 when actually (.) they don't have to know the word.
- 0788 Harry: Yeah.
- 0789 Paul: Because often- that's often the case. (.) An:d they don't have
- 0790 to know () you can- yeah answer the question=
- 0791 []
- 0792 Harry: Yes. As- as a () in itself.
- 0793 Paul: =without doing the=
- 0794 Harry: =Mmm
- 0795 Paul: and come back to it. Here's another one, .hhh this is a su-
- 0796 superman comes down to earth with a proposal for- (.) the
- 0797 times th- (0.5) eh 'Before you reading (.) before you read,=
- 0798 [
- 0799 Harry: Mm
- 0800 Paul: =in groups answer the questions. Who is superman? Who is

0801 Paul: Clarke Kent? Who is Lois Lane.' (0.5) That's your pre
0802 reading. And then find out (.) one two three and then (.)
0803 match the:: words (.) with their equivalents on the right.
0804 Keith: Yeah.
0805 Paul: ·hhhhh
0806 Harry: Quite (.) possibly do it without reading the thing anyway.
0807 Paul: Khh hhhhh
0808 [

0809 Keith: Yeah.
0810 (0.5)
0811 Paul: Makes you want to spit!
0812 Harry: hhHAH!
0813 Keith: Hahah
0814 Paul: *Make a list of the advantages >and disadvantages of being< Boris*
0815 *Becker.*
0816 Keith: Yea:h () yeah=
0817 Harry: =Heheheh=
0818 Paul: =He's got ginger hair. Vast wealth.
0819 [

0820 Keith: Hehehehehehe:he::heh yeah.
0821
0822 Conversation continues, considering different books and the
0823 complexities of course book design. Moves on to attempts of
0824 coursebooks' attempts to reconcile different syllabus types and
0825 the problems of this. Broadens out to consider number of
0826 factors which coursebook writers need to juggle.
0827

0828 50.00 Paul raises Heinemann skills books in this context and
0829 exchanges a few words with Harry. Focus on shoplifting and
0830 ways of approaching the topic, then move on to their own
0831 experience of trying to write a coursebook.
0832
0833

0834 Paul: You know the answer Harry don't you? (.) Is to write our
0835 own book again!
0836 Harry: Yeah.
0837 Paul: () be published this time.
0838 Harry: Hahahah
0839 Paul: hhh
0840 Harry: Or get more than half way. Heheheh
0841 [

0842 Paul: Hahahahah. Actually the wri- the
0843 written things we did tried to address problems ().
0844 (What was that) bit of written material (.) the reading material
0845 like. I can't remember much of it. () I think. We=
0846 [

0847 Harry: E::m
0848 Paul: =did one on sports and games didn't we?
0849 Harry: Yeah. E:m (.) it wasn't that- actually we were trying not to be
0850 too text based.

- 0851 Paul: That's right.
0852 (2.5)
- 0853 Harry: E:r (0.5) I think one of the problems with that was that we got
0854 hypnotised by the *problems actually*.=
0855 Paul: =Yeah.
- 0856 Harry: hhheh *We set off* (.) *worrying about* (.) heh the pro- the potential
0857 problems
- 0858 Paul: It also seemed quite obvious to me
0859 [
- 0860 Harry: >*without getting*< *anything down*.
0861 Paul: that (approach) we (.) really(.) believed in from the start (as
0862 it happened).
0863 Harry: Yeah.
- 0864
0865
- 0866 162.00 Keith tells an anecdote of a colleague's experience of
0867 coursebook writing. They move onto the idea of a listening
0868 book and a list on the wall (various contributions) of possible
0869 discussion topics. They discuss this and joke about some of
0870 the strange 'jobs' associated with one of the contributions and
0871 then move onto discussing the ways in which anecdotes could
0872 167.00 be used as the basis for listening practice. Keith tells them
0873 about a collection of related newspaper articles he once tried to
0874 build up.
0875
- 0876 This leads onto the subject of 'Brookside', a 'soap' which is
0877 currently in the news. At this point Ed joins in. Ed jokes
0878 about some of the incidents while Paul defends the quality of
0879 the writing, arguing that it strikes a balance between
0880 'Coronation Street' and 'Eastenders'. The topic is explored
0881 172.00 fairly extensively, the disagreement between Paul and Ed
0882 continuing and ranging over a number of topics.
0883
- 0884 After a brief silence the topic shifts to Harry's hobby which is
0885 collecting early rock LPs and in some cases selling them on.
0886 Harry has a book listing current prices for LPs which Paul is
0887 looking through in order to discover whether any of his
0888 records are worth anything. Ed leaves fairly early on in the
0889 discussion. Eventually Paul finds one of his old Beatles LPs,
0890 177.00 which turns out to be worth relatively little. 'Great stuff this,
0891 Steve' he announces after further reading. They discuss a rare
0892 Bob Dylan record then Paul and Keith compare notes on
0893 180.00 fanatics they once knew. At one point Jenny pops in to
0894 announce that someone needs help with some sushi. Paul,
0895 Harry and Keith continue the discussion, which focuses on the
0896 nature of Harry's hobby and their experiences of buying or not
0897 buying second hand articles which turn out to be worth a lot
0898 more than they paid for them.
0899
- 0900 The conversation then moves onto to the nature and quality of

0901		LPs in the context of listening to music. They agree that vinyl has special qualities which cannot be recaptured on CD. After a short silence, Paul quotes from the book and talks about an image of the Moody Blues which keeps recurring to him and this introduces the topic of groups remembered from the early sixties. The conversation continues, involving various groups from that and the following decade, Paul weaving references from the book into it.
0902		
0903	189.00	
0904		
0905		
0906		
0907		
0908		
0909		
0910	197.00	Eventually Paul announces that he should go to get the sandwiches for lunch, even though he still hasn't found 'that bleeding reading for tomorrow.' At this point Jenny comes in and announces the arrival of one of their students. After enquiring after Jenny's health and insisting that she should go home, Paul leaves to get the sandwiches and the room falls silent except for the odd comment.
0911		
0912		
0913		
0914		
0915		
0916	200.00	
0917		
0918		
0919		Harry and Jenny are discussing the placement of a student. The conversation opens up when they mention a Japanese student who left for Swan Inkham. He'd wanted to see Inkham and went there despite warnings from teachers here, but he was not happy once there. Much laughter.
0920		
0921		
0922		
0923		
0924	203.00	The subject returns to that of sandwiches and what has been ordered. Jenny and Keith discover that they have something in common: whatever they develop a particular liking for is soon withdrawn from sale.
0925		
0926		
0927		
0928		
0929		
0930		
0931		
0932		
0933		As they eat their sandwiches, Harry picks up a common spelling mistake in details of a conference and they exchange views on common mistakes ('accommodate' and 'parallel'). The expressions 'get a life' and 'chill out' are mentioned. Keith says he doesn't much enjoy conferences. Silent eating for a few minutes before Paul takes up the subject of food again. They end up discussing Quillham restaurants, in particular a new one and the vegetarian alternatives it offers.
0934		
0935		
0936		
0937		
0938	210.00	
0939		
0940		
0941		
0942		
0943	213.00	Keith changes the subject by remarking on a blue metal figure of a hen in the staffroom. Jenny explains how over the past couple of years a friend of hers, normally with exquisite taste, has taken to sending her odd presents, one now in the common room and the hen here. Jenny, Helen, Paul and Keith discuss contexts in which the hen might be acceptable.
0944		
0945		
0946		
0947		
0948		
0949		
0950	217.00	Back to sandwiches, after Paul warns Jenny (?) about the

0951		danger of part of the contents of her baguette being forced
0952		from it.
0953		
0954	219.00	Brief comments on health before the conversation returns
0955		briefly to cooking and then, following a short pause, the
0956		sandwiches. Everyone agrees they've enjoyed their
0957		sandwiches, then chocolates are offered round and coffee is
0958		made. Various exchanges take place while this is prepared. A
0959		tape is also played until the correct place is found, then the
0960	225.00	discussion turns briefly to making coffee.
0961		
0962		Paul is considering how a mistake occurred in a composition
0963		from one of his Japanese students. He decides that 'tit' is
0964		meant to stand for bird.
0965		
0966		The social programme crops up again and the topic shifts to
0967	230.00	Coventry, Keith's home town. He relates a couple of
0968		anecdotes from local history then the phone rings. There's a
0969		brief discussion of contact details provided by the school in the
0970		light of recent changes to phone codes.
0971		
0972	233.00	Paul says that when he was in Inkham with Harry at the
0973		weekend Harry managed to get away in time to buy bread.
0974		This is probably what he's out doing now. Buying bread is
0975		very important to Harry.
0976		
0977		Jenny returns to the staffroom and announces she's managed
0978		to get through to the local college with details of the exams
0979		that Chul Soon has to take there. She says she feels sorry for
0980		him because his allowance from his father is so small. The
0981		conversation then broadens out to discuss other jobs which
0982		students have taken and how this has helped their English.
0983		
0984		The topic drifts to Cantona, a soccer player who is in the news
0985		because of a pending court case arising from his attacking a
0986		spectator. They discuss his intellectual credentials and the
0987		behaviour of the spectator who was attacked. Paul raises the
0988		issue of racism at football matches, which appalls him. The
0989		publicity given to this case is discussed. In discussing an
0990		article in the 'Independent', Paul shifts the topic to another
0991		contemporary issue, that of Private Clegg. Paul and Harry
0992		discuss the issues here and the idea of a news agenda then
0993		move on to bias in the legal system. Paul tells of an
0994		acquaintance who is following an LLB course at Coventry
0995	247.00	University purely out of interest. Keith talks about his
0996		contemporaries in Liverpool who became barristers and Paul,
0997		who was born in the area, asks for details. While they're
0998	249.00	talking, Jenny pops in to say goodbye. They wish her well and
0999		tell her to take it easy, then return to the Liverpool and its
1000		schools, in particular the school where Keith first taught.

- 1001 252.00 Helen comes in with details of entries for exams:
 1002
 1003
 1004 Helen: Any (.) estimated interest for Oxford prelim (.) >got to be< in
 1005 Oxford (.) tomorrow.
 1006 (3.0)
 1007 Paul: Well we'll have to fax them (.) tomorrow but I don't (.) I don't
 1008 (.) we can ask () if they want to do it but I don't think
 1009 they do want to do it.
 1010 (1.5)
 1011 Helen: (Right-)=
 1012 Paul: =That's for th- can we the- can we be phoned? Tomorrow?
 1013 ((Coughs)) (3.0) Can they be phoned (.) though?
 1014 Helen: Dunno.
 1015 Paul: Course they can.
 1016 Helen: Well sometimes they shout at me if I do things like that=
 1017 []
 1018 Paul: hhhh
 1019 Helen: =and sometimes they're okay.
 1020 Paul: *Yeheh*. Sometimes Pauline shouts at you and sometimes=
 1021 []
 1022 Helen: I kno:w
 1023 Paul: =Pauline's okay,
 1024 Helen: Mm=
 1025 Paul: =>she's a bit< moody.
 1026 (4.0)
 1027 *Paul*: Huh!
 1028 Helen: Ri:ght. (1.0) Well if she says anything >I shall say< 'Paul says'
 1029 Keith: A::h haha yeah.
 1030 Paul: It's only estimates for God's sake!
 1031 Helen: I know but she's s- cos (.) we hadn't got any once, (.) and she
 1032 phoned me up >and she said< 'You haven't put your estimates
 1033 in.' I said (.) 'There isn't anybody.' >She said 'You just< got to
 1034 send in nil return (then).' (0.5) °I mean° (.) another time I r- I
 1035 rang up and er (.) said 'I'm sorry I couldn't get it in the post in
 1036 time I'm ringing up' >and she said< 'O::h that's oka::y' you
 1037 know you-'=
 1038 Keith: Yeah.
 1039 =[
 1040 Paul: () (.) she's (.) she's funny li- (.) well when is- when is
 1041 the actual exam?
 1042 (0.5)
 1043 Helen: S::eventh (.) of March.
 1044 Paul: °God!° Just finished doing the bloody (vivas) on Friday (.) the
 1045 fourteenth. (1.0) Seventh of March. Date for final entries
 1046 must be:
 1047 Helen: Valentine's day.
 1048 Paul: Fourteenth.
 1049 Helen: I don't know whether I'll have time to send it in.
 1050 Paul: You'll be so busy: (.) reading your Valentine's cards.

- 1051 [(I)] [Yeah.]=
 1052 Helen:
 1053 Keith: =Yeah.
 1054 Helen: Yeah.
 1055 Paul: Or writing them.
 1056 [Making ('em)
 1057 Keith:
 1058 Helen: Heheheheheh
 1059 Keith: Heh
 1060 Helen: Haven't bought them all yet. He heheheh
 1061 [hhh
 1062 Keith:
 1063 Paul: Hahah (.) Just get different handwriting. I'll help you.
 1064 Helen: Heh heheheheh
 1065 [Hhhah hehehehehgh (.) ·hhh (0.5) ()
 1066 Keith:
 1067 [E::m (0.5) so that's
 1068 Paul:
 1069 two weeks so:
 1070 Helen: Yeah.
 1071 Paul: The Poles can't do it, (1.0) the:: (.) return Poles can't do it,
 1072 °(which is looking at)° these people (.) e:m (1.0) tch (.) there's
 1073 the question of Junko, and Katsuko, (1.5) well tha- we can't say
 1074 now
 1075 Helen: °Mm°
 1076 ((Helen leaves.))
 1077
 1078
 1079 255.00 When Helen has left, Paul gives an example of inefficiency in
 1080 the administration of exams. Keith talks about the way Aston
 1081 University is administered and Paul asks him about his time
 1082 there. Keith responds with a potted history.
 1083
 1084 Keith asks how long the study day lasts and Paul explains that
 1085 they tend to be open ended, with most of the work taking
 1086 place in the morning. He explains that this is perhaps not a
 1087 good example because it's between courses with virtually no
 1088 change of students. Things are much livelier in the summer.
 1089 262.00 Jenny's illness and the absence of Louise also make it unusual.
 1090 Annette pops in to say goodbye.
 1091
 1092 Keith explains the sort of things he wants to do in terms of
 1093 further taping and interviews and Paul explains how he and
 1094 Harry tend to interact:
 1095
 1096 'Harry and I talk to each other in a very sort of shorthand way
 1097 ... and the way we- we have jokes with each other ... we know
 1098 when we're both being in sort of joke or tongue in cheek
 1099 mood, and some- some outsiders don't pick it up at all, and
 1100 then you can say apparently shocking things ... I think we'd

- 1101 make quite a good double act wouldn't we?
- 1102
- 1103 After a short silence, Keith completes his description of
- 1104 research plans, especially plans to talk to Harry and Paul at
- 1105 length. Keith also describes the general focus of his research
- 1106 283.00 and the planned programme up to writing up.
- 1107
- 1108 This leads on to general issues of relationships between
- 1109 schools and the treatment of teachers. Paul presents some of
- 1110 his views on relations between managers and teachers and
- 1111 Keith reciprocates with his experiences at Aston. Paul
- 1112 explains that one of the problems in their own relationship
- 1113 with the Inkham school is a difficult mix of the personal and
- 1114 the professional. There's also a problem of becoming out of
- 1115 touch if you're not in the middle of things. A sudden rolling
- 1116 up of the sleeves can lead to difficulties because it's all too easy
- 1117 to get in the way.
- 1118
- 1119 The topic returns to Keith's data collection and the need to
- 1120 complete the project. Paul asks further questions about Aston
- 1121 and its Vice-Chancellor. Keith responds to these and outlines
- 1122 Aston's plans for expansion. Paul talks about the pressures to
- 1123 do more than simply teach and the expectation that teachers
- 1124 will attend conferences, committees, teachers' meetings etc.
- 1125
- 1126 287.00 They move on to discuss approaches to writing and Paul
- 1127 relates his own experiences of writing for radio. He explains
- 1128 the different in status between commissioned and freelance
- 1129 writers. They talk further about ways of settling down to
- 1130 write and the distractions from it.
- 1131
- 1132 295.00 Tape ends.

Transcript: Staffroom Talk Swan School 8.2.95

- 0001 [Harry is talking to Susan, whom he interviewed earlier.]
 0002
 0003 Harry: () it's a nice one.
 0004 Susan: Did he? Oh right.
 0005 Harry: I mean not much (.) not very well, (.) e:m >probably JENNY (.)
 0006 Jenny Jones, was the person who phoned. Was it your
 0007 mother?
 0008 Susan: Yeah this was yes- (.) this was yesterday.
 0009 Harry: Yeah. Mm. It wasn't me that phoned, it was
 0010 Susan: Yeah.
 0011 Harry: Jenny who's the er (.) principal, (.) who's not here today, which
 0012 is why I'm (.) talking to you. ER (.) she knows Linda quite
 0013 well.
 0014
 0015 (1m 8s)
 0016 ((In the background, some brief exchanges; a slightly longer
 0017 exchange on the subject of being taped.))
 0018
 0019 Paul: Cold isn't it?
 0020 Annette: Mmm. They said e:r (0.5) the temperature was going to drop
 0021 today °so that the:°=
 0022 Paul: =Lot of rain last night. I was surprised.
 0023 (1.5)
 0024 Annette: We let the dog out and e:r (.) Tom came down as well so I
 0025 looked up and said, '(Tom,) the dog's whining.'
 0026 Paul: Heheheh
 0027 Annette: 'Where is she?' ·hhhh! She was absolutely soaked. >Because
 0028 we'd < closed the: er door which we don't usually do.
 0029 Paul: Right. (1.0) And he normally runs into the garage, does he?
 0030 Annette: Yes. Yes. He has either the garage or the garden to choose
 0031 from. Heheheh!
 0032
 0033 (1m3s)
 0034 ((Keith and Louise leave. Neither Susan nor Linda are familiar
 0035 with Keith's activities.))
 0036
 0037 Harry: Strange set up, isn't it? Heheh.
 0038 Paul: °Yeah°=
 0039 Harry: =Basically he's e:r (1.5) he's doing research for a (.) PhD.
 0040 Paul: Yeah.
 0041 Harry: Which will be published °I think.°
 0042 (0.5)
 0043 Paul: Well I mean (it'll be) completed, at least.=
 0044 Harry: =It's supposed to be for publication. About e::m (0.5) how
 0045 teachers operate.
 0046 Paul: Experienced teachers.=
 0047 Harry: =He's in the er the language (.) the language department at
 0048 Aston (.) University. (0.5) He's a linguist, (°supposedly.°)
 0049 Jenny C: So he's here to (.) to er tape the staffroom.
 0050 Harry: He's been: around for er about a year now. (1.0) °With us.°

- 0051 Harry: And e:m
 0052 [
- 0053 Paul: I mean (.) basically how- how people who have been
 0054 teaching for a while how they (.) cooperate with each other,
 0055 how they work. Really.
- 0056 Annette: >How they work.<
- 0057 Paul: That's what- it's what he's researching on for the ().
- 0058 Annette: Mmm
- 0059 Harry: His: (.) research area. (1.0) So he sort of comes along to staff
 0060 meetings and things.
- 0061 Susan: Yeah.
- 0062 Harry: °With us and-°
 0063 (0.5)
- 0064 Paul: And he list ens
 0065 [
- 0066 Harry: He records off- off the cuff
 0067 []
- 0068 Paul: (out) of: ordinary (.) yes it's
 0069 the off the cuff comments that he keeps watch for and he
 0070 comes back to y- back at you () and says 'I've=
 0071 []
- 0072 Harry: Yes he (sort of)
- 0073 Paul: =noticed that'
 0074 [
- 0075 Harry: 'I- you- you said' hehheheheh 'Youwah!'
 0076 [
- 0077 Annette: Hehehe .hhh heheh
 0078 [
- 0079 Paul: No
- 0080 it's ok- it's actually interesting. °I mean°=
 0081 Harry: Mm
 0082 =[
- 0083 Annette: Heheh
- 0084 Paul: It's interesting for us, (.) because (.) the ki:nd of thing he's
 0085 researching are the things that we sort of (.) don't realise we're
 0086 doing half the time. °And he (.)° points it out (.) what
 0087 happens.
- 0088 Susan: Oh okay.
- 0089 Paul: What () interesting. (2.0) I have to say that because the
 0090 tape's running.
- 0091 Harry: Heheheheh
- 0092 Paul: But it is, °genuinely.°
 0093 (1.0)
- 0094 Harry: And occasionally he does er (1.5 second break in tape) er he's
 0095 just don:e (.) he's just about to do a lesson now, and sort of (.)
 0096 (analyse it).
- 0097 Susan: Yeah.
- 0098 Harry: That's why they've gone off to talk about it. (1.5) (Er but it's
 0099 just about an insight) into the class, and some of the features
 0100 °of the°

- 0101 Susan: °Uhuh°
 0102
 0103 (9.0)
 0104 ((After a brief and unclear concluding comment from Harry,
 0105 there is a shift to a new topic beginning with Annette's 'I don't
 0106 suppose it opens.' Most of the exchanges in this are unclear.))
 0107
 0108 Harry: How was Abdullah this morning.
 0109 (1.0)
 0110 Linda: Oh e:r well- I think we're getting somewhere today we're
 0111 doing (.) you know sort of- 'between' 'next' and 'over' that sort
 0112 of thing and it's
 0113 Harry: Uhuh
 0114 Linda: You know he's (.) he's been oka:y so we're doing sort of
 0115 starting with the furniture, °describing rooms and that sort of
 0116 thing. And that's (.) (for beginners. That's why it's good.)
 0117 Harry: Right. So he's not e:m a hopeless case then.
 0118 [] []
 0119 Linda: So em I'll (.) try and get
 0120 through this, but if not I'll leave it °for a while.° (0.5) Until
 0121 tomorrow.
 0122 Paul: Is he bright?
 0123 Linda: He is quite, he's very pleasant.
 0124 []
 0125 Harry: It's very likely to be Susan, *at the moment*.
 0126 Hehehe heh.
 0127 []
 0128 Linda: Well Susan when he was-
 0129 Harry: =(Seeming) a bit cheeky.
 0130 Linda: Because it's from this book here, em which is- which is in fact
 0131 mine but I don't know whether your go- (.) you use
 0132 this. Er
 0133 []
 0134 Paul: Yeah we we have got that one
 0135 []
 0136 Linda: You have got that one. (.)
 0137 Okay it's- °(That might be good.)
 0138 []
 0139 Harry: You can whisper this.
 0140 Linda: If the- (.) and these are quite because it- it's quite varied you
 0141 know (.) different things that- (.)
 0142 Paul: >Sort of<(.) different (cone binding speeds) >sort of=
 0143 []]
 0144 Linda: you know structure connectors and
 0145 Paul: =thing< for the
 0146 Susan: How much do you aim to get through in a lesson. In
 0147 your hour and ten minutes, how much do you (.) get=
 0148 [] []
 0149 Linda: Em well-
 0150 Susan: =through.

- 0151 (1.0)
 0152 Linda: But really, you know we go off at a tangent sometimes as well
 0153 and (you know really) because it- (.) we were talking about
 0154 families yesterday and he brought in photographs of his
 0155 family. °His ()°
 0156 Susan: Yeah.
 0157 Linda: °that sort of thing and we were all talking about that, you
 0158 know, Yemen that sort of thing.° So e::m (1.0) I- I have been
 0159 working through the book for this time, but it's- sort of boring
 0160 to see whether it's em (.) you know (0.5) just sort of left=
 0161 [Limited=
 0162 Harry: =it. So I've skipped (.) I've skipped up to unit=
 0163 Linda: =five which is agony.]
 0164 Harry: =amount of ideas you can get out of that sort of thing.
 0165 Linda: [From 'Headway'?
 0166 Susan: Yeah. Yeah. Which is like furniture and (.) the () room
 0167 which ties in with this, which (.) tied in with (.) all these
 0168 prepositions that we've been doing °and so on°. So we're
 0169 going to start (the unit and then) (.) continue with this. So: I
 0170 probably won't finish this one (.) today so I won't- (.) I'll leave
 0171 this photocopied stuff wi::th
 0172 (2.5)
 0173 Susan: Right. Because I mean you know that I was teaching with
 0174 Linda: Mmm
 0175 Susan: Fiona last week,
 0176 Linda: Right.
 0177 Susan: We got through an awful lot of stuff.=
 0178 Linda: =Did you?=
 0179 Susan: =Yeah. Well it's an hour and a half (.) so:
 0180 [Yeah.
 0181 Linda: I had to have an awful lot of (.) things for her to do,
 0182 [Yeah.
 0183 Linda: Yeah.=
 0184 Harry: =Yeah you'll probably find you're covering less with
 0185 Abdullah.
 0186 Linda: Yes.
 0187 Paul: Well we were- that whole issue was useful. (Fairly).
 0188 [But I (started)
 0189 Paul: Ah well well you're going to do that then.
 0190 Linda: Yeah.
 0191 Susan: HHHHH! 'Oh! We've finished that already have we?'
 0192 [And er
 0193 Linda: Yeah. Heh=

- 0201 Susan: =Ehm! Hehehe heh
 0202 []
 0203 Harry: (You can a sort of)
 0204 Susan: Heh ·hhh hh
 0205 Paul: No well you'd never find- (.) you never find little islands=
 0206 []
 0207 Susan: ()
 0208 Paul: =where you can actually relate to him about things so
 0209 every thing really (even) like the family is a good idea.=
 0210 [] []
 0211 Linda: It- Yeah.
 0212 Linda: =Yeah=
 0213 Paul: =A good example of that.
 0214 Annette: We've lost the white ball again.
 0215 Linda: And also because I'd spent time with him
 0216 []
 0217 Harry: We've lost the b-
 0218 Annette: The white ball.=
 0219 Linda: =at least, so
 0220 Harry: The white
 0221 Linda: you know, I was amazed how green the Yemen was.
 0222 [] []
 0223 Annette: Ball, whiteball. []
 0224 Harry: What again!
 0225 Annette: Yeah I think it's stuck in the tube.
 0226 []
 0227 Linda: () it's such a desert, and (something=
 0228 []
 0229 Paul: Mm
 0230 Linda: =)
 0231 Harry: Could be.
 0232 []
 0233 Susan: Oh very () in parts.=
 0234 Annette: =They don't know what to do about it so
 0235 []
 0236 Harry: We could have a (.)
 0237 quick check () I can find anything.=
 0238 []
 0239 Annette: Mmm
 0240 Paul: = I wouldn't think think about (.) trying to get through
 0241 []
 0242 Linda: Mm
 0243 Paul: ()
 0244 []
 0245 Linda: No. And- and this- so if you've (.) got that book you can
 0246 just go: (.) as f- as fast or as slow y- as: you think you have to.
 0247 And it- (.) you don't obviously have to prepare too much
 0248 because (.) it's all there for you. The teacher's book, which is
 0249 °you know°=
 0250 Susan: =Mm

- 0251 Linda: >You know< you can just look at that (because the word part's
 0252 ready anyway, if you want to just)
 0253 [
- 0254 Susan: Uhuh
- 0255 Susan: Or e:m (.) have you star- have you done (.) any of this at all?
- 0256 Linda: Well just- I (kept eliciting) h- his vocabulary for (.) bits=
 0257 []
- 0258 Susan: Or just the picture.
- 0259 Linda: =of drawing. Em, (0.5) but- (.) but yeah. That's EM- (.) he
 0260 knew 'telephone', 'stereo', 'video', but he didn't know 'sofa'=
 0261 Susan: =Oh=
 0262 Linda: =or 'armchair'. (1.0) He knew 'lamp', and something else, so
 0263 (2.5)
- 0264 Susan: Well this is- this is- this is nice. Mm
- 0265 Linda: I- I- () Yeah I li-like the er (.) I've done the=
 0266 []
- 0267 Susan: ('Headway')
- 0268 Linda: =()
 0269 (11.0)
- 0270 Susan: (What were you going to do with him next?)
- 0271 Linda: E:m (.) well we're going to continue with that, and then it's (.)
 0272 it's (.) this is >sort of< more reading, and (.) er comprehension,
 0273 and then it's like the layout of the rooms, going to describe
 0274 rooms with him, and then I was going to do this- (.) that he
 0275 would (.) draw a room where I couldn't see it and then (.) he
 0276 would tell me and I would try and draw what he was
 0277 describing in that
- 0278 Susan: Yeah.
- 0279 Linda: °Sort of° (1.0) eh I- I think (it °sort of°)
 0280 (5.0)
- 0281 Harry: It does actually communicate because you've got- you've=
 0282 []
- 0283 Linda: Yeah.
- 0284 Harry: =got something- (.) he's obviously found something that=
 0285 []
- 0286 Linda: (If he-)
- 0287 Harry: =he (for.)
 0288 []
- 0289 Linda: Yeah.
- 0290 Linda: He said that he had teachers (.) English teach- (.) an English
 0291 teacher in Yemen for about six weeks, and then there was
 0292 some (.) fighting that- (.) all the English people left,=
 0293 Harry: =Uhuh.
- 0294 Linda: So
- 0295 Harry: Oh yes (they).
 0296 Paul: (finish it.)
- 0297 Linda: °(It's a bit)° (2.5) Em (2.0) I also take- (.) Oh (.) and he needs
 0298 vocabulary building as well and so I've used this (book for)
 0299 exercises. (1.0) I can also () (when I) do this.
 0300 []

- 0301 Harry: It's quite a nice little book
 0302 though isn't it?
 0303 Linda: Yeah=
 0304 Harry: =Even though it is old.
 0305 Linda: You kno- (.) you don't really sort of have to think
 0306 of (continually) doing he same theme, you can just sort of=
 0307 []
 0308 Harry: >No it's not<
 0309 Linda: =(.) think 'Okay, let's let's think about doing something else,
 0310 and (0.5) and you've got all the- (.) words here, and you've got
 0311 to (). (2.5) But that's (.) it's (.) >a little bit< safer, (.) I
 0312 think. (5.0) °(Yeah. here.)° This: (.) this is another book,
 0313 with er- parts of the body, (1.0) ().
 0314 (7.0)
 0315 Harry: There's (.) quite a lot of material around,
 0316 Linda: Yeah. There's games and things
 0317 []
 0318 Harry: () which I don't mind helping=
 0319 []
 0320 Susan: Are there any listening=
 0321 Harry: =with.
 0322 []
 0323 Susan: =things?
 0324 Linda: E:m (.) well there's a tape with
 0325 Susan: Oh yeah, (.) this. (0.5) But you thought they weren't familiar
 0326 (.) with ().
 0327 Linda: No.
 0328 Susan: °Yeah.°
 0329 Linda: °Some of (.) the things (.) in this (bit).°
 0330 (2.5)
 0331 Susan: What about things that say 'Work in pairs', how do you deal
 0332 with all these bits?=
 0333 Linda: =Yeah. You sort of don't (that) (.) o:r (.) of=
 0334 []
 0335 Harry: Jump over them. Or- (.) or in in=
 0336 Linda: =course
 0337 []
 0338 Harry: =some cases you can (.) you can do it with one of you.
 0339 []
 0340 Paul: Sometimes you- (.) it works with you doing it.
 0341 []
 0342 Linda: it's a () it.
 0343 Harry: =Yeah.
 0344 Linda: Yeah.
 0345 Paul: If you get good quality pair work off them, I mean a bit like
 0346 what you were talking about with the em (1.0) like=
 0347 []
 0348 Linda: An- and is it my ()?
 0349 Ed: Yeah. It's something (to with Harry.)
 0350 []

- 0351 Paul: =when you were talking about describing his
0352 room, I mean
- 0353 Susan: Yeah.
- 0354 Ed: ('Cos you've got a sort of- (.) you've got to ()
0355 []
- 0356 Paul: I mean if you had two people you'd have a thing for
0357 each other
- 0358 Ed: Em:=
0359 Susan: =Mm=
0360 Paul: =so after (this-) if you just take the other role,
0361 Linda: Yeah that's right,=
0362 Susan: =Yeah=
0363 Linda: =and just=
0364 Paul: =so:
0365 Linda: Yeah.
0366 (0.5)
- 0367 Paul: It's finding that there's genuine communication going on like-
0368 (.) having them tell about (.) each other's (room). Yeah and
0369 that (.) makes it (.) more interesting.
- 0370 Harry: Mm
0371 Linda: Do you want a (list of-)
0372 Harry: If it's something like-
0373 Linda: ()
- 0374 Harry: 'Discuss your problems in learning English,' obviously=
0375 []
- 0376 Susan: °(Yeah. Thanks.)°
0377 Harry: = you can't.=
0378 Susan: Yeahhhht!=
0379 Harry: =°Heheheh° (1.5) But (.) you know, often it works.
0380 Paul: Mm
0381 (0.5)
- 0382 Linda: (Harry)
0383 Susan: You'll have to tell me which bits
0384 Harry: Stapler?
0385 Linda: Staples.
0386 Harry: (Change the-=
0387 Linda: =()
0388 Paul: ()
- 0389 Ed: It's one more s- (.) (°I think she wants it.°)
0390 (3.5)
- 0391 Linda: Thank you.
0392 (5.0)
- 0393 Harry: Do you have any commitments (.) () in the foreseeable
0394 (.) future?=
0395 Linda: =No. °No (work).°
0396 Harry: Right. It's a good () from our point of view.
0397 Paul: °You've got a ()°.°
0398 (7.0)
0399 (Loud nasal laughter from outside the staffroom.)
0400 (2.5)

- 0401 (Louder nasal laughter from outside the staffroom.)
 0402 (1.0)
 0403 Paul: That's our local Kenneth Williams impersonator, °I think=
 0404 []
 0405 Linda: ()
 0406 Paul: =(.) (in the hall).°
 0407 []
 0408 Linda: It's (adjacent- to the).
 0409 Jenny C: I did yesterday, yes () sheets from here.
 0410 Linda: Yeah it's a bit-
 0411 Jenny C: Most of it, yeah.=
 0412 Paul: =What's his writing like?
 0413 Linda: A- er- it's not ba:d=
 0414 Paul: =Not bad.=
 0415 Linda: =at a:ll.
 0416 Harry: No, considering
 0417 []
 0418 Linda: And his pronunciation is good, but- (.) I thinks that's (.)
 0419 usual with A-Arabs they- (.) they're very good at=
 0420 []
 0421 Harry: () in particular.
 0422 Linda: =pronouncing.
 0423 Susan: Uhuh.
 0424 (0.5)
 0425 Linda: His writing is fine.
 0426 Paul: ((In exaggerated Arab accent.)) No problem.
 0427 Linda: You know when you were saying that the (pronunciation)=
 0428 []
 0429 ((Extremely loud
 0430 burst of laughter from outside the staffroom.))
 0431 Linda: =() speech isn't it?
 0432 []
 0433 Harry: Wrong way round isn't it?
 0434 Jenny C: Yeah.
 0435 Paul: Does sound like Kenneth Williams, doesn't it?
 0436 Harry: Mm (1.5) Pardon? >(Who is it ?) ·hh
 0437 Paul: I think it's one of the Thais.
 0438 Harry: A:h
 0439 (1.5)
 0440 Paul: °Heheheh° (0.5) Excuse me, can I just get=
 0441 Linda: =Sorry.
 0442 Paul: em (.) this.
 0443 (15.0)
 0444 Susan: You can't do () three hours of heavy (.) exercise=
 0445 []
 0446 Paul: ((Coughs))
 0447 Susan: =exercise.=
 0448 Harry: =No:, you want a (bit of).
 0449 []
 0450 Linda: No.

- 0451 Linda: And a- as I say, you know you- (.) you- (.)
 0452 []
 0453 Building in other directions.
- 0454 Susan: Yeah.=
- 0455 Linda: =you can: adapt it as you go along. If you find that (.)=
 0456 []
- 0457 Paul: Yes, (you could that way.)
- 0458 Linda: =he's interested for example in (main book) that=
 0459 [] []
- 0460 Paul: Another Bullock. []
 0461 Ed: Bullock.
- 0462 Linda: =would be interesting to talk to him. To talk about.
 0463 []
- 0464 Ed: () Helen >I mean<
- 0465 Susan:
- 0466 Harry: Uhuh. Mmm
- 0467 >Yeah that< is (.) one of the advantages of (.) one to=
 0468 Linda: []
 0469 Harry: (go off.)
- 0470 =one is that you don't have to have such a rigid sort of
 0471 Linda: [] []
- 0472 Linda: Yeah. No:.
- 0473 That's it, I mean- (.) and you can see that he's just getting
 0474 through it and you think (.) 'Oh no it's not ()' just to=
 0475 []
 0476 ((In the background, someone — Ed? — begins to
 0477 Linda: play through tape to be used in forthcoming lesson.))
- 0478 Susan: =make sure it (.) ().
- 0479 Linda: Yeah.
 0480 And you constantly check out if he understands it himself.
- 0481 Harry: (1.0)
 0482 And you can do that without (.) being conscious that
 0483 somebody somewhere else in the class is sort of twiddling=
 0484 Linda: [] []
 0485 Harry: Yeah. Yeah.
- 0486 Linda: =their thumbs.
 0487 Yeah, it's em-
 0488 Harry: []
 0489 Susan: () heh
- 0490 I mean that's one thing I do find with th- this doing it on a
 0491 master (.) is that (.) we can really () exactly what they
 0492 Harry: want.
- 0493 Linda: Mm
- 0494 Susan: Ye:s.=
- 0495 Linda: =I mean it's- it's
- 0496 Susan: Mmm
- 0497 There was a lot to do:, (.) but (.) it was good because then I
 0498 Linda: could exactly >sort of< pick out specific things, and
 0499 Mmm. Mmm. (0.5) And then it can be hard going (.) you
 0500 Susan: know, when they're so: (.) you know
 Yeah=

- 0501 Linda: =it's (1.0) you know it's (.) it's often quite difficult to explain
 0502 what they're (.) trying to- (.)
- 0503 Susan: Yeah=
 0504 Linda: =You know, trying to sa:y. And- (.) but (next week) he has=
 0505 [
- 0506 Ed: (Do you know how=
 0507 Linda: =a- (.) he'll be having this (.) having this sort of (.)=
 0508]
- 0509 Ed: =to say 'thank you' in Chinese.
 0510 Linda: =dictionary, which will help.
 0511
- 0512 (37.0)
 0513 ((During this time, sporadic conversation continues further
 0514 away from microphone and mixed in with a tape recorder
 0515 which is being played. The tape recorder stops.))
 0516
- 0517 Harry: It's very similar to:: e:r (.) the other Yumi that's now in the
 0518 class,
 0519 Linda: Oh right.
 0520 Harry: er he was in more or less the same position although actually
 0521 his English was sort of (.) more English than Abdullah.
 0522 Linda: °Mm°
 0523 Susan: °Mmm°
 0524 Harry: °It was just a case of° (0.5) (receding) to the back of the=
 0525 [
- 0526 Linda: Yes.
 0527 Harry: =(corridor) °sort of thing.° Em:, (0.5) but I was available so I
 0528 did a couple of (.) one to one lessons with him. (0.5) And e:r
 0529 (1.0) he was saying- (.) he wanted (.) lots of (),
 0530 Linda: Mmm=
 0531 Harry: =I spent ages trying to convince him that this was (.) not what
 0532 he wanted, and not what he needed.
 0533 [
- 0534 Linda: No:.
 0535 Linda: °No that's right.°
 0536 Harry: And then he sat pointing to this °of course° (.) 'What's this! I
 0537 want to know about this!' Heheh.
 0538 Linda: Oh Gohhd.
 0539 [
- 0540 Harry: The phonemic chart!
 0541 Linda: hhhhhh!=
 0542 Harry: >Heheheh< he had enough trouble with letters! Heheheh
 0543 [
- 0544 Linda: Hhhh
 0545 [
- 0546 Susan: Mmm
 0547 Paul: Heheh=
 0548 Susan: =()
 0549 (0.5)
 0550 Paul: Who wanted to do that?

