Some parts of this thesis may have been removed for copyright restrictions.

If you have discovered material in AURA which is unlawful e.g. breaches copyright, (either yours or that of a third party) or any other law, including but not limited to those relating to patent, trademark, confidentiality, data protection, obscenity, defamation, libel, then please read our Takedown Policy and contact the service immediately.
OPENING THE STAFFROOM DOOR:
ASPECTS OF COLLABORATIVE INTERACTION
IN A SMALL LANGUAGE SCHOOL

VOL 2

KEITH RICHARDS
Doctor of Philosophy

THE UNIVERSITY OF ASTON IN BIRMINGHAM

November 1996

This copy of the thesis has been supplied on condition that anyone who
consults it is understood to recognise that its copyright rests with its
author and that no quotation from the thesis and no information
derived from it may be published without proper acknowledgement.
# Table of Contents

## Volume 2
(Transcripts)

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcription conventions</td>
<td>3</td>
</tr>
<tr>
<td>Note on Editing</td>
<td>4</td>
</tr>
<tr>
<td>Transcript of staff meeting 11.11.94</td>
<td>6</td>
</tr>
<tr>
<td>Transcript of staff meeting 18.11.94</td>
<td>77</td>
</tr>
<tr>
<td>Transcript of staff meeting 02.12.94</td>
<td>109</td>
</tr>
<tr>
<td>Transcript of staff meeting 07.04.95</td>
<td>165</td>
</tr>
<tr>
<td>Transcript (extracts) of preparation day 30.01.95</td>
<td>222</td>
</tr>
<tr>
<td>Transcript of morning break 08.02.95</td>
<td>245</td>
</tr>
<tr>
<td>Transcript of morning break 15.02.95</td>
<td>258</td>
</tr>
<tr>
<td>Transcript of morning break 22.02.95</td>
<td>273</td>
</tr>
<tr>
<td>Transcript of morning break 01.03.95</td>
<td>290</td>
</tr>
<tr>
<td>Transcript of morning break 08.03.95</td>
<td>308</td>
</tr>
<tr>
<td>Transcript of morning break 15.03.95</td>
<td>329</td>
</tr>
<tr>
<td>Transcript of morning break 22.03.95</td>
<td>341</td>
</tr>
<tr>
<td>Transcript of morning break talk 29.03.95</td>
<td>359</td>
</tr>
<tr>
<td>Transcript of morning break talk 05.04.95</td>
<td>372</td>
</tr>
<tr>
<td>Transcript of morning break talk 12.04.95</td>
<td>386</td>
</tr>
</tbody>
</table>
## Transcription Conventions

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>.</td>
<td>falling contour</td>
<td>Yeah that's it.</td>
</tr>
<tr>
<td>,</td>
<td>continuing contour</td>
<td>That's page two, that's</td>
</tr>
<tr>
<td>!</td>
<td>exclamation intonation</td>
<td>Huh!</td>
</tr>
<tr>
<td>?</td>
<td>question intonation</td>
<td>Is he bright?</td>
</tr>
<tr>
<td></td>
<td>emphasis</td>
<td>Not saying.</td>
</tr>
<tr>
<td></td>
<td>loudness</td>
<td>EVEN if we did</td>
</tr>
<tr>
<td></td>
<td>word cut off</td>
<td>Be- because last time</td>
</tr>
<tr>
<td>&gt; &lt;</td>
<td>quicker than surrounding speech</td>
<td>&gt;Yes it is.&lt; Sorry.</td>
</tr>
<tr>
<td>° °</td>
<td>quieter than surrounding speech</td>
<td>twelve of the plays &quot;I think&quot;</td>
</tr>
<tr>
<td>italics</td>
<td>uttered while laughing</td>
<td>Whoo watch out Harry.</td>
</tr>
<tr>
<td>Name</td>
<td>name of speaker uncertain</td>
<td>Paul:</td>
</tr>
<tr>
<td>:</td>
<td>extended sound</td>
<td>E:::r no.</td>
</tr>
<tr>
<td>' '</td>
<td>direct quotation</td>
<td>I said 'What evening tie.'</td>
</tr>
<tr>
<td>'CAPS'</td>
<td>acronym</td>
<td>to 'EAP' for 'MBA' students</td>
</tr>
<tr>
<td>/ /</td>
<td>phonetic transcription</td>
<td>/:/</td>
</tr>
<tr>
<td>=</td>
<td>latched utterances</td>
<td>Mm=</td>
</tr>
<tr>
<td></td>
<td></td>
<td>=Yeah</td>
</tr>
<tr>
<td>[ ]</td>
<td>overlapping speech</td>
<td>And that was</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mm</td>
</tr>
<tr>
<td>( )</td>
<td>untranscribable</td>
<td>Oh very (   ) in parts.</td>
</tr>
<tr>
<td>(words)</td>
<td>transcription uncertain</td>
<td>The (blue) one.</td>
</tr>
<tr>
<td>(( ))</td>
<td>non-verbal elements</td>
<td>((Coughs))</td>
</tr>
<tr>
<td>[word]</td>
<td>explanation of preceding reference</td>
<td>we can talk about him [me]</td>
</tr>
<tr>
<td>(.)</td>
<td>pause of less than half a second</td>
<td>It's (.) it's true.</td>
</tr>
<tr>
<td>(1.5)</td>
<td>pauses timed to nearest half second</td>
<td>(2.5) Em (2.0) I also take</td>
</tr>
</tbody>
</table>
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 here.
0007  Annette: Hehehe
0008  Harry: HAha
0009          (0.5)
0010  Harry: What can we say- oh!
0011          [ Hahaha=
0012  Paul: 
0013  Harry: =He’s come back.
0014          [ comments
0015  Paul: (    )
0016          [ Keith: One of the
0017  Keith: One of the many things=
0018  Annette: Haha
0019          [= Ha
0020  Paul: hahah
0021          [ Ah so that’s what (it’s about.)
0022  Keith: One of the many things I did >this morning< was leave my pencil behind down there. And I went into room two. °this morning°=
0025          [ Paul:
0026          [ Annette: =Oh!=
0029  Keith: =Or room one (.), yeah. (1.0) >It’s been a good day.< (Helen leaves.))
0031  Keith: Right.
0032  Harry: (    ) Helen, as she was about to say.
0033          (5.0)
0034  Harry: Pooling (.d) teach:chng materials. Other than classes. (1.5) One thing I said in here this morning. We used to do it (.d) sort of (1.5) we had a few sessions where we (.d) used some some stuff from this drawer here. (1.0) But we never got much further.
0036  Annette: And it was only on tasks.
0039  Harry: (And it was really only .) A bit on reading.
0040  Annette: Mmm
0041          (3.5)
0042  Harry: So I-I s- I presume it’s >sort of< anything that(.d)’s used in the language lesson.
0044          (1.5)
0045  Annette: Yeah=
0046  Harry: =And some of the key structural items.
0047  Annette: And also Ed suggested something yesterday when er >I’m not sure who else was here maybe it was just< (Jenny) and I, e:m about (.d) a system of e:r (0.5) putting photocopies (.d) in a:
Annette: big box or something. "You"
Ed: There it is. Behind you. It’s materialised into the blue box.
(0.5) >I mean< the one drawback I think (.) i::s that most of
our (.) work is >kind of < textbook based. And there’s plenty
of staff copies around. E:m "I don’t think that I’ve been
making- there’s very much materials type been going on
really." "So I- just"
Paul: I- I think what we- a a good way of looking at it would be: (;)
>would be< maybe different strategies with materials. ‘What I
do with this piece of material.’ (0.5) E:m (0.5) or ‘What I do
with this kind of idea, I think, you can imagine what that box
is going to look like after (.) two months if we actually start
putting in it. You know
Keith: HEHEHa!
Paul: It’s just going to be a heap of things. SO I- I thought it- it might
be an idea just to- (0.5) just to look at different ways of
exploiting a piece of material which (1.0) which we may know
about, and sort of pooling ideas rather than pooling pieces of
paper.
Annette: Uuhh
Harry: Although there are probably some (bits of paper that)
Paul: YEAH well yes okay.=
Annette: =Yes.
Paul: But >I mean< bringing that element in as well.
Annette: Because both Jenny and I
were saying that em sometimes you see: next to the
photocopier em (.) things that er haven’t worked out-
photocopies that haven’t worked out. And you think ‘Oh I
wonder where that’s from. That looks an interesting bit of
material,’ and there are some things that you don’t recognise=
=MMM=
Annette: =and that e::r em (.) you could use, or we could use, other
teachers could use, and (.) maybe that would be a case for=
Harry: =UH! Well (we ran) actually a system in place for that. (1.5)
There. ((Points to file on shelf above him.))
Paul: Mm
Harry: >I think actually< there were two things going on.
Paul: Except that system up- up there is: (0.5) who is responsible for
keeping it up to date.
Harry: That’s the problem=
Annette: =Yes=
Paul: =That’s the problem.=
Annette: =Because we haven’t got an academic manager.
Harry: Well- (.) it’s the same problem for that.
Paul: Yeah.
Annette: Yes. (0.5) Yes, we’ve just got to have em at least a part time
academic manager to do that.
(2.0)
Paul: What I was thinking of, maybe I didn’t express it very well before is at these kinds of meetings “that we have” where somebody says “This is what I do. This particular page from this particular book.” And so you don’t have (.) a lesson here, because the chances are that (.) people who aren’t here if you haven’t talked about it (.) may not use it in the way you’d intended to use it in the first place anyway. E: m they- they’ll see something (.) e: m I can IMagine in- in the past our

Paul: task file task ( ) which hasn’t been used in the=

Mm

Paul: =most optimum way.

Harry: Intended.

Paul: Yeah. And I think that is a sort of a danger >you just end up

with a sump=

Harry: =Yeah=

Paul: =of material,

Annette: Yeah=

Paul: =which people say ‘Oh this looks alright, I’ll try this.’ (0.5)

And I don’t think it- (.) it=

Annette: =But given the WAY you’re suggesting if we talk=

[ ]

Paul: it reaches its full potential.

Annette: =about it, and (.) any staff members who are not here that particular day is still not going to:

[ ]

Paul: Oh yeah. Okay. Yes. Yes. I accept that so

Harry: =Well I mean to do it properly

[ ]

Paul: processing it.=

Harry: =you need (.) to provide >some sort of< teaching notes. Which then=

[ ]

Annette: =Yes.

Paul: =Yeah=

Harry: =with whatever (goes) in there.