- 0551 Harry: Mm?
- 0552 Paul: Who wanted to know about the (.) ph:onemic chart=
- 0553 Harry: =Yeah.
- 0554 Paul: Who? Shafi?
- 0555 Harry: Yeah.
- 0556 Paul: °(I see.)°
- 0557 Harry: I think he was just intrigued. Heheheh. (.) Thought it was=
0558 [
- 0559 Linda: (Oh yeah.)
- 0560 Harry: =some arcane
- 0561 Linda: And he said (.) 'H:I don't know what it is.'
- 0562 [()]
- 0563 Paul: ()
- 0564 Harry: Maybe it is. Heheheheh
- 0565 Linda: Yehes. 'I don't know and therefore you need it.'
- 0566 Susan: Yeah.
- 0567 Linda: Yeah exactly.
- 0568 (3.0)
- 0569 *Linda*: (Sort of thing.)
- 0570
- 0571 (2m10s)
- 0572 ((Tape starts to play again and, with the exception of short
- 0573 snatches, conversation is drowned. Conversation lapses after
- 0574 approximately 1 minute. Keith returns after about 1.5
- 0575 minutes.))
- 0576
- 0577 Paul: I accidentally came up with a coordinated series of lessons.
- 0578 Keith: Oh HEH! Hahahahah hooohoo hah. So how did that happen?
- 0579 Paul: I read this thing from 'Blueprint' I thought 'Oh that looks
- 0580 interesting,' an:d (.) sort of I've just found this for reading (in
- 0581 this now), and it- and it sort of- (.) it's all about (.) surprisingly
- 0582 dangerous things,
- 0583 Keith: Right.
- 0584 Paul: and the 'Blueprint' thing is the same.
- 0585 Keith: Ah brilliant. (1.0) It's nice when things come out of
- 0586 serendipity >(okay)< it was your subconscious working
- 0587 °then.°
- 0588 (3.5)
- 0589 Paul: Yeah we sometimes team teach like that.
- 0590 (1.0)
- 0591 Keith: Subconsciously?
- 0592 Paul: No, by accident.
- 0593 Keith: A::h great.
- 0594
- 0595
- 0596 ((Recording ends.))
- 0597
- 0598
- 0599
- 0600

Transcript: Staffroom Talk Swan School 15.2.95

0001 Ed: My: God it's quiet in there.
 0002 Harry: Hhhh
 0003 Ed: It's like working in a library in there.
 0004 Harry: Anyway (0.5) you've ().
 0005 Ed: I can't get anything out of them. (1.0) It's- there are three
 0006 Japanese students and
 0007 Keith: Oh right.
 0008 Ed: () also comes from (it's so quiet for example) it's a (.)
 0009 Keith: °Yeah.°
 0010 Ed: There's not a lot going on in there.
 0011 Keith: Heheh. Heheh. Yeah. *I bet.*
 0012 Ed: Quiet as the grave. Heheh! ·hh
 0013 Keith: Yeah.
 0014 Ed: Bit worried about it.
 0015
 0016 (1m12s)
 0017 ((Keith and Ed exchange odd comments as they make coffee.
 0018 The conversation resumes following a muffled reference from
 0019 Keith to a class he's teaching.))
 0020
 0021 Ed: They're all men aren't they?
 0022 Keith: Yeah. Yeah. Two Thais °and a Korean.°
 0023 Ed: I think Kai's leaving this week.
 0024 Keith: Is Kai going? I- I know Janusc is going.
 0025 Harry: Janusc is going, and (.) Kai's going to (Dulwich.)
 0026 Keith: Oh right. (0.5) °Right.° (0.5) So there'll just be three after this
 0027 then.
 0028 Harry: E:r (.) yeah. Except
 0029 Keith: Hi.
 0030 Harry: That grading test at the moment, (this morning)
 0031 Keith: Right.
 0032 (1.0)
 0033 Harry: (er rather that) Polish girl.
 0034 Keith: Oh right.
 0035 [
 0036 Harry: You know
 0037 Keith: Right.
 0038 Harry: () (0.5) May be a candidate for Anne's class.
 0039 Annette: Oh another Polish girl?
 0040 Harry: Mmm. Not another, °I mean° Margaret ((name)) (.) who=
 0041 [
 0042 Annette: On
 0043 Harry: =you know about.
 0044 (0.5)
 0045 Ed: Broadly attractive?
 0046 Harry: Mmm=
 0047 Annette: =Is: em=
 0048 Ed: =°Heheheh°=
 0049 Annette: =Is: em (.) she's er (.) starting next Monday? Is this the=
 0050 []

- 0051 Harry: I thought so, yeah. Heheheheh
- 0052 Annette: =one?
- 0053 Harry: Yeah.
- 0054 Annette: Right. And- we've got her grading test have we?=
0055 Harry: =Yeah it's up there. () will want to talk about it on=
0056 [] []
- 0057 Annette: Fine. And=
0058 Harry: =Friday.
- 0059 Annette: =she seems to be mine. (0.5) Right! That'll be nice. E::m (0.5)
0060 any: (.) more coffees up here?
- 0061 Ed: Nnot for me.
- 0062 Harry: Oh yes please. I boiled the kettle then forgot to do anything
0063 else about it.
- 0064 Annette: That's John's.=
- 0065 Harry: =I know it's Paul's yeah. This is mi::ne.
0066 []
- 0067 Annette: Whose is that one?
- 0068 Harry: The (blue) one.
- 0069 Annette: That's yours. It's hot. Okay.=
- 0070 Harry: =And beyond that I don't know.
- 0071 Annette: °Okay.° (0.5) Shafi and Chul-Soon have just done a brilliant
0072 em dialogue. We were doing a (.) dialogue about making an
0073 arra- (.) making arrangements, and er (.) there were quite a few
0074 difficult expressions in it like e:r (.) er (.) 'Would Thursday be
0075 convenient,' or something, and they they remembered it.=
0076 []
- 0077 Ed: ()
- 0078 Annette: And I wrote down a skeleton on the board afterwards of: er of
0079 just things like 'Thursday', and (.) 'yes' 'no' etcetera. And e:r
0080 (1.0) I think one of them said you know 'Can you make
0081 Thursday,' and the other said 'No, but would Tuesday be
0082 convenient,' They remembered it really well! And all the=
0083 []
- 0084 Ed: Heheh
- 0085 Annette: =others in the group laughed in amazement that they (.) they
0086 could do it so well.=
- 0087 Keith: =It impressed them.
- 0088 Annette: Yes they were very impressed. °Heheh° (1.00 E:m
- 0089 Harry: Yeah. Those two probably were. °I mean°
- 0090 Annette: Yes, they tried really hard the- (.) they're yes: (.) I think so=
0091 []
- 0092 Harry: (Shafi's)
- 0093 Annette: =too. And that they're very good at role play excercises, they
0094 really (.) throw themselves into it an:d er (1.5) and make up (.)
0095 all sorts of e:r (.) have all sorts of good ideas,
0096 (1.5)
- 0097 Ed: () I suppose it's not er=
0098 Harry: =How's he getting on this morning.
0099 (1.5)
- 0100 Susan: Right. He didn't get on to that exercise that last one you gave

0101 Susan: him.
 0102 Harry: Oh all right.
 0103 (2.0)
 0104 Susan: We did the em (.) hairdresser one.
 0105 []
 0106 Harry: () it was e:r (.) bit more of
 0107 the same (really).
 0108 Susan: Mm
 0109 (4.0)
 0110 Annette: Harry, I think a couple of little grai::ns of sugar might have
 0111 fallen in your (.) as I took the spoon over for my coffee.
 0112 Harry: Did it?
 0113 Annette: °Hehh°
 0114 Harry: We::ll I'll try it °but er° (.) and get back to you.
 0115 Annette: Hehehe heheheh
 0116 []
 0117 Harry: Heheheh
 0118 (4.0)
 0119 Harry: That will be all right thank you.=
 0120 Annette: =Heheheheh. Heheheh
 0121
 0122 (15.0)
 0123 ((Following a period of silence there's a quick exchange of
 0124 muffled comments involving Annette, Susan and Keith,
 0125 during which Harry makes a brief comment which prompts
 0126 the following response from Susan.)
 0127
 0128 Susan: I did a- (0.5) a video sort of just- kind of er (.) leads into it (.)
 0129 'cos >it talks about< (.) days and months and I do- and I (.)
 0130 recognise when (Adayed) doesn't know what a month is and
 0131 (0.5)
 0132 Harry: Good.
 0133 (3.0)
 0134 Susan: All the names of them °and things.° (3.0) So () next.
 0135 ((Sings)) Daddaddla:h!
 0136 Harry: Yeah. B- ·hh hhh °(big thing.)°
 0137 Susan: Finally, (1.0) he probably knows it, off by heart, and
 0138 understands it totally. Heh!
 0139 Harry: Yeah. (0.5) Yeah I mean in sense it is only a word. I mean one-
 0140 once he's understood that it's the same as 'can be' in=
 0141 []
 0142 Susan: Yeah.
 0143 Harry: =the past,
 0144 Susan: Yeah.
 0145 Harry: () particular case. °Then you're° okay. It gets a bit tricky
 0146 when he (0.5) (want's to learn about) things like (.) 'could
 0147 I:' and em 'could you', >°and so on.°< (.) At some point,
 0148 Susan: Mmm
 0149 Harry: He's going to (.) put two and two together and think (.) 'Now
 0150 hang on!' hhhhh heheheh

- 0151 Susan: 'Why don't they say (.) 'Can I?'
- 0152 []
- 0153 Harry: and sort of go (.) 'That's not in the- (.) that's not in the
- 0154 past.' (1.0) °Heheh° (3.0) So that- °you can° tackle that one
- 0155 head on at some point.
- 0156 (3.0)
- 0157 Susan: It's just a polite request isn't it?
- 0158 Harry: Yeah. (.) °Yeah.° (1.5) And I think- (.) actually there was a
- 0159 reason why it's in the past tense but er (0.5) it's a bit too subtle
- 0160 for *him*. Heheheh
- 0161 Ed: What is it?
- 0162 Harry: Well basically I think that- (.) there's a sort of function in
- 0163 English: (.) whereby: (.) you make things sound more polite (.)
- 0164 by: (.) introducing doubt into them.
- 0165 Susan: hhhhh
- 0166 Harry: It's (.) a little pet theory of me own.
- 0167 Susan: Oh I see.
- 0168 Harry: There's lots of: (thinking) where possibly you'd do so and so.
- 0169 Susan: Mmm=
- 0170 Harry: =And 'I wonder if:' er::
- 0171 Susan: 'If you would.'
- 0172 Harry: Yeah and that- that sort of thing. Yeah. It's the same with
- 0173 'will' and 'would'.
- 0174 Susan: Mm
- 0175 Harry: 'Why would you' always (.) sounds more polite than
- 0176 'Why will you'. (2.0) And I think it relates to the (.) the same
- 0177 business like with e:m second conditionals.
- 0178 Susan: Uhuh
- 0179 Harry: Where you use the past tense to show unreality.
- 0180 Susan: Yeah right.
- 0181 Harry: Yeah? (1.0) And I think there may be a (.) a single (function
- 0182 going on) if you change 'can I' to 'could I:', (0.5) you make it
- 0183 more remote (2.0) less real, (2.5) more hypothetical.
- 0184 Susan: Yeah I can agree with that one.
- 0185 Harry: Yeah?
- 0186 Susan: Mm
- 0187 Paul: (I think it's) reason for ().
- 0188 (2.0)
- 0189 Harry: That's what I've always told advanced students °anyway°.
- 0190 Susan: HEhhh heheh
- 0191 Harry: Well not all of them.
- 0192 Susan: °Heh° Well if you can (.) convince yourself well I suppose you
- 0193 can convince them.
- 0194 Harry: Yeah. (1.5) Well as I say the- the presence of e:r (.) so many
- 0195 other (0.5) doubt (.) elements in: in that kind of (.) ultra
- 0196 polite (0.5) request.
- 0197 []
- 0198 Susan: Tchh! Why () is (it) polite?
- 0199 (0.5)
- 0200 Harry: °A:h (.) that's another question.° It's ingrained.

0201 Susan: Mmm
0202 Harry: °It's a° (0.5) conditioned reflex.
0203 Susan: Hhhhh
0204 (1.0)
0205 Harry: Which is presumably why you apologise to a lamp post.
0206 Susan: hhhyeshhhhh=
0207 Harry: =Heheheh!
0208 (0.5)
0209 Harry: I have.
0210 Susan: ·HHH! HOHOHAH!
0211 Harry: Walking along the street not looking, thump into a lampo=
0212 [
0213 Susan: ·HHhh
0214 Harry: (.) 'Oh sorry!'
0215 Susan: ·HHH hhhhehahahahah (0.5) ·hh hhh
0216 [
0217 Harry: Heheh
0218 Ed: What did the lamp post say? (0.5) E:m no but I mean (.) it's
0219 some kind of national trait isn't it we're renown:ed (.) or at=
0220 [
0221 Susan: Yeah.
0222 Ed: =least we used to be for out civility I >don't know what's
0223 happened< to it. (0.5) Mmm! Delicious.
0224 Susan: Heheheheh HAhah
0225 [
0226 Harry: Heheheheheheheheh
0227 Susan: ·hhHH hh
0228 (2.0)
0229 Ed: Can- (1.0) Chocolate's nice on the outside, but it's (.) the
0230 insides that are-
0231 Harry: Yeah they are a bit er a bit sickly. I've had one already=
0232 [
0233 Ed: (junk.)
0234 Harry: =actually °it's° (0.5) °heheh°
0235 Susan: >Actually< it's- (.) you want one with nuts on or do you want
0236 one with nuts on.
0237 Ed: °Don't mind.°
0238 (0.5)
0239 Susan: °>(Yeah.)<° (2.0) Mmm. Suitably sickly. (6.0) Oh how can
0240 you not like them?
0241 Harry: hhh hhh
0242 [
0243 Ed: It's the inside I'm afraid.)
0244 Harry: °Mm°
0245 Ed: I like chocolate.
0246 (5.0)
0247 Harry: So you're going to eat round the *outside of that one* Hehehe=
0248 [
0249 Susan: Hehehehe=
0250 Harry: =heh(it's the worst)=

- 0251 Susan: =heheheheheheheh
 0252 Ed: =Eat right the way round it.
 0253 []
 0254 Harry: Heheheh ·hh
 0255 Susan: Heheh
 0256 Harry: Hah
 0257 (10.0)
 0258 Harry: Well that sort of basic survival stuff is probably worth doing
 0259 with him if he's not aware of it. °You know >things like<° (.)
 0260 asking for information; (.) 'Can you tell me:: (.) what (are
 0261 the .')
 0262 Susan: Mm
 0263 Harry: °And so on.° It'll be a break from structural stuff °anyway°. Presumably comes up in the book anyway °doesn't it. In the 'Headway' (stuff). (3.0) But not necessarily straight after you've just done 'could' as a past. Heheh. Because it might er
 0264 ·hhh
 0265 Ed: What present did you er (.) (get °from°)
 0266 [] []
 0267 Harry: might cloud the waters a bit.
 0268 Ed: Abdullah (.) anything nice?
 0269 Susan: °Oh God! (Shit)° I knew it was- >sorry< (.) this thing from (.) em (1.0) mmm (.) Shakespeare's em: (0.5) Oh God! What's it called? It's the birthplace place.
 0270 (0.5)
 0271 Ed: Mmm
 0272 (1.0)
 0273 Susan: You know,
 0274 Harry: The Birthplace Trust.
 0275 Susan: That's that's it I think. Well >() it came >and I said ' (You c-) I hope it's not< from there.' I think it was. It was >this like sort of-< picture thing em (.) of this cottage I mean °it must (.) have cost him a bomb!°
 0276 []
 0277 Ed: Oh right.
 0278 Harry: What was it? I mean what was it for?
 0279 Susan: I don't know!
 0280 (1.5)
 0281 Harry: You asked the question Ed.
 0282 (1.0)
 0283 Susan: You get he-
 0284 []
 0285 Ed: (Both) times.
 0286 Susan: What was it? I mean do they em does he: like (.) know what=
 0287 []
 0288 Ed: E-
 0289 Susan: =that is or what?
 0290 Harry: The- who's it for?
 0291 []
 0292 Ed: Well I- I assumed it was for that. Perhaps it

- 0301 Ed: wasn't, perhaps it was just a=
 0302 Susan: =Well I don't know because I'd forgotten about it yesterday=
 0303 [
- 0304 Ed: gesture.
 0305 Susan: =and I just thought it was just I thought 'Blimey I've only
 0306 taught you for three days. (1.0) But then maybe it was I don't
 0307 kno:w. I'm a bit worried about that.
- 0308 Harry: Oh >he actually< gave you a present °did he°?
 0309 Ed: Did you notice also that he'd shaved his beard off. (.) After
 0310 the first day. You know. Sea change.
 0311 ((General laughter.))
- 0312 Ed: In one day.
 0313 Susan: No that (.) was two days. I think it was a-
 0314 Ed: I didn't recognise him (new). Next day I thought
 0315 [
- 0316 Susan: a:
 0317 Harry: No. I know it's
 0318 Ed: I thought he was a new student.
 0319 [
- 0320 Harry: quite a dramatic er=
 0321 Ed: =er in the evening the- the- there's- before we came to the
 0322 video, somebody said 'Oh er (.) he's shaved his beard off.'
 0323 And it- suddenly clicked it was him I'd been wat- looking at.
 0324 And >it was< kind of staring I w- 'What's >he staring at me
 0325 for?'
 0326 Susan: Hehhhh hah!
 0327 [
- 0328 Ed: .hhh It was him.
 0329 Susan: Maybe it was his er (.) amazing weekend >he had< in London.
 0330 (1.0)
 0331 Harry: °That's a point.° (1.0) He suddenly went all casual °sort of
 0332 thing.°
 0333 Susan: Yeah I kno:w. (.) Because he's been here t- what two weeks.
 0334 (0.5)
 0335 Harry: E::::r
 0336 Ed: I'm m- (.) three.
 0337 Harry: He had a week with a class, er (.) this is his third week °yeah°.
 0338 Susan: Right so presumably in his first week in class he had a suit on
 0339 as well. (.) Then.
 0340 (5.0)
 0341 Ed: Yeah he came in his suit to the video hehhhh wore it.
 0342 Harry: Ah yeah we: he wasn't here for the whole of that (.) first=
 0343 []
- 0344 Ed: .hhh heh .hh
 0345 Harry: =week because there was all the business about the train
 0346 wasn't there?
 0347 Ed: Hehehe-hh heh .hhh
 0348 Harry: You knew about that. °Did he tell you about-° missing the=
 0349 [
- 0350 Susan: Yeah yeah.

- 0351 Harry: =train.
0352]
- 0353 Susan: =Yeah. He's told me this °already.° (0.5) hhhhheheheh ·hhh
0354 that must be quite worrying on your- (.) on your first day
0355 bahhh!
- 0356 Harry: Heheheh
- 0357 Susan: ·HHH (0.5) HHH! >Especially as-< (.) I mean it would be
0358 worrying if er (.) if you were an English person because you
0359 know the reputation of British Rail, the reputation of er (0.5) of
0360 the passengers I think- (i.e.) it's going to get ha- half inched.
- 0361 Harry: Mmm
0362 (22.0)
- 0363 Harry: Keith's going to have a fascinating tape to listen to, isn't he?
0364 hheheheh=
- 0365 Susan: =Heheheheheh heheheh
0366 (1.0)
- 0367 Harry: Long silences. (1.5) He'll probably think we're (.) passing
0368 coded messages to each other.=
- 0369 Ed: ='Oh (.) hello (.) Helen,'
- 0370 Harry: ((To Helen, who has just entered.)) Yes the er tape's on.
0371 Ed: 'are you (.) all right.'
- 0372 Harry: Heh
- 0373 Susan: °Heheheh°
- 0374 Helen: (My last) comment. I see. Any more? °Heheh°
- 0375 Harry: Hahahahaha
0376 (3.0)
- 0377 Ed: 'Have there been many telephone calls.'
- 0378 Harry: hhhh
- 0379 Ed: Heheheh
- 0380 Ed: 'They can last half an hour.'
0381 []
- 0382 Helen: ()
- 0383 Helen: Mm
- 0384 Ed: Heheheheh
0385 (0.5)
- 0386 Harry: Not saying. Heheh
- 0387 Ed: °Heheheh°
- 0388 Harry: On the grounds that she may incriminate herself.
0389 (2.0)
- 0390 Ed: ((Imitating policeman's voice.)) Anything you say may be
0391 taken down (0.5) and used in evidence
- 0392 Helen: Why is this running anyway?
- 0393 Harry: He just e::r °I mean° (.) puts it on at breaks just in case any
0394 interesting little snippets emerge I think. Heheh
- 0395 Ed: Why oh why oh why=
0396 []
- 0397 Helen: (unlikely.)
- 0398 Harry: From an academic point of view, of course.
0399 []
- 0400 Helen: Of course yes.

- 0401 Ed: 'Tomorrow and tomorrow and tomorrow
 0402 Harry: You'll be all right now J_ohn's here.=
 0403 Ed: =creeps in this °petty°=
 0404 Paul: =What? °I just took a (). Oh G_od!°
 0405 Harry: I just commented on the fact that heheh (.) we'd been=
 0406 []
 0407 Helen: °Heheh°
 0408 Harry: =sitting here in silence for about five minutes.
 0409 Susan: Sorry?
 0410 Harry: There's a huge great gap on the tape
 0411 []
 0412 Paul: O::h I see. So you were
 0413 waiting for Paul to come in.
 0414 []
 0415 Susan: Is it?
 0416 Harry: Yeah.
 0417 Paul: Right.
 0418 []
 0419 Helen: What do you want for lunch Paul?
 0420 Paul: What do I want for lunch.
 0421 Helen: Mm
 0422 Susan: What's on at- does anyone know what's on at the theatre at the
 0423 moment.=
 0424 Harry: =I told you the time would come () a lift.
 0425 [] []
 0426 Ed: E::r (.) well it's (.) coming up to the=
 0427 [] []
 0428 Susan: Heheheh
 0429 Ed: =e:r Shake speare season. Last week was the (=
 0430 [] [] []
 0431 Harry: °Heheheh [] Shake=
 0432 Susan: Oh!
 0433 Ed: =)
 0434 []
 0435 Harry: =speare season?
 0436 Ed: Yeah until the spring. The clo- (.) you know they kinds of=
 0437 []
 0438 Paul: E::m
 0439 Ed: =prepare for the next
 0440 (0.5)
 0441 Susan: Oh right well that's cool and that means I can get to see (the)
 0442 []
 0443 Ed: So there are some
 0444 things on. (.) There's a ballet, (.) which has finished=
 0445 []
 0446 Paul: Tuna and sweetcorn.
 0447 Ed: =now,
 0448 Susan: °Mm°
 0449 Helen: ()
 0450 []

- 0451 Ed: there's opera.
 0452 (0.5)
 0453 Susan: Opera.
 0454 Ed: Yea:h so: and there's plays.
 0455 Helen: I just don't know what to have.
 0456 []
 0457 Ed: There's an (op) Shakespeare. Not- not- not the Royal
 0458 Shakespeare Company. (1.0) °It's (.) different things.°
 0459 (0.5)
 0460 Susan: So there's nothing actually on- (.) this weekend.
 0461 []
 0462 Ed: °There will be.°
 0463 Susan: There will be something.=
 0464 Ed: There'll probably be something.
 0465 []
 0466 Paul: (Whereas) at least
 0467 Susan: Yeah=
 0468 Paul: =in the- (0.5) Stratford?
 0469 []
 0470 Ed: Yeah.
 0471 Ed: Mm
 0472 (0.5)
 0473 Paul: Yes, there's a programme somewhere. Don't we have a
 0474 programme here? °For the (0.5) ()
 0475 []
 0476 Harry: (Just in time) for the vjsitors
 0477 season.
 0478 Helen: Mm=
 0479 Harry: =°I thought we did.°
 0480 Helen: Mmm
 0481 Harry: Probably on the notice board.
 0482 Helen: Probably.
 0483 Paul: I've got one at home. Bring it in if you want.
 0484 []
 0485 Ed: °So have I.°
 0486 Paul: If I remember.
 0487 []
 0488 Ed: Should have put one up somewhere shouldn't we really.
 0489 We need a sowcial owrganisah
 0490 []
 0491 Susan: Yeah you should- (.) Oh is that
 0492 your *responsibility*?
 0493 []
 0494 Ed: Heheheheh ·hh. Not supposed to be either (.) the one
 0495 who's (.) putting these things up.
 0496 Paul: Eddie Izzard's been on.
 0497 Ed: °Heheh°
 0498 Susan: Did you go?
 0499 Paul: Yeah.
 0500 Susan: >I saw him in Cambridge< and he's quite good.

- 0551 Susan: ·hh hhh=
 0552 Ed: Heheh
 0553 Paul: ·hhh (It was quite) funny.
 0554 []
 0555 Harry: No I haven't got that one.
 0556 Paul: ·hhh
 0557 Ed: Well I've go- I- I'll bring it through then I've got them all.
 0558 []
 0559 Harry: ()
 0560 ((Tape turned over.))
 0561 Paul: Get it on the cheap. He he'd love to sort of () 'I'm dying
 0562 to really ()' Often to do with em (.) >things like< (.) like
 0563 'dy::ing' (.) to go on holiday,' or 'I'm dying to go to the toilet'
 0564 'I'm dying to
 0565 []
 0566 Harry: Heheheh
 0567 []
 0568 Susan: HehaHAH
 0569 Paul: 'I'm dying for a drink.' 'I'm dying (.) °for a smoke.° And
 0570 other stuff. And (.) for the last fifteen minutes she's not with
 0571 me and she's- she's going (1.0) and she keeps on slowly
 0572 opening her dictionary, and I say 'What >are you looking=
 0573 []
 0574 Harry: hhhh hh
 0575 Paul: =for?' > and she says< 'Nothing!'
 0576 ((General laughter.))
 0577 Paul: And er (0.5) and there's this look on her face.' (0.5) You=
 0578 []
 0579 Harry: You're (dying).
 0580 Paul: =know, and you finish that, and I say (.) 'Okay, (.) you finished
 0581 a bit late so (.) let's do (.) twenty minutes (longer). And then
 0582 she's stood looking, really confused and (0.5) there's
 0583 something going on in her head. (0.5) And (.) I said (.) I said
 0584 'What's the problem?' and she says
 0585 Harry: She says she has to get out by ten forty. heheh ·hhh hh
 0586 []
 0587 Paul: 'dy::ing to.' (0.5) And
 0588 I said 'Well do you understand it means 'want to'.' So she
 0589 opens her dictionary I say 'What are you looking for?' >She
 0590 says< 'Just checking.'
 0591 Harry: >Heheh< haha hahahah
 0592 []
 0593 Paul: And I say (.) 'What don't you believe me!'
 0594 Susan: hhh hehhh
 0595 Harry: Yeah I often say that.
 0596 []
 0597 Paul: 'Just checking. Yes, am I (telling you)'
 0598 Keith: Yeahahah
 0599 Harry: Could get into a real Paul Cleeze routine (that way)
 0600 []

- 0501 Paul: I thought he was very good actually.
 0502 [
- 0503 Ed: Who?
- 0504 Susan: Eddie Izzard. Was he wearing a dress and stuff?
- 0505 Paul: No no he was just wearing (0.5) he was just wearing sort of:
 0506 em (1.0) what looked like a trouser suit. (1.0) He was wearing
 0507 red, and em
 0508 [
- 0509 Ed: Helen do you want a chocolate?
- 0510 Paul: he had (.) sort of:
- 0511 Helen: Is there a ()=
- 0512 Paul: =heeled=
 0513 Ed: =Yeah.
 0514 Paul: boots,
 0515 Ed: A day late but better late than never.
 0516 []
- 0517 Paul: But to me you could hav:e (.) i- i- you=
 0518 []
- 0519 Helen: Mm
- 0520 Paul: =he didn't particularly look like on TV actually but it=
 0521 [] []
- 0522 Ed: Weahhhh [] ()
- 0523 Helen: Thank you!
- 0524 Paul: =was- (.) slightly flamboyant (.) dress. Was he wearing a dress
 0525 when you saw him?
- 0526 Susan: Yeah I mean it was- I think it was one of his first performances
 0527 after he'd decided that he was going to let everybody know
 0528 about it all whatever. And he just did nothing but talk=
 0529 []
- 0530 Paul: °Yeah.°
- 0531 Susan: =about it the whole performance.=
 0532 Paul: Really? Oh that's a shame.
 0533 Susan: Well it was- (.) it was all right I mean you know jokes about it
 0534 and stuff but it was just like 'Well okay we've heard all=
 0535 []
- 0536 Paul: Mmm
- 0537 Susan: =those, come on come up with something else.'
- 0538 Paul: Oh he did a he did his full (0.5) his full (.) act. (0.5) He did a
 0539 LITTLE bit about it.
- 0540 Susan: Mm
- 0541 Paul: Which was quite funny: about er (.) people's reactions when he
 0542 walks into a shop wearing (.) make up and a dress or
 0543 something.
 0544 Susan: Yeah.
 0545 Paul: And about what goes through people's minds. (0.5) Goes
 0546 through the average shopkeeper's brain 'I have no information
 0547 on this.'
 0548 ((General laughter.))
 0549 Paul: And they even do irrational things like 'Quick hide the toffee
 0550 crisps.'

- 0601 Paul: 'Just checking. Yes
 0602 I do yes. (I'm) yes that's right.'
 0603 []
 0604 Harry: '°Yes° >(Is that wrong!)<'
 0605 Ed: Heheh
 0606 []
 0607 Harry: Heheh HAHAH
 0608 []=
 0609 Susan: Hahahah
 0610 Paul: ='Oh I'm sorry I thought I was just'
 0611 []
 0612 Harry: 'All these years and he's using it
 0613 right.'
 0614 Susan: Heh hahahah=
 0615 Harry: 'By all means go and check it, °yeah°.'
 0616 Susan: hh
 0617 Paul: Em,
 0618 (2.0)
 0619 Paul: And er and (.) so I'm saying (.) 'No:!'
 0620 Harry: HEHEHeheheh (.) °()°
 0621 Paul: And er (.) I say 'Ne- next time (.) just say (0.5) er (.) 'How do
 0622 you use it?' But rather than sa- s- she just broo:ds on these
 0623 things and it's so: it's awful because you can see she just- you-
 0624 you just lose her. For five minutes. And we're doing fairly=
 0625 []
 0626 Keith: Yeah.
 0627 Paul: =basic stuff you see- fairly ordinary stuff not- not at all=
 0628 []
 0629 Keith: Yeah.
 0630 Paul: =difficult. But she gets these obsessions with something.
 0631 Harry: Hehmm
 0632 Paul: And if you point out (.) a different tense to her, (.) >she starts
 0633 going< (.) hhhh ·hh she goes into (.) think mo:de.
 0634 []
 0635 Harry: hhh
 0636 ((General laughter.))=
 0637 Paul: °You can see it happening.° (0.5) And e:r (.) you know, (.) 'I
 0638 have started volleyball training.'
 0639 []
 0640 Annette: Keith (one thought) you know
 0641 they're not allowed to write in
 0642 Paul: And you say (.)
 0643 Keith: °Yeah.°=
 0644 Annette: =these books.=
 0645 Paul: =you- you- you notice that () been starting but I've=
 0646 [] []
 0647 Keith: () []
 0648 Annette: Yes.
 0649 Paul: =started.
 0650 Annette: And- and- obviously got to photocopy (1.0) something.=

- 0651 []
- 0652 Paul: And she goes
- 0653 Keith: I thought it was a different ()
- 0654 []
- 0655 Paul: 'Ah no.'
- 0656 Annette: Yes.
- 0657 Paul: (That's) something that just to ().
- 0658 []
- 0659 Annette: It's a
- 0660 Keith: So you actually practice it.
- 0661 Harry: Doesn't (it)
- 0662 []
- 0663 Annette: Yes- yes.
- 0664 Paul: But it's not- it's not just with (.) difficult things, it's as if=
- 0665 [] []
- 0666 Annette: I do it with (.) 'Networks'. []
- 0667 Keith: Yeah.
- 0668 Paul: =she's looking for things to worry about.
- 0669 []
- 0670 Annette: >Yes because often< with (.) 'Networks' (.) you
- 0671 actually need to do it your own way to
- 0672 Paul: You get quite frustrated because she just () just
- 0673 [] []
- 0674 Annette: () []
- 0675 Keith: ()
- 0676 Annette: Yeah.
- 0677 Paul: tell me in her own way.
- 0678 []
- 0679 Annette: °()°
- 0680 Harry: Yeah.
- 0681 Paul: And then she's stuck and she's a sort of prisoner (.) locked into
- 0682 the text. (3.0) And it really does (2.0) inhibit her. In many=
- 0683 []
- 0684 Harry: Mm
- 0685 Paul: =ways, because if she's- (.) if she's (.) locked onto (.) 'Get out of
- 0686 bed,' when you're basically (.) just trying to say (.) 'Why does-
- 0687 (.) why is it a problem.' And she's just so locked onto a word
- 0688 she can't actually- (.) tell (A) what she under stands
- 0689 []
- 0690 Harry: >It's not as if
- 0691 there's any difficulty about-< (.) getting out of bed anyway. =
- 0692 []
- 0693 Paul: No!
- 0694 Harry: =Getting out of bed yes that's a problem but (.) heheheh!
- 0695 Keith: Yeah. (.) Eh
- 0696 Paul: God's it's- this=
- 0697 Harry: =The actual phrase is ()
- 0698 []
- 0699 Paul: () You just think 'Oh Christ!'
- 0700 Ed: It's not so much that she's kind of locked onto it so she's- it's

0701 Ed: as though she's kind of got- she feels as like as though er- em a
0702 precipice in front of her, and then unless she gets that=
0703 []
0704 Paul: Yeah. []
0705 Harry: Yeah.
0706 Ed: cleared=
0707 Paul: =Yeah. Yes. Yeah. Right. Well that's it.=
0708 []
0709 Ed: in front of her
0710 Ed: =she just stops.
0711 []
0712 Paul: Yeah.
0713 Harry: Heheheh=
0714 Paul: =Yeah but if you really need
0715 []
0716 Ed: And makes sure (.) she knows=
0717 []
0718 Paul: It really is=
0719 Ed: =(what it is.)
0720]
0721 Paul: =a: a terrible strategy. (.) Because it's quite obvious (.)
0722 >that- that-< that she can understand.
0723 Harry: Yeah.
0724 Paul: =I- if she:
0725 Keith: Yeah.
0726 Paul: If she stopped worrying about it she could understand it.
0727 []
0728 *Harry:* Mm
0729 *Harry:* Yeah.
0730 *Ed:* Yeah.
0731 *Paul:* A::nd I say you know- i- if you keep (.) (eye) to a=
0732 []
0733 *Ed:* ()
0734 *Paul:* =text, you're never going to be able to (.) t- even talk=
0735 []
0736 *Keith:* Yeah.
0737 *Paul:* =about things.=
0738 *Harry:* =Mm=
0739 *Paul:* =You're never going to be able< to find a way of expressing
0740 yourself. (0.5) I'm always exhausted by the end of it.
0741 (0.5)
0742 *Harry:* () .hhh
0743 *Paul:* Yes. Even me.
0744 (0.5)
0745 *Keith:* hhhheheh
0746
0747
0748 ((Tape ends.))
0749
0750

Transcript: Staffroom Talk Swan School 22.2.95

- 0001 Keith: Can I pick up that tape by the way for the er (.) on the way in,
0002 for the- for the: >lesson< just in case I do it.=
- 0003 Annette: =Oh yes: certainly.=
- 0004 Keith: =I mean I probably won't but I'd like to () just in case.
0005 []
- 0006 Annette: Yes: I'll em go and get it for you.
- 0007 Yeah.
- 0008 Keith: Thanks.
- 0009 Annette: °Yeah.°
- 0010 (3.0)
- 0011 Annette: Because I just let something happen then that I shouldn't have
0012 let happen. Er (.) the: (.) they've been doing a story about-
0013 reading about James Bond, and then >we were-< answering
0014 some questions on it, and one of the questions said em:: (0.5) er
0015 (.) >I can't remember what the que- >the exactly< question
0016 was but it started with Bond, (.) Bond (.) did such and such
0017 and they were (.) to say whether it was true or false.=
- 0018 Keith: =Right.
- 0019 Annette: And e:m (.) Shafie got out his dictionary and was looking up
0020 (.) what I thought was an important word in the question that
0021 he didn't understand, (.) and he was looking up 'bond'. (.)
- 0022 Keith: HA! Hahahah
0023 []
- 0024 Annette: Because it came at the beginning of the sentence, (.) er
0025 (.) he therefore (.) didn't realise that that capital letter=
0026 []
- 0027 Keith: Right right right.
- 0028 Annette: =meant that it was a name, (.) and he's (.) he s- he showed=
0029 []
- 0030 Keith: Yes.
- 0031 Annette: =me in his dictionary because I- I thought I'd better go and
0032 check what he was looking up. And then he said 'It's=
0033 []
- 0034 Keith: Oh right.
- 0035 Annette: =this 'bond', it says 'money' and 'stocks and shares' or
0036 something. °And° lots of meanings.'
- 0037 Keith: Hahaha::h=
- 0038 Annette: =And I said 'No no,
0039 Ed: ()=
0040 Annette: =it's it's (.) James Bond,' >I mean< I pointed to the name on the
0041 board and he said 'O::h yes.' Heheheh
- 0042 Keith: Beautiful.
- 0043 Annette: But I thought I should have picked up on that earlier.
- 0044 Keith: It's nice though. Real confusions.
- 0045 Annette: Yes.
- 0046 Keith: Yeah. Mmm. (.) Heh
0047 (3.0)
- 0048 Annette: Like a coffee: er (.) Keith?
0049 []
- 0050 Keith: Not for me thanks no I've

- 0051 [
- 0052 Annette: No?
- 0053 Annette: Yes:?
- 0054 Susan: Look (.) ().=
- 0055 Annette: What em (.) colour mug (.) do you normally have.=
- 0056 [
- 0057 Susan: Oh
- 0058 Susan: =colour coded ().=
- 0059 Annette: Yes.
- 0060 Susan: Red.
- 0061 Annette: °Right.° (0.5) °Yes.°
- 0062 (0.5)
- 0063 Susan: But I don't mind being different.
- 0064 Annette: Heheheh=
- 0065 Keith: =Heheheh
- 0066 (0.5)
- 0067 Annette: This is em (.) Paul's great idea about six months ago:, that we
- 0068 should all have our own mugs.=
- 0069 Keith: =Colour coded mugs, yeah.
- 0070 []
- 0071 Annette: Made-
- 0072 Annette: Made life much easier (.) because we could tell (.) who had a
- 0073 coffee and who hadn't.
- 0074 Keith: Heheh
- 0075 (2.0)
- 0076 Annette: But the trouble was we always forgot whose (.) whose colour
- 0077 was *what*.
- 0078 Keith: Heheh (.) heh
- 0079 Susan: Oh (.) I'd like tea, please.
- 0080 Annette: Oh yes. (.) Sorry.=
- 0081 Susan: =Sorry.
- 0082 Annette: Tea in the red.
- 0083
- 0084 (33.0)
- 0085 ((In the background — corridor? — Ed continues a
- 0086 conversation with a student which began when Annette
- 0087 started her James Bond story.))
- 0088
- 0089 Annette: Em Keith, (.) did you hear em Mak had been asking Harry this
- 0090 morning er (.) about MBA courses.
- 0091 [
- 0092 Keith: No.
- 0093 Keith: I didn't. No. Harry mentioned that he's interested.
- 0094 [
- 0095 Annette: No.
- 0096 Annette: Right.=
- 0097 Keith: =And er I'll er (.) yeah.
- 0098 [
- 0099 Annette: So: e::r
- 0100 (1.0)

- 0101 Keith: °Yeah.°
- 0102 Annette: (0.5) Harry was: so you'll probably get (some) questions
0103 about=
- 0104 Keith: =Right. Yeah.=
- 0105 Annette: ='MBA' courses in particular. (0.5) It seems to be a very Thai
0106 thing to do. We've had (.) th:ree: or four even five Thais
0107 who've come the last few years and they've >all got it< fixed
0108 in their mind (.) that they're going to do a Master's, and they
0109 want to do an 'MBA', () and er=
- 0110 Keith: =It's a difficult one to- to pick up because
0111 [] []
- 0112 Annette: And er yes, and I don't think they
0113 often really know what's: (.) what they're doing
0114 [] []
- 0115 Keith: No:. Because people doing it a:re
0116 (.) actually in (.) business usually.
- 0117 Annette: Mmm=
- 0118 Keith: =You know, it's not for people who haven't got any
0119
- 0120 ((At this point the conversation lapses. There are odd
0121 comments passed around as others make or collect coffee
0122 around the sink, and some conversations start up, including
0123 the following.))
0124
- 0125 Helen: (That's) the whole school on one to ones.
- 0126 Ed: Yeah.
0127 (1.0)
- 0128 Annette: Who wants a one to one now.
0129 (0.5)
- 0130 Ed: Well >I don't know< (.) Yumi just said she wants to change
0131 class because (1.0) basically she says she doesn't like Grace.
0132 (Grace) but
- 0133 Annette: Doesn't like what?
0134 Ed: (student.)
- 0135 Annette: O:h
0136 Ed: She keeps- (.) when she says something she keeps cutting her
0137 off.
- 0138 Annette: O::h I see.
0139 []
- 0140 Ed: I haven't noticed.
0141 (0.5)
- 0142 Annette: Oh (2.0) What er (.) nationality is Grace.
0143 Ed: Spanish but she doesn't sh- not at all doesn't dominate the
0144 class.
0145
- 0146 (3.0)
0147 ((A conversation between Keith and Susan on the subject of his
0148 work at Aston has been taking place throughout the foregoing
0149 and continues through what follows.))
0150

- 0151 Helen: Annette, (.) are you teaching next lesson?
 0152 Annette: E:::r no.
 0153 Helen: I wonder if you can help me with a problem.
 0154 Annette: Mmm
 0155 Helen: On the answerphone this morning there's (.) em (.) a student
 0156 (.) saying that he wants to do a business course as from next
 0157 Monday, which obviously (.) he can't do, but he wants us to
 0158 ring him back.
 0159 Annette: Right.
 0160 Helen: E:m (.) he sou:nds (.) his name sounds German so=
 0161 Annette: =Right.=
 0162 Helen: =if it's a case of me speaking in German,
 0163 Annette: Right.
 0164 Helen: Er I thought (you) might (be able to) do it- >it'd be better
 0165 coming from you< because you'd (.) be able to
 0166 Annette: Yes.=
 0167 Helen: =tell him what sort of business courses we've got.
 0168 [] []
 0169 Annette: Yeah. Yes.
 0170 Annette: Right.
 0171 Helen: See if you can change his mind about dates.
 0172 (1.0)
 0173 Helen: B ecause it would be
 0174 Annette: =Okay er=
 0175 Helen: Impossible (.) wouldn't it (.) next week.
 0176 (1.0)
 0177 Annette: Yeah. Certainly would. Impossible until Louise gets back
 0178 really.
 0179 Helen: Mmm
 0180 Annette: °From em:°
 0181 (1.0)
 0182 Helen: Well you could do it from the fourteenth of:: March.
 0183 Annette: Mm
 0184 (0.5)
 0185 Helen: At the moment.
 0186 (1.0)
 0187 Annette: Is that when:: (.) wha- what's (.) the (position tomorrow).
 0188 []
 0189 Helen: Well there was (.) this thing
 0190 on the: (.) >er this is the start of the next course.< And on the
 0191 timetable Ann:::es (.) em (.) made plans in case a (teaching)
 0192 came in.
 0193 Annette: Yeah.
 0194 Helen: I've just looked at the enquiry for that (.) and that was made
 0195 on the second of February. And we've not heard anything.
 0196 Annette: Mmm
 0197 Helen: So:: I'm ass- (.) assuming that's not going to happen.
 0198 []
 0199 Annette: Assume that's () yeah. Right.
 0200 (1.0) And em: (.) we don't know at the moment whether this

- 0201 Annette: enquiry is interested in combination or ().
- 0202 Helen: No. (This one) This one asked about class size.
- 0203 (0.5)
- 0204 Annette: Right.
- 0205
- 0206 (11.00)
- 0207 ((Includes a couple of brief exchanges, one finishing a
- 0208 conversation and one where Keith points out to a newly
- 0209 arrived Paul that the tape recorder is running.))
- 0210
- 0211 Annette: Has:: em (0.5) has K.L. gone?
- 0212 (0.5)
- 0213 Susan: Oh right. °(That's)°
- 0214 Paul: Yes.
- 0215 Susan: Heheheh=
- 0216 Keith: =()Heh! Heheh
- 0217 Paul: Yeah she: er (.) she left em (.) well I don't know when she left
- 0218 but it was after about er (.) forty minutes or so.
- 0219 [
- 0220 Annette: Oh. Mmm
- 0221 (0.5)
- 0222 Susan: What's 'K.L.' stand for?
- 0223 Annette: Em:: I don't know. Oh Kate that's right. Kate Liddy. She=
- 0224 []
- 0225 Paul: Kate Liddy.
- 0226 =apparently hated her (.) two names so (.) she's always been
- 0227 called 'K.L.'
- 0228 Keith: Right.
- 0229 Annette: It gets very confusing because (.) the students (.) are meant to
- 0230 call her K.L. as well, and of course they don't understand this.
- 0231 Well I mean it is a strange idea calling someone just by initials.
- 0232 (1.0)
- 0233 Keith: It's like the American er (.) er (.) film (.) >sort of< studios in the
- 0234 Paul: Mmm
- 0235 Keith: forties isn't it. Where everyone was called by their initials.
- 0236 Annette: Oh right.
- 0237 Keith: 'D.J.'or=
- 0238 Annette: =Yes.
- 0239 Ed: My doctor used to call me by my initials. 'J.A.B,' 'jab'. Which
- 0240 was quite (.) appropriate really.
- 0241 Annette: Heh hehe heh
- 0242 [
- 0243 Keith: It was really wasn't it. Must have put the wind up
- 0244 you when you walked in though. 'AH JAB!'
- 0245 []
- 0246 Annette: Yeah.
- 0247 ((General laughter.))
- 0248 Paul: Early lunch.
- 0249 Ed: It's () isn't it. When you keep eating.
- 0250 []

- 0251 Annette: What did em:
 0252 Annette: what does 'J.R.' stand for?
 0253 Ed: Mmmm
 0254 Annette: Was that his name or
 0255 Ed: 'Jolly Rotter.'
 0256 (0.5)
 0257 Paul: E:m (.) it was from he was the eldest wasn't he so presumably
 0258 he (0.5) he: er was named after his father.
 0259 (0.5)
 0260 Keith: So if we (.) could work out his father's name
 0261 []
 0262 Ed: Heheheheh
 0263 Annette: Ye:s (.) then we'd know=
 0264 Paul: =Well his father was Jock.
 0265 []
 0266 Ed: If that's any help.
 0267 Keith: Jock. So Jock
 0268 Ed: Strap=
 0269 Harry: =()
 0270 Paul: Jock is (.) probably:
 0271 Keith: Ohohah 'Jock Strap'
 0272 Paul: Jock is probably (.) I don't know what Jock stood for though.
 0273 (1.0)
 0274 Annette: Yea:h. (1.0) What Jock was an abbreviation for.
 0275 (1.0)
 0276 Paul: Well er (.) i- it could have been less well a (.) a diminutive form
 0277 of another name.=
 0278 Annette: =Yeah.
 0279 Paul: What is Jock a (.) short for.
 0280 Annette: John? Or Jack?=
 0281 Paul: =John. Joshua, or
 0282 []
 0283 Annette: No. Jack's just short for
 0284 Paul: Jack is short for (.) John,
 0285 Annette: Yea:h.
 0286 (2.0)
 0287 Keith: °(Got to)°
 0288 Annette: Yes I er (.) I hadn't thought about it before but it's er
 0289 [] []
 0290 Paul: Interesting conversation. []
 0291 Susan: How can
 0292 Jack be short for I mean I know it is but (.) it's still the same=
 0293 []
 0294 Annette: Ye:s.
 0295 Susan: =amount of letters.
 0296 Paul: Oh I know.
 0297 Annette: Yea:h.
 0298 (0.5)
 0299 Keith: Can't actually be short for () can it I suppose it is
 0300 because Jack actually (.) Jack John (.) yeah Jack is shorter than

- 0301 Keith: John because it >doesn't take so long to say it.<
- 0302 Annette: Na::h ha hahahah
- 0303 [
- 0304 Keith: Hahahahahah=
- 0305 Annette: Sorry no.
- 0306 [
- 0307 Keith: *Just trying* to come up with (.) a reason, you know.
- 0308 Paul: What about Johnny?
- 0309 (1.0)
- 0310 Keith: Yeah it's a sho- what you mean-
- 0311 Annette: Yeah (it's a).
- 0312 [
- 0313 Keith: short for Jock.
- 0314 Paul: Yeah.
- 0315 Keith: hhhhheh *yeah*.
- 0316 Annette: It's this (.) diminutive thing isn't it? That
- 0317 Paul: Mm
- 0318 Keith: Yeah.
- 0319 Annette: Because in German (.) e::r (.) the diminutives are always
- 0320 longer. Because they add
- 0321 Paul: Mmm
- 0322 Annette: 'c.h.e.n.'
- 0323 Keith: 'Chen' yeah.
- 0324 Annette: or 'lein'
- 0325 Keith: 'Liebchen' >something like that.<=
- 0326 Annette: = onto the end of it. (0.5) >I'd be Annchen. Annlein.
- 0327 Keith: We use ette for the same reason °don't we°. Kitchen
- 0328 kitchenette sort of thing. (('ette' is not part of Annette's real name.))
- 0329 Annette: Yea:h.
- 0330 Paul: Yeah it's a stupid name to call somebody though isn't it?
- 0331 Keith: What kitchenette.
- 0332 Paul: Yes.
- 0333 Keith: It's a *gormless name*.
- 0334 Annette: Hehe heh
- 0335 [
- 0336 Keith: Heheh
- 0337 Paul: 'It's bad enough being called kitchen without people calling
- 0338 [
- 0339 Keith: Heheh
- 0340 Paul: me kitchenette.'
- 0341 ((General laughter.))
- 0342 Keith: 'I draw the line at that.'
- 0343 Annette: Heheh
- 0344 Paul: 'What do you think about that, laundry?' 'We:ll'
- 0345 Keith: hhh=
- 0346 Annette: =Heheheh=
- 0347 Keith: =Heheh **YEAH**. ·hh ·hh hah ·hhh a::h (2.0) Yea:h. Er it's
- 0348 this- er these names (.) these great names that people (.) dream
- 0349 up of (.) football teams and things like that. It must be- you
- 0350 know · seem great ideas at the ti:me but then

0351 [

0352 Annette: Mmm

0353 Paul: I think

0354 Annette: And then we had a few Thais who:

0355 []

0356 Paul: people like that ought to be taken out

0357 when they're (.) children reach maturity they deserve to be

0358 taken out put up against a wall and shot.