(0.5)

Annette: Yes. To have a:: something (.) down on record as to how=

[ ]

Harry: =you would

[ ]

Harry: =as to what to do with it.

Annette: Yeah.

(1.0)

Harry: That’s the problem I have with most of- (1.0) “anything of” that nature that I’ve got, is that (.) quite a lot’s in my head=

Mm
Harry: =oh (.) scribbled down on a >sort of bit of paper that=

Paul: [ ] [ ]

Annette: Yeah

Harry: =nobody else can read, or

Annette: Yeah.

Harry: decipher,

Annette: Yeah

Harry: (0.5)

Annette: Yes. (0.5) Yes ‘cos I’ve (.). found er the past that (.). er if a

new teacher has come and (.). I’ve suggested a piece of

material, I’ve then had to explain to that teacher=

Paul: =(

Annette: how (.). I used it=

Paul: =Mmm=

Annette: I mean they- >they obviously don’t need to< do what I do but:

e:.r if there was some way of recording that, that would save

that (0.5) explanation every time.

Harry: Because quite often °.>well not quite often but °.< sometimes it’s

the: (.). most uninspiring looking

Paul: We ought to minute this.

Harry: bits of material that e:.r ( )

Annette: Yeah

Annette: Well there’s >there’s< nothing much to minute

really apart from where (.). we discuss- way=

[ ]

Paul: HAha we discussed ways of (.) Er=

Annette: =discussed ways of pooling

Paul: (.) ways of pooling material and kinds of materials

pooled.=

Annette: =Mmm

(1.5)

Keith: Can I just say as an outsider who’s used that (.). emergency

lesson file, it was great. It was really good. Er

[ ]

Annette: Mm

Paul: That’s a specific (file).

Keith: I know >I’m just saying though< you did=

Annette: Yeah

Keith: =mention it, I mean I know it’s not what you are talking about

now, I just wanted to say that (.). by the way it does work. >°It

works really well.°<

Paul: I: ( )

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 reasons, (.) one that came
0231 up, (1.0) you can write that down but (.) "don't shove it in the
0232 minutes 'hhhhhh"
0233 Paul: Why not!
0234 Keith: HEHEhehehe
0235 Annette: What's the British Council saying. That we must:
0236 pool resources or
0237 [                           ]
0238 Harry: No i- it's one of the things that they'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: Yeah=
0248 Paul: =I mean it doesn't have to be set up in exactly=
0249 [                           ]
0250 Annette: (I suppose)
Paul: =in the way they want it does it.

Harry: [Yeah]

Ed: And then i- in the textbooks themselves there are comments
and there's the inside sleeve (and there's lots of )

Paul: [Yes there's that, there's all sorts of things that we have going.]

Annette: [Yeah]

Harry: =Yeah.

Ed: Yeah.

Keith: Yeah.

Paul: But presumably it's the principle of the thing rather than the
way it's done.

Harry: Yeah

(0.5)

Paul: But (.) I mean (.) if, if we say to somebody: (.) to the British
Council, we have regular >let's say< twi- two every fortnight,
we have an ( ) sharing materials,=

Annette: =Mmm

Paul: if it's minuted al:so,=

Annette: =Mmm

Paul: then that I think is (?) it shows a li- a dynamic thing rather
than=

Annette: =Yes=

Paul: ='Oh this is our boxful of ideas.'=

Annette: =Yes and an on:going=

Paul: =Yeah=

Annette: = process.

Paul: And I think they should be satisfied.

Annette: [Yeah]

Harry: I think you're right. You could easily end up with a load=

Annette: [Yeah]

Harry: of stuff that nobody actually ever uses, because that (.) h-=

Annette: Mmm

Harry: =how many of the tasks in that task book

Ed: Mm

Paul: I don't use it that much.

Harry: No.

Annette: No.

Ed: (

Paul: It's often playing lip service it's always-

Annette: I use mostly my own, that=

[ ]
Harry: =I've put in there.

Because there's usually=

Annette: Yeah=

=Yeah cou-

Harry: Because (.) unless you know (.) what to do with them,

Paul: Yeah it's knowing what to do with something.

Annette: Mmm=

Paul: =I mean we all remember (.) when Jan and Ruth (.)

were here and they had certain things which only they did,=

Annette: =Mmm

Paul: and nobody else did. Because (.) they didn't know what to

"start with." Because basically just sitting down and talking

about it

Annette: Yes.

Paul: Mm (.) Reading how you do it (isn't the same )=

Harry: =Even that isn't- (3.0) But >actually< writing down how you
do something is a difficult thing to do "because you=

Mmm

Annette: =want to avoid being patronising

Paul: And reading about it is (difficult to file).

Annette: Yes

Harry: Yeah. (0.5) We're just gonna have to (try and hide) being

patronising.

(4.0)

Annette: Yes so if we:: (.) together discuss: er or somebody would

suggest a way of doing something, and then other people

would give ideas=

Paul: =Mm=

Annette: =and then presumably at the end we'd record (.) we'd write
down what e: m er=

Paul: Yeah you could even have

Harry: ( a sort of )=

Paul: =a special section of minutes or a (.) report on: (2.5) what was
discussed at the in the ideas sharing,=

Paul: Yeah and if in British Council inspections said 'This is what=

[ ]

Paul: =we do.'

Annette: =Mmm=

Paul: =('this is the basis' get a system.)
Annette: Mmm
Paul: Mmm
Harry: Where does it get reported. (Up there) or is it just in the-
Paul: Then we will- we can find a way of recording it somewhere.
So that
[Wy- Could it not be recorded in- in the file on the-

Ed: Well it’s unlikely to be (there)
Annette: -back of the whatever sheets it was?
Harry: Yes (. ) and they’re not a:ll- not all of those files=

Annette: You could say ( )
Harry: =have (. ) sheets as such.=
Paul: =Yes I think may- not necessarily here,
Harry: It’s on the sheet.=
Paul: It may be
[Some of them are references.
Annette: Uuhh
Paul: It may be: (. ) e:m (. ) maybe somebody prepares a handout
about something,
Annette: Uuhh
Ed: Yeah
Paul: E:m (. ) I mean (. ) just an example ’cos it’s< fresh out of my
head at the moment, using cross:words in the classroom (. ) in
various ways.
Harry: Yeah.
Annette: Mmm
Paul: >I mean< (. ) you could >actually< (. ) it’s probably best to
give a handout. Four or five points you can discuss. Rather
than have the materials. Because the usefulness of the idea is
the idea >rather than< (. )
Harry: °Rather than what comes out. °=
Paul: =Yeah=
Harry: =Yeah=
Paul: =>’Cos it’s just a flexible idea. (0.5) And ca- so it- it nec=

Annette: Mmm
Paul: =not necessarily is (. ) the (. ) the lesson=
Annette: =Mmm
Paul: (2.0)
I hope that’s °a sensible- It’s not a° sophisticated idea anyway.
(1.0) °( ) examples. ° Examples of the lesson or (. )
Annette: Mmm
Paul: °(That’s got some-)° I’m sorry.
Harry: Heh!
Annette: Heheh
Paul: You can have examples if you like.

Keith: HAHAHAHAHAH!

Paul: rather than a lesson.

Keith: Haha

Annette: Ha

(0.5)

Harry: Draw from the buttocks

Keith: Ha ha!

Paul: I beg your pardon.

Harry: Draw from the buttocks.

((General laughter))

Paul: That's no good.

Keith: "Draw from the buttocks."

Annette: Haha

Keith: You just (stick a feather up your backside)

Well that's if (it's) rather

Annette: Hahahahahah

Annette: I think it was a of

Harry: Hahah

Keith: Ohh!

(3.0)

Paul: ) yes.

Annette: But even where there's a reference, number in our file, we could put a bit of paper with instructions on how to particular

Harry: If if relevant.

Annette: lesson. If relevant yes.

Harry: Yeah.

(3.5)

Paul: EMER IF you think >if you think about< what happens in the school practically; if you have people who are working here all the time, (0.5) and we have say twice every fortnight we have a a a a=

Harry: =Fortnight ( )=

Paul: =yeah okay every fortnight we have a

Annette: *Haha hahahah

( )

Harry: Hahahahahah ha ha. 'hhh

Paul: E:m we have an element of ideas sharing.

Annette: Mmm

Paul: Er there's no reason why we shouldn't have a special folder for it.
Annette: Yeah

Paul: Em, those people who are here are aware of it, the people who maybe come in in summer can be.

Harry: "Can be made aware of it."

Paul: can be made aware of it.

Annette: Uhuh

Paul: A:nd er they will see the value of it when they start getting involved in the the ones that are currently going on.

Harry: Actually the person who used it most was Judith.

Paul: Yeah.

Annette: Uhuh

Harry: She seemed to find it quite quite valuable even though it's actually incomplete, the original idea of it ((to Paul)) you've seen it.

Paul: Yeah.

Harry: Yeah. Was that people should write in there when they find that there's a particularly good way of doing

Paul: Mmm

Harry: a particular function or structure or whatever. Em but the fault of that obviously is that people don't have time to do it. So that if we em did that as an adjunct to the:se fortnight:ly meetings

Paul: Mm

Annette: Mmm

Harry: As well as the:

Paul: Yeah. That's what I'm about to write down now. You seem to be suggesting that we get that up to scratch.

Annette: Mm

Paul: And we have a fortnightly meeting so that's that's that seems to be a well rounded strategy (I should think.)

Annette: Yeah

Harry: =Just the job.

Paul: What is that called by the way we keep calling it 'that'!

Ed: "Hahahah"

[  

Annette: E:rm Materials=

Harry: Materials

Harry: =Files. Hhh

Paul: "(That's)"

Harry: They're called materials.

Annette: Yeah.

Paul: Yeah.

Harry: (and that.)

Annette: And there's visuals. Structures.

Harry: Functions and notions. (0.5) Something else? Which escapes 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: Uuhh
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' (
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: Mmmm=
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=
Ed: =hadn't used=  
[  
Annette: =ones.  
Annette: =That's right, the ones (which you had.)  
[  
Especially the kind of to  
warn people off. Or to- to ( ) which weren't  
par particularly good.  
Annette: Mmm  
[  
Pual: Yeah.  
Harry: Mm  
(3.5)  
Annette: There's also a- the one system I don't want us to lose (.) in  
starting or in continuing this: system >we've< just been talking  
about, is the system of writing in the front of the: (.)  
Paul: Yup!  
Annette: The notes at the front of books.  
[  
Harry: No there's no reason why we should.=  
Annette: =Because I think (.) er that is extremely useful=  
Paul: =Mm=  
Annette: =both for new teachers: (.) and for (.) em experienced=  
[  
Harry: ( )  
Annette: =teachers who: perhaps haven't used that book for a long=  
Paul: Mm  
Annette: =time. (3.0) Em and in fact (.) could I on that point (.) e:r (.) try  
and remind people again  
[  
Harry: Bit of a hobby horse of yours this isn't it?=  
Annette: =It is yes.  
Harry: Heheh=  
Annette: =To keep it up to date I know I'm as bad as anybody else, at  
keeping it up to date, (.) but I think it will only work if we  
>keep it up< to date.  
(3.5)  
Paul: What do we call the- the: er  
(1.0)  
Annette: hhhhh  
(3.0)  
Paul: °the system.°
Harry: E:m  
(1.5)  
Annette: It's for skills books isn't it? So: not really course books  
[  
Paul: The information sheet (.) e:r  
0598  
0599  
0600
It's: e:x

0601  Annette: Yeah?
0602  Harry: (1.5)
0603  Annette: Yes=
0604  Harry: =Comment 'sheet.'
0605  Paul: Oh yes=
0606  Annette: =Filling in the comment sheet and- (.) the front of skills books.
0607  (5.5)
0608  Harry: >Right(> are we saying we have to take the label off that blue
0609  box.
0610  (3.5)
0611  Paul: We're obviously going to have to discuss this further when
0612  Annette= comes back aren't we?=
0613  Annette: =Mmm
0614  Paul: Yeah.
0615  (2.0)
0616  Paul: What I've written so far. Okay see if you= (0.5) I'm going to
0617  read the minutes now, so ((to Keith)) if you want to minute my
0618  minutes (.) I'll e:x
0619  [  
0620  Harry: Hahahahahah
0621  Keith: ((Writing notes on the meeting,)) I won't minute your minutes,
0622  but I'll say 'Yes, Paul minutes the minutes.'
0623  Annette: Hahah=
0624  Paul: =Okay 'It was thought that the best strategy is to complete and
0625  update materials files and a fortnightly ideas sharing session
0626  to be recorded.' E:m to be- brackets it's to be recorded. (.) To
0627  supplement it we should also keep the comment sheet in the
0628  front of skills books up to date. E:m (.)
0629  [  
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 the;re, they actually: initial;ed 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: person. Yes you'd go back to that
0649  (1.0)
Harry: You sometimes wonder. 'Why the bloody hell did they put that in there. There must be something that I can't see.'

Mmm

Annette: Mmm

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

Annette: Yes.

Harry: Okay

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

Annette: We- well we're not sure whether we're going to use this now=

Keith: =Yeah=

Annette: =E.m (.) well we could have that as a pending box. Before you put something in the::re while er well before we had the staff meeting on it,

Paul: Mmm

Annette: but ( )

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

Annette: Hahahahah

Keith: Heheheh

Harry: Hahah

Keith: 'HHHHH

Paul: No I- I- (.) I- (1.0) I almost think (.) that as soon as we >actually< have a box to start with that we've lost the battle.

Do you know what I mean.=

Harry: =Mm

Paul: That's going to be consigned=

[ ]

Annette: Yes.

Keith: =That's why I asked=

Annette: =Yeah=

Harry: =Yeah=

Keith: =(I just thought of it sitting there)=

Annette: =Mainly because we haven't got er either a full time or even part time academic manager,

Paul: But I- I sa- >I think< EVEN if we did I wonder if that would be- >there's something about< boxes (.) that you put=

things in

[ ]

>Yes but< if the academic manager knew that this=

(If we're going=

Annette: =was part of his or her job

Harry: =to do that) we'd have several boxes down there.

(0.5)

Annette: Yes. Just get things piled in. (0.5) But >but< I do- I think if
Annette: the- if the academic manager knew that was one of (.)
Harry: Yeah=
Annette: =his or her jobs,
Harry: Yeah.
Annette: to go through it once a week,=
Harry: =Yeah well I think basically this is what Jenny (.) wanted to
work towards, was actually a sort of physical: (.)
Annette: Mmm
(1.0)
Harry: group of materials.
Annette: Yes.
Paul: But we had those (kind of) problems as well though because
*pert* "oh I don’t know there’s a- (0.5) em" (4.0) l- l- just when
would you use it? (1.5) We DON’T want that way do we
"though"? We just DON’T want that way. It works "in=
Paul: =theory°
(You’d=
Paul: =use it when it was filed. It needs somebody to: (0.5) to file
it.
Ed: Also (.) when there’s a sl- it’s not- it’s (.) er in the school I
worked before I did use the stuff that was pooled.=
Paul: =Mmm
Ed: It was Filled >and the things< for example I can rememb::r (.)
e:r (.) I was going to teach ‘can’ with a low level group, I
looked in the file at ‘can’ °and there was some good stuff in
it°=
Paul: =Mmm
Ed: E:rn (.) picture drawings and stuff like that which teachers had
made (.) themselves not from coursebooks.
Annette: Mmm
Ed: Their own materials.
Paul: Mmm
Ed: E- this was the type of school where a lot of the- teachers were
new and a lot of them had been doing things like using Pritt
sticks and (.) cutting up things and sticking things and- and=
Keith: HAHAHAha hahHEheh
Paul: Mmm
Ed: =er you know that kind of thing was going on all the time and
so- (.) but here I don’t think (.) that the- (.) I think that will take
a long time to fill up. (0.5) ’Cos a- I- I mean I a- I >don’t
really< (.) make my own materials. I always use (.) the course
books and then e:r °you know°
(2.0)
Paul: °Yeah.°
Keith: Can I- can I say something as an outsider I mean not- not->you know< this idea of an ideas book, sounds to me to be a
Keith: great idea because if you can\(<\ (.) I mean you are all
experienced teachers, and (.) the thing is (.) you might not re-
ever refer to the book again, but just exchanging the ideas, you
know i- everyone participates=

Annette: =Mm=
Keith: = and will pick them up in their own terms.=
Paul: =Mm
Harry: "Mm"
Keith: and then use them and that's what will be really valuable. The
other little sideline you've got is as these good ideas come up
you're actually not-you're building up a book that the Council
can see but you're also bu-building up a book that you can
take from when it comes time to write your thing for the
Paul: Mmm=
Keith: =FIRST thing.=
Annette: =Uhuh
Keith: Be- because last time 'What do we do?'
Annette: Mmm
Paul: Mm
Keith: What you've got there is a ready bank of things=
Annette: =Yes.=
Keith: =to do.=
Paul: =Mmm
Keith: >Sitting here< I- I think the book is- I'm just an outsider. (So)
that's a great idea.
Paul: Mm
Annette: Mmm
Keith: Not because people will refer to it but because (.) the
discussions will be useful and the book can be used for other
things.
Paul: Mm
Keith: And new teachers can come in and read it if they want to.
Annette: Mmm
(3.5)
Keith: "Yeah that's a nice idea."
Paul: Yes I mean you end up with a teaching ideas book.
[ ]
Annette: ( )
Keith: Yeah that's it "yeah".
[ ]
Annette: Mmm
Paul: Yeah. I thi- I do think that is "more valuable (.) for teaching."
(0.5)
Keith: I think so for experienced teachers.
Paul: Yeah
Annette: Yeah=
Keith: =Not for new teachers as Ed said but for experienced=
Paul: "Yeah" "Yeah"
Keith: =teachers. Because you pick it up in your own way.
0801  Paul: Yeah.
0802  Keith: >You say< ‘Oh yeah 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  Keith:    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  Keith:    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. () 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:    HAHAHAHHAHAHA HAH
0840        [
0841  Annette: Yes exactly. That’s- that’s
0842  Harry:    what we don’t want to: for us for it=
0843        [
0844  Annette: 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.
Annette: Mmm
Paul: Em (1.0) A- If you had new teachers (0.5) e:m (0.5) I think if we have (.) the materials system (.) fully up-to-date, that should be as good as anything (.) for a new teacher. =
Harry: =Mm=
Paul: =Yeah?
Harry: Yeah.
Paul: Em (.) because most of us most of the time now work from a textbook. "We adapt it in some way." (0.5) Em
Harry: (An)d it had- well I mean there's probably a certain amount of new
Paul: Mmm=
Harry: =er material but not newly produced. Well in my case anyway.
Paul: NO!: Er yeah I it's:=
Harry: =(6.5) it's stuff that I produced years ago.
Ed: I think you know the course books and (.) some are labelled teachers with the: little stickers and that.=
Harry: =Yeah.
Ed: I think if (.) I mean I- I would er (.) like it if the labels were really big. If it was really clear that this was a teacher's copy.
Harry: Mmm
Ed: Then you would always go to that >book because what I< find I do is (take the top three) because I can't >be bothered to< look through 'Well where's the teacher's one?'
Harry: (Ah)
Ed: If it's really clear (.) you can- you can usually put your hands on it. Perhaps put yellow er highlighting pen around the edge or something like that,
Harry: Yeah.
Ed: and you go for that one, and then you could make comments (.) in the book
[  
Harry: It's another thing that you could actually do more of,
Annette: Mmm
Harry: W-What's in those (.) teachers' copies of the books. It's sort of warnings and=
Ed: =Yeah. It's a much much more direct approach isn't it I mean if everybody=
Annette: =Mmm=
Ed: =if we did more on that "actually". Always used that book=
[  
Paul: Yeah.
Ed: =and then (.) y-y- more likely to put comments in. [  
Annette: Yeah. I think we always (.) do use it- I mean okay the little notices are small=
Ed: =Yeah=
Annette: =but (.) it doesn't take- (.) more than a half a minute to fi:nd=
Ed: I know=
Annette: (=) which is the (.) teacher's copy.
Ed: =it doesn't- doesn't but
Ed: =(I found ) you know it's like- right=
Paul: =Right. () Hehehe