0359 Annette: Mmm

0360 (1.0)

0361 Ed: Now these liberal views I mean

0362 Annette: Heheheh

0363 Keith: That's it. Hang 'em a:ll! That's the only language they

0364 understand.

0365 Paul: I mean and the first two against the wall would be Paula

0366 Collins (.) and Bob Geldof.

0367 Keith: What for Fifi Trixibelle?

0368 [

0369 Annette: Yes.

0370 Paul: For Fifi- Paula yeah. Who's Paula Collins? (.) It was Paula

0371 Yates.=

0372 Annette: =Paula Yates.

0373 Paul: Paula Yates, yeah.

0374 Susan: What was the other one called?

0375 Paul: Fifi Trixibelle will (.) will- will fire the opening shot.

0376 Keith: Heh=

0377 Paul: =And the other one will (.) lean over the body and pump a

0378 bullet into their head to make sure they're dead.

0379 [

0380 Susan: Heheheheh

0381 Paul: Fifi Trixibelle!

0382 Ed: I know somebody called ()

0383 [

0384 Susan: It's a (separate) person.

0385 Annette: Do you remember the Thai students we had who had (.)

0386 nicknames (.) that were names of cars. (1.0) Wasn't it

0387 Thai students?

0388 [

0389 Harry: It was- (.) it was (Nonny's) em: (0.5) m- daughters=

0390 [

0391 Paul: It's a=

0392 Harry: =I think.

0393 Paul: =nickname I suppose.

0394 Annette: Oh right.

0395 Paul: Nicknames and- I suppose are different because=

0396 Harry: =She she started telling me this >(because it-)< we were doing

0397 sort of family trees or something. (0.5) We started writing

0398 them up, (0.5) 'Come on, (.) you've been winding me up here.'

0399 >heheh<

0400 Annette: Heheh=

- 0401 Harry: =Heh! And I- I think I (.) jokingly said 'So I suppose the next
 0402 one's called 'BMW' °you see°. And she said 'Yes.' And it
 0403 wasn't 'BMW' but it was *something like that*.
 0404 []
 0405 Susan: ()
 0406 Annette: Yeah.
 0407 Harry: Yes *that's correct*.
 0408 Susan: Hahahahah
 0409 Harry: ()
 0410 (0.5)
 0411 Keith: I knew someone called Caradoc once >and that was at
 0412 university< and he was- >what he used to do was< he turned
 0413 up, the first time you met him
 0414 Paul: Caradoc?
 0415 Keith: Caradoc.
 0416 Paul: Caradoc.
 0417 Keith: Carradoc. He sat do::wn and he said (.) 'My name's
 0418 Carrrradoc.'
 0419 Annette: Heheheh
 0420 Keith: And you thought 'Here's a really interesting bloke, and
 0421 then you realised that that's- yeah.
 0422 []
 0423 Annette: Was he Welsh?
 0424 Annette: Heheheh
 0425 Keith: That's all he said. He didn't say- he had no conversations but
 0426 Paul: Heheh=
 0427 Keith: =he impressed people mightily (.) when he announced
 0428 himself. And from that point on he sort of sat back you know
 0429 (.) saying absolutely nothing. You couldn't get a word out=
 0430 []
 0431 Annette: Heheheh
 0432 Keith: =of him.
 0433 Annette: Heh
 0434 Keith: That obviously was his conversation and even knowing it=
 0435 []
 0436 Paul: The bore- the=
 0437 Keith: =just affects you.
 0438 Paul: =boring bard.
 0439 (1.0)
 0440 Keith: °Carrradoc.°
 0441 Paul: Carradoc.
 0442 Annette: >Yes there was< a boy at my primary school called Goliath.
 0443 He- I apparently (.) shouted across the road to him one day
 0444 when (.) mum and was- mum was taking me home, I said
 0445 "BYE GOLIATH." And mum said (.) 'Don't be ru::de.' Heheh
 0446 'cos'cos (.) she didn't think (.) it was his name, because this=
 0447 []
 0448 Keith: Heheheh
 0449 Annette: =poor boy had great thick (.) em glasses and er (.) I think mum
 0450 thought I was *making fun of him* ye:s.

- 0451 []
 0452 Keith: (Being sarcastic yeah.)
 0453 Paul: Thin and weedy and very small.
 0454 []
 0455 Annette: Heh ye:::s.
 0456 Keith: ·hh hhhh Heh ·hh
 0457 (1.0)
 0458 Paul: (grim.)=
 0459 Annette: =What a name to call someone. Goliath.
 0460 []
 0461 Keith: I know yeah. °Dodgy that.°
 0462 (1.5)
 0463 Harry: Paul- (.) Paul and Ed. hh ·hhh Well Ed already knows.
 0464 []
 0465 Paul: Yeah.
 0466 Paul: Yeah.
 0467 Harry: (All that came out) with Nina. E:m: (1.0) she was saying that
 0468 the- the two Poles
 0469 Paul: Yeah.
 0470 Harry: particularly:
 0471 Annette: °North and South.°=
 0472 Harry: =Grace,
 0473 Paul: Mm
 0474 Harry: er tend to (.) jump in (0.5) before she's had a chance to
 0475 (.) answer a question. >So there were a couple of occasions=
 0476 []
 0477 Paul: Yeah
 0478 Harry: =where< (.) both of you sort of specified (.)
 0479 Paul: Yeah.
 0480 Harry: Yumi or: (.) or Nina,
 0481 Paul: Mm
 0482 Harry: and they *answered* *instead sort of thing.*=
 0483 []
 0484 Paul: Yeah.
 0485 Paul: =Yeah.
 0486 Harry: So (0.5) what I've said to her is that I didn't- I didn't really
 0487 want to start messing about with classes.
 0488 Paul: Oh no no.
 0489 Harry: It would have been () but (.) Yumi would have been
 0490 the next one. And you'd end up with a Japanese speaker=
 0491 []
 0492 Ed: hhh heheh
 0493 Harry: =in one class and two Poles in the other.
 0494 []
 0495 Ed: (I could analyse it.)
 0496 Paul: Mm
 0497 Annette: Mmm
 0498 Harry: Em:: (0.5) but then I just talked to (Yumi) and
 0499 Paul: I mentio- I- I talked to them (.) sort of subtly about it
 0500 yesterday, I sort of went (.) first of all I went like that

- 0501 Harry: °Uhuh.°
 0502 Paul: to Grace, (.) 'Please.' (.) 'I know you've finished but please.'
 0503 And then (.) when I asked Yumi and (.) A- André ans-
 0504 answered, and it was 'Sorry.' The next time (.) I asked André
 0505 and looked at Yumi and she answered. So I mean it makes=
 0506 [()]
 0507 Ed: ()
 0508 Paul: =them aware of it.
 0509 Ed: I haven't noticed it at si- (that) first lesson this year I think- I
 0510 don't think Grace did that at all.
 0511 Paul: Mmm
 0512 (1.0)
 0513 Ed: °I didn't notice it.°
 0514 (4.0)
 0515 Harry: Still (.) I mean as long as er (.) (>I mean I <) the stage
 0516 where I saw it was a- a problem that could be contained within
 0517 the class sort of thing. Really it's a (.)
 0518 Ed: Mmm (I like-) I suggested she sit on the- you know (.)=
 0519 [()]
 0520 Paul: (I think)
 0521 Ed: =rather than next to er (.) Grace (). I think it's good for
 0522 him because
 0523 [()]
 0524 Paul: Well I t- yeah em wha- I don't know whether *really you*
 0525 *should have two camps though* aren't you I mean (I)=
 0526 [()]
 0527 Harry: Yeah.
 0528 Paul: ='A::h I think just sort of tell 'em to 'Shut up!'
 0529 Harry: hheheh=
 0530 Annette: =heh
 0531 Paul: ()
 0532 Annette: Mmm
 0533 Harry: Em: (.) i- it's obviously a cultural thing though isn't it.
 0534 Paul: Oh it is yeah.
 0535 Harry: °(Generally)°
 0536 Annette: Yes.
 0537 Harry: before they-
 0538 Annette: Yeah.
 0539 (0.5)
 0540 Harry: speak and so on and obviously they work things out and the
 0541 Poles are probably the opposite I should think.
 0542 [()]
 0543 Paul: It happened about twice
 0544 yesterday but I mean I- I thought I made (.) people aware of it.
 0545 I made the perpetrators aware of it certainly.=
 0546 Harry: =Yeah.
 0547 (2.0)
 0548 Ed: Mm
 0549 Harry: I don't know (.) if at some stage
 0550 Ed: It's all happening to them

- 0551 [
- 0552 Paul: Yeah in fact now and again. It=
0553 []
- 0554 Harry: if it continues it might
- 0555 Paul: =happened it happened one and a half times yesterday.
- 0556 Harry: Mm
- 0557 Paul: It's not really (.) you know (.) an:d er (.) I mean (1.0) the rest of
0558 the time there were lots and lots of questions (.) I was directing
0559 at people.
- 0560 Harry: Mmm. (2.5) Yeah. (.) I don't (mind if w- if) at some stage at
0561 the moment
0562 (1.0)
- 0563 Paul: Just (.) >where does-< where does she want to: (.) moved out?
0564 [
- 0565 Harry: (>when it comes<)
- 0566 Harry: >No no no.< No.
- 0567 Paul: Just pointing it out.
0568 (0.5)
- 0569 Harry: Yeah. °Just pointing it out.°
- 0570 Paul: Well you can't have people speaking English in the class can
0571 you? Phew!
- 0572 Harry: 'She cuts me off.'
0573 (1.5)
- 0574 Paul: Yeah.
- 0575 Harry: I think >what's she meant is< she cuts in on other people.
- 0576 Ed: She's like yeah I-
- 0577 Annette: Mmm.
- 0578 Ed: yeah she must (have tried) learned expression.
0579 []
- 0580 Annette: Oh yes Keith, one thing I find
0581 in: er (.) my group >at the moment.< You know there's this=
0582 []
- 0583 Ed: You know (.) kind of=
0584 Annette: =new Polish girl, em:: (.) they were doing a bit
0585]
- 0586 Ed: =pre prepared it.
0587 []
- 0588 Harry: Yeah.
- 0589 Ed: It's quite-
- 0590 Annette: em:: (.) they were doing a bit of pair work this=
0591 []
- 0592 Ed: >I mean it's quite a useful=
0593 Annette: =morning () which I think was a=
0594 Ed: =term () And she (said to me) cut in.< She keeps
0595 Annette: =bit embarrassing for Shafie and (her) when they're=
0596]
- 0597 Ed: cutting in.
0598 []
- 0599 Harry: Oh cut in. Oh well yeah well yeah that's (.) that's=
0600 Annette: =trying to work together.

- 0601]=
 0602 Harry: =even (.) even better because 'cuts me off' can be sort of
 0603 Ed: =Mmm
 0604 Annette: It may be she (with) girls in general,=
 0605 []
 0606 Harry: Cuts in type of thing. []
 0607 Paul: Yeah right.
 0608 Annette: =working with them.
 0609 Harry: Eh=
 0610 Annette: And so:
 0611 =[]
 0612 Paul: ()
 0613 Harry: Yeah I don't know whether it's very)
 0614 []
 0615 Annette: She's also a bit shy because she's new,
 0616 Paul: ()
 0617 []
 0618 Harry: () but they're not (.) convinced about it.
 0619 []
 0620 Annette: So e:r
 0621 Paul: Well I did some- I mean I (.) I said to: I said to:=
 0622 []
 0623 Annette: No >(it's something)< I think=
 0624 Paul: =e::r
 0625]
 0626 Annette: =they'll get round to it but it's just something to be
 0627 aware of.
 0628 []
 0629 Paul: Grace just the other day ((Harry called to door.))
 0630 []
 0631 Keith: (with Chul-Soon)
 0632 []
 0633 Annette: Yes.
 0634 Annette: Yes.
 0635 Keith: What's her name by the way.
 0636 Annette: E::m (.) Margaret.
 0637 Keith: Margaret.
 0638 Annette: Em: yes. She's got a very complicated (.) Polish name like
 0639 'Malgotchown' or something but she's happy with 'Margaret'.
 0640 (0.5) Heheh. It's easier.
 0641 Keith: Yeah I can cope
 0642 Annette: Ye:s
 0643 Keith: with that (.) just about. You know, with a following wind.
 0644 Annette: Heheh! But she's very nice. °E::::r° (0.5) and she does fit in the
 0645 group. But there's- (.) there's just a bit of: e:r (.) And (.) E::::r
 0646 (0.5) it's a bit stilted at the moment.=
 0647 Keith: =Yea::h=
 0648 Annette: =Partly also because er Mak (.) was away on Monday, so: there
 0649 was one person (.) not in the group. Yes.
 0650 []

- 0651 Keith: Oh right.
- 0652
- 0653 (14.0)
- 0654 ((Harry continues his conversation with the student who
- 0655 called him to the door. Then after 14 seconds Keith tells a
- 0656 story about his bad memory for names. This continues, with
- 0657 responses, for 48 seconds, then Annette picks up the theme.))
- 0658
- 0659 Annette: It's like with em surnames: (.) here.
- 0660 Keith: Yeah.
- 0661 Annette: Em::
- 0662 Annette: I very rarely (.) learn the student's surname, it's usually only if
- 0663 there's a reason that you're- (.) frequently talking about that
- 0664 student. And you're identifying them (.) by using a surname
- 0665 Keith: Yeah.
- 0666 Annette: E:r
- 0667 (0.5)
- 0668 Keith: That's it. It's (.) it's true.
- 0669
- 0670 (1m 6s)
- 0671 ((Harry carries on talking to the student about one to one
- 0672 classes. There's also a brief whispered exchange between
- 0673 Annette. and Paul before the former leaves to answer the
- 0674 doorbell. Susan then tells an anecdote about Abdullah's
- 0675 homework and Harry finishes with the student, telling her to
- 0676 'See how it goes.' When she's gone he says, 'God Almighty!'
- 0677 and there are a few laughs and muffled comments from Paul
- 0678 and Susan.))
- 0679
- 0680 Paul: Can we have a notice on the door, (.) Harry. I mean (.) it really
- 0681 pisses me off that (0.5) this is typical (.) it's a typical Japanese
- 0682 thing, (I mean it's just incredible (.) and everybody needs to)
- 0683 Ed: Yeah.
- 0684 Susan: Mmm
- 0685 Harry: Yeah.
- 0686 (1.0)
- 0687 Ed: Once the ball starts rolling
- 0688 (2.0)
- 0689 Keith: () the biggest signs that you can ().
- 0690 []
- 0691 Paul: 'No you cannot switch.'
- 0692 Harry: Yeah.
- 0693 Ed: Yeah.
- 0694 Keith: () somewhere else.=
- 0695 Paul: ='No you bloody well can't.'
- 0696 ((General laughter.))
- 0697 Paul: That's the notice- that's what I'm trying to say to them 'No=
- 0698 []
- 0699 Keith: That's it yeah.
- 0700 Paul: =you bloody well can't' (on the board).

0701 Keith: 'The answer to your question to your question is here.' You
 0702 know
 0703 ((General laughter.))
 0704 Keith: 'No you bloody well can't.' It's:
 0705 Annette: Harry, have you got (.) e:m
 0706 Harry: I just took it out of your desk.
 0707 Annette: Right. Have you
 0708 Harry: I'll just keep on using it now.
 0709 Annette: Yes.
 0710 [
 0711 Keith: No I i- I can do without it really.
 0712 []
 0713 Annette: Maybe.
 0714 Harry: Oh maybe. (.) Are you using it?
 0715 [
 0716 Keith: (I'm gonna be-) no. No. (.) Are y- did
 0717 you plan to use it now. Because I >can do without< it.
 0718 []
 0719 Harry: No not now. No
 0720 no.
 0721 Keith: Oh well- then in that case (.) yeah. (I'll get you when I=
 0722 []
 0723 Annette: It's: em (.)=
 0724 Keith: =() the lesson.
 0725 Annette: =you haven't e:r turned it on to what you want yet. Right=
 0726 []
 0727 Harry: No I haven't.
 0728 Annette: -= it should be on
 0729 Keith: (Well-) (.) lost it.
 0730 Annette: on ours. Hehe heheheh_{ye:s}
 0731 []
 0732 Keith: Panicked!
 0733 Keith: E:r it's e:r that side is it? It's e:r
 0734 []
 0735 Annette: It's the:: er no. It's the other side.
 0736 []
 0737 Susan: () teach)
 0738 Keith: (To start with.)
 0739 Harry: Junko.
 0740 Annette: Mmm
 0741 Harry: Heheheh
 0742 Annette: () things like this .)
 0743 Paul: A:::::r
 0744 Harry: ()
 0745 []
 0746 Keith: () use it anyway.
 0747 Harry: Well I- the more I thought about it
 0748 []
 0749 Annette: No. But just as a back up, yes.
 0750 Keith: Yeah.

- 0751 (0.5)
 0752 Paul: What sort of thing will happen em (.) when (you are)=
 0753 [Yes.
 0754 Harry: =away. Basically are you (going to)=
 0755 Paul: I'm hoping that it will only be for the- rest of this course (0.5)
 0756 Harry: Well more than hoping, (.) assuming. (1.0) Because I'm sure
 0757 we'll (be able)
 0758 [Just don't want to be opening the bloody floodgates
 0759 Paul: that's all. I mean
 0760 Harry: No. No.
 0761 (0.5)
 0762 Paul: The slightest excuse people are going to start coming and
 0763 saying 'Well ()'
 0764 (6.0)
 0765 Paul: So how many are you giving her? (.) Lessons.
 0766 Harry: hhhh heheheh ·hh!
 0767 (0.5)
 0768 Keith: Remembers tape. Yeah. ·hh heheh
 0769 (0.5)
 0770 Harry: E:r (.) seven.
 0771 Paul: Seven?
 0772 Harry: I worked out that that (.) that leaves me; (.) free for one period
 0773 (.) every day.
 0774 Annette: Mmm that's not much though. When you=
 0775 Harry: =Which is not much.
 0776 Annette: you've got s e::m (.) all the (.) course director things to do and
 0777 the academic management things to do, and
 0778 [Well it's not till next-
 0779 Harry: (.) it's- next week.
 0780 (1.0)
 0781 Paul: What about the em: Kate person?
 0782 (0.5)
 0783 Harry: We:ll (0.5) yeah. E::m (.) I haven't got a telephone number for
 0784 him, (.) and he a sort of unknown quantity,
 0785 Paul: Mmm
 0786 Harry: this is why I decided to do it myself basically. Because
 0787 anybody that I employed at this stage would be (.)
 0788 Paul: But he's been a 'DoS'.
 0789 [°Yeah. I know.°
 0790 Annette: Yeah. Oh yes. (2.0) E:m (2.5) by the time we get hold of them
 0791 (4.0) >I don't know.< (1.5) Also it's it's cheaper. (0.5) >From
 0792 the school's point of view.<
 0793 Paul: Yeah. But bu:t I mean (.) I mean it's:
 0794 [(I know (.) it.) We're
 0795 Annette: compromising our (.) standards for
 0800

- 0801 []
 0802 Paul: I mean what happens if- now what happens
 0803 Paul: if somebody's ill.
 0804 Annette: Mmm
 0805 Paul: ((Coughs.))
 0806 Harry: Hhehe heheheh
 0807 []
 0808 Annette: Hehh
 0809 Paul: Because we really are up shit creek if somebody's ill.
 0810 []
 0811 Annette: Yeah.
 0812 Annette: Yes. We've- we've streamlined ourselves to such a point=
 0813 []
 0814 Paul: °()°
 0815 Annette: =now to save money that e:r (.) we're i- at a danger zone as far
 0816 as (1.0) em:: (0.5) as far as quality's concerned I think we're
 0817 getting to that stage where (1.0) everybody's so (0.5) tightly e:r
 0818 (2.5) positioned that e:r (.) there's there's just no: room for
 0819 manoeuvre at all, is there?
 0820 []
 0821 Harry: No.
 0822 Paul: You're right.
 0823 (2.0)
 0824 Annette: Is this er: (.) I missed the very beginning (of that) is this Junko?
 0825 Harry: Yeah.
 0826 (0.5)
 0827 Paul: No the other one then was em (0.5) (getting)
 0828 []
 0829 Harry: Because that one just
 0830 now was Yumi.
 0831 Annette: Jumo ye:s.
 0832 []
 0833 Ed: °(incident. excuse.)°
 0834 []
 0835 Annette: But it's it's Jumo that=
 0836 []
 0837 Paul: °(Oh=
 0838 Annette: =you're going to give a few lessons to.
 0839]
 0840 Paul: =it's all right.)°
 0841 (0.5)
 0842 Harry: Yeah.
 0843 Ed: Now on Friday () she was all kind of (1.0) () and=
 0844 []
 0845 Harry: Yeah. The=
 0846 Ed: =positive. And it- it kind of rubs off doesn't it?
 0847]
 0848 Harry: =these things
 0849
 0850 ((Tape ends.))

Transcript: Staffroom Talk Swan School 1.3.95

- 0001 Annette: E:m tonight (.) er Chul Soon can't make anything now because
 0002 Chul Hung's not coming, (.) e:r (.) so he's stuck. (0.5) E::m (.)
 0003 >but apparently< Kai is coming and bringing something.=
 0004 Ed: =O:h good. From a Thai restaurant?
 0005 []
 0006 And
 0007 Annette: E:m (.) no I think he's making it himself, e:m (.) but I think the
 0008 other two Thais may (.) bring something.
 0009 []
 0010 Paul: () told me. I mean
 0011 Annette: From the Thai restaurant.
 0012 []
 0013 Paul: () they don't use (.) chopsticks in=
 0014 []
 0015 Harry: (You should=
 0016 Paul: =Thailand.
 0017 Harry: =be eating ().
 0018 Paul: Heheheh
 0019 Harry: Heheh
 0020 Paul: But they serve you them in these these- in Thai restaurants,
 0021 people in Thai restaurants ask for them,
 0022 []
 0023 Annette: I was em (.) telling
 0024 my students about er Shrove Tuesday pancake day.
 0025 [] []
 0026 Paul: they start disputing things. []
 0027 Harry: Heheheh
 0028 Helen: Uhuh
 0029 Annette: So I asked them if any of them had
 0030 []
 0031 Paul: These are four ().
 0032 Annette: E:m none of them had had pancakes=
 0033 Susan: =()=
 0034 Annette: =and it seemed
 0035 Harry: Yeah.
 0036 Annette: some of the children of the families cooked them or they'd=
 0037 []
 0038 Paul: I think they do with some dishes that=
 0039 =heard about some of the things, so they knew a little bit=
 0040 Paul: =there are some that consist of Chinese seafoo- seafood.=
 0041 []
 0042 Ed: Do you
 0043 Annette: =about it.
 0044 []
 0045 Paul: =Some of it is half Chinese.=
 0046 Ed: =Do you have a=
 0047 Annette: =And so I mentioned you;r (.) children having a pancake
 0048 race, and I was explaining that er (.) some places do that. So
 0049 I had to demonstrate (.) *wh- what you do in a pancake race*.
 0050 .hhh

- 0051 Helen: Well I saw the photo finish last night and she was definitely
0052 second.
- 0053 Annette: O:h dear.=
- 0054 Helen: =She thought she was thjrd,
- 0055 Annette: Mmm=
0056 Helen: =but she kept- no she was second.
0057 [
- 0058 Annette: She was second.
- 0059 Ed: I didn't have any because=
0060 Helen: Least I've done the video.
0061 =[]
- 0062 Annette ()
- 0063 Susan: A::h
0064 [
- 0065 Paul: Photo finish.=
- 0066 Annette: =Ooh I had them last night.
0067 [
- 0068 Helen: Yes and she's (quite a child.)
- 0069 Annette: >Actually< I only had one last night.
0070 [
- 0071 Paul: Has she gone before the judges?
- 0072 Annette: I was so busy making them for the children that I didn't=
0073 []
- 0074 Susan: Hahahah
- 0075 Annette: =have time to eat one myself.
0076 [
- 0077 Harry: That's the trouble with pancakes,
0078 Annette: Yes:s.
- 0079 Harry: fast as you make 'em people eat 'em.
- 0080 Helen: Mmm
- 0081 Annette: Well in fact em: (.) Tom was very good last night, he: (.) made
0082 quite a lot (.) in advance, because then you can just put them in
0083 the microwave. (0.5) °E::r°
- 0084 Harry: °(Not anyway. For me.)°
- 0085 Annette: E::m
- 0086 Harry: I'm a bit of a traditionalist where pancakes are concerned.
0087 [
- 0088 Annette: Yes::.
- 0089 Annette: Yes: that's right. It's er
0090 []
- 0091 Helen: Heheheheh. Yes () Every time you put one down it
0092 dis appears.
0093 [
- 0094 Annette: Yes I know. That's why it's (.) h-helpful if you can make
0095 them in advance.
0096 [
- 0097 Helen: Mmm
- 0098 Susan: None of that would get far if I- I got ('em though.)
- 0099 Annette: Yes.
0100 (9.0)

- 0101 Ed: ((Showing awareness that the tape recorder is running.)) How
 0102 (.) did (.) your (.) last (.) less(.)on (.) go.
 0103 Harry: Heheheh=
 0104 Ed: =Heheheheheh ·hh heheheh
 0105 Helen: You're such a wit.
 0106 Annette: °(gets rid of it. Now.)°
 0107 Helen: So. Two pound nineteen.
 0108 (0.5)
 0109 Annette: Oh that's good. Do you know I was in a supermarket last
 0110 night, because I had to take Alice swimming (.)
 0111 Susan: In a supermarket!
 0112 [
 0113 Annette: and the supermarket (.) and the supermarket was next
 0114 door, and they had some er (.) Romanian (.) e:r (.) .I think it
 0115 just called itself< Romanian country wine, one ninety nine, so I
 0116 put one- bought one bottle of it to take home, (.) and (.) we
 0117 drank it last night and *it was* (.) *amazingly good*.
 0118 Harry: °Yes, you can get () that's perfectly okay.
 0119 []
 0120 Annette: Yes.
 0121 Helen: But Harry told me what to buy, he said that I've got to look
 0122 out for a Hungarian (.)
 0123 Annette: Oh right.=
 0124 Helen: =Merlot, (.) beginning with a 'k'.
 0125 Annette: Oh right.
 0126 [
 0127 Helen: And I searched the shelves for it.
 0128 []
 0129 Harry: ()
 0130 Annette: And you found it.
 0131 Helen: It begins with an 'r'.=
 0132 Harry: =With a 'k' in the middle.
 0133 Helen: Heheh=
 0134 Annette: =E::r=
 0135 Ed: =I'm sorry.
 0136 Annette: Right.
 0137 Helen: (Mmm)
 0138 Annette: There's 'k' in it.
 0139 Helen: Mmm. So I found this stuff that was two pound nineteen and
 0140 thought this'll have to do.
 0141 Annette: Yes.=
 0142 Paul: =If it's got a 'k' in it you can't go wrong. That's what I=
 0143 []
 0144 Annette: ()
 0145 Paul: =always say.
 0146 Annette: Heh heheh
 0147 []
 0148 Harry: Mmm. Yeah.
 0149 Helen: (Because we're) going to put this in a cellar ()
 0150 (1.5)

- 0151 Harry: Great.
- 0152 Annette: E:m (.) no.
- 0153 Helen: Put this in a cellar=
- 0154 Harry: =Hardly seems worth it °does it.°
- 0155 Annette: No:: I wouldn't.
- 0156 Helen: We won't drink all that tonight (.) surely.
- 0157 Harry: Well (.) we'll put some of it in the cellar.=
- 0158 Annette: =Oh right yes we put some of it in the cellar=
0159 []
- 0160 Helen: hehheh
- 0161 Helen: =Mmm=
- 0162 Annette: =and keep some up here.
- 0163 Helen: It encourages them to drink too much if they see it in here.
0164 []
- 0165 Annette: In fact
0166 some- let's put some of the white in the fridge.
0167 []
- 0168 Paul: I think what
0169 encourages them to drink too much is seeing us
0170 []
- 0171 Annette: It's horrible >when
0172 they<=
- 0173 Paul: =knocking it down.
- 0174 Annette: Hehhh=
- 0175 Paul: =()
- 0176 Ed: I'm a bit worried about Abdullah.
- 0177 Helen: Is there only one
0178 []
- 0179 Paul: Yeah.
- 0180 Ed: He can't (hold it.) He really can't hold it.
0181 []
- 0182 Annette: There's one in there, so shall we () similar (.)
- 0183 Harry: Keep him away from ()
0184 []
- 0185 Annette: ()
- 0186 Ed: If he has a couple of glasses he'll be
0187 []
- 0188 Helen: All right. And then (.) there's three white in
0189 the cellar,
0190 Ed: staggering.
0191 (1.0)
- 0192 Harry: He may be tempted as well today because it's the (.) end of
0193 ramadan today I think.
- 0194 Annette: E:r
- 0195 Paul: Is it?
- 0196 Ed: Hehah hah
- 0197 Paul: Special effort today.
- 0198 Keith: Heh!
- 0199 Harry: They brought this up in class.
- 0200 Keith: Heheh

- 0201 Harry: >Wednesday< end- end of ramadan. I said er (.) when=
 0202 []
 0203 Annette: (for that)
 0204 Harry: =exactly did ramadan start for you two. Heheheh ·hh
 0205 []
 0206 Ed: Heheheheheheheheheheheh
 0207 []
 0208 Annette: (Are they different from these?)
 0209 Helen: Yeah I've got
 0210 Harry: ·hh hhhh
 0211 Annette: according to all-
 0212 Ed: Were they (ready)=
 0213 Helen: =>(I was) still looking for this one=
 0214 Harry: =Yeah.=
 0215 Helen: =between the< 'k's'
 0216 Annette: Oh right.
 0217 Helen: I thought if I bou- buy this other one, it's probably the wrong
 0218 one, (but)=
 0219 Annette: =Yes.=
 0220 Helen: =so I bought a selection in the end.
 0221 Annette: Well shall we leave those up, (.) and put those down?
 0222 Helen: Mmm. But we have no red at all in the cellar it's (.)
 0223 Annette: Right.
 0224 Helen: it's already used up.
 0225 Annette: Okay. E::m (.) could you open the door for me and I'll er (.)
 0226 take them down.
 0227 Harry: Can you manage?
 0228 Annette: Yes thanks.
 0229 (1.0)
 0230 Paul: Er- (.) you can take another box down can't you. You can=
 0231 []
 0232 Annette: °Heheheheheheh°
 0233 Paul: =manage. Can I take one down as well?
 0234 Helen: No it's all right we're leaving those out.
 0235
 0236 (1m 10s)
 0237 ((There's silence when room partly empties but there are a few
 0238 odd comments as they return. Harry then opens up a new
 0239 topic of conversation still on the same general theme.))
 0240
 0241 Harry: >Are you going home< and coming back tonight.
 0242 (0.5)
 0243 Ed: °Yeah.°
 0244 Annette: Yes, me too.
 0245 (0.5)
 0246 Harry: I might stay around.
 0247 (0.5)
 0248 Paul: I'm coming on the choo choo.
 0249 Harry: Oh yes °it's ()°.°=
 0250 Annette: =Are you? When you come back?

- 0251 Paul: Yeah. Because I mean the last train
- 0252 Annette: Can you get home?
- 0253 Paul: is eleven fifteen.
- 0254 Annette: Oh right.
- 0255 (0.5)
- 0256 Paul: It's- it's one of the- one of the (.) fe::w (.) times that one can-=
[
- 0257 Annette: So:
- 0258 Paul: =can actually get out of this god forsaken town.
- 0259 Annette: °Heheheh°=
- 0260 Paul: =Much as I admire Quillham.=
- 0261 Keith: =Absolutely wonderful place!
[
- 0262 Annette: Yeaheheh=
- 0263 Keith: =>Wouldn't hear a word against it et cetera.
[
- 0264 Paul: E:m (.) >because I
0265 mean< the transport- the public transport is so boring=
0266 []
0267 Keith: ()
- 0268 Annette: =Yes.=
- 0269 Keith: =But there is a=
0270 Paul: =But there is (.) a train (.) which leaves at eleven fifteen and
0271 takes twenty two minutes to get to (.) Milling ton.
0272 []
0273 Keith: Doesn't that
0274 strike you as significant though Paul that the- that you know
0275 (.) everyone else is confined (.) in Quillham by not having any
0276 trains, because they'll see otherwise they'll rush to get away
0277 *except for those people who live in Millington.*
0278 []
0279 Paul: Hehehehehehehehehe heheheh
0280 []
0281 Keith: ·hh heheh
0282 Harry: So now he'll probably follow all the- (0.5) all the drunks in (.)
0283 coming to Quillham for a big night out. ()=
0284 []
0285 Paul: Oh I shouldn't=
0286 Harry: =be it won't it?
0287 []
0288 Paul: =() (That's if you)
0289 Harry: Heheheh=
0290 Paul: =Well actually it's the shuttle.
0291 []
0292 Susan: What and (choosing) that.
0293 Annette: Mmm. Is- is improvement in that third paragraph? (2.0) E:m
0294 (.) I've made it a countable noun is that- (0.5) that's right isn't
0295 it.=
0296 Harry: =That's good stuff. Heheheh!
0297 Annette: Ye:s.

- 0301 Harry: This'll sound good on the tape.
 0302 []
 0303 Keith: () on the tape.
 0304 Harry: Hehehehe hehahahahahahahah
 0305 []
 0306 Keith: Yeah it's
 0307 Ed: This is what it's all about.
 0308 []
 0309 Keith: Have some more of it ye::s.
 0310 Ed: ()=
 0311 Paul: =It's okay. I think it's (.) it's a debatable one though isn't it.
 0312 Harry: Hhheh
 0313 Annette: Third paragraph, last sentence.=
 0314 Paul: ='There has been an improvement.'
 0315 Annette: Ye:s.
 0316 Paul: Whether an improvement would be steady,
 0317 []
 0318 Harry: Where are we?
 0319 Annette: Er third paragraph last sentence.
 0320 (3.0)
 0321 Annette: 'A steady improvement.'
 0322 []
 0323 Paul: I think (.) I think maybe because of the word
 0324 'steady' it becomes slightly
 0325 Annette: Yeah.
 0326 Paul: unsteady.
 0327 (4.0)
 0328 Harry: Yes er (.) I see what you mean, an- an improvement I mean it
 0329 certainly can be (.) countable can't it?
 0330 Annette: Yeah.
 0331 Harry: But then it tends to be (that) instead. Rather than if-
 0332 []
 0333 Paul: No. Cross it out. And start again.
 0334 Harry: Nah >it's all right.<
 0335 Paul: He's sure to pick it up.
 0336 (1.0)
 0337 Annette: Dad.
 0338 Harry: () Chul Soon's dad, () it).
 0339 [] []
 0340 Annette: Heheh Yes this is my (.) monthly
 0341 report for Chul-Soon just to go to his dad.
 0342 []
 0343 Harry: So he can write back and say (.)
 0344 Harry: 'AHHRIGHT! (.) °and° (.) 'Are you sure that the word=
 0345 []
 0346 Annette: about (.) 'a=
 0347 Harry: ='improvement' can be used as a (.) as a countable noun °=
 0348 []
 0349 Annette: ='steady improvement.' Yes.
 0350 Harry: ='with er°' Haheh!

- 0351 (1.0)
 0352 Annette: 'He has shown a steady improvement.'
 0353 Harry: Mm.
 0354 Paul: It's- it's all right (.) yes.
 0355 []
 0356 Annette: But if you say he has shown (.) steady
 0357 improvement that actually doesn't sound (.) right either.
 0358 []
 0359 Paul: That's okay.
 0360 Paul: 'Steady.'
 0361 (1.0)
 0362 Keith: Maybe it's ().
 0363 []
 0364 Annette: Is it because I've used=
 0365 Harry: =Perhaps we should show them that °then°.
 0366 Annette: Ye:s, that's just what I was wondering. (1.5) 'He has sho:wn
 0367 (0.5) a steady improvement.'
 0368 Harry: No that's what you've already put. Here. Hehe hhahahahah
 0369 []
 0370 Annette: Yeah I know.
 0371 I'm just (.) thinking it through again.
 0372 Keith: Because it's obvious that 'in' is all right. A steady
 0373 improvement IN.'
 0374 Harry: Isn't it (.) 'There has been a steady
 0375 []
 0376 Keith: Oh ()
 0377 []
 0378 Annette: And I have put (.) that, I've put
 0379 'in this area (.) too, he has shown a steady improvement.'
 0380 Paul: Yea:h. (.) It's all ri:::ght.
 0381 []
 0382 Keith: >Because you could say< (.) 'There has been a
 0383 steady improvement in his (.) English. °You know.°
 0384 []
 0385 Annette: In- yea:h.
 0386 Harry: Yeah.
 0387 Keith: (That) I mean
 0388 Annette: Yeah.
 0389 Harry: Yeah.
 0390 Keith: So yea:::h.
 0391 (3.5)
 0392 Harry: Think I probably tend to think of (.) 'improvement' (.) un=
 0393 []
 0394 Annette: Of (.) that
 0395 Harry: =uncountable when (you think of) like the process,
 0396 Paul: Yeah.
 0397 Harry: and 'an improvement' being like a sort of a step up.
 0398 []
 0399 Paul: Mm
 0400 Paul: Yeah.