Ed: Just take the top three and er ( =
Paul: Bit of =
Ed: =( sift ) with all the: I think if there's >a kind of<=
Paul: =acroymony here. hhhh
Ed: =perhaps a- just a sort of yellow mark. The highlighter mark
( ) on the edge of the book so that it just- we did that in Egypt=
Annette: =I mean can't you see- I mean I can see from here the:=
Paul: =Hehehe heheh
Ed: Ah those-=
Paul: =Hehe heh
Ed: Oh yeah up there yeah.
Harry: Up here.
Annette: Hahah
Paul: He heheheheh
Ed: I mean these ones that are: stor:red horizontall=
Annette: A ( ) shelf.
Ed: =like the Headway ( ) books. The- (1.0) th- those ones there.
Annette: Right. That's just a storage problem. Er:
Ed: And the- the Cambridge English Two. But those ones there.
Annette: The ones that you can't see the spine of.
Ed: The ones that are practical yeah we can (.) see.
(3.5)
Ed: "Yeah."
Paul: I think you're in a in: an individual position or- ( ) a- unique
position here in which you're taking books (.) regularly and
putting them back again. That's what happens most of the
time.
Ed: Oh yeah.
Paul: Oh yeah (and we're doing that as well). You obviously- is that
you- you take a coursebook with you (.) and you have it=
Annette: [ ]
Paul: [ ]
Ed: =on your desk >if you want< so: (.i) it just takes a- (.i) a couple of minutes at the beginning of the course to find a (.i) ( ).
0954  (6.5)
0955 Paul: It's important to find out whether what Anne's thoughts are about
0956  (5.0)
0958 Paul: Actually (.i) does she want to have materials physically present.
0959 Annette: Mmm=
0960  
0961 Annette: I think she: just heard of Ed's idea
0962  
0963 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 we- know they've got)=
0967 Paul: =But you see most of us now an->as I said< we work (.i) 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 (.i) is (.i) if I see something on the photocopying table, and I'm looking at it and I think, 'Oh this looks good, e:m (.i) I wonder where it's from.' Or 'Who used it,
0975  
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 (.i) ask for an explanation.
0983 []
0984 Harry: 'Anybody recognise this?'
0985 Annette: =Yes
0987 Ed: I mean I found this in an Argos catalogue that I thought would 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: Err that's- that's=
1000 Annette: =Yeah=
Paul: =that’s just materials though, isn’t it?

(1.5)

Harry: Like raw material.

Paul: Raw material.

Ed: Mmm. >You know you could just<- you know it’s er

[ ]

Annette: could be fixed er some where in er (0.5) in one of our=

[ ]

( )

Ed: =materials files after it had been (0.5) after we’d talked about

all- or Ed’s described how he had used it or something.

(0.5)

Paul: Yeah I think I think it would th- importantly after he had
decided to use it. Other wise you’re just going to end=

[ ]

Annette: Yes. Yes.

Paul: =up with masses of files.=

Annette: =Yeah=

Harry: =Yes I mean we- we’ve got a box in there already.=

[ ]

Paul: =We have stuff that looked interesting at the time=

[ ]

( )

Harry: =Yes I mean we- we’ve got a box in there already.=

[ ]

Paul: =We’ll=

[ ]

Annette: Yeah.

Ed: =It’s just one of these labelling things you know give the
definitions and they have to put the correct you know the:=

Paul: =Mm=

Ed: =processes ( ) whatever=

Paul: =Yeah=

Ed: =just=

Annette: =Mmm

Ed: =kind of thing,=

(2.5)

Annette: >Funnily enough< I’ve just used e:m (.) not that one er the: (.)

video recorder and music centres (.) page.

Ed: From the (.) same book though.

Annette: Yes: from the Argos catalogue.

Ed: It’s a brilliant way to create a visual (.) dictionary (0.5)=

( )

Annette: Very useful vocabulary

Ed: =>if you< just put an Argos catalogue

( )

Annette: As though you’re writing a

question naire. And they they didn’t know: e:m some of=

( )

Ed: 
Annette: =the vocabulary and the extras that you want to ask about.
Like 'Has it got a twin cassette deck' or something. *And they can find it. From the pictures. (0.5) In the Argos catalogue.*
(4.5)
Harry: The other point about this em: (0.5) business between the (.)
the basic germ of the idea and the: >I've forgotten what=

[ 
Paul: Mmm
Harry: =the<word is. What's the technical word for that ( )
(1.0)
Annette: Compl*egion or the:=
Harry: =Er- the things that come out of it. Hhhh!
(0.5)
Annette: °Oh the e.m°
(0.5)
Harry: ANYway, the things that come out of it. E:M (.) forgotten what I was going to say now.=
Annette: =Heheheheh
Harry: hhh!
Keith: Hah!
(1.0)
Harry: Yes:: (.) the other thing about the=
Keith: =Realisation?
(0.5)
Keith: No?
Harry: No::=
Keith: That'll do ( ).
(0.5)
Harry: Exponent.
Keith: A::h. °Yeah.°
Harry: Anyway (.)
Paul: Yeah.
Harry: Is that I mean like- for example, (0.5) got something here which is a: (.) a half dialogue,
Paul: Right.
Harry: >sort of thing< (.) which is not a new idea, but it's one that I made up myself and it works quite well. Now I could put it in there
Annette: °Uhh°
Harry: But (.) the trouble is then that I wouldn't be able then to use it when I want it. Without (.) checking that somebody else hadn't used it. >See what I mean.<
[ 
Annette: Yes:
Harry: Does anybody else feel like that >sometimes.<
Annette: Yeah=
Paul: =OH ye==
Harry: =About certain pieces of materials

[ 
Annette: Oh yes=.
Paul: =Yeah?=  
Annette: =This is: (.) always the problem with pooling  
Harry: It’s it’s nice to have some  
Paul: Which is why I think (.)  
Harry: something you can always rely on and if you have=  
Paul: IDEAS  
Harry: =done them then you know that ( )  
Annette: You know no-one’s done it yes.=  
Paul: =Ideas is better than ( ) things.  
Harry: Yeah. That’s what I meant.  
Paul: Em- and- (1.0) I mean y-you always- one of the things I had was I put something in I- and I hope it’s going to be used properly. (0.5) Rather than just (.) used in the wrong way.  
Harry: That-  
Harry: That’ll do. That looks good.  
Paul: Yeah. And: s- som- someone can go in with an idea and (.) just not exploit it fully. And I think that is (.) a terrible waste of material.  
Annette: Mmm  
Paul: If you put an idea in which is not really exploited (.) to its full potential. It’s very very sad.  
Annette: Yeah. But I agree with this: er I- thing Harry mentioned the:  
Paul: there is always this element of (.) e:m not wanting to give away your best ideas, because er they’re ones that-=  
Harry: >(It’s not) the ideas<  
Paul: =No it’s not the ideas=  
Annette: =Er the best okay your best lessons.  
Paul: Uhuh  
Annette: E:m because (.) you want to be able to use them. E:m (3.0)  
Paul: Mm! Well I- i- in many ways (.) I mean an idea which develops from one person (.) I mean (.) and if it exists on a piece of paper as something real, then (.) the person who’s most able to use that idea is the person who’s created it developed it.  
Harry: Mm  
Paul: I mean if you’re going to use something, UNLess it’s just a series of exercises in which (.) the teacher has no real input, (0.5) e:m (.) you know you give (.) the students something to do and they do it. hhh! But if it’s if it’s if it’s got a: if it’s the basis of a (.) carefully structured lesson,  
Harry: Except I suppose “I mean it” it’s theoretically possible that=  
Paul:
Paul: E:m
Harry: =e:r (0.5) a lot of teachers looking at it
Annette: Yeah
Harry: in a different light might actually extend it
[ OH YEAH. Yes.
Paul: °Mmm°
Annette: °Mmm
Paul: Yeah- I mean that's perfectly true. Yeah you could make it even better.
Harry: Mm
Annette: Mmm
(1.5)
Paul: Which is- a blow to one's ego I suppose.
Harry: HeHehe hehah
[ Mmm
Paul: I expect we haven't got past point one, I'm not minut ing all of this.
Annette: Well in fa-s I think (.)
Pual: °Yeah.°
Annette: Your point one is: is the summary. Of what we've said that=
[ I've also said that it's it's been=
Paul: =we all agreed.
Annette: °suggested
Paul: that any new entries in the materials files be initialised. °>I° think it's° quite good idea really.°
Annette: Mmm
Paul: So that the: ( ) teacher can be consulted if necessary.
Harry: (Actually that-) that's covered one 'a' and one 'b', because 'b' is safeguards against the loss of one's own valued stuff. Which
Paul: (1.0) °we've just talked about.° But it's not going to go in there so there's no need for a safeguard.
Annette: °Mmm
(3.5)
Paul: (9.0)
Harry: (Actually that-) that's covered one 'a' and one 'b', because 'b' is safeguards against the loss of one's own valued stuff. Which
Annette: Yes: I think er Jenny wrote that down because I was talking about e:m OHP transparencies.
[ All of which ( )°< see::: OHT
Harry: transparencies question mark.
[ Ah right.
Annette: (0.5)
Annette: Because er I've got quite a bank of OHP transparencies now, and particularly when new teachers come (.) I lend them to new teachers and I'm always a bit worried about (.) not getting them back.

Harry: Yeah.

Annette: E::m (.) but in fact Jenny suggested=

Harry: =Can't really be backed up=.

Annette: E::m (0.5) making a photocopy on an ordinary (.)

Paul: Mm

Annette: sheet. So that I could(,) photocopy another transparency if= [ Another copy

Paul: =necessary. (1.0)

Annette: Eh a- y- making those available °do you mean°.

Paul: >I mean< you could make the photocopies available, for the same (reason.)

Annette: [ Yeah. Keep the trans parencies.=

Paul: ‘These exist on transparency.’

Annette: Yes

Paul: So you will have [ Because (.) you know my system that everyone

Annette: laughed at a few years ago where I numbered, I gave= [ Hhhhhah just trying to remember it

Paul: [ (=everyone numbers,]

Annette: =Because you're the only people who use them. It’s (= Exactly.

Paul: =transparent.)=

Annette: =But you see I've- I've- (.) done this now I've numbered all my (.) transparencies and (.) so that (.) in a coursebook or something I just put 'OHP number one hundred and twenty four,' and I know that's- mine MINE was- from a=

Paul: [ Four?]

Annette: [ hundred to:

Harry: Yes! Hah!

Annette: a hundred and fifty or something.

Harry: Yeah

Annette: My allotted numbers.
Harry: ( )

Annette: and you can now I now can (.) quickly flick through my (.) pile of OHPs, and pull out the one I need. (0.5) E:m (0.5) very very easily and those could be available (0.5) for every- for anybody to use, (1.0) e:m

Harry: Well I'm quite willing to hand over all mine.

Annette: Heheheyes=

Harry: =A quick transfer=

Annette: =I thought you'd have rather a lot.

Harry: Hhhhhhhha!=

Annette: =E:m for example I've got one OHP of e:m:: the: the blank table of Penny Ur's dinner party.=

Harry: =(

Annette: =It took me ages to do it,

Harry: °Right.°

Annette: but (.) e:m that could be used by anybody now. Just >so that you can< put up the OHP and they can (.) write in one of the solutions to be discussed as a: as a class or something.

Paul: Mm

(5.0)

Annette: So that would be the point of- of pooling our (.) OHPs

Harry: WE:LL we obviously ( ).

Paul: Mm

Harry: It's another- another file to add to the materials file.

Annette: Uhuh

Paul: Mm

Harry: >So we now have< 'Materials OHPs.

Annette: Yes. Yeah.

Paul: Well I think what we should do now is e:m

Harry: >The ( ) is obviously there<

(1.5)

Annette: But I mean some of them are=

Paul: =Well wh-

[ are not]

Paul: No- but what we should do:

[ other teachers wouldn't want to use]

Annette: them. (No.)

Paul: Yeah. What we should do (.) is make further=

[ A-

[ copies of (1.0) of the ones that you think everybody could use.]

Paul: Mmm

Paul: And >you know< you can always keep your own copy.

Annette: Yeah.

Keith: So- (.) Wh- what you can do though if you put a fi- you know
Keith: those transparent- I mean >it's a suggestion< you know the= 
[ 
Annette: 
Keith: =transparent envelopes, 
Annette: Yes. 
[ 
Paul: Yeah. 
Keith: If you put the original (.) that you've- that you're going to= 
[ 
Annette: =photocopy onto to make the transparency, (.) you know you can make a transparency from the original=
Paul: =Mm= 
Keith: =by photocopying directly on, 
Annette: Mmm 
Keith: you put the transparency on the original, and people only ever take the photoco- the transparency out, the original stays in. 
Paul: Mmm 
Keith: So it becomes the place you put the transparency back in and also a back up. Apart from the >one that< you keep yourself.
0.5 Do you see what I mean?
Annette: Mmm 
Paul: Mm!
Annette: But then you've got two (.) OHTs haven't you for each thing. 
Keith: E::r well (.) em (.) not necessarily. I mean (.) if you= 
[ 
Keith: "I imagine." 
Annette: 
Keith: =made it, 
Annette: Yeah 
Keith: when you make it you've got- (.) you might have your own OHT that's irrelevant.
Annette: Yeah 
Keith: And you might have your own (.) original. If you see what I mean but in the file, whatever you put in the file, 
Annette: Yeah 
Keith: you put in (.) the original, 
Annette: Yeah 
Keith: and then the transparency that you've produced from the original. And then anyone using the file (.) when they use that; they simply take out the transparency 
Annette: Uhuh 
Keith: and leave the original in. 
Annette: Uhuh. So the original's on paper 
[ 
Keith: So if that transparency 
[ 
Paul: The original being paper. 
Keith: Yeah the original's on paper.= 
Annette: =Right. ( )
[So it- the never ta- you never take the paper=]

Yeah

=things out. So if they lose the transparency or damage it,=

=Mmm=

you make another one from the original. But that original

never ever gets taken out.

Uuhuh

And it also tells ‘m where to put the transparency back in.

Uuhuh

Does that seem?

Yeah. ( )

Yes.

I know that system (.) works for other things and it (.) it’s=

= a safe (.) system. As long as everyone obeys the rule of

NEVER ever ever take the original out you- you’ve always got

them in there.=

=So it goes in something like (.) like that. ((Holds up=

Mmm

=transparent plastic sleeve.))

That’s it. Exactly like that.

Yes.

Yes:

And you put the original and a photoc- and the transparency

over it.

Yeah.

And they only ever take the transparency out (.) and that’s (.)

‘you know’=

=Yeah.

That works.

And then all you need to do in the course book or the skills

book is (.) to put the number to put ‘O(.)H (.)T’

‘OHT available’=

=and number. (.) No jus=-

=Yeah=

N-no not even ‘available’,

Right yeah=

=Just put ‘OHT (.) twenty four. (.) And the you’d look in the

file and it all- it would all have to be in numerical order then.

And it’ll always stay there ‘cos you’ve always got (.)

whichever’s- whatever’s (.) been taken out, thr original will=

Yes.
Keith: =stay in there with the number on it=
Annette: =Yes=
Harry: =Yeah.
Annette: Because that’s basically what I’ve got in my staff room for (.)
mine, em (1.5) but there are (. ) probably only a few of them (.)
that I think would (. ) may be of general use.
[ General use
Harry: (6.5)
Harry: That would actually be a very (significant) “kind of thing” (that )
Annette: Yeah
Harry: Could be
Annette: Exactly. Yeah.
Harry: “I don’t know whether we could”
Annette: We’ve got to have one. I mean this in fact I think comes later
in another point in the staff meeting. ( a round up.)=
[ Yes it does.
Harry: =So:.
Harry: Speaking of which (.5) “we’ve got”
(0.5)
Annette: “Yes.”
(5.0)
Harry: Was that the one point one?
Paul: Mmm
(5.0)
Harry: Point two: ’Round up of appraisals, see action list, (0.5) to be
prioritised.
(2.0)
Annette: I left my list down the other end.
[ I don’t even know what that means. So I might (copy
trying on)
Annette: No I’ll go and get mine
[ three copies. ( ) (To Paul)) Have you got
one?
Paul: Mm
((Annette leaves to get copy.)
Harry: ( three.) ((Goes off to make a photocopy.))
Paul: Yes
(10.0)
Paul: (Keith Richards ) ((Whispered))
Keith: Eh? ((Whispered)) Hah! I wonder if it’s picking this up- what
bits it’s picked up. Mind you I’ve got a fair few notes on
what’s been said I don’t ha- think hhh the usual scribble you
know. (3.0) Er
(2.0)
Ed: I thought it was shorthand but er
Keith: No it's just scribble. Heheheh
Ed: You're doing well to keep up
(1.0) ((Annette returns.))
Keith: It's only when I come to writing up that it's: (.) you know o
( ) it gets you really nw but you know (.) leave it
more than a few hours and it- it's just gone. It's a mixture of
memory and- and I mean that keeh or it's beginning 'hhh hh
beginning to look a bit dubious (isn't it).
Ed: It's transient.
Keith: 'hhh Yea::h. Hah! Oh yeah with all those (.) lovely changes
that go with it >you know< I can never- you know that
katakana stuff I mean I just cannot work it out. I mean=

1464 Annette:
1465 Annette: =No.
1466 Keith: Even though it's based on English.
1467 Paul: Mm
1468 Keith: You know 'hotgru' 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 Annette: [ There were pages and pages of shorthand, (.) and
1477 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 Annette: [ ( ) 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 ( ) Its just the fact that it's a- can get
1492 ( ) and e::r ( the:ss)
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-
Heheh

=and there's another one there. Yeah

( )

What's going on?

Been one of those weeks. So

Do you recognise that?

OH YEAH! THANK YOU!

It's the top of it. O:::h

It's the top. I lost it< months ago! Whoa:::::h Harry my hero=

Hahahahahahahahah

thank you very much.

Harry: Hehehehe

I got my pen back that's- >'cos you see you see< without the
top on (.) this thing flies out. All the leads g-go out. Now=

( ) the leads°

Suddenly (.) A::::::h magic.

The week's finishing on a high.

It certainly is! It certainly is. By God. I knew- i-from the
moment I got that ten minutes off the lesson everything was
just going to turn out all right.

Hahahahah

(1.0)

O:h lovely thanks.

(1.0)

Better cassette recorders and OHPs. This is equipment.

(0.5)

Yes:

O-wh-e-i-e=

Since that was written we have of course got (.) e:r (.) two
more, (1.0) we've bought two more of these.

(1.0)

Yeah Em I-I ( ) everything

When everything came up=

((Sneezes)) ( ) good.

No they're not, they=

They look great.

Particularly ( ) a lot of bass.

Yeah.

Mmm

(3.0)

I mean I think in the future we're just going to (0.5) we're
doing this >sort of< piecemeal aren't we?

Yes

I think that in future
Annette: It’s always the problem the financial constraints.
Paul: got to: (.) “you know° place money aside to invest in (1.0)=
Annette: \[ Mmm \]
Paul: =major (.) things like=
Annette: =Yeah=
Paul: =cassette recorders, OHPs, (.) computers. (1.0) But I- (0.5) But we seem to do it on a- well we have to do it on a piecemeal basis.
Harry: Yeah. So we’re- (.) - we’re never actually saving up for (1.0)= what would really do the job,
Annette: \[ \]
Annette: No.
Harry: We’ll find something that’s a little bit better than the old (1.0)
Ed: A lot of speakers (.) you know are (not as ). >It would be great to have <two speakers.
Paul: We’ll (.) In fact, but if- if you notice with the speakers=
Harry: Heheh
Paul: =They’re music speakers.=
Harry: =they don’t work with speakers do they?
Paul: No= Annette: =()
Paul: The other ones work with the speakers but often (.) you get=
Harry: ones ( )
Paul: =too much bass.
Harry: Yeah.
Paul: And-
Harry: You’re sometimes better without speakers
Paul: Y-You- I mean I always=
Harry: ( )
Paul: =play the tape (.) with the speakers and without the speakers and say to the students ‘Which is clearer?’ VERY OFTEN (.)=
Harry: (So that they)
Paul: =it’s without the speaker.
Harry: Yeah that is= Paul: =Because this- the graphic equaliser they have comes into (.)=
Annette: "Yeah."
Paul: =play much more. (0.5) It’s to do with the quality of the
Paul: tape=

Annette: =Mmm=

Paul: =as much as- AND the: (.) the amount of bass in the tape.

Harry: So >there's nothing wrong with the speakers< as such, ( )

Paul: trouble,

Ed: I think we need- (.) I mean-

Paul: The speakers are actually quite good aren't they ( )

Paul: earlier on and that did=

Paul: =They're written apparently I I think that it might be that=

Harry: I- speakers

Paul: =they're not appropriate for the job that we want them to do. I

Paul: think that (.) probably they're music speakers=

Harry: I'm fairly sure they are.

Paul: Yeah. And they're not really suitable (.) for (.) e:m the spoken

word.

Paul: (1.0)

Harry: It's something "I've thought about." It's a bit on the cheap.

Annette: E:m (.) just you were talking about major investments,

Paul: Yeah I'm a

Paul: Planning for major investment.=

Paul: =Yeah=

Annette: =Just reminded me of that notice saying that Pen Inkham=

Paul: Yeah.