- 0401 Harry: That's the difference between that and that.
 0402 [
- 0403 Paul: Mm
- 0404 Annette: Yea:h.
- 0405 Paul: Yes. And this is why I- er- er=
 0406 Harry: =Maybe the 'steady'=
 0407 Paul: =maybe 'steady' is a bit wrong.
 0408 Harry: Yeah.
 0409 Annette: Uhuh.
 0410 (5.0)
- 0411 Annette: Right. (.)
- 0412 Paul: ()
- 0413 Annette: I don't suppose he'll notice.
- 0414 Harry: A Korean *wouldn't notice it!* Heheheheh
- 0415 [] []
- 0416 Annette: Yeah. No:.
- 0417 Paul: That doesn't (). It doesn't look as if he'll know which=
 0418 []
- 0419 Keith: *It's certainly not gonna*
- 0420 Paul: =way up to hold a piece of paper °(if it's)°
 0421 [] []
- 0422 Keith: Heheheh It's not going to ()
 0423 take you too long it.) Yeah.=
- 0424 []
- 0425 Annette: Heheh
- 0426 Paul: =Yeah.
- 0427 Keith: An evening's conversation around that. Yeah.
- 0428 Annette: Yes heheheh
- 0429 Paul: (0.5) We were- I was reading to Harry em (.) the er (.) what
 0430 was it? Em (.) (Wora- (.) not Woraguchi is it?) The agent?
- 0431 Harry: Oh that agent. (vengeance it.)
- 0432 Paul: That's incredible. You just can't understand what they're=
 0433 []
- 0434 Harry: It's pure=
 0435 Paul: =() talking about.
 0436]
- 0437 Harry: =gibberish.
- 0438 Annette: Really. °Mmm°
- 0439 Paul: °Yeah.°
- 0440 Harry: It's full of- (.) it's like a sort of ()
 0441 []
- 0442 Paul: Yamaguchi. That's what it is.
- 0443 Harry: That's it. Yamaguchi. (0.5) >It's kind of a-< more of a formal
 0444 letter style.
- 0445 Annette: Mm m
- 0446 []
- 0447 Paul: Yeah. (.) But you couldn't even- (.) y- you couldn't even
 0448 write it as a spoof because it's so (.) way out.=
- 0449 Annette: =No.
- 0450 Paul: Mm

- 0451 Annette: Mmm. The em:: (.) I remember a lesson something similar to
 0452 that, when I was doing a- a German business student, and (.)
 0453 he: (.) and he so:ld (.) 'walwes', (.) valves, °heheh°
 0454 Harry: Not wawles.
 0455 Annette: To:: heheh (.) e::m (.) to various companies, e:m (.) including
 0456 e:m (0.5) Japanese motor (.) companies (.) in Britain. And he
 0457 had (.) this German man who had to translate (.) into German
 0458 for his company (.) the Japanese faxes and letters (.) about (.)
 0459 for ordering these- 'walwes'
 0460 Paul: What >sort of< in English?
 0461 []
 0462 Annette: valves
 0463 Annette: E:m (.) yes. And (.) the (.) letters were obviously written by
 0464 Japanese employees=
 0465 Paul: =Mm=
 0466 Annette: =of the company (.) in Britain=
 0467 Harry: =So- so written by a Japanese person, (.) and translated into
 0468 English by a German. (Is it.)=
 0469 Annette: =E:m (.) no they were written by a Japanese person in=
 0470 []
 0471 Harry: ·hh hhh (.) ·hh hhh °heheh°
 0472 Annette: =English,
 0473 Paul: Right=
 0474 Harry: =Oh right.=
 0475 Annette: =to the German company.
 0476 Harry: A:h
 0477 Annette: To order things,
 0478 Paul: And they were awful.
 0479 []
 0480 Harry: And then they were sent then to Germany.=
 0481 Annette: =and he had to: (.) at the German end he had to work out=
 0482 []
 0483 Harry: ()
 0484 Annette: =what they were
 0485 Helen: Mmm=
 0486 Annette: =ordering, what they wanted,
 0487 Harry: Mm=
 0488 Annette: =and respond to them,
 0489 Paul: Which companies were these? Perhaps we should send them
 0490 a brochure.
 0491 Annette: Hhe heh
 0492 []
 0493 Keith: Heheh yeah.
 0494 Annette: And e:r (.) it was just like you were saying then, it was=
 0495 []
 0496 Keith: Heheh
 0497 Annette: =very: sort of- (.) trying to write very formal letters, and it was
 0498 just=
 0499 Harry: =Yeah=
 0500 Annette: =so: (.) detailed it was rubbish.

- 0501 []
- 0502 Harry: >It was probably<
- 0503 Harry: li- literally formal then eh
- 0504 Annette: Mmm=
- 0505 Harry: =>so the<
- 0506 Annette: Yes.
- 0507 Harry: form was all there but there *was bugger all content.*
- 0508 []
- 0509 Annette: It was very difficult to work
out what they really wanted. Em:: (.) and this poor German
guy was (.) was (going spare at)
- 0510 []
- 0511 []
- 0512 []
- 0513 Paul: It's just learning stock phrases isn't it.
- 0514 Harry: Yeah.
- 0515 Paul: And just not understanding it.
- 0516 Harry: And just sort of tacking them *together*. Heheheh
- 0517 []
- 0518 Annette: Mmm
- 0519 Annette: Yes.
- 0520 (2.5)
- 0521 Paul: I hate that. (0.5) Stock phrases (.) nonsense.
- 0522 Harry: Yeah. Well you can get away with it to a certain extent but
not=
- 0523 []
- 0524 Paul: =You can do it a- (but I think) (.) you- (.) you=
- 0525 []
- 0526 Harry: but you can't compose a whole *letter*. =
- 0527 Paul: =can do it to some extent as long as you're looking at=
- 0528]
- 0529 Harry: =Heheheh
- 0530 Paul: =a letter as a whole,
- 0531 Harry: Yeah.
- 0532 Paul: and sort of what happens in that,
- 0533 Harry: Yeah.
- 0534 Paul: but just taking out a phrase you can't do it.
- 0535 Harry: Yeah you need=
- 0536 Paul: =You can see how
- 0537 Harry: (to have an identity)=
- 0538 Paul: =how how with >sort of< (.) how information is put together
using those things, but you've got to see (.) how it's put
together.
- 0539 []
- 0540 []
- 0541 Harry: Yeah.
- 0542 Paul: °So you get the argument.° (0.5) It's part and parcel of the
organisation of the letter.
- 0543 []
- 0544 Harry: °Yeah.° Quite clearly there are some coursebooks that
encourage that approach.
- 0545 []
- 0546 Paul: Absolutely.
- 0547 Annette: Mmm=
- 0548 Paul: =Well look at proficiency how it's still t-taught. And first
certificate.=
- 0549 []
- 0550 Harry: =And boxes of useful: (.) expressions.

- 0551 Paul: 'I was a imme- no sooner had I walked into the room than I
0552 was immediately struck by'
- 0553 Harry: Hheheh a br~~ic~~k.
0554 [
- 0555 Paul: ()
- 0556 Harry: Yes. Heheh
0557 [
- 0558 Keith: Heheh. Heh
- 0559 Paul: It's terrible.
- 0560 Annette: °Mmm°
0561 (2.0)
- 0562 Paul: Schoolboy English. That's what it is.
0563 (0.5)
- 0564 Harry: Yeah. (0.5) Well (.) () that in schoolboy English.
- 0565 Paul: Yeah. I mean tha- that's (.) yeah mm (.) that's what I call it
0566 schoolboy English. (2.5) Introductions and conclusions.
- 0567 Harry: Yeah.
- 0568 Paul: Yeah.
0569 (2.0)
- 0570 Harry: 'First of all'
- 0571 Paul: 'First of all' yeah.
- 0572 Harry: Heheheh=
0573 Paul: =The thing is I always (.) the- the thing (.) that this
0574 [
- 0575 Harry: Or even 'festival'.
0576 .hh=
- 0577 Annette: =°Mmm°=
0578 Harry: =hheheh=
0579 Paul: =the most useful thing that could have been said to me at
0580 school is (.) forget about the introduction. (.) Just write it. (.)
0581 Because it (.) I- I don't agree with er (.) struggling for (.) hours
0582 trying to formulate a smartarse introduction to (.) something.
0583 When basically °you jus- just start.°
0584 [
- 0585 Harry: Mm yeah () just bang it down. Heheheh=
0586 Paul: =Yeah. I mean if you read academic papers these days, (.)
0587 often they just go straight in. Buff!
0588 [
- 0589 Annette: Mmm. >But also< you can write the introduction=
0590 [
- 0591 Paul: Mm
- 0592 Annette: = at the end.=
0593 Paul: =At the end as well yeah. Uhuh
0594 [
- 0595 Annette: And (.) when you know what
0596 you've said,=
0597 Harry: =Yeah.
0598 Annette: therefore you know what you're introducing.
0599 Harry: ()
0600 []

- 0601 Paul: I always tell my students if you- if you can't (.) think of an
 0602 introduction just leave it.
- 0603 Annette: Mmm
 0604 (7.5)
- 0605 Annette: Just watching Ed about to (.) flick something at Susan.
 0606 [
- 0607 Harry: Yes it's er
- 0608 Ed: Oh right.
- 0609 Harry: (trying Kirsty's arm to-)
- 0610 Annette: Yes.
- 0611 Keith: (That's the sort of thing that needs no introduction.)
- 0612 Annette: That's right
 0613 [
- 0614 Susan: Have we got to write up yesterday's (.) lesson.
 0615 (1.0)
- 0616 Harry: The observation thing.
- 0617 Susan: Yeah.
- 0618 Harry: Yeah we'll- (.) we'll put something together. (0.5) °You all
 0619 right?° (.) *You got anything you want to say about it (.)*
 0620 *particularly.* Heheh.
- 0621 [
- 0622 Susan: Well I- I don't know he wasn't being sort=
 0623 [
- 0624 Paul: Ed being mishievous was=
 0625 Susan: =of s-
 0626]=
 0627 Paul: =he?
 0628 Annette: =the observation wasn't in a ()
 0629 [
- 0630 Harry: It wasn't a- it wasn't really in a (.) in a=
 0631 [
- 0632 Paul: Just=
 0633 Harry: =sort of lesson as such.
 0634]
- 0635 Paul: =like schoolboys.
- 0636 Annette: Yeah.
 0637 ((In a deep, schoolmaster's voice, with an authoritarian tone.))
- 0638 Paul: 'Put it away, Ed.'
 0639 ((Laughter and from Keith and Paul. interspersed with odd,
 0640 half-formed mutterings in the same tone.))
- 0641 Harry: () he's er (.) described it.
- 0642 Ed: 'Yes you boy. Let's all see what you're doi-.'
 0643 Susan: Yeah.
 0644 (1.0)
- 0645 Harry: ()
 0646 Paul: Yeah.
 0647 Keith: 'Let's all have a look at it.'
 0648 Paul: Yes. 'Open your books at page twenty two and yes I can see
 0649 what you're doing.'
 0650 Harry: Heheh heheheheheh

- 0651 Keith: Heheh
 0652 (0.5)
 0653 Annette: Because that's all we did to Susan isn't it °when: er°
 0654 Paul: What flick rubber band at her?
 0655 Annette: The er (.) no we're talking about observation again.
 0656 (1.0)
 0657 Keith: hhhhhahahah=
 0658 Annette: =We really (me:) (.) the reports are er
 0659 []
 0660 Keith: >As you well know.<
 0661 ((General laughter.))
 0662 Harry: The amount of deliberate misunderstanding that goes on in
 0663 this staff room=
 0664 Annette: =Heheh=
 0665 Keith: =HEHEH HEHEH!
 0666 Harry: Heheh
 0667 Paul: What do you mean by that.
 0668 Keith: °hh hah°
 0669 Paul: °Yeah.°
 0670 (1.5)
 0671 Harry: °Hah°
 0672 Paul: Well I- I- I heard you say 'Do it to Susan.'
 0673 (1.0)
 0674 Susan: I beg your pardon.
 0675 []
 0676 Annette: ()
 0677 Paul: 'To' I tho- I tho- I thought you said 'to', (.) but you weren't=
 0678 []
 0679 Annette: I'd like to know
 0680 Paul: =obviously (it.)
 0681 Harry: We had to do that too. 'T' double 'o'.
 0682 []
 0683 Paul: Is it
 0684 Paul: A:::: :::::h
 0685 []
 0686 Annette: Didn't we? Susan?
 0687 (0.5)
 0688 Susan: Heheheheh °Oo::h hhe:::ck°
 0689 Harry: We also had to do it. (.) We had to do likewise.
 0690 []
 0691 Susan: °Ahhhh°
 0692 Annette: >It's it's< this report writing for observation, this is really=
 0693 []
 0694 Keith: °()°
 0695 Annette: =just (.) another thing that one has to do for British Council
 0696 inspection. To get the papers.
 0697 Harry: Gahhhhhh! hahaha hahaha
 0698 []
 0699 Annette: Heheheh=
 0700 Keith: =Heheh! heh! =

0701 Harry: =Hahah
 0702 Paul: °Heh°
 0703 Harry: (If it'll help.) That'll appear in
 0704 []
 0705 Paul: No don't start me off again.
 0706 []
 0707 Harry: That'll appear in
 0708 mine. Heheh
 0709 Keith: That'll be good. Eheh! Get that one (up). Flag that one.
 0710 []
 0711 Paul: You sh-
 0712 Paul: Y-you should have been here a couple of days ago.
 0713 Keith: He said that. Yeah.=
 0714 Paul: =(really.)=
 0715 Annette: =(Yeah he has.)
 0716 []
 0717 Keith: It was yesterday he was saying that yeah.=
 0718 Paul: =Yesterday and Friday.
 0719 []
 0720 Keith: It's a good one.
 0721 Harry: Oh yeah. (I'm) talking about Friday (here).=
 0722 Keith: =Yeah. YES. Yeah.
 0723 Annette: Mmm
 0724 Harry: Our little maudlin session.
 0725 Helen: Yea:h.
 0726 Keith: A::h=
 0727 Paul: =Dissension in the ranks.
 0728 Keith: Hah! Hahah. (1.5) A::h (.) that's it. Never here when it
 0729 counts. Eh (0.5) ha (2.0) °haheh.°
 0730 (1.0)
 0731 Harry: So that's what you did anyway.
 0732 Paul: Heh I was talking to two (in the field) yesterday, one=
 0733 []
 0734 Harry: Cobble something together ()
 0735 []
 0736 Annette: Yes.
 0737 Annette: =We jus- (.) we just said (.) what (.) what happened.
 0738 []
 0739 Paul: one is a probation officer
 0740 who's (failed) with her job, one is em (.) er researcher,=
 0741 []
 0742 Annette: ()
 0743 Paul: =(0.5) industrial relations is going to lose his job because the
 0744 unit's going to be closed down because it's er (.) you=
 0745 []
 0746 Harry: Yeah.
 0747 Paul: =know it's valuable research so they're closing it.
 0748 []
 0749 Keith: Well that's it it'll
 0750 close down, yeah.

- 0751 Paul: E:m (.) it's the centre of the best th- th- the most valuable
 0752 research in the whole of Europe. (.) E:m (.) and there's me and
 0753 (.) er our hobbies are (0.5) she sings, he- he does collages, and I
 0754 act, so we were trying to think of a sort of (.) group of people
 0755 (.) *who can put (.) put our uses together.*
 0756 Keith: Heh ·hh yeah.
 0757 Paul: For a multi media travelling group, singing acting and
 0758 collaging while you wait.
 0759 Keith: °(the:re.)
 0760 Paul: °Heheh° that's it. (1.0) It's a shame we're not all collage artists
 0761 or singers or actors (.) really.
 0762 (1.0)
 0763 Susan: °Mm,°
 0764 (1.0)
 0765 Harry: °While I think of it.°
 0766 Paul: But there's a challenge.
 0767 (3.0)
 0768 Harry: °Mmm°
 0769 Paul: Katsuko is still (1.0) a bit dreamy, (.) and I said (.) 'Are you a
 0770 hundred percent' (.) and she said ((non-verbal expression))
 0771 Keith: hhhhhe heheheh
 0772 []
 0773 Harry: Heheheheh=
 0774 Keith: =Heheheh
 0775 Annette: A hundred percent what?
 0776 Harry: She was late in.
 0777 Annette: °>Heheheh<°
 0778 Paul: Yeah. An::d (.) sh- (.) 'Ye:s but (0.5) I: (0.5) it's difficult for me:
 0779 to:' (0.5) and then she didn't finish the sentence.
 0780 []
 0781 Harry: Express *myself*. Heheheh
 0782 Annette: hhhh hehe heh
 0783 []
 0784 Keith: Hahah
 0785 Paul: An:d actually (.) she's working by herself. °(You know)° and-
 0786 because sh- I mean she- (.) she looks as if- (.) >she looks as if<
 0787 she's on drugs. An- and I was worried because (.) sh- I said (.)
 0788 she was looking up a word and I said 'What are you looking
 0789 for?' And she said (.) 'rambling'.
 0790 Harry: hhhhhhheheh
 0791 Paul: t huh
 0792 Ed: Fair enough. Well why not.
 0793 []
 0794 Paul: And I thought may:be (.) maybe (.) something
 0795 her landlady has said to her.
 0796 Ed: We did e::r
 0797 []
 0798 Annette: Well see it wasn't anything (that had come up in=
 0799 []
 0800 Ed: No=

- 0801 Annette: =person.)
 0802]
 0803 Ed: =last er
 0804 Paul: No no. Absolutely not.
 0805 [
 0806 Ed: Last week we did e::m >(this you know)< some work
 0807 on types of er walking. That was what it was. ()
 0808]
 0809 Annette: O:h right.
 0810 Paul: And she suddenly thought today (.) 'That's something I've=
 0811]
 0812 Annette: That she'd=
 0813 Paul: =forgotten to do.'
 0814]
 0815 Annette: =look it up, yes.
 0816 Paul: Yeah. 'I could ramble.'
 0817 Annette: °Yeah.°
 0818 Paul: I reckon it's (1.0) the way she was probably sounding this
 0819 morning.
 0820 Helen: Uhuh.
 0821 (0.5)
 0822 Keith: Does she know enough English to ramble to her landlady?
 0823 (1.0)
 0824 Paul: Well (.) she knows not enough to ramble *to her landlady*.
 0825 Keith: Hahahah
 0826 (0.5)
 0827 Paul: .hhhhh
 0828 Keith: She has no choice in the matter, yeah.
 0829]
 0830 Paul: Heheheheheheheh she just rambles. Ah
 0831 you know she's- but she's- she's okay but she's don't expect
 0832 anything of her. And er (.) I was going to have them working
 0833 as a group of three, and she was going ((non-verbal imitation))
 0834 so I said 'Do you want to work by yourself.' And she went
 0835 ((non-verbal imitation)).
 0836 Helen: °Heheheheheh°
 0837 (2.5)
 0838 Ed: We::ll I think this listening thing's getting her down
 0839 you know all (0.5) I mean it- we did an exercise
 0840 yesterday where you had to pick out some pieces of=
 0841]
 0842 Annette: Oh em: (.) Keith
 0843 Ed: =information,
 0844 Annette: In my group Shafie and () are quite happy working=
 0845]
 0846 Ed: the other two got five
 0847 Annette: =together now.
 0848]
 0849 Ed: each.
 0850 Keith: Oh that's good.=

- 0851 Annette: =Yes.=
- 0852 Keith: =That's good.
- 0853 Annette: I think they've (.) become more relaxed about it and
- 0854 Keith: °That's good.°
- 0855 Paul: Maybe it might be worth (.) re- recording it and sending=
 0856 []
- 0857 Annette: >I think it was just< shyness.
- 0858 Paul: =her to the (.) the listening lab and (.) listening to=
 0859 []
- 0860 Keith: Yeah.
- 0861 Paul: =it. And () it might ()
 0862 []
- 0863 Keith: Oh that's good. If it fits I might do (that and) a
 0864 comprehension check.=
- 0865 Paul: =(seeing how she copes.)
 0866 []
- 0867 Annette: Mmm
- 0868 Keith: I might put them together then. To see if they can er (.) I'll=
 0869 []
- 0870 Annette: Right.
- 0871 Keith: =do the chart
- 0872 Annette: Yeah.
- 0873 Keith: individually and then (put them together) for a=
 0874 []
- 0875 Paul: ((Long sigh.))
- 0876 Keith: =comprehension. I'll do one listen through for the chart=
 0877 []
- 0878 Annette: Yes.
- 0879 Keith: and then go on and (on) the second list (in the comprehension)
- 0880 Annette: Mmm=
- 0881 Keith: =(pre-)
- 0882 Annette: Yeah. That should be fine.
 0883 []
- 0884 Keith: Yeah that- that
- 0885 Annette: Because- they- I find they're being quite supportive as a group
 0886 now they er=
- 0887 Keith: =Yeah that's good. Yeah.=
- 0888 Annette: =sort of try and help each other and em
- 0889 Keith: They're nice though, aren't they?
- 0890 Annette: Yes.. Very nice. Yes.
 0891 []
- 0892 Keith: °Yeah it's°
- 0893 (1.0)
- 0894 Keith: Right! I suppose I'd better get up and (.) do something then.
 0895
 0896
 0897
 0898 ((Tape ends.))
 0899
 0900

Transcript: Staffroom Talk Swan School 8.3.95

- 0001 Ed: Would you believe it. You know this: (.) you know this job I'm
0002 applying for in- in Leicester.
- 0003 Harry: Yeah.
- 0004 Ed: Well they're due for-
- 0005 Harry: In Leicester?
- 0006 Ed: Yeah. It was in las- (.) yesterday's paper. They're due for the
0007 British Council inspection in er July of this year.
- 0008 Harry: Hehh Hehe heheheheheheheh
- 0009 [
- 0010 Ed: Everywhere I go (.) they get (.) you know (.)=
0011 []
- 0012 Keith: Heheheheheheheh
- 0013 Ed: =inspection's in the air. (.) °Can't believe it.° (2.5) They get
0014 around don't they?
- 0015 Keith: You're not kidding. (1.0) What is it?
- 0016 Ed: It's a: (.) a place where I used to work, er (.) when I first went
0017 into TEFL. I did three- I did three kind of years' summer
0018 courses there. And they're after a (.) a °kind of° c- (.) course
0019 director. But er (.) it's- it's a small school, but they have (.)
0020 students throughout the year, but not many. But then in the
0021 summer they have these big groups of of (0.5) er (.) Spanish
0022 and Italian students.
- 0023 Susan: What Italian?
- 0024 Ed: Spanish.
- 0025 Susan: Oh the- the Span-
0026 [
- 0027 Ed: The Spanish.
- 0028 Susan: (Sounds as) spanky *Italians*.
- 0029 Paul: Heheh=
- 0030 Keith: =Heheh=
- 0031 Ed: =Spanish (.) and Italians (if)
0032 (22.0)
- 0033 Paul: Oh we're all having a party. (2.5) U::::r
- 0034 Harry: It's just a carrot and orange party. (1.0) What do you mean
0035 'U::r'?
- 0036 Paul: I've never understood how people can eat raw carrot.
- 0037 Susan: Why::?
- 0038 []
- 0039 Harry: No I'm not very er
- 0040 Susan: It's lovely.
- 0041 Harry: keen on it (.) °(myself.°). (1.0) (But smell the oranges) (0.5)
0042 and you think 'Ah, (.) go for (money on that.)'=
- 0043 Paul: =The juice is flowing.
- 0044 Harry: Yeah. (.) *The organ* juicies. ·hh hhh
- 0045 Paul: *Organ* jucies. (3.0) hhhhh heheh (1.5) °heheh° Couldn't
0046 believe that. Nearly wet myself when I read that.
- 0047 Harry: HHH!
0048 (1.0)
- 0049 Susan: What was that?
- 0050 Paul: This:: well this exam. I was marking an exam you know >it

0051 Paul: was< (.) 'Pre- prepare a menu (0.5) for your friends. (1.0)
0052 °And they had you know a list (.) of things (.) and then°
0053 drinks. 'Organ jucies.' °hhh ·hh°
0054 Harry: hh hh hhh
0055 Paul: Orange juice.
0056 Keith: HOH HOH!=
0057 Paul: =Organ jucies.=
0058 Keith: =Organ jucies.=
0059 Susan: =Ni:ce.=
0060 Keith: =(Well) Heh! (1.0) A::h=
0061 Paul: =And I was- (.) d-I was saying yesterday the other one was er
0062 (.) em (1.5) 'Please don't come round because I'm having a
0063 pussy flap installed.'
0064 Ed: Hehe heheheheh
0065 [
0066 Keith: A pussy flap! Heh heh ·hhh
0067 Ed: °()°
0068 Keith: Hah hah=
0069 Paul: =>What was that one< about the motorist, 'So I stuck my
0070 fingers up him.
0071 Harry: Yes. It was.
0072 Susan: [
0073 Keith: HEEEEH! HHHAH!=
0074 Harry: =Hehehehehahah
0075 Harry: 'He was travelling too fast >so what was it he was- he was on
0076 his bike.< So I stuck my fingers up him.'
0077 Keith: Hheh!=
0078 Susan: Hhahah!=
0079 Paul: ='I shall be wearing a rose in my bottom hole.'
0080 [
0081 Keith: Heh
0082 Keith: Hhehhh!
0083 Harry: That's a good one, yeah.=
0084 Susan: Heh what was that.
0085 []
0086 Harry: 'She will recognise me She will recognise me easily=
0087 []
0088 Paul: I will be wearing
0089 Harry: =because I will be wearing-
0090 Keith: =Heh=
0091 Harry: =wearing a red rose in my bottom hole.'
0092 [
0093 Paul: hh hh hh hh hah HAH!
0094 [
0095 Keith: HAH HAH!
0096 Paul: Heh ha::h.
0097 (1.0)
0098 Keith: HHHHH HEHEHAHAH! Walking on all fours presumably.
0099 [
0100 Harry: Heheh haha

0101 Harry: hahahah
 0102 Susan: hhhehe hahahah!
 0103 Paul: I'll just stand (here in the middle of the room.)
 0104 []
 0105 Susan: Yeah I think we can imagine that thanks.
 0106 Harry: Heheh
 0107 Paul: How do I book my back passage to Hamburg?
 0108 Harry: Yeah that's a real one °I think°. Well not- an exam one that
 0109 was Annetteain.
 0110 Paul: Her back passage.
 0111 []
 0112 Keith: Hhhh!
 0113 Harry: A face to face one that.
 0114 (0.5)
 0115 Paul: So to speak. Yeah. °()°
 0116 []
 0117 Keith: hhhh
 0118 (5.0)
 0119 Keith: °A:h (dear).°
 0120 Susan: Oh you got it faxed did you. That's pretty smart.
 0121 Ed: Yeah. (0.5) And faxed it back.
 0122 (1.5)
 0123 Susan: But you've filled it- you've done it already.
 0124 Ed: Yeah. I sent it off this morning and (.) they've just faxed back.
 0125 Susan: (a letter?)
 0126 (9.0)
 0127 Harry: I'm making good progress with the group list (though).
 0128 (1.0)
 0129 Paul: Hehehe heheh
 0130 []
 0131 Harry: Got one name on.
 0132 Paul: One name on the group list?
 0133 Harry: Uhuh.
 0134 Paul: Have you decided which class he's going in yet?
 0135 Harry: Uhuh.
 0136 (2.5)
 0137 Paul: Well that's something I suppose.
 0138 (3.0)
 0139 Harry: We need a benchmark °(to)°
 0140 (5.0)
 0141 Paul: W- what- what does the term 'benchmark' come from?
 0142 (0.5)
 0143 Ed: Surveying.
 0144 Paul: Surveying?
 0145 Ed: Mm
 0146 (1.0)
 0147 Paul: Stand on a bench?
 0148 Harry: Walk on a bench, yeah.
 0149 (1.5)
 0150 Annette: A workbench is it?

0151 [

0152 Paul: You mean- (.) like (.) 'How far is it from here to

0153 that bench?'

0154 Harry: hh hhh=

0155 Annette: =Heheheh

0156 Keith: Heh heh

0157 Ed: °Just a mark (or)°

0158 [

0159 Paul: You reckon it's a straight line.=

0160 Harry: =What is it a workshop thing perhaps.

0161 Annette: Yeah I was thinking of a work bench (.) or a (.)=

0162 []

0163 Harry: It might be (when you put) a mark on your

0164 Annette: =work bench.

0165 [

0166 Harry: your (.) on- on your bench.

0167 Ed: Mmm=

0168 Harry: >As a-< as a guide for ()

0169 Ed: Mmm (.) I- (.) I think it could be surveying because they

0170 needed a::: they needed a fixed point (.) didn't they which-

0171 which was- which could- immovable point

0172 Harry: Mmm=

0173 Ed: =from where to survey. And it could have been e:r (.) on a=

0174 [

0175 Paul: Heh=

0176 Ed: =bench.

0177 Paul: =heh *that guy* sitting on the bench.=

0178 Ed: =Something that doesn't

0179 Annette: Heh eheheh yea:h heh

0180 []

0181 Ed: something that () to make a mark on it yeah. It=

0182 [

0183 Paul: .HHH

0184 Ed: =could well be that.

0185 Paul: Heh (.) heh

0186 Jay: >°Could be°<

0187 Annette: Heh=

0188 Paul: =heh

0189 Ed: Could be (.) a clear line ().

0190 (3.0)

0191 Paul: Probably a bloke called Mark sitting on a bench.

0192 Harry: ()

0193 Paul: 'Can you sit on that *bench*, Mark.'

0194 Annette: Hhheheh

0195 Keith: Hahah (.) hah

0196 [

0197 Harry: hah

0198 Annette: hah

0199 Paul: hhh ·hh

0200 Harry: But don't move.=

- 0201 Annette: =A:::h (.) heheh
 0202 Paul: Heheh. What do you call the things that they use?
 0203 Keith: Theodolites.
 0204 Paul: Yeah I keep calling them troglodytes (but I hhhh)=
 0205 []
 0206 Ed: ()
 0207 Susan: =Hahahah=
 0208 Keith: =No they're the thing that ()
 0209 Susan: []=
 0210 Hahahah
 0211 Annette: =What are they called?
 0212 Keith: Theodolites.=
 0213 Ed: =Theodolites the=
 0214 Annette: =Theodolites. Oh right yes.
 0215 Paul: They sound like Greek restauranteurs don't they.
 0216 Keith: HehEH yeaH!
 0217 Ed: (In a)
 0218 Annette: I like those funny little things they wheel along. You know
 0219 Keith: Oh yea:h=
 0220 Annette: =it's er
 0221 Ed: Yeah.
 0222 Annette: I presume they've got thehhhh=
 0223 []
 0224 Keith: Trundle about with
 0225 Ed: =Yea:h.
 0226 Annette: I always wonder whether a (.) white line's going to *appear*
 0227 *behind it or something.*
 0228 Ed: They're all laser operated now (yeah).
 0229 Annette: Are they?
 0230 Ed: Yeah.
 0231 Annette: Gosh.
 0232 (1.0)
 0233 Paul: No I saw a guy pushing one.
 0234 Annette: Heheh (.) heh
 0235 Keith: Heh
 0236 Ed: I mean theo=
 0237 Keith: =Pushing his laser () thing.
 0238 []
 0239 Ed: a theodolite thing to (2.0) and er (.) they
 0240 can do much greater distances with them.
 0241 Annette: M mm
 0242 []
 0243 Paul: I saw (.) behind me there's a sort of (.) big (.) er ()
 0244 there's a disused graveyard (.) right behind my house (.) that
 0245 back on two houses up, and I saw four- (.) I'd just moved into
 0246 the road (.) I was told (.) you know 'Don't worry, this area's
 0247 safe they're never going to build anything. And about two
 0248 months later I saw these guys with theodolites and I RUSHED
 0249 OUT (.) went right round >and said< 'What are you doing
 0250 here!'

0251 Ed: Heh
0252 Paul: 'It's all right we're practising. We're from the er (.) the
0253 surveyor's over the (way). They were actually=
0254 []]
0255 Annette: >Heheheheheh<]
0256 []
0257 Keith: Yeah.
0258 Paul: =practising and I thought 'Christ!'
0259 Annette: =Yeah=
0260 Keith: Yeah.
0261 []
0262 Paul: I though they were real.
0263 Annette: A motorway going past.
0264 Ed: Well you used to see those- (.) those
0265 []
0266 Paul: Well () it's very difficult for
0267 a motorway to go past when=
0268 Annette: =Heheheh
0269 Paul: It's surrounded by buildings.
0270 []
0271 Annette: Well you can-
0272 []
0273 Ed: HeheHAHAHAH
0274 Annette: demolish (.) anything.
0275 []
0276 Paul: >Yeah yeah yeah.<
0277 Annette: That doesn't seem to stop them.
0278 Paul: No: (.) Where's your white em: (0.5) °(it's not much)°
0279 (0.5)
0280 Annette: Oh is this my e:m=
0281 Harry: =Yeah he's right on this one.
0282 Ed: Am I?
0283 Harry: ()
0284 []
0285 Annette: Well done.
0286 Ed: What's it say then. Have you got the actual ()
0287 []
0288 Harry: A mark on a
0289 stone post
0290 []
0291 Annette: Am I going to part with the em)
0292 []
0293 Paul: That sounds like- (.) that
0294 >sounded like< 'for a change.'
0295 []
0296 Annette: Yes. I thought that as well there was=
0297 []
0298 Ed: Hehehehehehehehe=
0299 Annette: =a slight tone of surprise.=
0300 []

- 0301 Ed: =he heheheheh
 0302 []
 0303 Keith: Hahahahah
 0304 Ed: =No offence taken, I'm sure.
 0305 []
 0306 Harry: ()
 0307 []
 0308 Annette: Heheheheheheheh°heheheheh°=
 0309 Paul: =Well what do you know
 0310 []
 0311 Ed: Spot on.
 0312 Harry: Yeah.
 0313 Ed: Heheh=
 0314 Harry: =(Very .)
 0315 Paul: Well (I'm sure it's)
 0316 []
 0317 Annette: () he's right yeah. Heheheh
 0318 Harry: 'A mark on a stone post or other permanent feature,'
 0319 (0.5)
 0320 Annette: Mmm
 0321 Harry: 'at a point whose exact elevation and position is known. (0.5)
 0322 Used as a reference point in surveying.'
 0323 Annette: Do you want to carry on now with the
 0324 []
 0325 Paul: From the Old English 'Can you sit on
 0326 that bench Mark please.' °(isn't it.)°
 0327 []
 0328 Keith: Hehah
 0329 []
 0330 Annette: Heheheheheheheh
 0331 Ed: Huh
 0332 Keith: Heh
 0333 (9.0)
 0334 ((During the above exchanges, Susan was peeling a carrot
 0335 which she is now about to eat.))
 0336 Keith: The carrot part two
 0337 Susan: Mm cut the end off.
 0338 (2.0)
 0339 Paul: Em what I've done is I've explained that we're going back to
 0340 something.
 0341 Annette: Uhuh=
 0342 Paul: =And I've explained why. Why we do this observation
 0343 because it's something which I do. Because er (.) I had to=
 0344 []
 0345 Annette: Right.
 0346 Paul: =do that because (.) >as I say< it's better as a sort of- as a unit,
 0347 (.) as a whole (.) one segment of a
 0348 Annette: Right.
 0349 Paul: a sort of a- a- a (.) definable (.) unit.
 0350 Annette: Uhuh.

- 0351 Paul: E::m (.) and so what we've done is we've (.) put (.) er the work
 0352 on 'wish' in suspension.
- 0353 Annette: Right.
- 0354 Paul: But (.) it's a- (.) it's a good stage to leave it. And so they know
 0355 they're going to go back (.) to something which they skipped
 0356 before.
- 0357 Annette: Oh right.
- 0358 Paul: Okay?
- 0359 Annette: And I'm going to work with: er (.) Teep probably am I?
- 0360 Paul: Teapot?
- 0361 Annette: With Teep (.) probably.
 0362 [()]
- 0363 Harry: ()
- 0364 Paul: Em (.) I called him Thai yesterday.
- 0365 Annette: °Hehe heheheh°
 0366 [
- 0367 Paul: I said 'What evening tie.'
- 0368 Annette: Heh
- 0369 Paul: And I said=
 0370 Harry: =Heheh
 0371 Annette: >Heheh<=
 0372 Paul: ='I just called you Thai ().'
- 0373 Annette: Hhheh heheh
- 0374 Paul: '>You can< start >calling me< English.' (.) 'Okay English.'
 0375 (0.5)
- 0376 Harry: °()°
- 0377 Paul: Yeah but=
 0378 Harry: =°()°=
 0379 Paul: =that'll be em
- 0380 Annette: And is that=
 0381 Paul: =after they've started er
- 0382 Annette: Mmm (2.5) Because the thing I'm most interested in is e:m:
 0383 (0.5) what (.) the (.) approximate level of your two Japanese is.
- 0384 Paul: O:h yeah.
- 0385 Annette: Because I've never taught them.
 0386 (2.0)
- 0387 Paul: Ah but don't look as if you're snooping.
- 0388 Annette: Oh no I won't.=
- 0389 Harry: (do you know what I mean.)
- 0390 Annette: °()°
- 0391 Student: May I speak with Ed?
- 0392 Harry: I should think so yes. Here he is. It's Sumi.=
 0393 Ed: =Huhuh
 0394 (13.0)
- 0395 Helen: Is there something ()?=
 0396 Harry: =Every time you walk into the room you ()
 0397 []
- 0398 Keith: Yeah
 0399 [
- 0400 Annette: Yea::h

- 0401 Harry: Heheheh=
 0402 Paul: =It's the latest group just trying to wind him up.
 0403 Keith: The ()
 0404 Annette: °Heheheh°
 0405 Keith: comprehensive mutterings.
 0406 Annette: °Heheheh° (Look-)
 0407 Helen: She's still waiting.
 0408 (2.0)
 0409 Annette: Yes it's (.) as soon as those black tights appear round the
 0410 corner Harry (.) hehe heheh
 0411 []
 0412 Harry: Heheh
 0413 (0.5)
 0414 Annette: gets worried.
 0415 []
 0416 Paul: Well she ()
 0417 ((General laughter 4.5s))
 0418 Annette: *Whoo watch out Harry.*
 0419 Harry: Ha- ()
 0420 []
 0421 Annette: Heheheheh right yes. He heheheh
 0422 (5.0)
 0423 Paul: If you were an Irish dancer you wouldn't see a ()=
 0424 []
 0425 Harry: I think ()=
 0426 Paul: =()
 0427 []
 0428 Harry: =for a butler or s:: heheheh haha hahahah
 0429 []
 0430 Annette: Well the- yeah.
 0431 []
 0432 Paul: That was the- that was
 0433 (.) stupid dancing that. Sort of (straight out it's)
 0434 []
 0435 Annette: Yes that was em e::r (.) pointing your toe and
 0436 Paul: it's a real (0.5) it's really stupid looking stuff.
 0437 Keith: Heh
 0438 Annette: (a date) on 'Top of the Pops' one night. Was it=
 0439 []
 0440 Paul: ()
 0441 Annette: =em (.) because there was an Irish (.) song at the top of the=
 0442 []
 0443 Paul: Oh=
 0444 Annette: =charts.
 0445 Paul: =I (once.)
 0446 []
 0447 Helen: (dance.)
 0448 []
 0449 Harry: ()
 0450 Annette: And er=

- 0451 Harry: =Yeah. Apparently number one in Ireland for the last sort of
 0452 Annette: Yeah. And the it must have come over here (0.5)=
 0453 []
 0454 Harry: ten years or something.
 0455 Annette: =and got in the charts.
 0456 []
 0457 Harry: Well they ()
 0458 []
 0459 Helen: () some sort of award ceremony.
 0460 Paul: Did they?
 0461 Helen: Mm (.) after that it went into the charts.
 0462 Annette: Oh right. (0.5) Yes I've () a bit surprised seeing it ()
 0463 []
 0464 Paul: Yes I think I've seen a bit of that.
 0465 Was it actually in- in British charts (or) obviously (.) they're all
 0466 () up and dancing this thing.
 0467 []
 0468 Annette: Yeah.
 0469 Annette: That's right.
 0470 Paul: I think that's a bit (.) more romantic than the er- the the reel
 0471 stuff because they just (.) stand in a little square and just kick
 0472 their legs up in the air. And those () got big breasts
 0473 because of the way they stand.
 0474 []
 0475 Annette: Oh yes but hh
 0476 Ed: Heheh
 0477 Annette: yeah but it's very clever.
 0478 Paul: With an ironing board down the back of them.
 0479 Keith: Heh
 0480 Paul: ()
 0481 Annette: If one knows anything about dancing it's very clever the fact
 0482 that they (.) >sort of< keep their shoulders so (.) and their=
 0483 []
 0484 Paul: They're very still. Yes I know but I- I-
 0485 Annette: =heads so still when they do it
 0486 []
 0487 Paul: Oh yes I know. I know it's very clever but=
 0488 []
 0489 Annette: dancing=
 0490 Paul: =I just think it's really boring.
 0491 Annette: =around.
 0492 Helen: °Heheheheheh°=
 0493 Harry: =Mmm
 0494 Paul: I mean=
 0495 Harry: =I can't say it's so clever but I've not actually (.) had to () it.
 0496 Paul: Yeah. I mean it's not like- it's not like proper (.) you=
 0497 []
 0498 Harry: ()
 0499 Paul: =know (.) everybody (.) doing a reel or something like that. Or
 0500 a jig. (0.5) You know it's- it's where people (.) enjoy