Annette: =staff are making a five year plan for buying equipment,

Harry: That came up.

Annette: We should do the same. It- yes it came up- Oh!

Paul: or was in those

Annette: It came up a few (.) meetings ago because I remember it

coming up=

Harry: =It came up very recently.

Annette: Uuhh

Harry: Like maybe even last week.

Annette: Right.

Paul: I think as far as cassette recorders are concerned "you need-"

you need to make sure that we have (.) e:m (1.0) good quality

Paul: (.) recorders. E:r which (.)

Annette: For each teaching room.

Paul: For each room, that may or may not need (.) a speaker as well.

Because maybe some of them don't need a speaker,

Harry: Mm

Paul: and good quality recordings. Because sometimes (.) the: (.)

quality of the recordings is (.) so bad that even we notice it's

not good enough. Sometimes I think we forget (.) how much

more difficult it is (.) for a- a- a language student to- to hear
Paul: things which we can quite easily pick out.

Paul: Even though=

Harry: Hearing it for the first time that's the other thing

[But yeah. Hearing it will be hard]

[We've heard these things over and over and over again.]

Annette: Your first point about the equipment, are you therefore implying that we need a new cassette recorder in every single room (1.0) As our future plan,

Paul: I think we should=

Annette: Because this is (.) What we've got now is just as you say=

[As an ( )]

Annette: =piece meal

[]

Paul: Piecememe- piecememe. And I think we have to: (.) if=

[]

Annette: 

Paul: =if money allows,

Annette: Mmm=

Paul: should be a priority. (0.5) To get (0.5) very very good (1.0) "E:m" (1.0) "have the equipment in each room."

[Yeah.]

Annette: Yeah.

Paul: Well what do other people think?=

Ed: =I agree. Completely. I think we should do yeah. <

Jenny: Yes. (.) I-I do. (.) Yes.

Ed: I mean there there are some very good e:r (.) tape ( ), the big box ones for example

[Yeah. Well and I- some of them are- I mean (.) I mean o-often the price is a problem, but it should be an aim.]

Annette: Yes.

Paul: to have a- a good system.

Annette: Is this more important than a lot of other things on the list, do you think.

[Paul: Well (.) this is equipment.]

Ed: =Mm=

Paul: I think think it's fairly important.

Harry: Tr- Helen should be there for this bit. Probably=

Annette: =Yes she probably should, because some
Harry: Just for some bits=

Annette: =Yes=

Harry: =that specifically relate to her.

Annette: Where is she?=

Harry: =I dunno. I presume she: got bored with it.=

[ 

Annette: I thou-

Annette: =Hhhahahah! (.) Hahah

Paul: Hah!

(14.0)

Annette: "What does ‘CALL’ stand for?"

Paul: Computer assisted language learning.

Annette: "Language learning right."

Paul: Yeah.

(4.0) (Then tape changed over to Side B.)

(Helen enters.)

Annette: >We’ve already talked< about equipment, (1.0) e:m (.) and we haven’t mentioned front office computer, but in fact you’ve got that now haven’t you? And the appropriate=

[ 

Harry: I’ve got that yeah. The appropriate=

Annette: =software?=

Harry: =software?=

Helen: Yes thank you.

Annette: Right.

Harry: Done that.

(3.0)

Annette: Computers for student use? (2.5) In fact I’m going to use the- (.) the one in the other staffroom for (1.0) em a group on Monday morning.

Harry: Mmm I’ve- I’ve used it before now but=

Annette: Mmm

Harry: "( )"

(1.5)

Annette: It’s alright=

Harry: =It’s okay=

Annette: =It’s (.) very:

Harry: It- tends to be very slow but mainly because it’s (.) it’s=

[ 

Annette: Yes. You=

Harry: =somewhere (.) inaccessible for students.

( )

Annette: =can use it as a-

Paul: It is. That’s the problem.

[ 

Annette: Yes.

Annette: =can use it as a-

Annette: Yes in fact it’s one of the reasons I’m going to use it next Monday is because Louise’s not here and therefore I know the room is empty.=

Harry: =Mmm
Annette: But we haven’t got any more room really, have we?
Paul: We haven’t got room to: to (0.5) use computers properly.
[Have a- a computer room.]
Annette: No.
Paul: We haven’t got room to use computers properly. (4.0)
Paul: Difficult to do, we can’t (.) afford more than one,
Annette: Mmm
Paul: E: (0.5) the uses are very limited. (6.0) I mean maybe we
Paul: could think of having a: a better one, or a ( )
(0.5)
Annette: Mmm
Paul: ° (=)
Annette: But personally I don’t (.) think that’s (.) a priority on this list,
Annette: (.) and (0.5) I have my reservations about (.) e:m students
Annette: using computers anyway,
Paul: Mmm
Annette: how valuable it is.
(0.5)
Paul: There’s a comment!
Harry: Hhhhh!
Annette: Hehehehe
Paul: I mean the-the-the- the
Paul: Care to elaborate?
Annette: Hahahaha  haha
Paul: They are becoming=
Annette: No=
Paul: I mean they’re becoming much more important in
Paul: mainstream education certainly=
Annette: Mmm
Paul: Aren’t they. And it’s a growth area ( ) (2.5) in EFL (.) as
Paul: well. But-I mean
Annette: But a lo- in mainstream education a lot of it is learning how to
Paul: use it becoming computer literate.=
[Yeah.
Harry: Yeah.
Harry: MMM=
Annette: And that’s not what we’re aiming for.
Harry: No. No. For self access °I think it’s er°
Pau: Yes.
Harry: It’s- I think it’s a service to offer.
Annette: Yeah.
Harry: It’s part of the- (.)
Paul: I mean I think you know I mean (.) whether we prioritise it
or not (1.0) °I think is (.) it’s a case of whether we can afford
it.°
Paul: And the space.
Annette: Mmm
Paul: If we can practically afford it. (0.5) And I think it would be a valuable thing to have. (0.5) Because some of these- some of these programmes are >actually< (.) very very useful. (1.5) I mean if you think of people with spelling or writing problems, >someone like< (.) Emir in my group (0.5) who: when it comes to writing things down, (1.0) gets himself stuck.
Annette: Mmm
Paul: He really enjoys playing hangman. It's a game in which you can (. ) practise saying the letters.
Annette: Yes. But em you're really talking about (. ) em self access or outside class room.
[M]
Paul: Oh yes.=
Annette: =Yes. Because em- my reservations are (. ) for classroom use.
Paul: I don't think you can find yourself in a situation where you'd (you would use it.)
[M]
Annette: No
Harry: Do have a- (1.5) occasional things where: (.) but only occasional= Annette: =Mmm
Harry: (3.0) someone's going to get round it)= Annette: =Exactly yes.
Harry: (6.0) So it's less important than the cassette recorder.
Harry: (1.0) Annette: Yes. But just because of the frequency of use more than= Yeah that's it.
Annette: =anything else.
Harry: Yeah.
Annette: Uhuh
Harry: (3.0) Different from (. ) the (. ) business of this teaching- (. ) this= Annette: I=
Harry: =teaching room for dedicated bus iness English teaching= Annette: I
Harry: =presume that must come from Louise because I don' t=
Harry: hhh hhh! Annette: =think I mentioned that. No.
Harry: [ ]

Harry: (It’s ) set SET aside.

Annette: Again

Annette: It would be very nice- just like a computer room it would be very nice to have it, (.) em: but in this partic- in these particular premises: er (.) we haven’t got the space.

Harry: Yeah certainly not- at certain times of the year.

Annette: No.

Paul: *But at the moment you could.*

Annette: Uhuh

Paul: But if it’s dedicated then (.)

Harry: Hhhhh Yeah.

[ 1866

Annette: Yes

Harry: >Sort of semi< dedicated.

Annette: Yea::hahahahaha

Harry: What would it be?: ("And what can we have."")

(3.0)

Annette: E:m

Harry: Materials are books

Annette: Presumably:=

Harry: =relating to:

Annette: Yes materials are books relating to business teaching, e:m, an OHP::, (.) probably:: (1.0) e:m (.) flip charts,

(0.5)

Ed: Superior carpet tiles,

((General laughter.))

Keith: It’s the old ( )

[ 1882

Harry: ( ) any second we would=

Annette: Yeah

Harry: Hhhhhhhahahahah

(3.0)

Paul: I don’t think we have the space.

[ 1888

Annette: Jus-

Annette: No. I don’t think we have either.

[ 1891

Paul: "It’s as simple as that."

(4.0)

Harry: I did at one stage set up room seven as a:

(0.5)

Annette: As a teachers’ room.

[ 1897

Harry: Not permanently but as a room for (.) for teachers yeah.

Annette: Yes=
Harry: =Time when we must have had a lot of teachers, I guess.
Annette: But that again was really just for books: () wasn’t it. Materials
that they could use
Harry: Mmm
Annette: Look through. (%) Have access to.
Harry: Mm
(7.0)
Annette: I don’t think we can say much more on that because er ()
Paul: Mm
(0.5)
Annette: We’re limited (1.0) because of the space.
(6.5)
Harry: Does anybody else fail to understand that first point?
Paul: Which (%) first point?
Harry: (>I’m looking at<) the next bit.
Annette: Yes:
Harry: ‘Business English course for training and perhaps speaking.’
I understand it now because I asked Jenny. Hhh hhh yesterday.
[ I don’t
Paul: understand it.
Annette: No I don’t understand it.=
Harry: It’s lucky I asked her yesterday.
Annette: Mmmm
Harry: Em it was- it must have come out of () Louise’s () I guess.=
[ Annette:
Harry: =Or part of it did. (1.0) Em () it’s the possibility: of (0.5)
going on: business English courses. (0.5) But (why it’s
I don’t know.
Annette: Uhuh
Harry: Em () and obviously being paid to do so. And of course
being (paid fully.)
Annette: “Emo () Speaking at
Harry: And perhaps speaking at such courses which came out of=
[ Right.
Annette:
Harry: =Louise’s ().
Annette: uhuh=
Harry: =() it came out of yours, ‘course if you’re dead against
it,
Annette: “Heheheheheh Yes.
(5.5)
Harry: So basically it’s (,) sending >(it’s either you or)< Louise, (1.0)
off to: () off on courses
Annette: Uhuh
Harry: and either (1.5) attend them o:r
(0.5)
Annette: Or speak t- and but in fact I- I don’t think Louise was=

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 speaking=
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: And
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 [ ]
1996  Annette: No. No. The Pgn 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-ygs=
2011 Harry: on that.
2012 Annette: That's right. Helen has been paying (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 say (.) 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: Ygs. 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 therefore (.) we could decide (0.5) amongst
2034 ourselves (.) what to allocate to who:mm
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 fine.
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)
Paul: Well (.) I mean (.) a-again I mean i- I think (0.5) I suppose i-if: they say ‘Well you don’t have to do this,’ and they could argue, Annette: Uhuh Paul: not necessarily but I think (1.0) in terms of ethically the ( )= [ Yes I= 2059 ]
Harry: =of things
Paul: know.
Harry: If you’re going to be a member of ‘FIRST’, Paul: Mmm
(0.5)
Harry: high standards and such like,
Paul: I >(suppose) particularly< if you use the expertise locally, and presumably your expertise, which areas of expertise have you (.) are you being asked to use? (For this course thing) >I 2068 mean< presumably you’ll need some new expertise.
[ Computer! ]
Annette: Particularly.
Helen: The computer course not particularly the accounts course. Because I don’t get the chance.
Paul: Yeah= Harry: =Mmm
Paul: REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
REMOVED
Annette: But if we have a=
Paul: =(@ something.)
Annette: If we had an annual budget, (0.5) that’s for em (.) the courses, (0.5) then we:: would know that we could use that money.
Harry: Yeah.
(12.0)
Paul: ‘The meeting felt very strongly’ then, ‘that financial support
Paul: should be given. "Alright?"

Annette: Th- that- that we should have a- (.) an annual (.) budget fo:r=

Paul: "That kind of thing."

Annette: And for what? Fo:r=

Paul: I feel like that yeah as well. "I’ve written two sentences."

Annette: Mm

Paul: How’s that?

Harry: Has that got all the versions?

Harry: Foreign language course I assume that’s you Paul.

Paul: Yeah it was just- I mean that was basically: something which

would make one’s job NICER. The effect of being able t- being

a student in another language for a while. Y- you may be=

Harry: Uhuh

Paul: =even setting up situations where you can have teachers,

French: a:nd

Harry: Exchange (teachers)=

Paul: FOReign language teachers or Spanish as a foreign language
teachers coming to (.) to Britain. It’s not a priority it’d just be

something that would be nice.

Harry: Mm (1.5) And it shouldn’t be that difficult. To set up. (2.5)

If you had a=

Paul: =Yeah I- it-it’s: (.) I mean- it’s probably=

Harry: =(

Paul: =() financially not (1.0) >"a particular problem if you (.) set

up an exchange scheme. (0.5) It’s nothing I’m pushing for it’s

just- I’ve always thought it was something (.) which (0.5) is of

value. (1.0) in a perfect world.

Harry: What was that? European organisation (here). I was thinking

about. °(

Annette: =Oh yes, e:mm=

Helen: =‘BEQUALS’,=

Annette: =‘BEQUALS’,=

Harry: =That’s it. ‘FIRST’ among ‘EQUALS’ with that. Hhhhh!

Paul: (=)

Annette: I think we’re (.) pretty close to joining aren’t we? °( us?)°

Paul: I’m not going to share a conference table with the=

Annette: =Mmm=

Harry: =hhhh=

Annette: °Uuhuh°
Paul: posters of ‘Baby come back’!

Harry: HE HEHEHEHEHEheheheheheheheheheahahahahahahahahahah ‘hhh hh=

Annette: [Hahahahahahahahahahahah

(0.5)

Harry: =‘hhh hh

(1.0)

Harry: hhhhh

(5.0)

Harry: Yeah. If that- being (about) is presumably those sort of avenues might be more.

Paul: Yeah.

Harry: more open.

Annette: Mmm=

Paul: =I think I mean that’s a question of: well a d- a- ‘cos it would finance itself, =what’s what I’m saying.= Probably () em (2.5) But I mean a- i- what would be more- almost more important, () if () being given time to do it,

Harry: Yeah.

Paul: rather than () being paid to do it. (2.0) Bea- being made easy to do it. (1.0) °(Than it is now.) ° (1.0) But em- () I’m not minuting all of this by the way. (1.0) I’m minuting salient points.

Keith: Yeah=

Harry: =Well if you have that=

Annette: [Yes.

Annette: =Y-you don’t need to minute e::r

(2.0)

Paul: some of the=

Harry: Yeah.

(3.5)

Paul: YEaoo! Well we know don’t need that any more because Annette Abell says it’s no good!

(General laughter.)

Harry: ·hhhh

Paul: I think () (most of) this relates to whether we have our computers or not.

Harry: Yeah. I was just looking=

Annette: =Yes.

Paul: Hahah=

Harry: No point in doing much about the ‘CALL’ is there?

Paul: Heh!

Annette: No:

(1.5)

Harry: Although the: ( we’d got here) who knew a bit more about them, we might be more inclined to get one than

Paul: Yeah.

Ed: Yeah.
Annette: Mmm

Paul: Teacher training

[Teacher training. I fear that was me.

(0.5)

Paul: What do you mean?

Harry: What (whether) teacher training or what?

Annette: That we should go on=

Harry: =(.) No no not really.

Annette: In-no:.

Harry: Em: (0.5) NO I just-(.) this is a: (1.5) a controversial (. ) point °(with er a) past history,"

(2.0)

Paul: Mm

Annette: No I don’t understand

[It’s a question of whether (. ) whether we should be into teacher training or not.

Annette: Oh I see.

Paul: O:h yeah=

Annette: =Whether we should DO teacher training then.=

Harry: =Yes=

Annette: =Right.

Harry: And I think it would be a bit more >interesting< E:::::M::: questions that we should (But it should)

Paul: [No:. I mean I think all-

Annette: Mmm

Harry: All I meant when I raised it was that it- (. ) was it might be a quite good career move.

Paul: Yeah. (0.5) But I think it’s something which (. ) i-if individual- i-if (0.5) we felt we wanted to, then we should be free to do it.

Annette: Yeah=

Paul: =Or a set of courses

[Oh yeah

Annette: Yeah some people=

Harry: =definitely.°=

Annette: =want to be teacher trainers, and other, (. )

Harry: Mm=

Annette: others ( )

Paul: REMOVED

Annette: REMOVED

Paul: REMOVED

Annette: REMOVED
<table>
<thead>
<tr>
<th>Line</th>
<th>Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2301</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2302</td>
<td>Paul:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2303</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2304</td>
<td>Harry:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2305</td>
<td>Paul:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2306</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2307</td>
<td>Harry:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2308</td>
<td>Paul:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2309</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2310</td>
<td>Harry:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2311</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2312</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2313</td>
<td>Ed:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2314</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2315</td>
<td>Paul:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2316</td>
<td>Ed:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2317</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2318</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2319</td>
<td>Ed:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2320</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2321</td>
<td>Paul:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2322</td>
<td>Ed:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2323</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2324</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2325</td>
<td>Paul:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2326</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2327</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2328</td>
<td>Ed:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2329</td>
<td>Paul:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2330</td>
<td>Ed:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2331</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2332</td>
<td>Paul:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2333</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2334</td>
<td>Ed:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2335</td>
<td>Paul:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2336</td>
<td>Ed:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2337</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2338</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2339</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2340</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2341</td>
<td>Paul:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2342</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2343</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2344</td>
<td>Harry:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2345</td>
<td>Ed:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2346</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>2347</td>
<td>Harry:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2348</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2349</td>
<td>Ed:</td>
<td>REMOVED</td>
</tr>
<tr>
<td>2350</td>
<td></td>
<td>REMOVED</td>
</tr>
</tbody>
</table>
Helen: We'll do the minutes for you.

Harry: No. He's not saying anything because [Hehehe!]

Annette: (4.5)

Ed: But you know I'm sure of- (.) (the school ) for them two week courses.

Harry: Yeah. *Yeah.* (1.0) ( ) even for a Cert course=

Annette: Yes and if no one

Harry: =one ethnically (.) er (0.5) (what if one increases those in competing with certs in line for jobs.)

Annette: No=

Ed: =That's right. Yeah I mean that's the- that's it.

[ ]

Annette: And and this is what's happening now.

Ed: Yeah. (1.0) So many courses are ( )

Annette: And 'HA' really wanted us to do the 'RSA' Dip courses. Not the Cert.

Harry: *o( ) expected*

Annette: Yeah.

(2.5)

Harry: But certainly I- I'd feel more confident to do it if I'd actually been on a course to teach me how to do it.

[ ]

Annette: Yes.

Annette: Absolutely. Yes so that if (.) if you wanted to go into that=

Harry: =Yeah=

Annette: =as a career move, then e:r=
Ed: =It's there, >I mean< it's all set up now isn't it. The=


Annette: [ ] [ ] Yes You=

Ed: =( ) is there but it's the price and the time.

Annette: =should have the financial resources available to do a course, to teach you=

Harry: Yeah. That's it.

Annette: =to train.

Harry: Yes (0.5)

Ed: I think it's a lot (less)

Harry: (Because) if you do want to do it, (but) as I

Annette: Mmm=

Harry: =I mean there aren't that many ladders up, basically are there.

"There's"

Annette: No. That would be a (.) no.

Harry: "a few snakes though" hhh

(3.0)

Ed: (Most of the problem is )

Harry: No I don't think I would. I

Annette: No. No that's e:m

Paul: Because I think there's the people (0.5) in classes together.

Teachers can be very difficult.

Annette: Teachers are yes.

Harry: ) people ( ) gather them all together.

Keith: No they're good actually.=

Annette: =Heheh. Heheheh

Keith: Well I wo- I mean- you know, I mean that's

Annette: You do it.

Keith: I do all my work's with teachers. All- I mean we get=

Annette: Mmm

Keith: =every year seventy- coming on every year,=

Paul: =What do you do?

Keith: and I visit every single one of them. I do

Keith: e:x I

Paul: Train?

Keith: No. I wor- it's something slightly different. But >as I< said, I find them great to work with.