- 0501 Paul: themselves, (.) it's not meant to be (.) enjoyed.
 0502 Helen: °(wear a vest.)°
 0503 Keith: There you go. Yeah.
 0504 Annette: Yeaheheheh *ye:s*=
 0505 Keith: =Anyone got a pair of black tights with them.
 0506 Annette: Heheheh
 0507 [
 0508 Harry: Heheh
 0509 Helen: Yeah.
 0510 Keith: Heheh
 0511 Helen: I find stockings work better.
 0512 Paul: My s-my cousin (yesterday.)
 0513 [
 0514 Annette: E:m (.) Ed ()?
 0515 [
 0516 Ed: Yes thanks.
 0517 Annette: That came through (.) within (.)
 0518 Paul: >I don't know<=
 0519 Annette: =(Yes there's a)
 0520 [
 0521 Paul: (one of them) was really (being)
 0522 [
 0523 Ed: Quick. Yeah.
 0524 (0.5)
 0525 Paul: So you ()
 0526 [
 0527 Ed: Just said er (.) to Harry I don't want to do
 0528 business English. >Heheheh<
 0529 [
 0530 Paul: parents. (Desperately (.) >Which one was that?<)
 0531 Ed: Well it's (). I used to be quite pleased=
 0532 [
 0533 Harry: Yes. I mean Irish ()
 0534 Ed: =(but given two days) ()=
 0535 [
 0536 Annette: Mmm
 0537 Annette: =One of my neighbours is er (.)
 0538 [
 0539 Harry: I was just (.) just saying to Keith, I think it's (.)
 0540 it's Keith that attracts them.
 0541 [
 0542 Annette: very Irish
 0543 Harry: Heheh because it was from ()
 0544 [
 0545 Annette: and er (.) their little (.) six year old girl has em=
 0546 Paul: =(problem.)=
 0547 Annette: =Irish dancing lessons and () and so on.
 0548 [
 0549 Harry: Heheheheh [
 0550 Keith: ()

0551 []
0552 Paul: ()]
0553 Keith: Heheh!
0554 Paul: Lots of meat.=
0555 Annette: =(They've obviously) found (.) a place for it.
0556 [] []
0557 Ed: (But I've) not been- []
0558 Paul: And () so
0559 Ed: =We have been doing business orientated stuff.
0560 []
0561 Paul: I think (it)=
0562 Keith: Well yeah.
0563 =[]
0564 Ed: Perhaps it's down to that. () But basically=
0565 []
0566 Paul: (satisfy) anyway. ()
0567 Ed: =An dré is you know (2.0) being a bit of a pain. (.)=
0568 []
0569 Annette: Yeah.
0570 Ed: Anyway (.) ().
0571 []
0572 Annette: What's the time ()?
0573 Keith: It's: (five to- seven) (.) six and a half minutes to eleven.
0574 []
0575 Paul: (Are you doing) []
0576 Ed: ()
0577 Ed: is that (.) (probably) he's going to react now I- (.) if you
0578 do=
0579 []
0580 Harry: (sort of)
0581 Ed: =general English now he's going (.) to say
0582 Paul: He's a () is old André.
0583 []
0584 Harry: () (Well) is the problem of the (B's
0585 in the) I suppose (.) isn't it.
0586 Ed: (want a B) for two (.) camps.
0587 Annette: Uhuh.
0588 Paul: Well just go in there and (.) kick ass.
0589 Ed: Hhheheh
0590 []
0591 Harry: Heheheheheheheheheheheh=
0592 Susan: =Wha:t?:=
0593 Paul: =Heheh
0594 Harry: () b**o**ttoms ()
0595 Paul: Yes kick b**o**ttoms.
0596 []
0597 Harry: °Heheheh°
0598 Annette: °Heheheh°=
0599 Ed: Hah hah hah
0600 []

0601 Paul: Instead of kick bottom.
 0602 (8.5)
 0603 Paul: Well as far as I'm concerned they're getting what I'm giving
 0604 them.
 0605 (2.0)
 0606 Harry: °Hahahahah°
 0607 Paul: (You it?)
 0608 Annette: Yeah.
 0609 Harry: Hehahahah=
 0610 Annette: =Good attitude ().
 0611 [
 0612 Keith: Oh yeah ()
 0613 [
 0614 Ed: (What is this) (.) ()
 0615 [
 0616 Keith: ()
 0617 [
 0618 Annette: ()
 0619 Keith: Hehe heh
 0620 [
 0621 Harry: °Heheheheh°=
 0622 Keith: (That'll be great) (.) Yeah.
 0623 [
 0624 Paul: I'm such a wag.
 0625 ((General laughter.))
 0626 Annette: Because you forgot to give us our usual warning today. Heh=
 0627 [
 0628 Keith: Oh sorry=
 0629 Annette: eheheheheheheheheh
 0630]
 0631 Keith: =oh I'll have to- I'll have to forget again. It's been ()
 0632 pretty good (today), yeah it's pretty good.
 0633 [] [
 0634 Annette: Heheheh [
 0635 Harry: Heheheh
 0636 Paul: Heh
 0637 Keith: Hahah
 0638 Paul: Heh heheh
 0639 Annette: Yes, I would never have mentioned Helen's black
 0640 tights *had* I known.
 0641 []
 0642 Keith: ()
 0643 Paul: I wouldn't have mentioned (.) pussy flaps.
 0644 Annette: Hhhhhe heheheheh
 0645 [
 0646 Keith: Hhhe heheh
 0647 [
 0648 Harry: He heheheheh
 0649 [
 0650 Paul: That's on now as well.=

0651 Keith: =YEAH *absolutely*.
 0652 Paul: And 'stick my (.) fingers up 'em.'
 0653 Annette: Yehah=
 0654 Keith: =I (thought)
 0655 Paul: [
 0656 'Back passage to Hamburg' was it?
 0657 Keith: >That's it.< 'Back passage to
 0658 [
 0659 Annette: 'Back passage to Rotterdam.=
 0660 Paul: =Rotterdam.=
 0661 Annette: =Yes.=
 0662 Paul: =O:h I got the port wrong.=
 0663 Annette: =Yeah.
 0664 (2.0)
 0665 Keith: Great. HH!=
 0666 Annette: =°Heh°=
 0667 Keith: =HAH!
 0668 (2.5)
 0669 Paul: >Seriously though< it is difficult meeting the needs of
 0670 disparate (.) elements in a group isn't it.
 0671 Keith: HEHHHHH HAHAHAHAH
 0672 [
 0673 Harry: Heheheheheheha hahahahahahah
 0674 [
 0675 Keith: Eh scratch that one] from
 0676 the record.
 0677 [
 0678 Paul: HE heheh
 0679 [
 0680 Annette: Hahahah=
 0681 Keith: =Heheheh
 0682 Harry: But one does one's best.
 0683 Keith: Heh! Hah
 0684 [
 0685 Paul: Absolutely.
 0686 Keith: Heh. Yes. (One dedicates oneself)
 0687 [
 0688 Paul: Which is why I like to t- take control and er I
 0689 like to decide what they should be doing so there's no=
 0690 [
 0691 Ed: Alright.
 0692 Paul: =conflict.
 0693 Ed: Mm
 0694 Keith: Hahhhhh!
 0695 Ed: Yeah it's too (if you)
 0696 [
 0697 Paul: Take me bicycle clips off again now.
 0698 Keith: Heheheheheh
 0699 Ed: Can be desperate (when it's desperate).
 0700 Paul: Heheh=

0701 Harry: =Yeah.
 0702 (0.5)
 0703 Ed: As it is.
 0704 Paul: Yeah it's the first time I've been caught out. (1.5) I mean it's
 0705 the first time I've forgotten it's on.
 0706 Keith: Heheh. >Oh really?<
 0707 Paul: Mm
 0708 Keith: O::h
 0709 (4.0)
 0710 Keith: °Hah°
 0711 Paul: °Huh°
 0712 (5.0)
 0713 Keith: °Hah°
 0714 (3.0)
 0715 Harry: Did you e:m (0.5) >I was going to say< fob them off but *perhaps*
 0716 *that's not a*
 0717 Ed: I was saying you know er (.) it's a question of not being ab=
 0718 []
 0719 Keith: That's it ()
 0720 Ed: =in- connected with business (.) (probably). (3.0) Er but
 0721 unfortunately I don't know ho:w er (.) André's going to react
 0722 to (us but) he (.) made up his mind that's he's going to-
 0723 anything that's not directly connected with business he's going
 0724 to (.) ·hhh (.) (leave). (1.0) () (.) He's going to make it=
 0725 []
 0726 Paul: () =
 0727 Ed: =look () NQ there's- you know (.) there's
 0728]
 0729 Paul: = ()
 0730 (1.0)
 0731 Paul: What's he do?
 0732 Ed: (I mean any of)
 0733 Annette: Mm=
 0734 Ed: =this kind of er (.) dismissive. You know 'Urrrrr we::ll' (0.5)
 0735 And also=
 0736 Paul: =()=
 0737 Ed: =e-even if it's 'Ooh'=
 0738 Harry: =(That's) more than a bit ().=
 0739 Ed: =And also hhhh if you do do something which >has to do
 0740 with< business, the moment he's done it (.) ((clicks fingers)) he
 0741 says 'Right. Want to do something else.' It's literally (.) like
 0742 eating it up
 0743 []
 0744 Annette: Mmm=
 0745 Ed: =one after another. And he doesn't want (.) () he's=
 0746 []
 0747 Paul: ()
 0748 Ed: =not going to wait (.) for anybody else,
 0749 []
 0750 Annette: (He'll want to) (.) No. Just want to=

- 0751 [
- 0752 Paul: Just say (.) 'Can=
- 0753 Annette: =communicate.
- 0754]
- 0755 Paul: =you wait for the people who've paid please.
- 0756 Harry: Hehe hahahahahah=
- 0757 [
- 0758 Annette: Hhehhhhhh
- 0759 Keith: =Hahahahah
- 0760 Harry: Heheh
- 0761 Paul: ·hhhhhhh yeah.
- 0762 Annette: >(At least)< you know Mak did a similar sort of thing
- 0763 with me this morning, (.) I gave them e:m (.) a matching (.)=
- 0764 [
- 0765 Keith: ()
- 0766 Annette: =e:r (.) exercise, and e:r (.) >no sorry< an orderi- ordering of
- 0767 sentences, and e::r (.) he looked at his sheet, and e::r while I
- 0768 was helping the other two, (.) he wrote down >'one two three
- 0769 four five six seven eight'< (.) so that I came over to him and I
- 0770 said em: (.) 'Have you said anything to Chul Soon about this?'
- 0771 (0.5) 'No.' (.) I said 'Have you spoken to Chul Soon at all
- 0772 about this?' 'No.' (.) I said 'Well that was the whole point of
- 0773 me asking you to work in pairs.
- 0774 []
- 0775 Keith: Heheh
- 0776 Keith: Heheheh
- 0777 [
- 0778 Harry: Heheh
- 0779 Harry: It works sometimes () awful.
- 0780 []
- 0781 Annette: So I took his piece of paper away, and I said 'Right. Do
- 0782 it again now on Chul Soon's bit of paper with him,
- 0783 []
- 0784 Harry: Yesterday I mean it was the
- 0785 Harry: it was the pits. They do not listen to each other.
- 0786 Annette: No.
- 0787 Harry: At all. It's er
- 0788 Annette: Well (.) after that, (little) experience this morning, em they=
- 0789 []
- 0790 Harry: ()
- 0791 Annette: =were- they worked beautifully together
- 0792 Harry: Well they (haven't) done that for me.
- 0793 Annette: em: (.) and later on in the lesson I heard him asking Chul=
- 0794 []
- 0795 Harry: °()°
- 0796 Annette: =Soon (.) em (.) 'When do you use this word' and 'Why is this
- 0797 the present perfect tense,' and- Chul Soon was explaining
- 0798 very: er adequately (.) quite adequately (.) the use of the *present*
- 0799 *perfect* in that particular sentence
- 0800 Harry: °Mmm°

- 0801 (2.0)
 0802 Annette: But yes you really have to watch them
 0803 []
 0804 Harry: Mm
 0805 Harry: Yeah. I mean yesterday was the- basically the only=
 0806 []
 0807 Annette: E::m
 0808 Harry: =communication that was going on was er (0.5) a silly little
 0809 competition between er (.) Abdullah and
 0810 Annette: Now there's a surprise! Hhheh
 0811 []
 0812 Harry: Heheyeah. ()
 0813 Annette: Uhuh, (0.5) what- whose t- who could do it first or was it
 0814 nothing to do with er the activity °you'd given them.°
 0815 Harry: We:ll they're fr- they're forever looking at each other >and
 0816 saying< 'Understand?' Heheh
 0817 []
 0818 Annette: Heheheheheheh=
 0819 Paul: =Hehehehehe heh
 0820 []
 0821 Harry: Heh. One upmanship going on.=
 0822 Annette: =Mmm
 0823 Harry: .hhhh
 0824 Paul: °heheh°
 0825 Keith: Have they got this work () or shall I photocopy (it).=
 0826 Annette: =E::m (.) no they haven't so: yes.
 0827 []
 0828 Keith: Oh all right I'll- (.) I'll photocopy it
 0829 at the unit because they've got that (anyway.)
 0830 []
 0831 Ed: Yeah it's like he's
 0832 working er (). He completely ignored the fact that=
 0833 []
 0834 Annette: No I think er () around that, yes.
 0835 Ed: =(he could)
 0836 []
 0837 Keith: ()
 0838 Annette: Yeah. Yes ()
 0839 []
 0840 Helen: Mmm. () in the
 0841 []
 0842 Keith: Yeah.
 0843 Keith: Okay.
 0844 Helen: David Black is here.
 0845 Harry: Oh all right.
 0846 (0.5)
 0847 Helen: °(Just in case you)°
 0848 (4.0)
 0849 Paul: °Ooooh°
 0850 Harry: °Huh°

- 0851 Paul: °Hah°
 0852 Harry: °You can () it ()°
 0853 Paul: °Well you- (.) you go and talk to him.°
 0854 Harry: >No I don't wanna<
 0855 Helen: No: I just- (.) thought-
 0856 Harry: Just for information=
 0857 Helen: =Yeah!
 0858 Harry: Mmm
 0859 Helen: Being the course director I thought you might be interested.
 0860 (>It's good to know<) you can keep your finger on the pulse of
 0861 er heh=
 0862 Helen: Yea:h!
 0863 Paul: Sort of thing. (.) Why not.
 0864 Helen: Whoops!
 0865 Susan: So em if this geezer turns up then or whatever his name is
 0866 Harry: Khaled. °()°
 0867 Susan: Heh. What's- when does term start and all that business
 0868 and what () up.
 0869 []
 0870 Harry: Right. E:m []
 0871 []
 0872 Paul: If this geezer turns up when this term
 0873 starts ()
 0874 []
 0875 Susan: Heheh
 0876 []
 0877 Helen: Yeaheheh we'll have a holiday for him.
 0878 Susan: No is it Monday or Tuesday?
 0879 Helen: Tue sda:y.
 0880 []=
 0881 Harry: °No it°
 0882 Paul: =Well when can you get here?
 0883 Susan: Heheh!
 0884 Harry: Heheh
 0885 Susan: Wednesday. >Is that all right?<
 0886 []
 0887 Harry: Teaching act- Teaching actually starts on
 0888 Tue::sday.
 0889 Susan: °Heh°
 0890 (2.5)
 0891 Harry: E:m
 0892 (4.0)
 0893 Harry: °Bababum:::°
 0894 (2.0)
 0895 Annette: Have we got a sort of timetable printed out that e:r (.) as for
 0896 Abdullah? That says three lessons every morning with Susan.
 0897 Harry: Well no- we didn't- (.) we still don't really know whether he's
 0898 coming because there's ()°
 0899 []
 0900 Annette: No but- sorry what I meant was: have we

- 0901 Annette: got the same- because it would be exactly the same timetable,
 0902 do if he did turn up (.) we could make a copy of that.=
 0903 []
 0904 Harry: I'm not sure that er
 0905 Harry: =Abdullah hasn't actually got a timetable as such, has he=
 0906 []
 0907 Annette: No and=
 0908 Harry: =it's just (you)
 0909]
 0910 Susan: =I'll tell you what we- I forgot to do >as well< take the=
 0911 []
 0912 Annette: No ()
 0913 Susan: =() register? Every morning. Because you know when
 0914 I went to that- (.) observe that lesson last week
 0915 Annette: Mmm=
 0916 Susan: =>(He said 'Do you want one of these ')<
 0917 Paul: No.
 0918 Susan: Well I saw you having one.
 0919 Annette: Uhuh
 0920 Susan: Whoops.
 0921 Harry: Yeah. Yeah and you know that I've added him to your
 0922 Annette: Mmm
 0923 Harry: one.
 0924 Annette: Yes.
 0925 Susan: He is actually here though he has been here *every day*.
 0926 Annette: Yes because in fact I've been putting him in (.) er (.) when he
 0927 hasn't been in with my lessons in the morning, (.) with my
 0928 group, I've put him in as one to one, (.) or I've written 'one to
 0929 one', and then Harry's marked him in (.) for the afternoon if
 0930 he's been in those less ons.
 0931 []
 0932 Susan: That's all right then isn't it.
 0933 Harry: °Yeah.°
 0934 Annette: So he is actually on the register.
 0935 (3.5)
 0936 Harry: >In fact< as you correctly pointed out, there was a point I
 0937 think he was noticed if *he was in there!*=
 0938 Susan: =>Heheheh<hheh=
 0939 Annette: =Ye:s=
 0940 Susan: =·hhhh hehheheh
 0941 Harry: () one to one.
 0942 Susan: ·hhhh hhh
 0943 Harry: Heh!hahah hh·hhh
 0944 (1.0)
 0945 Harry: (' missing?') 'Hang on I'll just check.'
 0946 Susan: Hhehehehahah=
 0947 Paul: Left someone bound and gagged in the corner somewhere.
 0948 Annette: Yeah. (0.5) That primary school teacher had the right idea.
 0949 ((Referring to a recent news item about a primary school
 0950 teacher who bound and gagged one of her pupils.))

- 0951 Susan: Hhhhh ehhh
 0952 [
- 0953 Harry: Heh
- 0954 Annette: =(For) a troublesome student.=
- 0955 Susan: =hh sellotape his legs together.
- 0956 [
- 0957 Harry: Second time somebody's mentioned
- 0958 that (this)=
- 0959 Annette: =Oh really?=
 0960 Paul: =I said it to my class.
- 0961 Annette: Hah
- 0962 (2.0)
- 0963 Harry: Heheh=
- 0964 Paul: =Said em (.) 'Did you () such an (.) incredible (.) story of
 0965 this (.) teacher who bound and gagged a four year old boy in
 0966 her classroom.'
- 0967 Annette: °Mmm°
- 0968 Paul: >And I said< 'I think that's a (.) really good idea.'
- 0969 Harry: Hehehehahah
- 0970 [
- 0971 Susan: Hhehehahah ·hhhhh hh
- 0972 Harry: Hah hah
- 0973 [
- 0974 Annette: What did they say what was the reaction?
- 0975 Paul: They- (.) the-when they realised it was a joke they laughed.
- 0976 Annette: ((Imitating student) HeheheHEhahahah (and so on) yes.
- 0977 []
- 0978 Harry: () he
- 0979 heheheh
- 0980 Paul: ((Imitating student) Ha ha hahah ha ha
- 0981 (0.5)
- 0982 Annette: ((Imitating student) Ho ho ho=
- 0983 Harry: =That's Katsuko.
- 0984 Annette: I can't do er (.) Chul Soon. (1.0) Ho! ((high pitched))
- 0985 Paul: ((High pitched and very fast)) >Heheheheheheh<
- 0986 Harry: Yeah.
- 0987 Annette: Hoooh that's ra=
- 0988 Paul: =>Hehehehe heheh< ((High pitched and very fast))
- 0989 [
- 0990 Annette: Heheheheheheh ((copying Paul))
- 0991 Paul: There's em: (.) there's a character in: the er nineteen thirty=
- 0992 [
- 0993 Harry: Heheh
- 0994 Paul: =nine (.) film of Hunchback of Notre Dame,
- 0995 Annette: Mmm=
- 0996 Paul: =Who wants to hang everybody, (0.5) and he's a >sort of a (.)
 0997 sort of a< comic character
- 0998 Harry: Hehah ye:s a
- 0999 Annette: Heheh=
- 1000 Harry: =bundle of fun.=

1001 Annette: ((Imitating again))>Heheheheh<=
1002 Keith: =Hahahah
1003 Paul: () laugh.
1004 Annette: I don't like Chul Soon's laugh.=
1005 Paul: =()
1006 Susan: ((High pitched)) >Heheheh<
1007
1008
1009
1010
1011 ((Recording ends))
1012
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Transcript: Staffroom Talk Swan School 15.3.95

0001 Paul: °Ghahhhhd!° (1.0) hhhh (0.5) °Oh dear!°
 0002 Susan: °Hhhehheheh°
 0003 (1.0)
 0004 Paul: hhhhh! I think I shall get some duckboards out (.) coming
 0005 across my room.
 0006 Susan: Dotboards?=
 0007 Paul: =D uckboards. Yeah.
 0008 [
 0009 Keith: Duckboards.
 0010 (1.0)
 0011 Paul: >Talk about< wading through mud at the moment.
 0012 Susan: Which room have you got?
 0013 Paul: My group.
 0014 Susan: Heheh (.) really?
 0015 Paul: Basically the e::m (2.0) the other classes. (1.0) 'Yes please.'
 0016 ((In reponse to offer of coffee.))
 0017 Susan: The other classes.
 0018 Paul: Yeah. That's the ones: that don't fit in, I've got.
 0019 Susan: Hehhhhh hah! What?=
 0020 Paul: =Well I haven't got the peopl::e who are (0.5) relatively good.
 0021 (0.5) I've got (.) >actually it's- it is (0.5) a sort of a dumping
 0022 ground (cover it.)
 0023 (2.0)
 0024 Susan: So what (.) level are they then?
 0025 Paul: They're (a) mixed level.
 0026 Susan: Heheh>heheheheh< (.) that's really great.
 0027 Paul: Three levels, (.) in a group of four people.
 0028 (1.0)
 0029 Susan: It's interesting. That they're that far removed from each other.
 0030 Paul: Well er different () needs really.
 0031
 0032 ((At this point Annette responds to non-verbal signals from
 0033 Keith about her preferences for coffee. Her turns, and Keith's
 0034 responses, which are not transcribed, cut across what follows
 0035 and occasionally mask it.))
 0036
 0037 (0.5)
 0038 Paul: One of them really is (.) alright basically she's not sure
 0039 () it's just- (.) I just ()
 0040). I'll show you
 0041 what I've done in the last- () in the last hour and
 0042 ten minutes,
 0043 Susan: Okay
 0044 Paul: we did that, (1.0) Yeah? (We di-) we discussed that, we did
 0045 that, (.) a::nd we've written: (.) one sentence after that.
 0046 Susan: °Heheh°
 0047 (1.5)
 0048 Paul: 'It all began when I was seventeen,' (0.5) Oh yes 'It all began
 0049 when I was seventeen' (we'd agreed on. And then) 'I was
 0050 depressed.' () 'Because (.)' °(and then

- 0051 Paul: the)
- 0052 [
- 0053 Susan: >(So it was the)< (1.0) (I shoplifted because of her.)=
- 0054 Paul: =No. I (shoplifted)
- 0055 Susan: Oh (aholic).
- 0056 (2.0)
- 0057 Susan: Oh wow that's great. (0.5) Doesn't it make you just feel like
- 0058 '() what am I doing.'
- 0059 Paul: Heheh
- 0060 Susan: 'Let's just forget this and *start something else.*'
- 0061 Paul: I just er I was just worried that () with Katsuko=
- 0062 []
- 0063 Susan: So >sort of< () you can do.
- 0064 Paul: =and- and Junko: (0.5) (and) (0.5) () slow them down
- 0065 that's all.)
- 0066 Susan: Right. (.) Is Junko the (0.5) Harry was teaching () =
- 0067 Paul: =No no no that's the other Junko.
- 0068 []
- 0069 Susan: (She used to) Has she gone? No?
- 0070 Paul: No no she's still here. (0.5) But she's in the top group ().
- 0071 Susan: °Oh right.° (.) Okay.
- 0072 Paul: Mm
- 0073 Susan: Why did Chas- was Chas: () isn't it. Chas seems
- 0074 better than that ° didn't
- 0075 he?°)
- 0076 Paul: No.
- 0077 Susan: No: hhhh=
- 0078 Paul: =No >I mean< my point is if you've got somebody who's
- 0079 better (up) than somebody from the group, (.) er (.) if you put
- 0080 him with the group where he's much worse than everybody
- 0081 °()° Oh!
- 0082 The tape is on! Ahahah (.) everything is going wonderful.
- 0083 Susan: Hhhhh heheheh
- 0084 Paul: ·hhh
- 0085 Keith: That's ohhh that's (true) absolutely wonderful aahh. Edit out
- 0086 all the rest. 'Paul said it was all going absolutely spiffingly.'
- 0087 []
- 0088 Paul: HahaHahh
- 0089 Susan: Ha::h
- 0090 []
- 0091 Paul: Hhhh No I mean it was alw- there was a problem I- there
- 0092 was a prob- I wasn't (.) entirely happy with it but I think I'm
- 0093 prepared to give it a go but er (.) hhh! It's er
- 0094 (4.0)
- 0095 Paul: I mean er the pro- solving problems isn't about removing them
- 0096 to another place in my opinion °sort of:°
- 0097 (2.5)
- 0098 Keith: Can I quote you on that Paul?
- 0099 Paul: Yeah.
- 0100 Keith: HhhEHEHeheh Heh Heh Heh

- 0101 [
- 0102 Paul: I mean (.) it's something I've been
- 0103 (.) °con-° concerned about in. (3.0) Wha- what's happening
- 0104 we're feeding people into the bottom of the school,
- 0105 Susan: Yeah.
- 0106 Paul: A:::nd we're doing that, and it's got implications for the rest of
- 0107 the school. We've got a sort of ceiling
- 0108 Susan: Yeah
- 0109 Paul: We- beyond (.) which people can't go, e::r we've (.) we've-
- 0110 only got a certain amount of leeway in the top group,
- 0111 Susan: °Yeah.°
- 0112 Paul: to actually make it work (.) work because we've got somebody
- 0113 who's quite good in (that). And so: what we're (going) to have
- 0114 (.) if if: we're allowing fluidity we can't allow it through the
- 0115 whole school, so (.) people are coming up against a ceiling.
- 0116 (0.5) which happens to be (.) in my group. ·hhh
- 0117 Keith: Heheh
- 0118 Paul: And I'm er (.) totally happy with ceilings.
- 0119 [
- 0120 Keith: ()
- 0121 Keith: Heheheh yehas (want to.) (0.5) °So°
- 0122 ((Jenny and Louise enter at around this point.))
- 0123 Paul: MMMm
- 0124 Keith: Yeah
- 0125 Paul: What's he like?
- 0126 Jenny: Mmm seems okay. Coming in with sort of
- 0127 [
- 0128 Paul: (I've just) had some terrible trouble with
- 0129 (that guy).
- 0130 Louise: Ah yeah. And em
- 0131 (0.5)
- 0132 Paul: D- I mean different things as well. One of them is er (.)=
- 0133 []
- 0134 Louise: ()
- 0135 Paul: =this Cristal () that doesn't really (.) is catching on
- 0136 Louise: Isn't she?
- 0137 Paul: very well.
- 0138 Louise: Oh=
- 0139 Paul: =A:nd the other one is Chul Soon's:: °(and the°
- 0140 language together s:=
- 0141 Louise: =Oh
- 0142 Paul: basically.
- 0143 (5.0)
- 0144 Jenny: Susan, (0.5) we've got you a new student. (0.5) Do you want
- 0145 to come and meet her. °hhh ·hh hhh° You've now got=
- 0146 [
- 0147 Paul: Is she rock=
- 0148 Jenny: =a- a group of two; and (one.)
- 0149 []
- 0150 Paul: =bottom? Is she rock bottom?

- 0151 Louise: O::h yeah.
- 0152 Paul: Thank God for *that*. °hh° hehEheheh °heheheh°
- 0153 Louise: () stay in your group. Hahahah!
- 0154 (3.0)
- 0155 Louise: No he seems okay I mean I'd- I made no concessions because I
- 0156 say to them I just (.) go in, and I think it's important that em (.)
- 0157 that the language I use is the language I'd use to other people,
- 0158 and e:m (.) I'm not sort of slowing down and
- 0159 Keith: Yeah ()
- 0160 [
- 0161 Louise: ().
- 0162 Paul: What- what I caught myself doing today, is em: (.) I sometimes
- 0163 (.) find myself (.) when I think people are just sort of (0.5)
- 0164 being (.) just slow and in fact I- it's a bad habit in me', when=
- 0165 [
- 0166 Louise: Yeah.
- 0167 Paul: =you think it's an obvious question=
- 0168 Louise: =Mm=
- 0169 Paul: =with a (.) >sort of a< blinking Japanese
- 0170 Louise: °>Yeah<°
- 0171 Paul: You sort of go (.) 'That wasn't swearing °that'was-°
- 0172 Louise: Mm=
- 0173 Paul: physical description.'
- 0174 Keith: Hhhah! Hahahah
- 0175 [
- 0176 Paul: You sort of- (.) you sort of go 'Come on!'
- 0177 Louise: Yes=
- 0178 Paul: =You know. And I thought- 'I can't do this today, because I
- 0179 had a- (.) I mean I was doing it with Junko,
- 0180 Louise: Mm
- 0181 Paul: because I said- I said (.) 'What has just happened is the
- 0182 (), (.) there's somebody sitting out side, em (.) >I=
- 0183 [
- 0184 Louise: Mm
- 0185 Paul: =suppose< a department store er- with fifteen shopping=
- 0186 []
- 0187 Louise: (. Yes.)
- 0188 Paul: =bags,
- 0189 Louise: Mmm=
- 0190 Paul: =looking really miserable. What has just happened?' She's
- 0191 going (.) 'Ooh!' And I thought (.) 'They're doing this to me'
- 0192 Louise: Heh eh
- 0193 [
- 0194 Keith: HAHaha:h=
- 0195 Paul: =and I thought 'No stop it' so we- it was=
- 0196 Louise: =Mmm
- 0197 Paul: very very supportive
- 0198 Louise: Mm
- 0199 Paul: °and she's going so slow.°
- 0200 Louise: It's desperate isn't it?

- 0201 Paul: E::M=
 0202 Keith: =°Yeah°=
 0203 Paul: =I mean that's- that's her, an-and I think (.) she does that kind
 0204 of thing in new situations they tend to do that kind of
 0205 Keith: Yeah=
 0206 Paul: =so they go limp on you=
 0207 Keith: =Yeah. Yeah
 0208 [
 0209 Paul: in those situations.
 0210 Keith: Chul Soon'll come up with sommat though won't he given
 0211 half a chance.
 0212 Paul: Yeah.
 0213 Keith: (Or is he) nervous (sometimes he) seems nervous to me.
 0214 Paul: E:::r (.) he doesn't- he doesn't like *writing*.
 0215 Keith: Oh right yeah. (0.5) °()°
 0216 Paul: If he- I mean he- he'll have an idea but he can't express himself
 0217 very well.
 0218 Keith: Ri:ght you-
 0219 Paul: I mean (.) I mean he's come on an awful lot.
 0220 Keith: Yeah I was really- when I took him yeah and I thought I'd seen
 0221 him before he did seem to be er (.) yeah.
 0222 Paul: But e:m (2.5) I'm a bit worried about (.) Katsuko and Junko.
 0223 Because I felt that er (.) >()< consolidating quite nicely
 0224 (0.5) and er (.) I hope they're going to be all right. I've- I've
 0225 actually (2.0) I've got (.) each of them working with another
 0226 ()
 0227
 0228 ((At this point Harry enters the staffroom and engages Jenny,
 0229 Louise and Susan in conversation. Most of what is said is
 0230 drowned out, but the following snatches of Keith and Paul's
 0231 conversation are clearly audible.))
 0232
 0233 Paul: (and I don't know or
 0234 anything.) I don't know- (.) I mean I'm just trying to make it
 0235 work while they have
 0236 Keith: Yeah.
 0237 Paul: If you start (giving up.) I don't like to
 0238 do that really (if I can)
 0239 Keith: Yeah.
 0240 Paul: G- I've got- (.) one of them is a s::: (1.0) (a woman who is) (.)
 0241 practically self taught, (about ten years
 0242) ...
 0243 Keith: Yeah.
 0244 Paul: So I've got- I've got- (.) I mean that was one of the problems
 0245 that was slowing me down (it appeared to be very (.) hard) to
 0246 cope with this person. ()
 0247 And I had her (.) in the end (.) sitting with Katsuko. (She
 0248 seemed very)
 0249 Keith: Right.
 0250 Paul: (posing a threat.) A::nd (0.5) she- she was just (.)

- 0251 Paul: looking at her own piece of paper,
 0252 Keith: Ri:ght.
 0253 Paul: She's practically (). She's (there) (.) hoping that
 0254 em (.) >she's obviously< very bright.
 0255 Keith: Yeah.
 0256 Paul: Just a question of getting (). ()
 0257 Keith: Yeah.
 0258 Paul: But the thing is you see that it's- this is a an intermediate
 0259 (thing in itself). (1.5) I mean you've got to try and encourage
 0260 them to have a bit of nous about it otherwise they're not going
 0261 to get anywhere.
 0262 Keith: Yeah.
 0263 Paul: Mm
 0264 Keith: And you struggle all the time presumably.
 0265 Paul: Yeah.
 0266 Keith: To do it.
 0267 Paul: Because I mean (.) Katsuk- Katsuko and Junko are sort of
 0268 ready to (.) start (.) having their heads banged together you
 0269 know you could do it with them a bit
 0270 Keith: Right.
 0271 Paul: And so you could make a guess here but (.) (they've become
 0272 uncertain) today, (.) and the others: (0.5) haven't quite got the
 0273 strategies so it's a bit
 0274 Keith: Yeah right yeah () yeah Chul Soon is the sort of ()=
 0275 [Mmm
 0276 Paul: =(
 0277 Keith:).
 0278 Paul: Mmm. (1.0) Still (.) we'll see how ().
 0279 Keith: It's a different problem that isn't it.
 0280 Paul: We've got- I've got e:m I've got two different problems
 0281 Keith: Yeah
 0282 Paul: Well I've got three different problems but of course (.) em (.)
 0283 it's two elements making three problems.
 0284 Keith: Yeah. It's interesting that isn't it.
 0285 Paul: Yeah.
 0286 Keith: (like that's sort of)
 0287 (1.0)
 0288 Paul: If you move- if we move two of the elements you- you
 0289 wouldn't really have (0.5) a problem.
 0290 Keith: But you wouldn't have a () class there ()
 0291 Paul: No I know I'm saying it could be- no if if they- if they were the
 0292 same (.) if they were the same level, that's only one problem.
 0293 Or if the:y if they were used to what goes in the classroom (.)
 0294 that's only one problem,
 0295 Keith: Yeah right.
 0296 Paul: And then so you've got the two people who know what's
 0297 going on and have got the strategies have got a problem
 0298 because they're if they're always (coming) up against ()
 0299 [Yeah
 0300 Keith: Yeah

- 0301 Keith: right. I see what you mean yes.
 0302 (10.0)
- 0303 Paul: Eh I tell you I tell you (.) I tell you...
 0304
 0305 ((Paul joins in the general conversation with his comment
 0306 about duckboards and different conversations overlap, which
 0307 makes transcription all but impossible. The topics covered
 0308 include the following:
 0309
 0310 • Louise and Harry (?) discuss a student.
 0311 • Annette and Susan talk about Susan's education and
 0312 discover that Louise may have been one of her
 0313 teachers.
 0314 • Paul mentions the 'duckboards' to Harry and a
 0315 general conversation develops involving them and
 0316 Keith. This eventually settles on a discussion of a
 0317 particular student.
 0318 • Annette and Susan point out to Louise that she taught
 0319 Susan in the past. (Lots of laughter in this
 0320 conversation.)
 0321 • Louise and Keith discuss his forthcoming lesson. This
 0322 (not transcribed) overlaps with the following
 0323 conversation.
 0324 • Annette opens a conversation with Harry about the
 0325 listening centre.
 0326
 0327 ((All this takes up 1m 25s.))
 0328
- 0329 Annette: Em (.) Harry, you know the listening centre, () there
 0330 are a couple of (things) that (.) e::r (.) 'Listen to This' ()
 0331 was e::r ()
 0332) e::m
 0333 (.) and there's another one missing in the (.) lower
 0334 intermediate as well. E:m (.) () have a look to
 0335 see if I can find it anywhere else and I can't,
 0336) but (.)
 0337 starting them off with the elementary stuff. I think that's ()
 0338). That's (.) I think the: lower intermediate listening
 0339 (but I can't >as I say<) e::m (.) so: em they (get going with the
 0340 lexis on the basis of this bit.) So long as it doesn't
 0341 interfere with what the () class. Perhaps it
 0342 worried them a bit about that because those for
 0343 later.) for business. And he needs t- (at some
 0344 stage you do need er (.) that)
 0345
 0346 ((Harry's response and the next couple of exchanges are
 0347 masked by Louise and Keith's voices.))
 0348
- 0349 Annette: There's em (.) there's a folder that's got 'Listen to This' on the
 0350 front but there's nothing inside it. (0.5) Er

- 0351 ((The conversation lapses for a few seconds at this point and is
0352 picked up again briefly before closing. The discussion
0353 between Louise and Keith obscures much of what follows.))
0354
- 0355 Susan: Harry, (0.5) can you not go on a holiday next week. Please.
0356 Paul: Hhhhheheheh heheheh
0357 Harry: Anne'll be back.
0358 Paul: Why what's the problem?
0359 Susan: I don't think it's (Harry) might get- might get
0360 a comfort blanket or whatever.
0361 [
- 0362 Harry: Heh heheheh!
0363 Susan: ((In exaggerated baby's voice)) 'Ste::ve, (0.5) what do I do:?'
0364 (0.5)
0365 Paul: Well surely that's the () isn't it? Em, °Hhhheheheh°
0366 Susan: Oh yea::h! Heheh
0367 (2.5)
0368 Paul: ·hhh Oh HeaHAHAHAH! (.) ·hhh (.) whoops.
0369 (3.5)
0370 Harry: Are you: aware of this other (.) Polish woman.
0371 Annette: Yes: (.) a woman. What's her name? Marie. Was that
0372 Paul: No not not the- no not the bloke.
0373 []
- 0374 Annette: the- the one you were looking at. No. (0.5) Oh right.
0375 Paul: (again then.)
0376 (0.5)
0377 Harry: Sounds like it. Yes. Especially in view of what you've just
0378 said about the course ().
0379 Annette: So he's gone into (.) Louise's group.
0380 Paul: I've got the detritus.=
0381 Annette: =(On that) em (.) grading test as well,
0382 Paul: But Ke- it was better than Katie's.
0383 Annette: Mmm
0384 Paul: Katie's ().
0385 Harry: Yes. () emerge as a pattern actually.
0386 Paul: °(Yes. (0.5) It is.)° (0.5) (Orally we- weak (.) weak on the
0387). It's certainly the case with ().
0388 Annette: It's::: er (.) yes it's unusual for students we've had in the pa:st,
0389 the >assessment has been< the other way round.
0390 (3.0)
0391 Paul: E- I can't- I mean unless- unless there's any: if any ()
0392 Europeans come (). The rest are really crap. °(
0393)° It just means they're
0394 twiddling their thumbs. (catch on.)
0395 (3.0)
0396 Annette: E::m (0.5) so what about this Polish woman then?
0397 Harry: Right e:m B-
0398 []
- 0399 Annette: When's she coming?
0400 Harry: Bloke phoned up yesterday,

- 0401 Annette: Yeah.
 0402
 0403 ((This conversation continues for a further 2m 23s, until Harry
 0404 is called to a phone call by Helen, but almost all of it is
 0405 drowned out by the conversation between Louise and Keith.
 0406 The following is an extract from the conversation between
 0407 Annette and Harry.))
 0408
 0409 Harry: 'So I looked at it again and I thought why- why not. >()< Because I'm not convinced that em () though
 0410 it might be ready next week but I don't think it will be
 0411 actually.
 0412
 0413 Annette: No.
 0414 Harry: Especially from what ((name)) said.
 0415 Annette: Yeah.
 0416 (3.0)
 0417 Harry: And partly it was politics I didn't want to prolong this:: (.) set
 0418 up
 0419 Annette: Mmm=
 0420 Harry: =any longer than I needed to.=
 0421 Annette: =Mmm yeah.
 0422 Harry: But (.) if: if another person came into the class (0.5) (I
 0423 might just) (0.5) E:m (.) and that will
 0424 help, ...
 0425
 0426 ((Shortly after Harry leaves, Paul and Annette begin to talk
 0427 about another student, while the conversation between Louise
 0428 and Keith continues.))
 0429
 0430 Annette: >Do you remember< (.) what was that nice: em Swiss: girl who
 0431 was here for a long time last month. She had some awful
 0432 groups who: of students to be with. ()
 0433 []
 0434 Paul: Antoine- Antoinette.
 0435 (0.5)
 0436 Annette: I felt so sorry for her.
 0437 Paul: () she was never in a decent group.
 0438 Annette: No.
 0439 Paul: ·hhhhh She was with Mark the term before. Mark and
 0440 somebody like him.
 0441 Annette: Yes.
 0442 (1.0)
 0443 Paul: Although I mean I think sh- she got to be quite fond of Mark.
 0444 (0.5) In a funny sort of a way.
 0445 []
 0446 Harry: Sort of way.
 0447 Annette: Yeah.
 0448 (2.0)
 0449 Annette: Yes Antoinette must have liked it too, yeah.
 0450 Paul: She was extremely straightforward that's the thing about=

- 0451 [I liked=
0452 Annette: But I
0453 Paul: =her.
0454]
0455 Annette: =Mark anyway, () very annoying and (.) had some
0456 horrible mannerisms but (.) basically I felt he was a nice=
0457 [Gauche
0458 Harry:
0459 Annette: =person and er
0460 Paul: °()°
0461 Harry: °Yeah.°
0462 Annette: Yes I was quite sad when he left () year. (With the two
0463 women).
0464 Harry: It's a bit odd that we never heard from them again actually.
0465 Annette: Yes. Yes.
0466 Harry: (Quite a).
0467 Paul: Thing about Antoinette was you knew exactly where you
0468 stood with her.
0469 (0.5)
0470 Harry: Yeah because she was ().
0471 Paul: Well actually she wasn't particularly rude but she always
0472 expressed clearly (.) what was going on. Because (really
0473 off the cuff)
0474 Annette: She was- I remember she was the one who said to Jenny ()
0475) and I'm sure (.) (the interviews) the
0476 job. And Jenny mentioned something () Sean,
0477 you know. What (do you) think he'd be like, ()
0478 a student.
0479 Paul: °()°
0480 Annette: °Yeah.°
0481 Paul: You're not thinking of Francis are you?
0482 Annette: No I'm not thinking of Francis I was thinking of Francis for er
0483 e::m (1.0) for the yes: because of the:: er
0484 [Because she's a- quite a different
0485 Paul: character.
0486 Annette: She is yeah.
0487
0488
0489 ((Louise starts a conversation with Harry about a needs
0490 analysis. Steve's contribution is inaudible, and after 7 seconds
0491 Paul opens up a conversation with Susan.))
0492
0493 Paul: Alright?
0494 Susan: Mm. (1.5) (I don't know what I did).
0495 Paul: What about this:: (.) have you heard any more about this
0496 Polish:: (.) job are you
0497 (0.5)
0498 Susan: Em- (.) well (0.5) oh that one.
0499 Paul: Mm. Well I don't know
0500 [

- 0501 Susan: ()
- 0502 Paul: (Whatever)
- 0503 Susan: Hhhhe:::hh!
- 0504 Paul: >I mean< they could have just written you a nice letter and
0505 broken it gently.
- 0506 Susan: Hhhhehehehe heh
- 0507 [
- 0508 Paul: HEH heheh. 'Hello! (It's- a- em) I'm ringing
0509 about the job (I was)'
- 0510 Susan: Hheeee heheh!
- 0511 [
- 0512 Paul: Hahah>hahahah<ha::h
0513 (0.5)
- 0514 Annette: Em:: (.) Susan, () the beginning of this next lesson
0515 () you and Khaled () for fifteen minutes.
0516 Because I'll tell you why I'm asking that () because I'm
0517 going to take my two into the listening centre, and show them
0518 exactly how it works, and
- 0519 Susan: Well I'll come with you then.=
- 0520 Annette: =And the sort of materials show them (.) how to use it, (.) yes
0521 if you want to watch, (.) because it might be=
0522 []
- 0523 Susan: Yeah sure. That'll be good.
- 0524 Annette: =quite useful for Khaled as well.=
- 0525 Susan: =Yeah.
- 0526 Annette: () after school
- 0527 Susan: Well- it might be a useful thing to do in his ()=
0528 []
- 0529 Annette: Of cou::rse, yes.
- 0530 Susan: =because yesterday Harry () with it
0531 really.)
- 0532 Annette: Yes well
0533 (0.5)
- 0534 Susan: >I said< 'Well did you listen to the tape?' ((Imitating Khaled's
0535 accent)) 'Oh no I no listen to tape.'
- 0536 Annette: Oh right.=
- 0537 Susan: ='Okay, what did you do?' 'I read something.' (0.5) 'Yeah.
0538 Alright.' HHHH!
- 0539 Annette: ()
- 0540 Susan: () Hehehah
- 0541 Annette: ()
- 0542 Susan: He usually just takes a quick look at the words and ()
0543 [
- 0544 Annette: Mmm I
0545 see.
- 0546 Susan: Yeah. So I don't quite know what to do.
0547 [
- 0548 Annette: Okay so that might be
0549 quite a good idea then.
0550 [

- 0551 Susan: Yeah that'd be great.=
 0552 Annette: So if we go down to the listening ce:ntre (.) with the students,
 0553 and I'll show you and (Jenny) how it *works*.
 0554 Susan: *Yeah*.
 0555 (2.5)
 0556 Annette: >Thank you very much.<
 0557 (1.0)
 0558 Harry: (one for) your tune.
 0559 Annette: Mmm.
 0560 (0.5)
 0561 Susan: Ooooooh a register.
 0562 Harry: HeheHEH!
 0563 Keith: A class! A class!
 0564 Harry: Oh that's a real er heheh step up in the world when you get a
 0565 register.
 0566 Keith: Aa::h °yeah°
 0567 Harry: Heheheh
 0568 (1.0)
 0569 Susan: I don't know a- yea:h well you see there might be problems I
 0570 might not be able to count them all if there's a fire. ((She has
 0571 only two students.))
 0572 Harry: Heheheheheh
 0573 Annette: When will we see you ((traces of a tune at the end))
 0574 Keith: Agai ::::::::::n. ((Flat))
 0575 []
 0576 Annette: agai::n. Heheheheheh
 0577 Keith: Flat.
 0578 Annette: Hehehyehes=
 0579 Keith: =Agai::::::::n ((even flatter))
 0580 Annette: () get the tune right.
 0581 Susan: Hhhheheheh
 0582 Annette: I was just about to say 'When will we see you again' and then
 0583 the tune ()
 0584 []
 0585 Keith: One thing about being flat is that (.) at least you-
 0586 you don't have worry about tunes.
 0587 Annette: HHHHhhehe hahahah
 0588 []
 0589 Keith: () I always sing flat ()
 0590
 0591
 0592 ((Keith proceeds to relate brief anecdote about singing flat and
 0593 Jenny asks 'So what's the answer to my song?' Keith tells her
 0594 he'll be in on Wednesday and then makes arrangements to talk
 0595 to Harry on that day. People leave for lessons. End of
 0596 recording.))
 0597
 0598
 0599
 0600

Transcript: Staffroom Talk Swan School 22.3.95

- 0001 Susan: Cor bli:mey! What a lesson! HHhhheh
- 0002 Keith: Another one down?
- 0003 (1.5)
- 0004 Susan: °It's quite funny really.° I'm surprised it lasts so long, I
0005 (thought that we'd) whizz through that (though).
0006 (2.0)
- 0007 Keith: Done the mugs for the coffees. Do you fancy a cup?
- 0008 Susan: E:m yeah and milk please.
0009 (1.5)
- 0010 Keith: Do a bit. Then I think I'll get my next lesson sorted out.
- 0011 Susan: () alright.
- 0012 Keith: Get my only lesson sorted out.
0013 (2.5)
- 0014 Keith: Right. How do you have it (.) black white?
- 0015 Susan: E:m (.) white please.
0016 [
- 0017 Keith: Just ().
0018 (11.0)
- 0019 Susan: Em (.) we've go- I've got (.) three students down o- er (.)
0020 Khalid is the: (.) Saudi guy.
- 0021 Keith: Right.
- 0022 Susan: Who I had last week and er- (.) he's now been joined by a
0023 Polish woman, and they were sort of together for quite (0.5)
0024 for about three two- two or three days, and then this em (.)
0025 Thai (0.5) m- guy joined the lesson as well=
0026 Keith: =Right. Oh right there are three now then.
0027 [
- 0028 Susan: But Khalid doesn't (.) like him because (0.5) the
0029 Thai guy's English i- (.) I mean his: grammar and stuff is very
0030 good but he- his speaking is quite- (.) can't (really understand
0031 him)=
- 0032 Keith: =O:h you can't understand him very easily yeah. >°There you
0033 go.°<
- 0034 Susan: And em- (0.5) you know it was alright today in the lesson,=
0035 [
- 0036 Keith: °()°
- 0037 Susan: = (.) but em
- 0038 Paul: Oh please. Thank you.
- 0039 Susan: the Thai guy's very jolly he laughed and he sort of- (.) he asked
0040 Khalid a question, and Khalid had a bit of a problem
0041 answering it, and then the Thai guy was laughing and saying
0042 'O:h it's okay' and patting him on the shoulder. () he=
0043 [
- 0044 Keith: Heheheheh
- 0045 Susan: =was like ((frustrated)) MMMMMmmmmmm. I was=
0046 [
- 0047 Keith: Yeah.
- 0048 Susan: =thinking 'Oh no:::.' HEHEHeh
- 0049 Keith: Whooo yea::h
0050 [

0051 Susan: >I thought maybe I'd better split them up.<
0052 Keith: So which colour ((mug)) do you get Paul, is it (.) grey or red I
0053 can't remember.
0054 Paul: I prefer grey. °Grey for me.°
0055 Keith: Is it black or white?
0056 Paul: Er white=
0057 Keith: =White. Except we've run out of milk I think.
0058 (0.5)
0059 Paul: O::h
0060 Keith: Well this is the only milk I could find. (0.5) There.
0061 (2.0)
0062 Keith: I can give you orange juice.
0063 Paul: No it's alright.
0064 Keith: Is it okay with just a bit of milk?
0065 Paul: Yeah.
0066 (14.0)
0067 Keith: There's not a lot.
0068 (3.0)
0069 Paul: Thank you.
0070 Keith: Pleasure.
0071 (7.0)
0072 Keith: Right. Let's °()° Oh I'm sorry.
0073 Susan: That's alright I () good.
0074 (29.0)
0075 Paul: What a- are these out on (.) video yet these animated Sh- these
0076 animated Shakespeares presumably they must be.
0077 Susan: Animated Shakespeare?!
0078 Paul: Yeah the- the er (0.5) haven't you ever seen them?!
0079 Susan: No::.
0080 Paul: Eh cartoons or puppets, the half hour versions of er (.) quite a
0081 few of the plays, about twelve of the plays °I think°.
0082 Susan: Really?
0083 (4.0)
0084 Susan: Shakespeare in half an hour. Mm really ().
0085 (16.0)
0086 ((Jenny and Annette enter, finishing a conversation.))
0087 Jenny: Yeah. Hi.
0088 Susan: Hello.
0089 Jenny: How did last night go? Was it good? Did they enjoy the film
0090 and?
0091 Susan: Yeah they did. They all went round with smiles on their=
0092 []
0093 Jenny: Yeah.
0094 Susan: =faces.
0095 Jenny: Really? Was it that good was it?
0096 []
0097 Susan: °()°
0098 Susan: HHAH!
0099 Jenny: Heheheh
0100 Susan: *You know what I mean.* (There was em- a bit em)

- 0101 Jenny: And you obviously didn't have any problems with locking
 0102 up or
 0103 [
- 0104 Susan: No. No. Nothing at all.
 0105 [
- 0106 Jenny: °Oh great. Good.°
 0107 Annette: Yes my two said they enjoyed it e::r very much, the film.
 0108 [
- 0109 Susan: Yeah.
 0110 Annette: And in fact it was wonderful because I've been doing (.)
 0111 comparisons with them last week. And er Abdullah thought
 0112 (.) last week's one was better, and e::r (.) Shafi thought this=
 0113 [
- 0114 Jenny: O::h
 0115 Annette: =one (.) this week's one was better, so we were able to bring in=
 0116 [
- 0117 Jenny: °Right.°
 0118 Annette: =all our comparisons e- 'It was more interesting.' 'No the
 0119 other one was more frightening,' or something.=
 0120 [
- 0121 Susan: Oh!
 0122 Susan: =That was good.
 0123 Annette: So it was brilliant.
 0124 Susan: Yes. That guy () Dominic? Or whatever it is.=
 0125 Jenny: =Yes.
 0126 Susan: He didn't come.
 0127 Jenny: No. ()=
 0128 Paul: =Dominic?
 0129 Jenny: Said he might. (.) Yeah. He's in town again.
 0130 Paul: Oh Dominic the German.
 0131 [
- 0132 Annette: (Dominic.)
 0133 Annette: Oh really?
 0134 (1.0)
- 0135 Jenny: He was supposed to be coming on a business course but he
 0136 came in to explain that he can't because: he's just changing
 0137 companies and his company won't give him leave to do it and-
 0138 (.) e- maybe later but he'll send his wife (.) for them.
 0139 [] []
- 0140 Louise: E::m doesn't it have
 0141 Jenny: To do a course. () his girlfriends and his wife and=
 0142 [] []
- 0143 Louise: to have been (.) a little bit- []
 0144 Keith: Oh right.=
 0145 Jenny: =maybe
 0146]
- 0147 Keith: =Well I've got this.
 0148 ((Louise and Keith continue to discuss Keith's forthcoming
 0149 lesson in the background, their conversation occasionally
 0150 blocking out the recording of other talk.))

- 0151 Paul: M:.....isitreally?
 0152 (0.5)
 0153 Annette: Well it's a shame isn't it because (he's)
 0154 [
- 0155 Jenny: °Yea:::h
 0156 (1.0)
 0157 Paul: When was he due? (1.0) Had he actually booked?
 0158 (0.5)
 0159 Jenny: Mm?
 0160 Paul: Had he booked (.) the course?
 0161 Jenny: Mmm
 0162 Paul: He had?
 0163 Jenny: Mmm
 0164 (2.0)
 0165 Jenny: So that's () we seem to get (.) cancellations and (even
 0166 more) cancellations from () sometimes ().
 0167 Paul: Uhuh
 0168 Jenny: Right.
 0169 Annette: Yeah.
 0170 Jenny: °Right down.° Wasn't that good to start with but it's getting
 0171 worse.
 0172 (3.0)
 0173 Jenny: Oh yeah (I will).
 0174 (0.5)
 0175 Annette: Are all ou::r (.) are all our () students the long term ones?
 0176 Jenny: No. (short courses.)
 0177 Annette: (I mean Shafi and ((name)) are long term aren't they.)
 0178 (0.5)
 0179 Annette: Mmm. What about the-
 0180 Jenny: ()
 0181 ((Conversation between Jenny and Annette closes at this point.
 0182 Louise and Keith are still discussing the forthcoming class.))
 0183
 0184 Louise: Because they tend, they want to use the infinitive
 0185 Keith: Yeah.
 0186 Louise: because of their own language.
 0187 Keith: Yeah. Of course.
 0188 Louise: I don't know about Japanese but (.) certainly (.) the: Italian,
 0189 speaker, will (.) want to use the infinitive
 0190 Keith: Right.
 0191 Louise: And (.) it's very strange for them to use a gerund.=
 0192 Keith: =Yeah. Yeah. That's it.=
 0193 [
- 0194 Louise: So-
 0195 Louise: =It's (.) e::m
 0196 Keith: So this would be quite you know this () about and=
 0197 [
- 0198 Louise: I think that's excellent yes.
 0199 Keith: =then there's- the- there's prepositions which () like that
 0200 there, in the () is that okay?

- 0201 Louise: I don't know that book (.) series.
- 0202 Keith: Yeah this is from er (.) 'First Certificate Master >Class<'. I=
0203 [
- 0204 Louise: O:::h
- 0205 Keith: =did a copy for you anyway, (but) I'll use that. I'll do four=
0206 [
- 0207 Louise: Yes:
- 0208 Keith: =copies, so (.) I might use this when I teach and I'll give you
0209 my copy.
- 0210 Louise: That'd be lovely.
- 0211 [
- 0212 Keith: If that's okay.=
- 0213 Louise: =Thanks very much useful to know these (ta:sks) (.) that
0214 you're trying.
- 0215 Keith: Yeah it- it (can) useful because er (.) some (0.5)=
0216 [
- 0217 Louise: Yes.
- 0218 Keith: =() so (.) so
0219 [
- 0220 Louise: Anyway it'll give them: a lot of: (.) more- it'll
0221 give more confidence and help I think.
- 0222 Keith: Right. Yeah. Yeah. It didn't look to difficult to me. So
- 0223 Louise: Uhuh
- 0224 Keith: (With that in mind) it might >sort of< take a bit of getting into
0225 that. We've
- 0226 Louise: Mm=
0227 Keith: =used them together,
0228 Louise: Yes.
- 0229 Keith: (it's the natural .) That should be fairly easy.
- 0230 Louise: Yes.
- 0231 Keith: °()°
- 0232 Louise: °Uhuh° that's great.
- 0233 Keith: Ah good.
- 0234 Louise: Great.
- 0235 Keith: Thanks.
0236 (8.0)
- 0237 Louise: Oh the other thing I was (.) five minutes late out so if you can
0238 Keith: Yeah=
0239 Louise: =Give them a little bit of extra time,
0240 (0.5)
- 0241 Jenny: Coffee everyone?
0242
- 0243 ((This is followed by a number of brief exchanges on the
0244 subject of who wants and who has had coffee, then Jenny
0245 mentions the tape because of 'one little thing' it may have
0246 picked up. Keith promises that those being taped will have
0247 the right to identify any passages which they do not wish to
0248 appear in the public version. Time: 26 secs.))
0249
- 0250 Paul: ((Name's)) coming for the summer term? Is it for the whole of

0251 Paul: the summer term?
 0252 Jenny: And 'MSC' One.=
 0253 Paul: =Oh dear.
 0254 (0.5)
 0255 Jenny: Mmm
 0256 Annette: What nationality?
 0257 [
 0258 Paul: ()
 0259 Jenny: Japanese.
 0260 Paul: Ah well.
 0261 Annette: Oh well I suppose that's not so (.) ba:d
 0262 [
 0263 Jenny: Well not any more, I
 0264 mean we're not- (.) overf:(.)lowing with Japanese any more.
 0265 [
 0266 Annette: No?
 0267 Annette: No::=
 0268 Jenny: =()° It's come the the point where I think we need a
 0269 bit of a (.) a drive to get some more in.
 0270 Annette: Oh really?
 0271 Jenny: Mmm
 0272 Annette: Gosh that's a real (.) change in the
 0273 [
 0274 Jenny: Mm
 0275 Paul: We don't know what Junko's doing yet?
 0276 [
 0277 Annette: story.
 0278 (0.5)
 0279 Jenny: (Let's see) (0.5) she's having Summer Qne off, I think.
 0280 (0.5)
 0281 Paul: Junko.
 0282 []
 0283 Jenny: Yea:h. Mm
 0284 Annette: Yes.
 0285 Jenny: °()°
 0286 [
 0287 Annette: An:d (.) she's coming back for Summer Two to
 0288 have one to one, (I've got her).
 0289 Paul: >No no no no< no. Junko ((second name)).
 0290 (0.5)
 0291 Jenny: Oh the other Junko
 0292 [
 0293 Annette: O:h
 0294 Paul: Yeah.
 0295 Jenny: °Okay.°
 0296 (1.0)
 0297 Paul: Because Junko ((second name)) has decided to do (.) First
 0298 Certificate again. And she still hasn't decided whether she's
 0299 going to stay on
 0300 Jenny: Mm

- 0301 Paul: Because she's due to leave, em (.) due to leave at the end of=
 0302 [
- 0303 Jenny: °(Yeah)°
- 0304 Paul: =this term. This course
- 0305 [
- 0306 Annette: Uhuh
- 0307 Jenny: Uhuh
- 0308 Annette: Where (.) will she do First Certificate in Japan la-
 0309 [
- 0310 Paul: She- she'll- no
 0311 she'll do it here.=
- 0312 Jenny: =Mmm
- 0313 Annette: At our school?
- 0314 Paul: No. At the:
- 0315 Jenny: coll ege
- 0316 [
- 0317 Paul: the college.=
- 0318 Annette: °(O::h)°
- 0319 Paul: °Yeah.°
- 0320 (1.5)
- 0321 Annette: But she may not do a cours:e (.)
- 0322 Paul: No but I mean she wasn't originally supposed to be doing a=
 0323 [
- 0324 Jenny: No.
- 0325 Paul: =course anyway so I mean it's not as if (.) we're losing=
 0326 [
- 0327 Jenny: Mm
- 0328 Paul: =somebody.
- 0329 Annette: Mmm
- 0330 Jenny: No:: we're not gaining (.) though.
 0331 []
- 0332 Paul: °(I mean)°
- 0333 Paul: No. We may gain though if she stays.
 0334 (4.0)
- 0335 Annette: Keith, can you just pass me (the) in front of that box.
 0336 []
- 0337 Keith: Whoops sorry. Am I-
- 0338 Annette: No you're not (.) sitting anywhere wrong, don't worry. Heh
 0339 *thank you.* Heheh
- 0340 [
- 0341 Keith: Heheheh
 0342 (4.0)
- 0343 Paul: I hadn't realised. I thought she was (.) summoning.
- 0344 Annette: That's er (.) () with it.
 0345 (11.0)
- 0346 Susan: hhhhhh HEHeh!
 0347 (4.0)
- 0348 Annette: Is it boiled?
- 0349 Louise: °Yes.°
- 0350 Annette: (Means) it has- sorry Louise I've used that one for myself. I

0351 Annette: forgot you. I didn't realise you were done.

0352 Susan: Now,

0353 Louise: I needed a coffee to keep me awake

0354 [

0355 Susan: do you think they copied each other or what?

0356 Paul: Heheheh The afternoon to come

0357 [

0358 Annette: Oh really. Did you- did you not sleep well or

0359 (.) () night or

0360 [

0361 Susan: °()°

0362

0363 ((While the following exchanges take place, Susan whispers

0364 odd comments relating to her earlier remark to Keith, who

0365 replies to them.))

0366

0367 Louise: I went to bed at half past one and I was up at six this morning

0368 so

0369 Paul: How was it?

0370 Louise: Ooh quite nice, yeah. Nice.

0371 Paul: You'll be fun this afternoon then won't you?

0372 Annette: Oh you went to the theatre last night did you? Well

0373 [

0374 Louise: Yes.

0375 Annette: () actually.

0376 [

0377 Paul: Heheheh

0378 Louise: No I went for a (.) dinner. Somebody was: retiring

0379 Annette: O:h right.

0380 Louise: Em but it was em Patrick House Hotel the other side of er

0381 Newbury.

0382 Annette: Oh right so (it was quite em::)

0383 Louise: Yeah. We didn't drive, we had a driver but even so it was

0384 [

0385 Annette: Yes.

0386 Annette: Yes.

0387 Paul: 'Why don't you do a task 'Ordering a meal in a (.) in a (.)

0388 coffee shop.'

0389 Annette: One in Newbury.

0390 Louise: Mmm

0391 Paul: Yeah. Take 'em out for (a).

0392 [

0393 Annette: Oh take them out for it

0394 [

0395 Louise: Yeah hehe=

0396 [

0397 Paul: Then=

0398 Louise: =heh

0399 Paul: =you can relax.

0400 Louise: (0.5)

- 0401 Louise: Yeah. Could be a long afternoon (I think).
 0402 Annette: Oh maybe (.) a walk by the river. °Heh° Spottin:g er (.)
 0403 things in the countryside. *Ye:hes.*
 0404 [
- 0405 Jenny: Swans.
 0406 Louise: (We) could perhaps (the) tasks.
 0407 Annette: Ye:s.
 0408 (0.5)
 0409 Louise: The (start a) letter ().
 0410 (2.0)
 0411 Paul: Or hide and seek.
 0412 Louise: Hide and seek, yes. That's a good one.
 0413 Paul: Or hide somewhere and get your head down and then
 0414 ().=
 0415 Louise: =Hhheheheh
 0416 (4.0)
 0417 Paul: () It's all the way we we (time). It's a
 0418 Louise: Heheheheh
 0419 Paul: Like me last week.
 0420 (5.0)
 0421 Paul: I was reading the other day the () of this.
 0422 Louise: Oh Jenny's::: (.) card has come.
 0423 [
- 0424 Paul: Jenny's card has come. Yeah.
 0425 (1.0)
 0426 Paul: It's the one she says she wasn't really having a good time.
 0427 (0.5)
 0428 Louise: Yes. That's right.
 0429 (33.0)
 0430 ((Annette and Louise read the card, occasionally muttering
 0431 words from it under their breath.))
 0432 Annette: Good heavens! It really is a
 0433 (4.0)
 0434 Paul: I think these people are on acid you know.
 0435 Annette: Hehe heh
 0436 [
- 0437 Paul: Heh heh
 0438 (6.0)
 0439 Annette: This is em:
 0440 Paul: °()°
 0441 Annette: Jenny's postcard, and em: (.) she said she'd (.) written on
 0442 purpose a very negative postcard, but she never thought when
 0443 she handed it in at the hotel reception,
 0444 Paul: that they'd=
 0445 Annette: =that they would read it, and she suddenly realised (.) what
 0446 they were doing and she said (.) 'It's a joke!' 'It's a joke.'
 0447 Hhhheheh heheh heheh
 0448 Paul: That's a pretty good logo that. Have you read it? ((Referring
 0449 to words decorating a T-shirt.))
 0450 Annette: Ye:s we:::ll a-

- 0451 Paul: Heheh
 0452 (3.0)
 0453 Paul: ((Reads words.)) °(Wholly bound) by a kitchen door' or at
 0454 least it's°
 0455 Annette: Yes I know. What is that meant to mea:n?
 0456 Paul: As I say they're on acid. I reckon they're all on acid (
 0457 these.)
 0458 Annette: The- that is totally and utterly meaningless isn't it?
 0459 [
 0460 Paul: bought him a T shirt ().
 0461 Paul: Read it out to Susan.
 0462 Susan: What's that?
 0463 [
 0464 Paul: >This< this is a logo on the T ()
 0465 [
 0466 Annette: On the T shirt that
 0467 Jenny saw (.) at the bottom
 0468 Paul: Yeah it's on the front.
 0469 [
 0470 Annette: of the postcard there.=
 0471 Paul: =Yeah. On the written bit.
 0472 Susan: >What I read the postcard< ((makes rapid mumbling reading
 0473 sounds.))
 0474 (6.0)
 0475 Louise: °Would you like more coffee?'
 0476 (4.0)
 0477 Paul: No thanks.
 0478 Louise: Thank you.
 0479 (0.5)
 0480 Paul: 'Disguised,'
 0481 Louise: Yehehehes
 0482 (1.0)
 0483 Paul: 'can we fly.'
 0484 Keith: I like those that- you know the front and the back jobs (.) that
 0485 you get.
 0486 Paul: Oh yeah
 0487 Keith: But they're mostly negative. You know
 0488 [
 0489 Annette: Where you've got to read both
 0490 sides.
 0491 Keith: That's it. Like you know the sort of thing >I was thinking of<
 0492 'Life's just a bitch' dot dot dot and then y- they walk past you
 0493 and you look round see what the dots (say)
 0494 [
 0495 Annette: HEHEHyes=
 0496 Keith: 'and then you die' you know=
 0497 Annette: Yeheheh heh
 0498 [
 0499 Keith: Heh that sort of thing. °Yeah.° Some bits are quite
 0500 good.

- 0501 Susan: Strange that she didn't buy it though. Hhhhhhhehhhehehhh
 0502 Paul: Should have done.
 0503 Annette: Yes: (.) it'd be:: er
 0504 Susan: (What a) mad! (0.5) Mad. °Mad.°
 0505 Keith: Yeah Hahhit's- it's the Thai tailor of:: you know these mistakes
 0506 from round the world have you seen the one from the Thai
 0507 tailor 'Drop your trousers here for best results.'
 0508 Paul: Ah yeah.
 0509 Keith: It's: (.) a lovely one that=
 0510 Annette: Hahahahahah ha::h oh lovely I must write that one down.
 0511 Keith: °Yeah. Drop your trousers here for best results.°=
 0512 Susan: =Tell you what I found once (.) a kids' book of quotations=
 0513 [
 0514 Paul: Don't let housework- don't let=
 0515 Susan: =()
 0516]
 0517 Paul: =housework kill your wife, (.) let us do it for you.
 0518 Keith: HeHAH hehehah hah
 0519 Susan: Sorry (.) say that again
 0520 [
 0521 Annette: Wha- where was this seen?
 0522 Paul: I don't know 'Don't let house (.) work kill your wife, we'll do it
 0523 for you.'
 0524 Susan: HHAHAHAHah!
 0525 Keith: There's one in Norway as well in a bar, er e-e-e- 'Ladies are
 0526 requested not to have children in the bar.' Heh
 0527 Annette: Heheheheh
 0528 Keith: °() this one.° Tends to disrupt things somewhat
 0529 [
 0530 Annette: Wha-
 0531 Paul: And there was another one, I think er (.) i- (.) i- if 'If in=
 0532 [()
 0533 Annette:]
 0534 Paul: =need of room service open the door and shout "Room
 0535 service.'" He heh (if you're) arrogant.=
 0536 []
 0537 Keith: Heheheheheh
 0538 Keith: Hehahheh °hehah°
 0539 Paul: They said otherwise ()
 0540 [
 0541 Keith: hhh hhhh hh hahahah=
 0542 Annette: Can you just tell me that Thai tailor one, what was it?
 0543 [
 0544 Keith: It's- it's er 'Drop=
 0545 []
 0546 Paul: Drop=
 0547 Keith: =your trousers here for best results.
 0548]
 0549 Paul: =your trousers here for best results. We've go- we've had it
 0550 in here. We've got it in here.

- 0551 Annette: Oh is it ().
- 0552 [
- 0553 Keith: There's another one it's you know the alarming the
- 0554 maid one i- 'In case of fire please do your best to alarm
- 0555 []
- 0556 Annette: Here's Luke
- 0557 Keith: =the maid.'
- 0558 Susan: Heheheh
- 0559 [
- 0560 Annette: Hello Luke
- 0561 Paul: Hi
- 0562 [
- 0563 Luke: Hello=
- 0564 Jenny: =This is Susan.=
- 0565 Susan: =Hello
- 0566 Luke: Hello how do you do. (Hi)
- 0567 [
- 0568 Jenny: We- Luke hasn't met Susan, (before I-) (.) Susan's in to
- 0569 help out a couple of very low level (.) Arabs (.) deal with life=
- 0570 [
- 0571 Luke: °() yeah.°
- 0572 Jenny: =at the moment.
- 0573 (1.0)
- 0574 Jenny: °hhheheheh° ()one
- 0575 [
- 0576 Luke: °() have some.° We were supposed
- 0577 to be teaching (.) English writing, and actually discovered they
- 0578 couldn't write in (.) Arabic and the first two lessons were=
- 0579 [
- 0580 Jenny: °Oh dear:r°
- 0581 Luke: =how to hold the pencil.
- 0582 ((General laughter))
- 0583 Jenny: Stick in the sand. Yeah
- 0584 [
- 0585 Annette: Yeah
- 0586 [
- 0587 Luke: Heheh heh
- 0588 Jenny: °Oh G_{od}.°
- 0589 Luke: Mm °()°
- 0590 (0.5)
- 0591 Jenny: You know (.) Keith °()°
- 0592 Luke: No ()
- 0593 [
- 0594 Keith: (We've not)
- 0595 Jenny: Keith Richards?
- 0596 Annette: Yeah
- 0597 Jenny: You've never met?
- 0598 Luke: I don't think so no.
- 0599 Jenny: That's extraordinary.
- 0600 Annette: °Heheheh°

- 0601 Jenny: Because Keith's been attached to us
 0602 Annette: °Heheh°
 0603 Keith: Yeah.
 0604 Jenny: For over a year=
 0605 Annette: =For a year isn't it.=
 0606 Keith: It's the (.) odd days isn't it?=
 0607 Jenny: =Ye:s.
 0608 Luke: Yes I just haven't (this) round. Yeah.
 0609 Jenny: You know about that set up don't you? That- Keith's=
 0610 [Which?
 0611 Luke: [Which?
 0612 Jenny: =researching us as
 0613 Luke: Oh right.
 0614 Jenny: Give a quick (.) one sentence résumé
 0615 Keith: I'm- I'm researching them.
 0616 ((General laughter.))
 0617 Keith: I just look at the way they- they talk, basically and go on=
 0618 [Yes
 0619 Luke: [Yes
 0620 Keith: =and do things and and what not.
 0621 [Oh right.
 0622 Luke: [Oh right.
 0623 Luke: And the- this is going to be a thesis (sort of thing)=
 0624 Keith: =That's it and a book and God knows what else. Eh
 0625 Luke: Yeah=
 0626 Keith: =In the end it'll just be a pile of tapes actually because ()=
 0627 [Yeah. Oh yes.]
 0628 Luke: [Yeah. Oh yes.
 0629 Keith: =that's all I'll get round to.
 0630 [Heheheh·hhheheh yeah that's it.
 0631 Luke: [Heheheh·hhheheh yeah that's it.
 0632 [Yeah.
 0633 Keith: [Yeah.
 0634 (3.0)
 0635 Jenny: O:r (.) how a quality organisation operates.=
 0636 Keith: =That's it. Yeah. That's the one.
 0637 Jenny: () said that louder than that.
 0638 Annette: Yehe heh
 0639 [Ha::h heheheheheh
 0640 Keith: [Ha::h heheheheheh
 0641 Louise: There's some strange () ((referring to taste of coffee))
 0642 Keith: And everybody laughed.
 0643 Annette: Heh heheheh
 0644 [Yes
 0645 Jenny: [Yes
 0646 Louise: () coffee.
 0647 Paul: Mm it's probably salami poisoning.
 0648 Jenny: Hh heh
 0649 Louise: °O::h°=
 0650 Keith: Heh hahahah

0651 [

0652 Luke: Heh

0653 Louise: You look- (.) That coffee looks rather sort of=

0654 [

0655 Annette: O::h Paul.

0656 Jenny: =It's like an oil slick or something.

0657 Louise: Yes. It is something nasty.

0658 [

0659 Luke: O::h

0660 Paul: Oh no it isn't, It's only ()

0661 [

0662 Louise: Would you like to ()

0663 [

0664 Annette: (Let's it first)

0665 Paul: It's only- it's only the milk and () a lid on yet.

0666 Keith: Oh the oil slick on top, yeah.

0667 [

0668 Louise: Oh the () I think- (have you)?

0669 Annette: Yes it's er it's my e:m salami.

0670 [

0671 Keith: Someone dropped a piece of pork pie in a cup of

0672 tea I was drinking once and it had a very similar effect.

0673 [

0674 Annette: (It's er)

0675 Susan: ()

0676 [

0677 Paul: You know when you were all feeling a bit queasy

0678 yesterday ().=

0679 Susan: Yeah. Yeah.

0680 Paul: I (thought) it was down to that.=

0681 Jenny: =I would think it was yeah.=

0682 Louise: =Yeah. Yeah (could well be.)

0683 Paul: hhh hh hhh

0684 Annette: Sorry folks I'll do something immediately about that.

0685 [

0686 Luke: Heh!

0687 Jenny: I couldn- I looked into the fridge and I couldn't see

0688 what was-

0689 [

0690 Annette: No it's (.) because it's in there.

0691 [

0692 Jenny: (pack) o::h

0693 Annette: (It's starting)

0694 [

0695 Paul: I've noticed it a couple of times (and I didn't see it)=

0696 []

0697 Annette: There is some garlic smell

0698 Paul: =and it was only when when em: (.) when Susan ()

0699 this garlic then I suddenly

0700 [

- 0701 Jenny: Yeah. I could smell garlic and I thought=
 0702 [
- 0703 Annette: Mmm
- 0704 Jenny: = the- garlic's up there, (.) so why is it *smelling* down there.
- 0705 Luke: °(garlic)°
- 0706 Jenny: To keep the- (.) keep the witch away yeah.
- 0707 [
- 0708 Luke: Keep the werewol- the werewolves=
 0709 [
- 0710 Louise: Yes.
- 0711 Luke: =away or something
- 0712 [
- 0713 Louise: That's right.
- 0714 Annette: Okay folks that should be a bit better now.
 0715 [
- 0716 Luke: Heheheh
- 0717 Jenny: Hope so.
- 0718 Louise: You've restrained it.
- 0719 Annette: Sorry about that *ye::s*.
- 0720 Paul: It's alri::ght. I didn't () I didn't taste it I couldn't=
 0721 []
- 0722 Annette: ()
- 0723 Paul: =taste it in the coffee.
- 0724 Annette: Heheheh
- 0725 (6.0)
- 0726 Paul: Thought you were writing on that banana for a minute.
- 0727 Annette: Mm (1.0) Yes this is what working with the *bottom group does*
 0728 *for you*.
- 0729 Susan: Heheheheh he::h
 0730 [
- 0731 Paul: Yea:h
- 0732 (1.5)
- 0733 Jenny: They worked well yesterday afternoon.
- 0734 Susan: Did they?
- 0735 Jenny: Yeah. And they did another e- (.) whole extra page that I=
 0736 [I (heard) =
- 0737 Paul: [
- 0738 Jenny: =wrote them on 'was' and 'were',
 0739]
- 0740 Paul: = Katsuko is going off to ()
- 0741 Susan: Yeah
- 0742 Jenny: and I had to give them a little diary entry.
 0743 [
- 0744 Susan: Uhuh
- 0745 Paul: But only for four days.
 0746 [
- 0747 Jenny: For three days (.) saying (.) what they=
 0748 [
- 0749 Paul: ((Conversation
 0750 with Annette (?) continues in the background but is

0751 untranscribable.))

0752 Jenny: =(university) 'at the airport', (.) and they
0753 did it. Quite well.
0754 (1.5)

0755 Susan: Well they must have done that homework. Heh. They've
0756 copie- somebody's (.) copied homework from somebody else.
0757 Jenny: Have they?!

0758 Susan: Mm. Exactly the same. I got down to here, and I thought
0759 'Hang on this is ().'
0760 [

0761 Jenny: Uhuh.
0762 Jenny: They probably set on together. Did it together. After they'd
0763 finished with me.
0764 (1.0)

0765 Susan: So: (.) I suppose I can't be too hard on them.
0766 Annette: () Keith has recorded a lot of stuff
0767 on conversations so that he can er (.) analyse it all afterwards.
0768 [

0769 Keith: Oh yeah I'm
0770 sorry yeah ().
0771 Luke: So if he loses his job he can (pull out)
0772 [

0773 Keith: That's the one yeah I'm
0774 making a () tape you know
0775 [

0776 Luke: Heheheh
0777 Luke: Heheh
0778 Annette: Hehe heh
0779 [

0780 Luke: Heheh
0781 Keith: (Like a) you know.
0782 Luke: Mmm
0783 Keith: Yeah. That's the one.
0784 (2.0)

0785 Annette: Yes we're going to have to make you sign something in your
0786 will to say that you will destroy all these (.) cassettes.
0787 [

0788 Keith: That's it yeah. Take it with
0789 me. It can be buried with me ()
0790 [

0791 Annette: Bury it with you.
0792 Keith: Yeah
0793 Annette: Heheheh
0794 Jenny: No I'm not sure that's safe enough because they could (.)
0795 exhume you.
0796 (0.5)

0797 Keith: Yeah that's true. The tapes wouldn't be ()
0798 [

0799 Annette: Yes. No I think they have to be
0800 (.) destroyed.

- 0801 []
 0802 Jenny: destroyed. Ye ah.
 0803 []
 0804 Keith: Yeah.
 0805 Annette: E:m
 0806 Keith: Blan- wiped off.
 0807 Annette: Immediately: there is an account a report of his=
 0808 [] []
 0809 Paul: Oh no. Destroyed. []
 0810 Keith: HHhhhhh
 0811 Annette: =death. But it (may have).
 0812 []
 0813 Keith: Yeah ().
 0814 Susan: Heh heh
 0815 Keith: Heh
 0816 Jenny: They may have made copies.
 0817 Keith: Heh yeah hah °().° Put 'em in a vault. °You
 0818 know.°
 0819 Jenny: (You'll have) to bring your will in.
 0820 Annette: Heheheh heh
 0821 []
 0822 Keith: Hhhheh heh
 0823 (1.0)
 0824 Jenny: Where's the milk gone?
 0825 Paul: E:m (.) have you got none left? Oh yes Keith, you said there's
 0826 none
 0827 Annette: Yeah (but)
 0828 []
 0829 Keith: (Well I cou-)=
 0830 Paul: =We've run out.=
 0831 Jenny: =O::h (.) we've run out did we.
 0832 Louise: I () this morning.
 0833 []
 0834 Susan: ()
 0835 Susan: When I came in em em (.) there's was nearly (half a) bottle=
 0836 []
 0837 Paul: ()
 0838 Susan: =of milk. (0.5) There was no way that was used this morning.
 0839 Paul: (1.0)
 0840 Annette: (Put it)
 0841 []
 0842 Paul: *You've put it somewhere else.*
 0843 Annette: I've put it somewhere.
 0844 Paul: ·hhh You must have put it somewhere else.
 0845 Annette: I must have done because: (.) there are only: three people with:
 0846 () for ten minutes
 0847 []
 0848 Paul: Yea:h I mean the- there was only a little=
 0849 []
 0850 Jenny: ()

- 0851 Paul: =bit of milk,
 0852 Susan: Yeah=
 0853 Paul: =that's all=
 0854 Susan: =there was. And there's no way that could have picked up the
 0855 t- ta(.)ste of garlic (within) sort of (.) half an hour.
 0856 Paul: Was it not in here- I mean maybe (just for) something-
 0857 Susan: (Unless) let's face it
 0858 []
 0859 Paul: () was it
 0860 Jenny: Yeah.
 0861 Paul: You (try) and put it in
 0862 []
 0863 Annette: Right.
 0864 Annette: Nobody (.) poured it away because it smelled of garlic did
 0865 they?
 0866 Paul: No.=
 0867 Susan: =No.=
 0868 Jenny: =I don't think it even got this far.
 0869 Paul: No it's all right love.
 0870 Susan: HEHEHehe heheh
 0871 []
 0872 Luke: Hehehe heh heh
 0873 []
 0874 Annette: Heheheheheh
 0875 Susan: Paranoid woman. Heheheh
 0876 Annette: °Yehes°
 0877 Luke: °(stick)°
 0878 Susan: °()°
 0879 Luke: Heheh heheh ·hh hhh °hhhhh
 0880 Louise: () Is it alright if I take Giuseppe in our staff room
 0881 fo::r (.) the next lesson.
 0882 Annette: Mmm
 0883 Louise: Rather than trekking all the way upstairs.
 0884 []
 0885 Annette: Yes absolutely fine because
 0886 I won't be () so: (0.5) Is he the only on:e (.) in that
 0887 ().=
 0888 Louise: =No. It's just that (.) Keith's taking the rest of the group=
 0889 []
 0890 Annette: Oh right. So =
 0891 Louise: =and I'm going to take him out to do some special: (.)=
 0892]
 0893 Annette: =you're going t-
 0894 Louise: =er () work.
 0895 []
 0896 Annette: ()
 0897 Annette: Right. Fine.
 0898
 0899
 0900 ((Teachers leave for lessons. Tape ends.))

Transcript: Staffroom Talk Swan School 29.3.95

0001 Keith offers coffee to Susan. Annette enters and Keith offer
 0002 her coffee. He checks Paul's and Harry's preferences. Louise
 0003 enters and Keith addresses her.
 0004
 0005 Keith: Hi Louise. I've got something.=
 0006 Louise: =Have you?
 0007 Keith: Yeah. E:m loo- I- leave you the the originals
 0008 Paul: 'He returned back'
 0009 Keith: What I thought was=
 0010 Louise: =Yeah.
 0011 Keith: Take the two books,
 0012 Paul: I got my ().
 0013 [
 0014 Louise: Em
 0015 Keith: One is the business book,
 0016 Louise: Good=
 0017 Keith: =and one is er (.) it's the 'First Certificate Master Class'.=
 0018 [
 0019 Louise: E:m
 0020 Keith: =And this is (for) these two and I changed the other
 0021 [
 0022 Louise: I quite like that
 0023 'First Certificate Master Class' I mean would you- I mean=
 0024 [
 0025 Keith: Yeah it's useful
 0026 Louise: =some of the things are ()
 0027
 0028 ((At this point Annette and Paul begin a conversation about a
 0029 students and the two conversations go on at the same time,
 0030 making transcription difficult. Louise and Keith continue to
 0031 discuss his materials and plans for the coming lesson. What
 0032 follows is the conversation between Annette and Paul.))
 0033
 0034 Paul: E:m I told (the class) because I didn't actually hear him coming
 0035 in or anything=
 0036 Annette: =No.
 0037 Paul: I don't know e:m we'll see how it goes.
 0038 (1.5)
 0039 Paul: Er well, as as I said with you I mean it's (some)
 0040 Annette: Yeah and I'll come down and
 0041 Paul: E:m (0.5) it- that was quite a nice thing to do because it gave
 0042 him a chance to: >sort of< flex his muscles=
 0043 Annette: =Yes.
 0044 (2.0)
 0045 Paul: () he was fine. (1.0) E:m (.) it was good practice for
 0046 everybody because then they have to do it back. E:m
 0047 (0.5)
 0048 Annette: And then doing it back, yes=
 0049 Paul: =Because they have to sort of: (.) () very much.
 0050 And that was: (.) good practice for them.

- 0051 Annette: °Mm°
 0052 (13.0)
 0053 Annette: I was (that about that) because yesterday, I think he
 0054 was correcting some sentences, and the only mistake was that
 0055 the () from the lot. () he must have ()
 0056 and worked it out.
 0057 Paul: Mm
 0058 Annette: Because em
 0059 (1.0)
 0060 Paul: I mean (.) what we could do is: em (.) maybe do this again.
 0061 E:m (2.5) before Monday (0.5) because (.) I could follow that up
 0062 with everybody
 0063 Annette: Uhuh
 0064 Paul: sort of (0.5) I mean I could do 'not a lot of ()'
 0065 Annette: Uhuh
 0066 Paul: Ideal for ()
 0067 Annette: Uhuh
 0068 (0.5)
 0069 Paul: E:m (.) (think about it.) You don't really need to- you
 0070 don't mind (giving answers to it.) It's fine.
 0071 (0.5)
 0072 Annette: Yeah.
 0073 (0.5)
 0074 Annette: () see how (.) Abdullah (0.5) em (.) (compares). He
 0075 () but (.) he's a good communicator. E:::r=
 0076 Paul: =Well I mean (in the sense the whole)
 0077 Annette: Yes. Yeah. (1.0) E::m (.) it's just whether Abdullah will be:
 0078 (0.5) e:m er rigid with fear within the group, or will he actually
 0079 (.) carry on to=
 0080 Paul: =Does he go rigid with fear?
 0081
 0082 ((The conversation between Keith and Louise ends at this
 0083 point.))
 0084
 0085 Annette: Well he hasn't done yet, but he's never been in that situation
 0086 where he's suddenly been in a (.)
 0087 Paul: Mmm
 0088 Annette: a big group because he started off one to one, and then he's
 0089 only been one to two. (0.5) E:m (.) that's (.) his only
 0090 experience at the moment of learning English.
 0091 [
 0092 Susan: >He's a bit of- < (.) what you
 0093 mean Abdullah?
 0094 Annette: Mmm
 0095 Susan: He's done a bit with em (.) () and Harry. In a group=
 0096 Annette: =Yes::=
 0097 Susan: =>but that was only w-< that was only with Harry and with=
 0098 [
 0099 Paul: [
 0100 Susan: =two others >wasn't it.< And=

- 0101 Paul: =he couldn't cope with that could he?
 0102 Susan: No °he couldn't.°
 0103 (1.5)
 0104 Annette: No but he is better than that now. But e:r
 0105 [
 0106 Paul: Yeah and also I mean
 0107 skills is often a more difficult thing.
 0108 (0.5)
 0109 Annette: Mmm=
 0110 Paul: =You can often show up (.) em differences in skills lessons.
 0111 Depends what you do of course.=
 0112 Louise: =Is Abdullah in?
 0113 Annette: Yes: (.) he has come in now.
 0114 [
 0115 Louise: Right
 0116 Annette: Em (.) he's not on peak form
 0117 Louise: Isn't he?
 0118 Annette: No, he's: em (.) I think he's still suffering a bit from: (.)
 0119 >obviously< not having had any sleep.
 0120 [
 0121 Paul: I mean do- (.) does he not want
 0122 to go home. I mean
 0123 Annette: Well no, >because he's just< (.) come in,=
 0124 Paul: =Oh (.) and here especially
 0125 []
 0126 Annette: and he's got a taxi (.) to come in, (0.5) well no when
 0127 Helen phoned up=
 0128 Paul: =°Yeah.°
 0129 Annette: he answered the phone
 0130 Paul: Mm
 0131 Annette: and (.) Helen said 'How are you?' and he said 'I'm much
 0132 better,' and (Helen) said 'Are you coming to school today,' and
 0133 he said 'Yes: soon' (.) and then he jus:t turned up in a taxi.
 0134 (0.5) °And it's a°
 0135 [
 0136 Paul: And how do you feel about taking them as a group, are
 0137 you
 0138 Annette: Yeah, I
 0139 Paul: trepidatious?
 0140 Annette: E:::m: (.) heheh (.) no I th- I think e::r (.) I think we could try
 0141 them as a group.
 0142 Paul: Because >what we want-< we could be experimenting and
 0143 seeing how they would work as a (unit) with Chul Soon.
 0144 []
 0145 Annette: Yeah. for the next course.
 0146 Paul: =I don't think there would be any problem there.
 0147 Annette: No. No I don't.
 0148 Paul: °Yeah°
 0149 Annette: Em (.) because Abdullah and Shafi are making (.) very good
 0150 progress, it's just whether Shafi's () Abdullah has

- 0151 Annette: made enough (.) to (.) e:m::
- 0152 Paul: The fact that they're communicators helps a great deal.=
- 0153 Annette: =Yes it does.
- 0154 Paul: I mean
- 0155 Annette: And that they're quick
- 0156 [
- 0157 Paul: That's the trouble with with with Cristal
- 0158 because Cristal () a great deal and she just can't
- 0159 communicate=
- 0160 Annette: =No. No.
- 0161 Paul: And it- that's virtually useless in a class.
- 0162 Annette: And it sounds as if she's not (.) that (.) quick either.=
- 0163 [
- 0164 Paul: Is that-
- 0165 Paul: =Is that on? ((Referring to tape recorder.))
- 0166 (0.5)
- 0167 Paul: Oh God!
- 0168 Annette: Heheheheh
- 0169 Keith: >Yes it is.< Sorry.
- 0170 Paul: Heh. It's all right.
- 0171 Annette: Heh! Heheh
- 0172 Keith: Hahah=
- 0173 Paul: =Just thought I'd better watch my p's and q's.
- 0174 Keith: Oh right!
- 0175 Annette: I mean the the fact that they're both er
- 0176 []
- 0177 Keith: Oh well heh heh
- 0178 Keith: I'll edit 'em out.
- 0179 Annette: Heheheh
- 0180 Paul: Heh
- 0181 Keith: ·hhhh the p's and q's I mean
- 0182 Paul: °Yeah°
- 0183 Annette: They're they're both very sharp.=
- 0184 Paul: =Mmm=
- 0185 Annette: =An::d (.) that will make a difference. (0.5) And it's just a
- 0186 shame that Abdullah's not in (.) peak form today I don't think
- 0187 he is at all. But e:m (.) yeah let's give it a try
- 0188 Paul: Alright. And if he's er (.) no (.) good then I'll t- you-=
- 0189 [
- 0190 Annette: and see
- 0191 Paul: =(send () up to me and
- 0192 Annette: Uhuh
- 0193 Paul: and maybe I could do that with him or something.
- 0194 Annette: Right. Yeah.
- 0195 Paul: Okay?
- 0196 Annette: Yeah. °Fine.°
- 0197 (1.0)
- 0198 Paul: That means you haven't had a break.
- 0199 (1.0)
- 0200 Annette: I have had a break I just have.

- 0201 Paul: Did you teach him?
 0202 Annette: I taught him up to the: (.) break,
 0203 Paul: Yeah.
 0204 Annette: but I-I had the first half of the lesson free (.) because you were
 0205 taking them. (0.5) So
 0206 []
 0207 Paul: Oh when did he come in?
 0208 Annette: E:m (.) about (.) just after ten
 0209 Paul: Oh I see
 0210 (4.0)
 0211 Paul: Ohhhh
 0212 (8.0)
 0213 Annette: Hohhh Helen is speculating that (.) they've gone bust at
 0214 Yes. Yes eh (.) it sounds (2.0) because it sounds as if we may
 0215 have this group from Italy (.) er (.) have to talk to Jenny=
 0216 []
 0217 Paul: Three=
 0218 Annette: =about it. Well no it was- it sounds as if they'd (.) be fairly=
 0219 []
 0220 Paul: =year olds.
 0221 Annette: =similar to the Argentinians.
 0222 (0.5)
 0223 Paul: Four *year olds*
 0224 []
 0225 Annette: E::r
 0226 Annette: Heheheheh
 0227 []
 0228 Keith: Heheh
 0229 Paul: behaving like five year olds.=
 0230 Annette: =Heh
 0231 Paul: Yeah
 0232 Annette: E:m (.) but only ten in the group (.) you know which
 0233 is (.) and if we don't integrate them you see >but the-< one=
 0234 []
 0235 Paul: .hhh
 0236 Annette: =of the things with the Argentinians is we: tried very hard=
 0237 []
 0238 Paul: Huh
 0239 Annette: =to integrate them into classes °didn't we.°
 0240 Paul: Well but we couldn't (.) really (.) in the end.
 0241 Annette: No but (.) we may not even try to this time which will=
 0242 []
 0243 Paul: Yeah. Oh yeah and I=
 0244 Annette: =will mean that they're a closed group,=
 0245 []
 0246 Paul: =think
 0247 Paul: =I mean we tried to because
 0248 []
 0249 Annette: Which makes them easier to teach.
 0250 Paul: Oh yeah, I think we tried to because we felt we had to but=

- 0251 Annette: =Yeah.
 0252 Paul: Y- I mean (0.5) in essence it was (.) basically the Argentinians
 0253 []
 0254 Annette: [] There were just
 0255 too many of them.
 0256 Paul: Yeah!
 0257 Annette: E::r
 0258 Paul: (It was) Argentinians and one Junko ((second name)) in one
 0259 class °it was.°
 0260 Annette: °Ye::s.°
 0261 Paul: And the other classes were entirely Argentinians I think.
 0262 Annette: E::r=
 0263 Paul: =There was one mixed. (0.5) There was one (.) complete,=
 0264 Annette: =There wasn't one (.) complete Argetninean was there.=
 0265 Paul: =I'm sure there was one complete Argentinian group.
 0266 []
 0267 Annette: [] I don't think there was.
 0268 Paul: Because I taught them (.) for one week.
 0269 Annette: Oh!
 0270 (0.5)
 0271 Paul: There was one with Junko ((second name)) in,
 0272 Annette: Mmm
 0273 Paul: And e:r (1.0) and then the- w- were t- (.) two other groups (.)
 0274 down the school,
 0275 Annette: Uhuh
 0276 (4.5)
 0277 Paul: It was just the idea=
 0278 Annette: =And I had to do a bit of swapping round, remember
 0279 Paul: Yeah. After the first week=
 0280 Annette: =Mm=
 0281 Paul: =and that- (0.5) (people went up to)
 0282 Annette: Mmm
 0283 (1.5)
 0284 Paul: Just the exhaustion of em
 0285 Annette: Yes
 0286 Paul: Having to er (.) behave like a schoolteacher
 0287 Annette: heheh
 0288 (1.0)
 0289 Annette: What with a bunch of-
 0290 []
 0291 Paul: ()
 0292 Paul: Yeah. I mean it's () It's not necessarily
 0293 []
 0294 Annette: He's just much younger than ou:r
 0295 Annette: norm.
 0296 Paul: immaturity, it's just that it's the: the culture of the classroom.
 0297 Annette: Mm
 0298 Paul: You know (.) the (.) the: er (.) the idea is to do something as
 0299 quickly as possible.
 0300 Annette: Yes you want to be the first to finish,

- 0301 Paul: So you say 'Okay discuss the::: relevance of (.) global global=
 0302 [
- 0303 Annette: and e:r
- 0304 Paul: =warming to er (.) the (.) agrarian economies of the future.'
 0305 >and they sort of go< (.) '>Yeah< finished!'
- 0306 Annette: Ye heheheh
 0307 [
- 0308 Susan: Heheh
 0309 Paul: Heh
 0310 Annette: Heheh
 0311 Paul: ·hhh They don't see::=
 0312 Annette: =and they er=
 0313 Paul: =they don't exploit the language, they just finish
 0314 their tasks.
 0315 [
- 0316 Annette: And they only want to talk to the teacher,
 0317 [
- 0318 Susan: Yeah
 0319 Susan: Yeah. Yeah.
 0320 [
- 0321 Annette: They want to tell the teacher their correct answers.
 0322 They wouldn't er (.) dream of sharing (.) ideas and opinions
 0323 with other students.
 0324 Susan: No.
 0325 Annette: Heheh
 0326 Susan: No that's it you're I suppose you don't,=
 0327 Paul: ='Don't want to talk to him, talk to teacher.'
 0328 [
- 0329 Annette: No
 0330 Susan: 'I've got a good idea so I don't want anyone else to know.'
 0331 Annette: °Heheh° Or 'I just want to show the teacher that I've got it.'
 0332 [
- 0333 Paul: °Well°
 0334 Paul: >And I mean and i- it's< a perfectly natural thing that they=
 0335 [
- 0336 Annette: 'It's right.'
 0337 Paul: =do that it's (.) it just shows the (.) the mentality of the
 0338 classroom.
 0339 Susan: Yeah.
 0340 Paul: Quite disturbing really, isn't it? You know. (.) In a sense.
 0341 [
- 0342 Annette: Mmm
 0343 (3.0)
 0344 Annette: Yes well it was almost at the stage where they used to
 0345 [
- 0346 Paul: (Impractical.)
 0347 (0.5)
 0348 Annette: put their hand up when they finished. Heheh=
 0349 [
- 0350 Paul: (But) (.) it's a shame

- 0351 Paul: =that people feel it's all about doing things as quickly as=
 0352 [
- 0353 Annette: Mm
- 0354 Paul: =possible before each other not cooperating particularly.
 0355 [
- 0356 Annette: Yeah
- 0357 Annette: Yes and thinking there
 0358 [
- 0359 Paul: Not exploiting things fully.
 0360 [
- 0361 Annette: there has to be only
 0362 one right answer.=
- 0363 Paul: =Yeah.
- 0364 Annette: There can't be any shades of (.) opinion.
 0365 (1.5)
- 0366 Paul: Yes (and they) say 'Can I write this.'
 0367 Annette: Ye:s!
- 0368 [
- 0369 Paul: () T-! 'Is this right.'
 0370 [
- 0371 Annette: Heh. Heheh
 0372 [
- 0373 Paul: Hah (.) Heh (.) All the time.
 0374 .hhhh (.) but nice people.
- 0375 Annette: M mm!
 0376 [
- 0377 Paul: Very nice people. Very bright people too and=
 0378 [
- 0379 Annette: Yeah.
- 0380 Annette: =And (.) as they were here (.) a- after they'd been here for a
 0381 certain
- 0382 Paul: °Yeah°
- 0383 Annette: time, er some of them got more into the idea a the=
 0384 Paul: =Mm=
 0385 Annette: =they realised the benefit of
 0386 Paul: Yeah.
 0387 Annette: discussing things and
 0388 Paul: >Well I mean that< I (.) >sort of< I only had them for the-
 0389 really for the week. Week and a day because of the (.) this=
 0390 [
- 0391 Paul: Mmm
- 0392 Paul: =(tape) thing before the jury service. ((Paul recently did jury
 0393 service.))
- 0394 Susan: How long were they there for?
 0395 []
- 0396 Annette: ()
- 0397 Paul: Four weeks.
 0398 Susan: April.
 0399 Annette: Four:r was it. Yes. Four weeks.
 0400 [

- 0401 Paul: Yeah it was four weeks.
- 0402 Susan: And you reckon you're getting a bunch of Italians (.) °from
0403 ().°
- 0404 Annette: Well maybe=
- 0405 Paul: =Dunno=
- 0406 Annette: =if er (0.5) it sounds as if they've been let down over there, so
0407 er (.) we've been asked if we'll think about having them. (0.5)
0408 We'll have to wait until Annette comes back to (0.5) do the
0409 costing and (.)
- 0410 Paul: Keith you look as if you're sketching.
- 0411 Keith: Yeah I'm just doing the () thing because I wanted you
0412 know the- sorry the 'must' and 'have to' and (the whatnots).
- 0413 Paul: Oh
- 0414 Keith: And the way that this does it, em I don't want to go too far
0415 away from it by doing my own sort of thing (.) so I'm=
0416 []
- 0417 Paul: Yeah
- 0418 Keith: =trying to come up with a diagram (.) that is going to do it
0419 better than that does it, but (0.5) isn't too far away if you see
0420 what I mean.=
- 0421 Annette: =No you just looked as if you were (.) sketch ing
0422 []
- 0423 Paul: Yeah []
- 0424 Keith: Oh no
- 0425 no no. () your bit. To go on the tape. You know.=
0426 []
- 0427 Annette: Yeah
- 0428 Keith: =It's just the expression on Paul's face.
- 0429 Annette: Heheheh
- 0430 Paul: ()
0431 (1.0)
- 0432 Keith: Yea:h the 'necessary' 'not necessary'. It's this that-
- 0433 Annette: Mmm
- 0434 Keith: Maybe if I'd held the pencil like that.
0435 []
- 0436 Annette: Yes yeah. *Yehes*.
- 0437 Paul: I did a quick one on the board the other day which worked
0438 better than the ones I've u- I've spent hours doing °because I-°
0439 you never get 'em right °you just think°=
0440 Keith: =Yeah yeah that's it. Yeah.
0441 []
- 0442 Annette: Mmm
- 0443 (3.0)
- 0444 Paul: And I thou- °you know° there's only four lines (.) °()°.
0445 (2.0)
- 0446 Paul: And basically because how I'd talked about it, because I'd=
0447 []
- 0448 Keith: Yeah. (I know)
- 0449 Paul: =talked about it one way, and then I presented it when I
0450 talked to them. So they already understood what it was=

- 0451 [
- 0452 Keith: Right.
- 0453 Paul: =was (they) it to be. They already understood what-
- 0454 what the notes represented.
- 0455 Keith: Yeah °()° yeah
- 0456 [
- 0457 Paul: So the notes were not necessarily explanatory.
- 0458 (1.5)
- 0459 Keith: Yeah what I was worried about was- with this was that I c- I
- 0460 suddenly realised that (.) because of the way that (.) because of
- 0461 the way they'd done it, if I followed this way it wouldn't be
- 0462 the way that I would do it (.) and I'd end up with something
- 0463 that didn't (0.5) >at least I'd got something that< if I do it now,
- 0464 (.) do this then I'll be okay. I think.
- 0465
- 0466 ((In the middle of the above turn, Annette begins a
- 0467 conversation with Susan which runs alongside that between
- 0468 Paul and Keith. No transcription attempted for the duration of
- 0469 these contemporaneous exchanges. Time: 1m 19s.)
- 0470
- 0471 (3.0)
- 0472 Annette: (Well) James is doing some of the trips.
- 0473 (1.0)
- 0474 Paul: Yes: (.) I'm writing him a map.
- 0475 (1.0)
- 0476 Annette: Oooh! (0.5) I've just noticed Friday, a staff meeting for
- 0477 materials. That's- that's ().
- 0478 Paul: Oh my Go:d!
- 0479 Annette: Heheheh
- 0480 Paul: However,
- 0481 Annette: °Heheh°
- 0482 (1.0)
- 0483 Annette: You- you had something didn't you that you were- Oh that!
- 0484 []
- 0485 Paul: °Yea:h°
- 0486 Annette: Right, was it- no that was something the other day (.) that em I
- 0487 said (.) 'Why don't you use that for your pooled materials?'
- 0488 Paul: =Oh God I can't remember what it was now.
- 0489 Annette: No I can't either.=
- 0490 Paul: =No it was the options: er questionnaire. Oh yeah I've got
- 0491 millions.
- 0492 Annette: Mmm
- 0493 (2.0)
- 0494 Paul: Options questionnaire on how- (.) 'How tolerant are you?'
- 0495 (3.0)
- 0496 Paul: Jenny's not going to be here this year.
- 0497 Annette: No
- 0498 Paul: ((Exaggerated tones)) Oh that's all right then.
- 0499 Annette: Heheheheh
- 0500 Keith: Heh

- 0501 Paul: We can pretend
 0502 Annette: Yes:
 0503 Paul: Heheheheh=
 0504 Annette: =Pretend we've done it.
 0505 Susan: Kheheheh
 0506 (1.5)
 0507 Susan: Heheheh
 0508 (1.0)
 0509 Susan: Can I ask you (.) about (.) you know that lesson you did. That
 0510 I observed you teaching after lunch ()
 0511 []
 0512 Annette: Yes:
 0513 Susan: Can I ask you about that. You know (.) because I want=
 0514 []
 0515 Annette: On the story.
 0516 Susan: =that's coming up soon and I want to (.) (I'd like to)
 0517 []
 0518 Annette: (I'll have to) try it
 0519 again, with a=
 0520 Susan: =Yes. Because it worked really well and I was wondering if=
 0521 []
 0522 Annette: Yeah
 0523 Susan: =it would work with- (.) with (what I should do °I=
 0524 [] []
 0525 Annette: Mmm Yes
 0526 Susan: =can't see why not. Must talk to you about that.°
 0527 Annette: Yes
 0528 Susan: Catch you at lunchtime?
 0529 Annette: Yes certainly. And the other thing is (.) em (.) get out the: (.)
 0530 notes you wrote in your observation, because I think (.) we did
 0531 each stage I think I described (0.5) what we did first what we
 0532 did next what we did (.) so it would (.) em tell you the method
 0533 (.) used. For teaching it. Er (.) do you know where those are?
 0534 (0.5)
 0535 Susan: They're in one of these folders.
 0536 Annette: It's the one called (.) 'Sys:tems'. I think.
 0537 [] []
 0538 Paul: It could be on the ()
 0539 Paul: Yes I >(look at)< these because I've () written=
 0540 []
 0541 Annette: No I
 0542 Paul: =up and I haven't put it in yet.
 0543
 0544 ((Sound of files being taken down, opened, flicked through.
 0545 Muttered comments. Susan checks the time. Paul announces
 0546 'I'm going to have to rub this out Jenny, so I can put in both.'
 0547 Jenny says 'Yes:' Time: 1m 33s.))
 0548
 0549 Annette: Will your two: (.) will they ne- will I need to explain: (0.5) that
 0550 ((name's)) joining the class as well?

0551 (3.0)
 0552 Paul: EM (0.5) suppose so.
 0553 Annette: Mmm
 0554 (1.5)
 0555 Paul: >It's only just< (.) well it's no- (.0 it's only (.) just for a=
 0556 [Just for this=
 0557 Annette:]
 0558 Paul: =change today.
 0559]
 0560 Annette: =lesson.
 0561 Annette: Yes.
 0562 ((More turning of pages and muttering. 10 secs.))
 0563 Annette: >In fact- em- it might be an idea to take a photocopy of that,
 0564 Susan, e::m (.) because then you can (.) keep it and use it, and
 0565 it'll make sure that that stays in there. °Heheh°
 0566 Susan: Okay.
 0567 Annette: Thank you very much.
 0568 (1.0)
 0569 Paul: Stick that in there. (1.0) () very very prominent.
 0570 Annette: Heheh
 0571 Paul: I had to- because it was: (0.5) (it was).
 0572 Annette: And you forgot?
 0573 Paul: Yes.
 0574 Annette: Why didn't you write in black?
 0575 Paul: Why didn't I write in black? Because (.) I- I had to (.)=
 0576 [Yes
 0577 Annette:]
 0578 Paul: =squeeze yours in as well, (1.0) well it looks er it looks: (1.0) I
 0579 had- y- I had to rub yours out because Jenny (brought colours)
 0580 down here yesterday,
 0581 Susan: Oh!
 0582 Paul: and I had to rub yours out and put it on top so I thought I'd do
 0583 that so we could follow it
 0584 Annette: Yeah. Heheheh.
 0585 Paul: Looks very prominent.
 0586 Annette: That's why I think you could have (.) finished it in in black.
 0587 (3.5)
 0588 Paul: Em (.) sorry are you reading that?
 0589 Keith: No I'm looking at that actually, the- the suggestions that
 0590 (you've got)
 0591 Annette: Oh yes (down here).
 0592 (1.0)
 0593 Annette: It's because we've got to sort of:=
 0594 Keith: =Yes=
 0595 Annette: =prioritise er
 0596 [prioritise (.) er the staff meeting I got to
 0597 Keith: transcribing the staff meeting with that coming up actually.=
 0598 [Uhuh. Right.
 0599 [Uhuh. Right.
 0600 Annette: Uhuh. Right.

0601 Keith: =You were talking about cassette recorders in the- in the
0602 classroom.
0603 Annette: Yes and everybody's put it as number one °in fact°
0604 [°in fact°
0605 Keith: Yeah.
0606 Paul: Students in all classrooms.
0607 Keith: Heheh heheheh
0608 [°in fact°
0609 Annette: Heheh
0610 (6.0)
0611 Keith: Right. So it's: (.) number two.
0612 Louise: Room two. Yes.
0613 Keith: Right. Stop this at this point.
0614
0615 ((Tape ends.))
0616
0617
0618
0619
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0650

Transcript: Staffroom Talk Swan School 5.4.95

0001 Susan: That ()'s still in there ()
 0002 [

0003 Jenny: I know. I must throw it out.
 0004 Paul: I wondered what that was.
 0005 [

0006 Jenny: (There was) an awful performance yesterday when I was
 0007 showing Maggi how to *lock up*.
 0008 Susan: Yeah, she to- she > she phoned me cos she said < 'After all the
 0009 palaver' she explained what happened she said (.) 'I forgot to
 0010 ask what time I had to be there I think it's eight. I said 'Yeah.
 0011 Yes well (.) just before eight.'
 0012 Paul: Heheheh heheh

0013 Susan: Yes and (you told). She was just sitting there,=
 0014 [

0015 Jenny: ()
 0016 Susan: =you know ().
 0017 (1.0)

0018 Susan: Hehe::h. Wonderful.
 0019 Jenny: () came to me what did I *think of* ().
 0020 Susan: °Heheheh°
 0021 Jenny: °()°
 0022 Susan: °Heheheh°
 0023 Jenny: °()°

0024 Annette: Fantastic.
 0025 Jenny: The impression she got of the school you forget to ()
 0026 Annette: °()°
 0027 Jenny: was *er* ().
 0028 Annette: ()
 0029 [

0030 Jenny: ()
 0031 (3.5)

0032 Louise: Are you reading final TOEFL scores?
 0033 Harry: Ah: yes.
 0034 Annette: °Heheheheh°
 0035 Harry: Excjting. (0.5) °Heheheh°
 0036 (0.5)

0037 Annette: E::m (0.5) °()°
 0038 Jenny: Yes I just did mine °(on that subject).°
 0039 Annette: Oh right.
 0040 Jenny: I put in ().
 0041 (2.0)

0042 Annette: °Ehhh!°
 0043 (3.0)

0044 Harry: (keep on) afterwards °have you° (it)
 0045 Annette: Mmm
 0046 Harry: (blue:). Into the system.
 0047 Annette: °Ye::s.°
 0048 Keith: °(speaking shall I?) I can do that.°
 0049 (0.5)

0050 Susan: What are you doing?

- 0051 ((While Keith explains to Susan, the following discussion
0052 between Annette and Harry takes place.))
0053
0054 Annette: Em: Harry (.) there's this em: (.) () for (.) Thursday,
0055 Harry: Oh right
0056 Annette: (). E::m (.) () Do you want a one ()
0057 one. It's er (.) () 'Everyday English'. Which
0058 is very much a (.) self-contained (.) bit. (0.5) Er (it tells you
0059 what's happening (.) strange neighbours) listening to
0060 conversations.
0061 Harry: Right.
0062 (1.0)
0063 Harry: () something with it. That's why. Either=
0064 [Oh right.
0065 Jenny: Oh right.
0066 Harry: =that or I get Keith to do something with it which (is er)
0067 Annette: Uhuh
0068 Harry: em (.) that can relate back to that.
0069 Annette: Mmm
0070 Harry: °() ask him ()°
0071 Annette: Yeah. Okay. Because also (there are some) conversations (.)
0072 that you can work up to the situation (). Then I
0073 was thinking of missing out this:
0074
0075 ((At this point Louise begins to speak and the conversation
0076 between Annette and Harry drops to a whisper in the
0077 background.))
0078
0079 Louise: I've been doing an oral thing with them >actually this morning
0080 when< e::m a simulated phone call,
0081 Keith: Right.
0082 Louise: in which they had to do quite a lot of em (up) and I
0083 recorded it you see (.) I haven't actually played it back to them
0084 because I thought that might be too much (.) today, to do that
0085 Keith: Right.=
0086 Louise: =playing back. But they did it very well actually I thought- I
0087 went and got some back up, get that materials to help them=
0088 [Right.
0089 Keith: Right.
0090 Louise: =if they- but they didn't need it
0091 Keith: Oh that's great. (0.5) That's good (.) yes. (found out
0092 what it's all about then.)
0093 Louise: °Yes° And the- they'd say at the (end) 'Oh I'm so
0094 pleased that er (.) it was a good exercise but we've had to
0095 concentrate very hard because we knew we had to (.) we'd
0096 make sure too'
0097 Keith: Right.
0098 Louise: (that) understood. And e::m (.) you know he
0099 thought it was a worthwhile thing °(to make him)°
0100 Keith: °Great°

0101 Louise: good.
0102 Keith: Oh that's good. So he feels he's got the (). Yeah=
0103 [[Mmm
0104 Louise: So: Mmm
0105 Keith: =because it'll help him >something like that<=
0106 Louise: =Oh I think so. He says he has to (.) do a lot of things like that.
0107 >And they've actually got a follow-up exercise we'll find
0108 whether they really have understood the information because
0109
0110 ((The conversation between Annette and Harry stops at this
0111 point.))
0112
0113 Keith: Right.
0114 Louise: when they write the letter (.) °it will°
0115 Keith: Heheh. That's when it comes out, yeah.
0116 [[Mmm
0117 Louise: become clear whether they've got it.
0118
0119 ((Keith then explains what he plans to do in the lesson.
0120 Meanwhile, a conversation develops among Annette, Paul and
0121 Harry.))
0122
0123 Annette: Yes. I always () number two and number three, e:m
0124 Harry: Yeah.
0125 Annette: ()
0126 Harry: Yes I often sort of ()
0127 Annette: Yes. Yes. Yes. I always put 'number three' (.) er (.) they seem
0128 to know what I mean.
0129 (1.0)
0130 Paul: Might as well call it number two ().
0131 Annette: Heheheheheh
0132 Harry: Number one is the one I always have trouble with.
0133 Annette: Hehyeahah
0134 Harry: Can't (explain) one (one with a).
0135 Annette: Yes. Yeah. And this is what they call it the base form fo:r, in
0136 the back. The (base form.) I call it number one
0137 now.=
0138 Harry: =Yea:h=
0139 Annette: =Heheheheh
0140 (5.0)
0141 Harry: What's the point of it? ()
0142 Annette: Yeah.
0143 (3.0)
0144 Paul: Once you (in the).
0145 (1.0)
0146 Harry: Yeah well (they have to worry)
0147 Annette: Yes
0148 ((Jenny enters.))
0149 Jenny: Is the (.) school warm enough?
0150 Susan: No. I'm fine.=

- 0151 Annette: No.
 0152 Jenny: You're fine?
 0153 (3.0)
 0154 Jenny: (I) to turn the heating up yesterday. Is the school
 0155 okay today?
 0156 Annette: Yes I've er
 0157 Paul: Could be very warm tomorrow, apparently.
 0158 Susan: (Is) it?
 0159 Paul: It's going to be very warm tomorrow. (1.0) Not the school I
 0160 mean, the weather.
 0161 Annette: Heheheheh
 0162 Jenny: Ri:ght. >Because< I was thinking as I drove (up 'I must turn it
 0163 up'), and I forgot when I got here, but it's actually ().
 0164 (1.0)
 0165 Annette: YES.
 0166 (1.0)
 0167 Annette: Oh so you didn't turn it up yesterday, I see.
 0168 Jenny: ()=
 0169 Annette: =I think ma:ybe ()
 0170 (1.5)
 0171 Paul: Are you worried you need more clothes.
 0172 Annette: E:::m (.) possibly yes. Because I've got a (.) () dress. Yes
 0173 I think I (had) a shirt on yesterday.
 0174 Jenny: () wear it on the same ()
 0175 [
 0176 Annette: (Keith's) just got a
 0177 shirt on.
 0178 Keith: Oh Yeah, purple. ()
 0179 [
 0180 Paul: It's alright yes. Well I knew he was
 0181 coming in today so I ()
 0182 [
 0183 Annette: Are you warm enough
 0184 [
 0185 Keith: So that's it yeah ()
 0186 [
 0187 Paul: Didn't want to
 0188 clash.
 0189 Annette: Heheheh
 0190 Keith: Wouldn't have done would it? I'd have gone home and
 0191 changed.
 0192 (2.0)
 0193 Paul: °Yeah.° ()'s our fresh air fiend at the moment.
 0194 (1.0)
 0195 Jenny: REMOVED
 0196 Annette: REMOVED
 0197 Jenny: REMOVED
 0198 REMOVED
 0199 Keith: REMOVED
 0200 Annette: REMOVED

- 0201 Keith: REMOVED
 0202 REMOVED
 0203 Jenny: REMOVED
 0204 Keith: REMOVED
 0205 Jenny: REMOVED
 0206 Paul: REMOVED
 0207 Jenny: REMOVED
 0208 REMOVED
 0209 Paul: REMOVED
 0210 Jenny: REMOVED
 0211 Keith: REMOVED
 0212 Paul: REMOVED
 0213 REMOVED
 0214 Paul: REMOVED
 0215 Jenny: REMOVED
 0216 Paul: REMOVED
 0217 (17.0)
 0218 Paul: °I ()° am I allowed to say 'tuna and sweetcorn'?
 0219 Jenny: Heheheheheh °he:::h°
 0220 Harry: Say what?
 0221 Paul: 'Tuna and sweetcorn.'
 0222 [
 0223 Jenny: 'Tuna and sweetcorn.'
 0224 Harry: Oh right.
 0225 Keith: HAHAhah yes. (.) You can censor that one if you want.
 0226 [['A
 0227 Paul: Em
 0228 dolphin friendly tuna for me please.'
 0229 ((General laughter.))
 0230 Paul: 'On a baguette.' (.) Aren't (.) the French (.) lovely people.
 0231 Keith: Heheheheh
 0232 [
 0233 Jenny: Heheheheheheheheheh
 0234 Paul: '(Fantastic.)' ·hh heh
 0235 Jenny: °Heheheh°
 0236 Paul: ·hh hhhh ·hh
 0237 Keith: Nothing for me thanks, Helen. °I'll er° (0.5) I'll spare tuna and
 0238 everything else that's going round.
 0239 [
 0240 Jenny: Heheheheh
 0241 Jenny: I presume that the chicken will be ().
 0242 [
 0243 Paul: Actually could not- (.)
 0244 could- sorry could- could you ask them if if: if the: is in brine
 0245 (.) or oil. Because if it's in brine I don't really want it.
 0246 [
 0247 Jenny: Yeah. It's
 0248 awful isn't it.
 0249 Helen: So if it's in brine what am I going to do?
 0250 Paul: Say 'No thank you I'll have something else.'

- 0251 [
- 0252 Jenny: He won't have anything.
- 0253 Helen: °Yeah but I don't know°
- 0254 [
- 0255 Paul: Oh yeah, I'll just-
- 0256 (0.5)
- 0257 Harry: °Have the sweetcorn.°
- 0258 Paul: have the sweetcorn.
- 0259 Jenny: Heh. Yes.
- 0260 Paul: Prawn and spring onion! That's a strange
- 0261 (0.5)
- 0262 Keith: What corn?
- 0263 Paul: Pra:wn.=
- 0264 Keith: Oh 'prawn and spring onion'.
- 0265 [
- 0266 Paul: Prawn
- 0267 Annette: Heheheheh
- 0268 Paul: Prawns.
- 0269 Keith: You () with it.
- 0270 Harry: Have you ever done a
- 0271 Paul: A ()
- 0272 Harry: an analysis of
- 0273 Paul: (There's a though)
- 0274 Harry: topic area (.) on your transcripts. I'm sure food would=
[
- 0275 ()
- 0276 Paul: =come out
- 0277 Harry: Oh yeah. It's (a good one.)
- 0278 Keith: [
- 0279 Food and drink.=
- 0280 Jenny: =Mmm
- 0281 Annette: Food and drink yeah.=
- 0282 Keith: =Yeah.
- 0283 Jenny: Yes definitely.
- 0284 Keith: Very high.
- 0285 Jenny: And reminiscences of the old days, °you know°.
- 0286 Keith: Ye:::s.
- 0287 Jenny: They sell (.) ()
- 0288 Paul: [
- 0289 Annette: ()
- 0290 [
- 0291 Heheheheh
- 0292 Keith: You get ciabatta as well!
- 0293 Paul: I said that.
- 0294 Helen: I didn't hear you. °I'm sorry.°=
[
- 0295 Helen: (And ordinary.)
- 0296 Helen: =Yeah
- 0297 Paul: Hheh hh
- 0298 Annette: Heheheheh heh
- 0300

- 0301 Helen: °So you can have er°
 0302 Keith: Some things of course you can't catch on tape. You know it's
 0303 hhh
 0304 Annette: Hahahahah
 0305 Keith: Susan climbing up the ()
 0306 [Heheheh that's right.
 0307 Annette: Heheheh that's right.
 0308 Keith: Do you want me to move Susan?
 0309 Annette: Heheheh
 0310 Keith: (a sketch of strong your are, breaking=
 0311 [It seems ()
 0312 Annette: It seems ()
 0313 Keith: =bones=
 0314 Paul: =Actually you sound really happy. We've just got a sound=
 0315 [()
 0316 Keith: ()
 0317 Paul: =effects department. (0.5) 'Oh here comes a horse.'
 0318 ((General laughter.))
 0319 Paul: I- I'll try that ch- cajun chicken. It's ()
 0320 [Oh if he's trying the
 0321 Jenny: Oh if he's trying the
 0322 cajun chicken I won't.
 0323 Keith: This is the new place then.
 0324 Jenny: Yeah!=
 0325 Paul: =What do you mean *chyou won't!*
 0326 Keith: Oh right.
 0327 Susan: We'll all get a mixture and share it.
 0328 Keith: Oh ri:ght.
 0329 Jenny: °That sounds quite interesting.°=
 0330 Helen: =What's that ()
 0331 [Actually I'll tell you what I would have I'd have
 0332 Paul: Actually I'll tell you what I would have I'd have
 0333 the chicken tikka if they () sweetcorn.
 0334 Helen: I'm (.) totally confused now.
 0335 Paul: I'm chicken tikka.
 0336 [But
 0337 Helen: But
 0338 Paul: Chicken tikka.=
 0339 Helen: =Tuna and sweetcorn,
 0340 Paul: Yeah ()
 0341 [but if it's in brine then you're having
 0342 Helen: but if it's in brine then you're having
 0343 [Yeah that's ().
 0344 Paul: Yeah that's ().
 0345 Jenny: Mm
 0346 Helen: *something else.*
 0347 Paul: Yeah I don't- I don't like I don't like I don't like it if it's a bit=
 0348 [Okay (I=
 0349 Helen: Okay (I=
 0350 Paul: =() . I don't want to insult it!

- 0351]
- 0352 Helen: =can (do it).
- 0353 Paul: (at my age it's a bit)
- 0354 Jenny: I don't think that's an insult.
- 0355 Paul: ()
- 0356 [
- 0357 Keith: ()
- 0358 Jenny: It depends how you say it.
- 0359 Paul: Ah well (.) I'll leave it to Helen. (in brine.)
- 0360 [
- 0361 Jenny: ()
- 0362 Jenny: Can I have cajun chicken in ciabatta.
- 0363 Paul: We ought to in brine °(I think)°
- 0364 [
- 0365 Susan: HehhhehEH!
- 0366 Paul: I (think it gets) sort of: (.) slightly=
=Cajun chicken
- 0367 Jenny: =Cajun chicken
- 0368 Paul: I prefer the oily texture to
- 0369 Jenny: °(Maybe it has a)°
- 0370 [
- 0371 Annette: And a ()
- 0372 Susan: Do you want me to write it down for you?
- 0373 Paul: Mmm?
- 0374 Harry: () doesn't like the oil so much.
- 0375 Paul: I'll just have it anway I'll have the tuna.
- 0376 Jenny: Oh no I think you should ask.
- 0377 Paul: Oh no.
- 0378 Jenny: I do I do
- 0379 Paul: No hh
- 0380 [
- 0381 Jenny: I think (.) tuna in brine is really revolting and () or
0382 something particularly if you have yoghurt dressing (.) in a
0383 baguette.
- 0384 Harry: You can always drain it.
- 0385 Keith: Bit dry though.
- 0386 Jenny: And it's so hard, because you still get that awful=
0387 []
- 0388 Paul: ()
- 0389 Jenny: =chlorine (taste).
- 0390 Paul: And er (.) are they delivering or are ()
- 0391 Jenny: Mm?
- 0392 Harry: Yeah
- 0393 Paul: Are they delivering or is Muggins going.=
- 0394 Jenny: =Yeah.
- 0395 Paul: °Mr Muggins°
- 0396 Jenny: What did Muggins want in his sandwich? hhhh
0397 (3.0)
- 0398 Annette: O:h
- 0399 [
- 0400 Jenny: A:::h

- 0401 (5.0)
 0402 Jenny: °Paul what did you order?°
 0403 Paul: E::r I'll have the tuna (.) if it's in oil, and I'll have the chicken
 0404 tikka if it's in brine.
 0405 Helen: In a baguette.
 0406 Harry: () in the first place. ()
 0407 (1.0)
 0408 Jenny: °Chicken.°
 0409 (1.0)
 0410 Paul: Sandwich goer's privilege.
 0411 (8.0)
 0412 Paul: Did you see 'Blackadder' last night.
 0413 Harry: Yes.
 0414 Jenny: *Oh ye::s.*
 0415 Paul: About Pandora's box.
 0416 Jenny: Hehehehehe heheheheh
 0417 [
 0418 Paul: Heheheheh
 0419 Harry: Baldrick's trousers.
 0420 Paul: Baldrick's trousers.
 0421 Harry: All the evils of the world *contained in it.*=
 0422 Paul: =Therein.
 0423 Harry: Heh. Yeah.
 0424 Keith: Hhhhehhhh
 0425 Paul: What was- his subtle plan was good, wasn't it? (where
 0426 you're going to lay its)
 0427 [
 0428 Keith: Hhhhhehh yeah.
 0429 [
 0430 Harry: Hahah
 0431 Jenny: Where's he's (curling) it back.
 0432 [
 0433 Harry: (Right back on it.)
 0434 Keith: Yeah.
 0435 Paul: °(they'd read up on it.)°
 0436 [
 0437 Jenny: Yeah.
 0438 Keith: Yeah.
 0439 Paul: It was all the chicken's doing.
 0440 Jenny: ·hhhh
 0441 Keith: HAh yeaheheheh
 0442 (1.0)
 0443 Keith: It was lovely.
 0444 (0.5)
 0445 Paul: Oh the- what was it the er guy said (.) about (.) the story about
 0446 (0.5) er (.) 'stories about us French.' And he said 'Well (.) (it
 0447 looks) like a baby carrot and (.) two petits pois.'
 0448 Keith: Yeahhh! 'A () like a baby carrot yeah.' ()
 0449 [
 0450 Jenny: Hahhah

- 0451 Keith: a baby carrot and two petits pois. (1.0) A:h (.) brilliant.
 0452 (6.0)
 0453
 0454 ((Exchange between Susan and Harry (2.0) is masked by the
 0455 sound of activities at the sink, near the microphone.))
 0456
 0457 Jenny: Annette is not in tomorrow so Harry's doing her lessons. But
 0458 he's doing ()
 0459 Susan: But I can't (watch) if there's no one to go with me.
 0460 Jenny: I could cover you.
 0461 Susan: Oh right.
 0462 Jenny: If Helen isn't in,
 0463 Harry: °Right.°
 0464 Susan: ()
 0465 (2.0)
 0466 Harry: °Yeah.°
 0467 Susan: So what about- (.) will that be the first lesson.
 0468 (2.0)
 0469 Harry: E:: :m. Y:::::::::: (.) not necessarily.
 0470 []
 0471 Susan: No.
 0472 (0.5)
 0473 Susan: No because >I mean
 0474 []
 0475 Jenny: () It would be better if it wasn't
 0476 because then we'd know ().
 0477 Susan: Yeah.
 0478 Harry: Yeah. (So no.)
 0479 []
 0480 Jenny: So I'd be coming in () and also you could tell me
 0481 what you were doing with your group so I could take over.
 0482 []
 0483 Susan: Yeah.
 0484 Paul: But em:
 0485 Jenny: Did you get that observation sheet?
 0486 Susan: Mmm thank you. (0.5) That's something to keep isn't it?
 0487 Jenny: Yes it is.
 0488 (1.0)
 0489 Harry: Yeah. She's given me (.) two things.
 0490 (5.0)
 0491 Paul: 'Starting ()' Good God I haven't started (anything
 0492 yet). That's what frightens me you see, things I've never
 0493 actually started for a long time. How do you begin?=
 0494 Harry: =Yes you sort of revise them. °()° (.) °(Actually
 0495 present it.)°=
 0496 Paul: =Yeah.
 0497 Jenny: It's awful.
 0498 Harry: Although (.) yeah the tricky thing is that (.) for one of them it
 0499 won't be the first time.
 0500 Paul: What- what Shafi.=

- 0501 Jenny: =Shafi=
 0502 Paul: =Shafi's done it before, °but (anything completely new.)°
 0503 Susan: I (last night actually) and I thought 'Oh yeah we-
 0504 I've got this cracked. The easy bits. Hhh
 0505 Harry: Heheh
 0506 Susan: But then it gets more complicated. I was just covering the easy
 0507 bits ().
 0508 Keith: Yea::h. It's when you accidently slip in and it's the sort of
 0509 thing that's too complicated, but once it's in there they won't
 0510 let go and they
 0511 Susan: Yeah
 0512 Paul: I always do.
 0513 Keith: Always. Yeah that's what they focus on 'No:: forget that=
 0514 [
 0515 Harry: Heheh
 0516 Keith: =it was a mistake' you know
 0517 [
 0518 Harry: Heheheheh
 0519 (0.5)
 0520 Keith: Oh yeah.=
 0521 Jenny: And giving them the (pattern) is what slows them up as I say.
 0522 Once they've got the (.) pattern grammatically (correct) they
 0523 start () where they've been perfectly (.) okay.
 0524 Keith: Yeah. Yeah. That that's () revise it
 0525 [
 0526 Jenny: (And then they
 0527 doubt it.)
 0528 Keith: Yeah.
 0529 Harry: () how they're doing it but making them aware of it
 0530 Keith: Yeah.
 0531 Jenny: Yeah.
 0532 Paul: That's em: (0.5) oh Michael Swan's idea of (.) quality (costing)
 0533 practice isn't it.
 0534 (3.0)
 0535 Paul: He talks about the quality of practice. It's a pretty good (point)
 0536 actually (as well).
 0537 (1.0)
 0538 Paul: What's wrong?
 0539 Helen: I'm going to need the money please. It's er (.) delivery.
 0540 Paul: A delivery.
 0541 Helen: Yeah.
 0542 Paul: You're going to need the money. DON'T LOOK AT ME and
 0543 say you're going to need the money.
 0544 [
 0545 Jenny: Heheheh
 0546 Helen: >(What you ought to say is)< 'I'm up to date. I pay ()'
 0547 Paul: ()
 0548 [
 0549 Keith: () yeah. Thank you.
 0550 Jenny: E:m

- 0551 ((Keith and Louise (?) begin a side conversation.))
- 0552 Jenny: One eighty five
- 0553 Helen: One eighty five for ().
- 0554 Susan: I haven't got any change.
- 0555 Helen: Oh yeah I'll ()
- 0556 Paul: Er (.) I haven't got any change.
- 0557 (1.5)
- 0558 Helen: Right I'll ()
- 0559 ((Muffled exchanges drowned out by other sounds.))
- 0560 Jenny: ()
- 0561 Helen: Well they won't- they can't deliver it any later than that
- 0562 because er=
- 0563 Paul: =It'll be (fresh).
- 0564 Helen: Em::
- 0565 Jenny: But then the juices of the tuna might impregnate the bread and
- 0566 Paul: ()
- 0567 Helen: (It'll probably be)
- 0568 Keith: () the brea::d yeah. Your finger goes all the way=
- 0569 [
- 0570 Helen: Em (.) if it's in oil.
- 0571 Keith: =through doesn't it
- 0572 Paul: ()
- 0573 Helen: (in oil).
- 0574 Jenny: Oh no, I don't want that.
- 0575 Paul: HAH hehe heheh
- 0576 [
- 0577 Susan: Hhhhehehh
- 0578 Keith: Not the same.
- 0579 Paul: .hhhhh
- 0580 Keith: °()°
- 0581 (2.5)
- 0582 Susan: Well I think it (looked) great.
- 0583 Paul: You want to put it to er (.) the er (.) oh not today is it. It's the
- 0584 Louise: It's Friday.
- 0585
- 0586 ((At this point a number of spontaneous comments are made
- 0587 and different conversations start up. These are all connected
- 0588 with the staff meeting on Friday which Kate will attend. Keith
- 0589 can't be there and asks Paul to tape it for him and Louise
- 0590 discusses other issues with Jenny (?).))
- 0591
- 0592 Louise: () writing (.) practice and () oral
- 0593 bit. And I just er had them doing simulated telephone
- 0594 conversations sitting back to back which (). And she
- 0595 works quite well. () it. And they were both
- 0596 communicating very well.
- 0597 Paul: Mm
- 0598 Louise: It was gorgeous.
- 0599 Paul: I was wondering if you'd do me a favour. Next lesson. Which
- 0600 is a sort of a

- 0601 [Louise did I- (.) sorry=
 0602 Jenny: Louise did I- (.) sorry=
 0603 Paul: =sandbagging thing.
 0604 [Can I have a (.) talk to you about that (.)=
 0605 Jenny: Can I have a (.) talk to you about that (.)=
 0606 [Yes
 0607 Louise: Yes
 0608 Jenny: =Susie who wasn't Italian who was Dutch who
 0609 Louise: Yes.
 0610 Jenny: And it (altered)
 0611 [And it (required)
 0612 Paul: And it (required)
 0613 [() yes.
 0614 Louise: () yes.
 0615 Jenny: Did y- you didn't you want ()
 0616 [Copying two tapes
 0617 Paul: Copying two tapes
 0618 Jenny: Got a (.) fax from Italy
 0619 Paul: We got two (two)
 0620 [this morning.
 0621 Jenny: this morning.
 0622 Paul: extra.
 0623 Jenny: But (.) in fact Susie had fallen ill
 0624 [Yeah.
 0625 Paul: Yeah.
 0626 Paul: Uhuh
 0627 Jenny: So (.) () didn't have to go anywhere ()
 0628 [] [It's the- it's the
 0629 Paul: e::m It's the- it's the
 0630 Jenny: e:m ()=
 0631 [() integrated skills () which is=
 0632 Paul: () integrated skills () which is=
 0633 Jenny: =(school.)
 0634]
 0635 Paul: =which is (backed) on
 0636 Louise: °Really?°
 0637 Jenny: °And I wanted to avoid ()°
 0638 [Em (.) () desk. That's the best]
 0639 Paul: Em (.) () desk. That's the best
 0640 Jenny: But Susie was (allowed) to be coming after Easter,
 0641 [() one.
 0642 Paul: () one.
 0643 Louise: Mmm
 0644 Jenny: So:, could we suggest a school for her.=
 0645 Paul: =(I'm missing them.)
 0646 Jenny: So I came up with (), (.)
 0647
 0648 ((At this point Keith responds to Paul and a conversation
 0649 develops between them. Jenny and Louise continue with their
 0650 conversation.))

- 0651 Jenny: and (when it) eventually came, (.) (it was) pretty advanced.
 0652 Louise: °(Oh)°
 0653 Jenny: >I was thinking< this (one actually) might work. (If we had
 0654 this) Susie, (and so after two weeks)
 0655 by then Giuseppe might be (.) () we could
 0656 actually make a viable group.
 0657 [
 0658 Louise: He communicates ()
 0659 Jenny: Funny gaps but he=
 0660 Louise: =Funny gaps yes. °()°
 0661 Jenny: That might (.) work.=
 0662 Louise: =It might work.
 0663 Jenny: () and I don't want (.) ((name)) () because=
 0664 [
 0665 Louise: Yes.
 0666 Jenny: =she's supposed to be in a First Certificate kind of (.)
 0667 Louise: Yes.
 0668 Jenny: (two) lower down. (.) Not really
 0669 up to that kind of class.
 0670 Louise: >It's difficult isn't it< I mean I can say to (.) er ()
 0671 because I was trying to)
 0672
 0673
 0674 ((Fault in microphone cuts off taping here. Last few minutes
 0675 of break talk missing.))
 0676
 0677
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Transcript: Staffroom Talk Swan School 12.4.95

0001 Susan: They can do it.
 0002 Keith: Hhh hheh
 0003 (1.5)
 0004 Keith: Oh (.) cheers
 0005 (2.0)
 0006 Keith: Would you like a cup of tea or coffee?
 0007 Susan: E::m I'll just have some water I think °really.° Do you know
 0008 which one mine was?
 0009 Keith: Yeah. Washed the mugs.
 0010 (4.5)
 0011 Keith: °Might as well get some ()
 0012 (13.0)
 0013 Keith: Paul has (milk) obviously in his.
 0014 Susan: Yeah.
 0015 Keith: Harry just has it as it comes.
 0016 Susan: Yeah.
 0017 Keith: No sugar, right.=
 0018 Susan: =He has a bit of water on it as well.
 0019 Keith: Sorry.
 0020 Susan: He has a bit of water on it as well.
 0021 Keith: Does he? Ah it's (cool) then.
 0022 [
 0023 Susan: He- he doesn't like the grains. Hhhheh
 0024 Keith: Bit (.) 'ot. Sorry. I'm not even awake today.
 0025 (3.0)
 0026 Keith: It's interesting actually, I automatically took that as cold water.
 0027 °()°
 0028 (25.0)
 0029 Keith: °(There it is.)°
 0030 (14.0)
 0031 Keith: °()stuff they don't always have (one).°
 0032 (26.0)
 0033 Susan: Is your watch fast?
 0034 (1.0)
 0035 Keith: It's twenty minutes- well twenty seconds fast actually. Twenty
 0036 seconds fast, yeah that's it. Well it was last time a BBC
 0037 bleeped (what) about (.) two days ago. (0.5) °So it might be
 0038 twenty three seconds twenty two second fast ()° hhhhh!
 0039 (56.0)
 0040 Louise: I've just left them (.) I'm afraid. We got onto a tricky bit on
 0041 conditionals. (0.5) So:
 0042 Keith: Oh right.
 0043 Louise: I had to *sort it out*.
 0044 Keith: That's ok- oh I see what you mean- o:h that's okay so I'll=
 0045 []
 0046 Louise: (left)
 0047 Keith: =go in (.) la:ter er:=
 0048 Louise: A bit after eleven.
 0049 Keith: Ten minutes so if I go in at five past.
 0050 [

- 0051 Louise: Call it five past.
 0052 Keith: Five past. Is that okay? Yes.
 0053 Louise: Thank you.
 0054 Keith: Lovely. Do you want a cup of tea or coffee?
 0055 Louise: Yes I- I'll make one (.) try not to spill it down my jacket (flap).
 0056 [Right
 0057 Keith:
 0058 er would dj- d'you er do you want milk?
 0059 Louise: I'm black (.) thank you no sugar.
 0060 Keith: No sugar right. Okay.
 0061 (10.0)
 0062 Keith: Is that okay that blue one.
 0063 Louise: Er I think that was mine actually.
 0064 Keith: Oh I've washed it so it's ().
 0065 Louise: Thanks very much. (0.5) I: em (1.0) I understand what e:r Paul
 0066 means about the (.) getting things out of Ria because I was
 0067 doing something you know your typical lesson,
 0068 Keith: Yeah.
 0069 Louise: I know they know in theory em (.) conditionals.
 0070 Keith: Right.
 0071 Louise: So we have a bit of (.) free practice to start and then we home
 0072 in (.) supposedly >because it's< the theme of the lesson, on (.)
 0073 where they need extra practice. And you try and do the actual
 0074 (lesson).
 0075 Keith: Right.
 0076 Louise: And they don't get anything. Hhhhh
 0077 Keith: Yeah. Yeah.
 0078 [
 0079 Louise: °Heh° They did for one, and not for the other one.=
 0080 Keith: =(Yeah) I can believe that yeah.
 0081 Louise: And e:r (.) so you're sort of: (.) trying to generate a bit of spark
 0082 and a bit of interest like er
 0083 Keith: °(Nothing.)° No I think you know, that s-sorry °()°
 0084 Louise: °Thank you.°
 0085 Keith: °(care. Which is probably why is) interesting
 0086 (.) in the area.
 0087 Louise: Oh yes.
 0088 Keith: Which reminds me what I've done, two things () about
 0089 this book, looking through it, what I've done is em (.) at the
 0090 front I've made up a what you call it. This fits on A- A4,
 0091 Louise: Uhuh
 0092 Keith: like that. But I've put it in the >()<. It's the qualities
 0093 that Sherlock Holmes has got,
 0094 Louise: °()°
 0095 Keith: for Watson. So you know like just in case anyone wants to
 0096 what- what qualities do does a detective need, so I (said stick
 0097 one in there because >she'll want it<) but the other (.) good
 0098 thing is for business, there's a bit here sort of=
 0099 [
 0100 Louise: °Hello°

- 0101 Kate: Hello and goodbye:: I'm afraid heheheh
 0102 [
- 0103 Louise: Oh right.
- 0104 Susan: Hi. Sorry.
 0105 [
- 0106 Kate: I (). Bye:. Heheheh
- 0107 Harry: Before you go (.) have you got (.) a minute.
 0108 [
- 0109 Kate: Yes:s.
- 0110
 0111 ((Harry and brings up points relating to Kate's CV, which
 0112 must be submitted with other CV's for the British Council
 0113 inspection.))
 0114
- 0115 Keith: Just- just- just for something different, it's quite interesting
 0116 because er (.) (the difficult bit)
 0117 [
- 0118 Harry: Some of your stuff as it's (.) on your CV,
 0119 Kate: Yes:
 0120 Keith: The problem is, the the mystery itself is pretty (hard and)
 0121 [
- 0122 Harry: (we haven't got)
 0123 Keith: it doesn't work very well, but they actually () to the text
 0124 Harry: () not quite sure what
 0125 Keith: has got em::
 0126]
- 0127 Harry: we've got.
 0128 Kate: Right. Yeah right.
 0129 ((Keith and Louise continue their conversation in the
 0130 background.))
 0131 Jenny: Annotate .
 0132 Kate: Mmm
 0133 Jenny: Send it back. Getting close to the definitive
 0134 Kate: A::h
 0135 Jenny: version.
 0136 Kate: Did you rem::ind ((name)) about her ()? She said (.) there
 0137 are (.) four or five ()
 0138 Jenny: Good God really.
 0139 Kate: E:m she virtually said that they- that they
 0140 Jenny: So she said she's got details.
 0141 Kate: Yeah. She's got details and she would be able to ().
 0142 Keith: And it's a mystery.
 0143 Louise: Mmm
 0144 Keith: Strategy (1.0) e:m (.) so you actually could do (.) something a
 0145 little bit different in business. I thought I'd mention that.
 0146 [
- 0147 Louise: Yes:s.
 0148 Louise: Thank you very much. That's useful to have something (.)=
 0149 [
- 0150 Keith: It's just () but]

0151 Louise: =you know that's sort of (.) ()
 0152 [

0153 Keith: A bit different. I mean it's a one off I mean it's a sort of
 0154 lesson's worth.=

0155 Louise: =Ye:s=
 0156 Keith: But a- as I say the mystery itself is a bit- (.) () because the
 0157 solution didn't seem to work.

0158 Louise: Mmm
 0159 Keith: BUT APART from that it's fi:ne. °Heh°
 0160 Louise: Heh heheheh
 0161 Keith: °Heheh°
 0162 Louise: Thanks for pointing it out.
 0163 [

0164 Jenny: ()
 0165 Keith: It's the one that Harry bought. Er it's I've decided to use it
 0166 with e:m Ria, and I've put something in the front. (1.0) I've
 0167 (put) this for a book on Sherlock Holmes=
 0168 Jenny: =Uhuh=
 0169 Keith: =it's the qualities that Sherlock Holmes has got according to
 0170 Watson. °So it ()°
 0171 [

0172 Jenny: O:h right. Oh nice.
 0173 Louise: Mmmm that's lovely isn't it because it has (.) it has=
 0174 [] []
 0175 Keith: () somewhere
 0176 Louise: = a nice picture °(I feel it's)°
 0177 [

0178 Keith: I thought I'd stick it in rather than a copy
 0179 because the photo begins to go if you copy a copy
 0180 [

0181 Louise: Yeah.
 0182 Jenny: Yeah.
 0183 Louise: Mmm
 0184 Keith: I mean that's still okay that's >just a little bit ()<
 0185 [

0186 Jenny: Yeah.
 0187 Keith: Things you knew about and didn't know about and then you
 0188 can ask what makes a good detective °you know what do you
 0189 need to know >sort of thing<°
 0190 Jenny: Yeah.
 0191 Louise: Uhuh. It's a good er
 0192 Jenny: Yeah. Mmm
 0193 Louise: starting point.
 0194 Jenny: He's got potential this lad hasn't he?
 0195 Louise: °Oh ()°=
 0196 Keith: =Oh I wouldn't say THAT, NO::.
 0197 [

0198 Kate: () though.)
 0199 [

0200 Louise: Hahahahahah

- 0201 Keith: (Only)
 0202 [
- 0203 Annette: Hahahah
- 0204 Jenny: So it's a surprise rush visit.
- 0205 Kate: Well I didn't-
- 0206 [
- 0207 Annette: Yes I (.) wasn't expecting to see you today. °Heheheh°
- 0208 Kate: Well I rang in about quarter to ni:ne and so=
 0209 Jenny: =Mmm=
 0210 Kate:: =I suddenly realised that tomorrow (.) there was going to=
 0211 []
- 0212 Jenny: Mm yeah
- 0213 Kate: =be lots on the road and em (.) I (.) () as=
 0214 [] []
- 0215 Jenny: Right. ()
- 0216 Kate: =a short week.
- 0217 Jenny: Very short. Seems to be getting shorter by the minute.=
- 0218 Kate: =Mmm=
 0219 Jenny: =°Incredible.°
- 0220 Annette: Mmmm=
 0221 Kate: =So it's the first time that ((sister school)) has been closed for
 0222 the Friday and Monday (.) that I can remember. Em
 0223 [
- 0224 Jenny: Mm
- 0225 Annette: Ah it is closed
- 0226 Kate: Uhuh=
 0227 Annette: =on Friday? Because: em: Shafi's just told me that I- I knew
 0228 they were planning to go to Manchester for the weekend and
 0229 er I said 'Are you definitely going to Manchester,' and he said
 0230 no I'm going to go to Inkham on Thursday night to see my
 0231 cousin,' and he said 'My cousin has checked (.) to see if I can (.)
 0232 attend classes at ((sister school)) on Friday morning,
 0233 Jenny: °Oh°=
 0234 Annette: =and my cousin said yes.'
- 0235 Harry: (Like).
- 0236 Jenny: Heheh
- 0237 [
- 0238 Annette: I said 'Are you sure that the school is open.' And he said (.)
 0239 'Yes. Yes.' He said e:r (.) 'My cousin said they had two weeks'
 0240 holiday,' e:m (.) 'ago,'
- 0241 Jenny: HehehehehEH
- 0242 Annette: 'and so (.) they work (.) on Friday.'
 0243 [
- 0244 Kate: No:::
- 0245 Kate: No::.
- 0246 Annette: Oh right well I think he got the wrong end of the STICK.
 0247 []
- 0248 Kate: The school is completely
 0249 closed.=
- 0250 Annette: =Yes. Right. Well- (.) well I'll I'll definitely er (.) tell him=

- 0251 []
- 0252 Kate: For the first time ever.
- 0253 Annette: =that because:=
- 0254 Kate: =The first time I can ever remember (.) that the school was=
- 0255 []
- 0256 Annette: (He obviously)
- 0257 Kate: =closed (.) from Thursday till Tuesday.
- 0258 Annette: Uhu::h
- 0259 Kate: So no:::=
- 0260 Annette: =°Right.° Okay. Thanks very much. ()
- 0261 []
- 0262 Kate: () so
- 0263 he wouldn't have been able to to come in and ()=
- 0264 []
- 0265 Annette: ()
- 0266 Kate: =anyway. Definitely.
- 0267 []
- 0268 Annette: No well e::r (.) I was surprised but I thought it's=
- 0269 []
- 0270 Kate: Heheheh
- 0271 Annette: =em () if it's all organised and er everything.
- 0272 []
- 0273 Jenny: Yes sounds as though his cousin
- 0274 doesn't know what he's talking about doesn't it.
- 0275 []
- 0276 Annette: So the-] someone's
- 0277 not ()
- 0278 Kate: []
- 0279 Ask him (how not know) I think.
- 0280 Annette: Heh! Yes. (He is er)
- 0281 []
- 0282 Kate: Heheheheheheh heheheheheheheheh
- 0283 []
- 0284 Annette: Heheheh
- 0285 Jenny: °(I about Kate's article some.)°
- 0286 Harry: A:h
- 0287 Jenny: °So ()°
- 0288 Kate: >I mean< she hasn't got- (.) >I mean< she keeps firing them off
- 0289 at various people.
- 0290 []
- 0291 Jenny: ()
- 0292 (1.0)
- 0293 Jenny: °(In that bit.)°
- 0294 (7.0)
- 0295 Kate: Thank you!
- 0296 Harry: °Thank you.°
- 0297 Jenny: °(work.)° Anything else you can (pop) up with
- 0298 Harry: °()°
- 0299 []
- 0300 Kate: Well you don't want too much.

0301 Louise: You know what I did this morning with them. ()=
0302 [Well this is=
0303 Harry:
0304 Louise: =(teach them.)
0305]
0306 Harry: =it. Em you don't want to overload it with er ().
0307 [No.
0308 Kate:
0309 Kate: No.
0310 Jenny: () so that's alright. ·hhh
0311 []
0312 Kate: ()
0313 []
0314 Harry: () give the impression
0315 that everybody (.) is doing something.
0316 [Everybody's doing things, which is=
0317 Kate:
0318 [Yeah.]
0319 Annette: [Yeah.=
0320 []
0321 Jenny:
0322 Kate: =true.
0323]
0324 Jenny: =Which- I think it comes through quite well actually so (.)
0325 (I don't think you'd want to change anything.)
0326 []
0327 Harry: ()
0328 Kate: I'll have a look anyway.
0329 Jenny: Yeah.
0330 Kate: Certainly no:t. In fact ()
0331 Annette: By:e=
0332 Kate: =Bye bye=
0333 Annette: Bye bye
0334 Keith: Bye=
0335 Annette: =See you. Have a nice Easter.
0336 Keith: ()
0337 Jenny: (because you always get with the
0338 children.)
0339 Louise: ()
0340 Jenny: All with little sticky fingers and things.
0341 Louise: Ye:s. Mm true.
0342 (10.0)
0343 Louise: (asked me write off and buy it.) You know
0344 the book (.) that was advertised.
0345 Annette: Yes:.
0346 Louise: And they (give you) a special discount if you buy twenty
0347 copies.=
0348 Annette: =That's right yes.
0349 Louise: I:: put in an order,
0350 Annette: Yeah

- 0351 Louise: two weeks ago (0.5) and I wrote at the bottom for what it's
 0352 worth, you know 'I'd be grateful if you'd send this as soon as
 0353 possible,' () it still hasn't arrived. (0.5) It went with a
 0354 cheque.
 0355 (3.0)
- 0356 Harry: °()°
 0357 Louise: A book I ordered.
 0358 Annette: You ought to see if the: em if your cheque's been (.) cashed
 0359 [I should
 0360 Louise: do yes.
 0361 do yes.
 0362 Annette: And if it has, create a real stink about it.
 0363 [Mmm
 0364 Louise: Mmm
 0365 (1.5)
 0366 Louise: I don't know when-
 0367 (2.5)
 0368 Louise: Actually we should be getting (.) a statement any day because
 0369 it usually goes up to the tenth (of the month).
 0370 [That's right. Yes.
 0371 Annette: That's right. Yes.
 0372 Louise: So: (.) there'll be one soon.
 0373 [Yeah. (There will.)
 0374 Annette: Yeah. (There will.)
 0375 Annette: >Yeah.<
 0376 Louise: I'll see if it's been cleared.=
 0377 Annette: =Mmmm (0.5) and see when it was cleared.=
 0378 Louise: =Mmm
 0379 Annette: If it has been.
 0380 (2.5)
 0381 Louise: But I mean (.) it's (.) awful I mean they charge two pounds
 0382 postage and packing, right. But I mean you expect (0.5) they
 0383 can get things to you more quickly than that.=
 0384 Annette: =Yeah. Definitely.
 0385 Keith: You just come down.
 0386 Paul: Yeah that's me, dedicated ()
 0387 [Coffee might be getting cold I
 0388 Keith: Coffee might be getting cold I
 0389 made it a bit ago.
 0390 Louise: Heheheh
 0391 (1.0)
 0392 Paul: So: actually I spent three minutes telling em (0.5) Katsuko that
 0393 she's not going to Risley.
 0394 Harry: How did she take it?
 0395 Paul: Not too badly actually.
 0396 (1.0)
 0397 Louise: Is that for the shooting? Oh that's Bisley?
 0398 Paul: And Risley's a remand centre so it's Risley horticulture.
 0399 Louise: Horticulture yes.
 0400 Susan: >Is that what she-< Is that why (.) she wants to learn English

0401 Susan: to get into a (.) college to do Horticulture.
 0402 Paul: I'm not sure. I mean that may be one of her plans it sounds
 0403 nice.
 0404 (1.0)
 0405 Louise: Smell nice or (.) sounds nice.=
 0406 Susan: Hehe heheheh
 0407 []
 0408 Paul: Making banana sounds.
 0409 Keith: Heheh hah
 0410 []
 0411 Susan: HehehHEHeheh
 0412 Paul: () banana sound apple sound? °Orange sound.°
 0413 (1.0)
 0414 Louise: Must have been eating rather (.) sloppily.
 0415 []
 0416 Harry: () and have a banana.
 0417 Susan: Hheheh
 0418 (1.5)
 0419 Paul: No she she's not too disappointed.
 0420 (1.5)
 0421 Harry: ()
 0422 []
 0423 Paul: () I said 'Are you disappointed?' >she said< (.)
 0424 ((imitating gentle female voice)) 'No::.'
 0425 Susan: Heheh HHHhhehhh
 0426 []
 0427 Harry: Heheh hahahahah=
 0428 Louise: =Could I read this?
 0429 Paul: What?
 0430 Louise: Em:: (.) (review of)=
 0431 Paul: =Oh! Of ('Very Rough')
 0432 []
 0433 Louise: >('Very Rough')<
 0434 Paul: Ye ah. 'Very Rough'.
 0435 []
 0436 Louise: Yeah. Can I read it then.=
 0437 Paul: =Yeah sure.
 0438 Louise: >I thank you!<
 0439 Paul: E:m (.) do you want me to read it to you?
 0440 Louise: No: I can manage.
 0441 Paul: hhhheh=
 0442 Susan: HehehehEHEHeheh=
 0443 Louise: =A bit patronising isn't it?=
 0444 Paul: =We:ll () I think it (sounds).
 0445 []
 0446 Harry: I think it's his writing. []
 0447 []
 0448 Louise: Heheh heh °heheheh .hhh=
 0449 []
 0450 Keith: Ha:h

- 0451 Harry: =Self deprecating rather
 0452 [
- 0453 Louise: His notes- it's that () probably because I always
 0454 complain about Paul's writing.
 0455 (1.0)
- 0456 Annette: Mmm
- 0457 Louise: And- (.) I can manage thank you.
- 0458 Annette: hhhhh °heheheh°
- 0459 Louise: What's this?
- 0460 Paul: It's for Chul Soon.=
- 0461 Annette: =Chul Soon's report.
 0462 [
- 0463 Louise: °O:h°
- 0464 Paul: To go out (in).
 0465 (1.5)
- 0466 Harry: (>I don't know<) I've forgotten. HhhehehEH (because-)
 0467 (3.0)
- 0468 Paul: Well- I don't think Chul Soon's ready for it. (0.5) E:m (.)
 0469 Katsuko might be ready °for it.° If we ask her now.
 0470 (3.5)
- 0471 Paul: Don't know what Junko's doing.
- 0472 Harry: No.
- 0473 Paul: °(here.)°
- 0474 Susan: How many students you got next term?
 0475 (1.5)
- 0476 Harry: °() it's this one.°
- 0477 Paul: Over ten?
- 0478 Harry: Heheh
 0479 [
- 0480 Susan: °Hheh heh° *Over ten.*
 0481 (3.5)
- 0482 Louise: I experienced what you told me today about Ria.
- 0483 Paul: °Hhhhha:::::hhh° it's terrible isn't it.
- 0484 Louise: Well I was trying to: (you know) a typical (.) sort of=
 0485 []
- 0486 Paul: (She) lets it dissolve around you.
- 0487 Louise: ='We're not going to go and do a grammar but we are.'
- 0488 Paul: Yeah.=
- 0489 Louise: =Exercise I had- lots of (.) what I thought were stimulating
 0490 questions which were going to produce
- 0491 Paul: Yeah=
- 0492 Louise: =different types of conditional,
- 0493 Paul: Yeah
- 0494 Louise: and em Giuseppe was willing but there was not a thing and=
 0495 [
- 0496 Paul: Heh!
- 0497 Louise: =when it did come (.) out was really irrelevant.
- 0498 Paul: Yeah=
- 0499 Louise: =An:::d (.) you're trying to rescue it.
 0500 (1.0)

- 0501 Paul: It's like sort of putting plastic next to a hot fire, you know.
- 0502 Harry: HhehehEHEH ·hhh
- 0503 Paul: You know you've something which has a fairly rigid structure,
- 0504 like you know Penny Ur 'Couples'?
- 0505 Harry: Uhuh
- 0506 Paul: You know you discuss things,
- 0507 Harry: Yeah.
- 0508 Paul: And you you know you decide it's going to work,
- 0509 Harry: Yeah.
- 0510 Paul: er- (.) for the first half she kept con- confusing certain 'Well I'm
- 0511 not sure' °and° (0.5) I'd say 'Okay.' You know. And I mean
- 0512 obviously they weren't discussing it he was just doing what he
- 0513 wanted to do.
- 0514 Harry: Mm
- 0515 Paul: And I said 'E- well (.) if you're arguing about it just ca- (.) do it
- 0516 separately.' °They said okay so right.° (.) So: (.) and then I got
- 0517 >sort of< (0.5) th- there was nothing happening no language
- 0518 was being produced.
- 0519 Louise: Mm
- 0520 Paul: You know that kind of thing >where it's supposed to<=
- 0521 [
- 0522 Louise: Mmm
- 0523 Paul: =where there should be people discussing and nothing was
- 0524 happening=
- 0525 Harry: =Yeah. (your) class the other day as well (I suppose)=
- 0526 [
- 0527 Paul: E:M:
- 0528 Harry: =(it was because none of them () HAHaheheh
- 0529 [
- 0530 Keith: HEHEHEHEHEHEH=
- 0531 Paul: =Oh yes (they they s-) I said 'Oh is that the (headache)
- 0532 °()° EM: no this is: this- this is understandable.
- 0533 Louise: Mm
- 0534 Paul: But (.) you know if you were saying 'What do you think' it's
- 0535 usually ((doubtfully)) 'Mmmmm w:::::::::: w::::::::::'
- 0536 Louise: hhh hhh
- 0537 [
- 0538 Keith: °heheh°
- 0539 Paul: So: so the second I said 'Okay just- you no- (.) redqing this
- 0540 together so do it separately' I said 'It may be because there's
- 0541 just two of you: ° and psychologically if there were two groups
- 0542 or three groups maybe you could actually (be)'=
- 0543 [
- 0544 Louise: °Mm°
- 0545 Paul: =And so we got to the end, (.) e::r and er I as:ked (1.0) I asked
- 0546 them for their em (.) their couples to go into each house (.) and
- 0547 she put (.) em (.) two men together. And two women together.
- 0548 An:d (.) em put a wo- a woman in an empty house. And I said
- 0549 i- 'I wa- I want one house empty,'
- 0550 Harry: Uhuh

- 0551 (1.0)
 0552 Paul: and I said 'Well why have you done that?' And- (.) it's
 0553 because (.) she had (.) just deferred to Giuseppe on the first
 0554 three,
 0555 Harry: Uhuh
 0556 Paul: yeah. And didn't like what she was left with and so had (.)
 0557 single sex households. And the whole thing completely (.)
 0558 collapsed.
 0559 Louise: Mmm
 0560 Harry: Hahaha hahah
 0561 []
 0562 Louise: Mmm
 0563 Paul: >°And you think°< 'This- this should go (.) very slowly.'
 0564 Louise: Yeah.
 0565 Paul: It's a sort of- it's all these lessons which are just des igned to=
 0566 []
 0567 Louise: It (was a really) good (.) discussion.
 0568 Paul: =work. You know. 'Take that (here). (.) No problem.'
 0569 []
 0570 Harry: hhhhh
 0571 Harry: Heheheh hahahah=
 0572 Paul: =They just (take no notice.) (0.5) °God.°
 0573 (1.0)
 0574 Louise: °Mm°
 0575 (0.5)
 0576 Keith: We're still on the air yeah. That's on. It's er we got all m- that
 0577 in all its glory Paul yeah yeah.
 0578 (1.5)
 0579 Keith: Heh (0.5) Anecdotes from the staffroom. Heh
 0580 Paul: It's like sort of you know like sort of (.) () jelly or
 0581 something. It's sort of it's sort of
 0582 Keith: Heh yea:h.
 0583 (3.5)
 0584 Keith: ()
 0585 Paul: I mean just looking ()
 0586 []
 0587 Louise: It's not a matter of=
 0588 Paul: =yeah (oh she) get embarrassed as well.
 0589 []
 0590 Keith: Yeah she is.
 0591 Keith: Yeah. She's fine on her own actually,
 0592 Louise: Yes=
 0593 Keith: =she: she comes out (.) provided it's topics she's interested=
 0594 []
 0595 Paul: Mmm
 0596 Keith: =in. You know she's (). I didn't have any (.)>there
 0597 was no< problem this week at all really.
 0598 Louise: (Is) she likes music or something. She's seen Phantom
 0599 of the Opera (.) and Cats twice.
 0600 []

- 0601 Keith: (I didn't know.)
- 0602 Keith: °A:::h ()° (0.5) I was trying to find about- I found a map
0603 of London but it didn't have what I wanted on.
- 0604 Louise: Mm
- 0605 Keith: Because I was talking about the Courtauld's Gallery which has
0606 just been moved to the Admiralty,
0607 []
- 0608 Louise: Yes.
- 0609 Louise: Mm
- 0610 Keith: and it hasn't got the Admiralty on the map, and I can't
0611 remember exactly where it's located. °So I can't° (0.5) And I
0612 can't show her because she said she wanted to see (.) you
0613 know talk about some of the pictures in there. She's going
0614 down to London, and she said she wanted to s- to go there.
- 0615 Paul: What's that? What was sh- what is it?
- 0616 Louise: Well ()
0617 []
- 0618 Keith: Well there's a lot of- there are quite a few Cezannes a few
0619 Van Goghs there are lots of Monets you know and it's=
0620 []
- 0621 Louise: Yes.
- 0622 Keith: =quite small and intimate and
0623 []
- 0624 Louise: It's nice isn't it.
- 0625 Keith: Yeah it is. And I thought I to- when I described what it had
0626 she was very keen to go, but then I said well I told what it was
0627 but I w- I said 'I'll try and get a map and show you where it is'
0628 but I couldn't it's not on that map it's a bit old (that book
0629).
- 0630 Louise: I've got a map of London at home and I know exactly where it
0631 is (and I didn't)
0632 []
- 0633 Keith: Can I just mention it
- 0634 Louise: Yes=
- 0635 Keith: =to her and if you
0636 []
- 0637 Louise: Yes. Tell her (.) I'll bring it in tomorrow.
0638 []
- 0639 Keith: That you'll
- 0640 Keith: Great yeah. °(She'll)°
0641 []
- 0642 Louise: I mean I've got (.) about two minutes now I can't
- 0643 Keith: No no no.
0644 []
- 0645 Louise: really do it now.
- 0646 Keith: °No.°
- 0647 Louise: Even though I'm really about two minutes away (*walk away.*)
- 0648 Keith: °Okay°
- 0649 Paul: Hhh a walk back.
- 0650 Louise: °()° walk back.

- 0651 (1.0)
- 0652 Louise: No but I've definitely got one of the whole of London.
- 0653 Keith: Oh that'd be nice yeah. I meant to (.) bring one in but in fact I
- 0654 didn't have one at home. °()°
- 0655 Paul: I saw Kate going out.
- 0656 Louise: °Yes.°=
- 0657 Harry: =Yes. She's gone.
- 0658 Louise: It was a flying visit.
- 0659 (3.0)
- 0660
- 0661 ((Occasional muttered comments from Paul and Louise,
- 0662 followed by entry of Jenny and discussion with Harry and
- 0663 Keith of taping process. Keith explains the system for dealing
- 0664 with transcripts. Annette checks Keith has received the tape of
- 0665 last week's staff meeting. Conversations then break up into
- 0666 Annette-Susan, Louise-Harry, Paul-Jenny-Keith, with
- 0667 crossovers. Difficult to transcribe apart from odd comments.
- 0668 Much laughter. Time: 5m 45 secs.))
- 0669
- 0670 Jenny: ((Name)) can't decide.
- 0671 Louise: Oh
- 0672 Paul: Can't decide?
- 0673 Jenny: Yeah. Apparently Tessa and Sally, have pretty well decided (.)
- 0674 here,
- 0675 Paul: Right.
- 0676 Jenny: but they're just not sure about ((name)) herself, whether she:
- 0677 wouldn't be too:
- 0678 Paul: Look why don't we tell her about there's a sort of a a=
- 0679 []
- 0680 Jenny: °()°
- 0681 Paul: =theatre acting link her as well. That might sway it. Because
- 0682 we talked about (shared experience)=
- 0683 Jenny: =Well a- they they've (.) opted out of it now they going to
- 0684 leave it completely up to her, and they're going to bring it here
- 0685 on Tuesday so we can push it then. Face to face with her.
- 0686 Louise: But is the alternative Saffron Walden? That's hardly a big city
- 0687 °()°
- 0688 (2.0)
- 0689 Paul: But if she is exquisitely beautiful then I'm coming in o- on=
- 0690 []
- 0691 Harry: ()
- 0692 Paul: =my holiday.
- 0693 Louise: °()°
- 0694 []
- 0695 Jenny: Oh God you're not going to be here.
- 0696 Paul: No.
- 0697 Jenny: Tuesday. Well I think you should be Paul.
- 0698 ((General laughter.))
- 0699 Paul: (I'm a) I may be in Liverpool actually.
- 0700 Jenny: Mmm. Well that's a shame.

0701 Paul: °Mm° (1.0) But I mean you could always (.) contact me °or
 0702 something.°=
 0703 Jenny: =(Contact) you anyway.
 0704 Paul: Yes.
 0705 (3.0)
 0706 Keith: I've got the photo I can pu- put together a few choice extracts
 0707 from the tape, you know
 0708 Harry: *Yehehe* heheheheh
 0709 Annette: Yeah
 0710 Keith: ()
 0711 [
 0712 Annette: ()
 0713 Paul: I-it may be i- I mean it may be that she (0.5) she needs some
 0714 kind of training to sound convincing.
 0715
 0716
 0717 ((Tape ends.))
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