Paul: Yeah I- I think there's- the idea of training them i-is something °(" °)°
Keith: Yeah they’re great to get from (.) and work in groups but yeah if if there’s a lot of delivery it can mean=
Ed: There’s also the da- I think the business of failing people though=
Paul: =Mmm=
Ed: =You’ve got to fail some people,=
Keith: =Yeah=
Ed: =And er how are they going to take that, >especially< when you get to know them well.
Paul: Mmm
Ed: And er that that can be very-
Keith: Yeah
Annette: Mmm
Ed: a very bad part of the job.
Paul: I mean I’ve seen some very very disturbing statistics from some person for the ‘RSA’ Dips (.) the failure rate is phenomenal.
Annette: Mmm
Ed: It is where I- when I did mine.
Paul: Mm
Ed: Sixteen of us to start with, (.) I think about ten ac- ten actually took the exam and two passed. But you say in a year =
Paul: =Where did you do yours?
Ed: ((Names local polytechnic.))
Paul: A::h! That’s where
Annette: Mmm
Ed: =O::h=
Ed: =she and I passed, but everybody else failed. Heheh!
Paul: E:;) Who runs the course?
Ed: ((The people there))
Ed: ((Name X)).
Paul: Yeah. (0.5) And you had somebody called ((Name Y))?
Ed: Yes. Yeah ( ).
Paul: (1.5)
Harry: Heheh.
Ed: He was the type of person who had been teaching on the course.
(1.0)
Paul: “He’s a history teacher as well.”
Ed: Huh! Yeah.
(1.5)
Paul: Ye- I I had to shadow him when I was doing my ‘PGCE’. (5.5) So what do you do? Do you say (.) the students are crap (.) or do you say the course is crap?
Ed: The course. But a lot of the numbers- to get the numbers=  

Paul: ( )

Ed: =they had to >accept anybody onto< the course, >people were coming< there were one or two who ha- hadn't even taught. (.)

Paul: English as a foreign language.

Ed: Literally (. ) they would accept anybody >more or less< onto the course, and that's the- that's the

Keith: ( )

[ ]

Keith: The driving force

[ ]

Annette: ( )

[ ]

Keith: The driving force of many courses is get people on,=

[ ]

Ed: ( ) course

Paul: Mm=

Ed: (=]

Annette: Mmm=

Keith: =get the money and then what happens to the rest=

Paul: =It is=

Annette: Yeah

Keith: =[

It is- it is the driving force=

Paul: =It is=

Ed: =Mm=

Keith: =We only take graduates on our course because (. ) it's=

[ ]

Paul: No because that

[ ]

Annette: Mmm

Keith: =not because we're elitist, (.)

Paul: Mm=

Keith: = because (. ) you know it's easy >it's easy< to do: with one teacher. Bu- but e:r

Ed: There's also the teacher. Bth.

Paul: Oh yeah. I- I- I mean and I know someone doing a law degree at the moment, twice a week in Wolverhampton. And quite bright people, and every evening they're going home saying they haven't understood (anything). Well (. ) who's fault was that?

Annette: Mmm

Paul: Only the teacher. It's nobody else's fault. (0.5) Or or the- (.)

Annette: Or the person who accepted them on the course.

Paul: course. I-I mean I was saying 'How can those teachers sleep at night?' If I give a bad lesson I'm >sort of< awake for about four days.

Harry: =h hhhhh Hahahah! Yea::h! Oh come on. Heh!

Paul: I don't like- I mean it really upsets me if I give a bad lesson.=

Jenny: =Mmm

Paul: Well do- does it upset you?=

Harry: =Ah but he's used to it isn't he? hhhhh hahah
Annette: Yeah. Hahahahahahah
Ed: Hahahah
Keith: HAHAAHAHAhaa HA
Paul: I-I'm just don't know how people can sleep you know when everybody is going away patently not having (.). understood=
Annette: =anything.
Paul: (1.0)
Harry: ( )
Ed: Well er a-I mean(.) as far as ((X))'s concerned he- for him y-you could tell from the word go that for him it's a weekly chore that he's got to go through but it's- it's e:::r he- he's got no interest and it's just a shame about his course that he r-A:::h goes through the motions, and he's not really
Harry: for a< long time.=
Ed: =Yeah he's been there for too long.
Harry: hhh
(2.0)
Annette: Em I think we ought to move on to the next e:m=
Harry: =HhhYes=
Pual: =It's all yours
Annette: with lbel
[ section yes=]
Pual: ( )
Ed: ( ) motion.
Keith: Don't worry. At the- in the transcripts it will appear as=
Pual: ( )
Keith: =just a- er 'Name' with the initial 'X'=
Annette: Hahahah
Ed: =Just ( ) like he says isn't it? Could just imagine him playing it back,
((General laughter.))
Pual: What's the name and the phone number.=
Annette: =Mmm
Pual: Mm
Ed: ( ) happy?
Annette: Heheheh=
Pual: =>The last one's< this English:: workshops as promised
Harry: Well again this is (0.5) training courses [ ]

Annette: Yes (.) it’s still::: such [ ]

Harry: Well basically all of that comes this (.) umbrella of having a budget=

Annette: =Having money for courses. Yeah. (1.0)

Harry: We think it’s a jolly good (.) thing. (2.0)

Annette: Well I think we ought to look at the staffing section >because<

the first one on that, the: academic manager, (.) [ ]

Harry: Yes.

Harry: Absolute ( )

Annette: I think we must (.) absolutely must have one.

Paul: "Absolutely agree." (2.0)

Annette: >Plus it must be a< permanent part time position.

Harry: Yeah. (1.5) Permanently rotating.

Paul: HEHE HEhahahah

Annette: Hahahahah. Hahah=

Harry: =With a turntable in the middle of the floor, and ·hhhh hh

Paul: Well yeah.

Keith: If you want a note something there just from my fieldnotes,

that er academic manager (.) from the time I arrived here every

single day I’ve been here it’s cropped up in some context=

Paul: =Really.=

Annette: =Mmm=

Keith: =( ) missing. And I think that’s significant.

Annette: Mmm

Keith: It’s not- it’s not alone, but it’s always something that the

academic manager used to do.

Paul: Mmm=

Annette: =Yeah=

Keith: =Sort of throwaway. And I think that is significant=.

Paul: =Mmm=

Keith: =If I can make that contribution I mean I- I as it ( ) from

my fieldnotes. (.) And it’s not- you’re not moaning about it,

it’s just a little thing like (.) > ‘Oh we used to do that when we

had an academic manager. Oh we don’t do that any more

because we haven’t got an academic manager.’<

Annette: Uuh=

Keith: =And that’s how=

Paul: =Yeah?

Keith: Yeah.

Paul: The academic manager was introduced (.) because (.) we (.)
Paul: needed to=
Annette: =Because the British Council:=
Paul: =to- you know to be (.) w- (. ) sort of- (. ) recognised as an
extremely efficient and wonderful school by the British=
[ AND
Annette: =Cou ncil.
Paul: =got an excellent report=
Annette: =Yeah=
Paul: =Yeah=
Annette: =from the ( . ) British Council
Harry: "In that section."=
Annette: =Em- for that section, yes. Of the British Council report. (3.5)
And our next report which is coming up (0.5) our next
inspection which is coming up soon, em I don’t know what
we’re going to do."
Paul: Well we’re obviously- we are obviously going to get lower
grades,
Harry: Next appraisal.
Annette: Yes. (3.0) We just haven’t got one. (1.0) And we’ve only had
one for (.) a couple of weeks on and off.
Paul: We-I y-I mean you can’t do anything other than=
Annette: =No=
Paul: =little jobs. And y-
Annette: Yeah.
Harry: Yeah it’s
Annette: It’s more sandbagging.
Harry: Yeah. It is. "So it’s like running round with a (. ) dustpan and
brushes."=
Annette: Mmm
Harry: :hh hh hh hhh
Annette: (3.5)
Paul: So we feel the need:
(0.5)
Helen: We haven’t ( ) said that we’re not having one.
[ ]
Annette: ( )
Paul: It’s alright, we still think it’s important.
Helen: Mm
Annette: Yeah we can >say it< ( . ) might ( . ) be important.
[ ]
Helen: But this ( . ) (they say) ( . ) we couldn’t have
one.=
Annette: =Mm
Annette: (6.0)
Annette: And ( ) a pretty low grade at the British Council ( . )=
[ ]
Paul: (Anyway)

Annette: =with that.

Paul: Well no:: it’s ( )

Annette: Yea::h=

Harry: =So is that direct from the: er () ( )

Paul: [ ]

Annette: So the::

Annette: MMM

(5.0)

Annette: And the next office junior presumably:: (1.0) you mentioned that () did you?

(1.0)

Helen: You should know. You were there.

Harry: hhh -hh heh!

Helen: You did my appraisal.

Harry: Heh yes

Annette: Hehehehehehehe

Paul: [ ]

I- I- I- (accept) the- (,) I don’t think we should really= But- Don’t=

Annette: =be referring to Helen as the office junior actually.

Paul: [ ]

Annette: =think I

((General laughter.))

Ed: You’ve made her blush Paul.

Paul: Good.

Ed: Actually ( )

[ ]

Annette: Did you e:m

[ ]

Keith: ( ) oh alright

[ ]

Paul: ( ) tested. (Because) you obviously allow time to visit host families.

Helen: ( )

Annette: Heheheh (1.0) Do you need one all year? O::r

Helen: Er() it’s going that way.

Annette: Yes

Helen: Because () now that Jenny wants to take some of the marketing back from Inkham,

Annette: Uuhh

Helen: I’m expected to do that as well.=

Annette: =Oh right.

Helen: E::m () and there are just parts of my job that I just can’t do PRQPerly () and- or fully. And before the British Council inspection I’ve got to have () revisited () most of my host families.

Annette: Yeah.

Helen: There’s no way I can get out and do that.
Annette: Mmm

(2.0)

Helen: >I've been trying to put this< all the information into Streamline as well and get that up and running. It's just impossible.

(5.5)

Annette: Yeah.

Annette: So that's ( ) the first time.

Harry: ( ) a high priority

Annette: Yeah. (1.0) All financial again, isn't it?

Harry: Something we ( the next one) up too.

Annette: So's the next one,

Annette: Salary in line with Pen Inkham.

Paul: Hold on. No. Hold on. Hold on. So::: ( )

e.m (0.5) ((Reads aloud as he writes minutes.) 'EC' (0.5)

(things) (1.0) becoming more and more necessary. Is that going to fit in.

Helen: °Whatever you say Paul.°

Harry: Heheh-hh

Paul: °To have ( a student)?°

Annette: Mmm

Paul: But full time really.

Helen: No. Not full time. (1.0) ( )

(2.0)

Helen: Then there's space. Where am I going to ( ) put her?

Annette: Mmm

Harry: A drawer somewhere.

Annette: Heheheh

Paul: °( )°

Ed: When are these a- appraisals done?

Annette: Last year, firstly.

Paul: °( )°=

Annette: Some done this year.

(1.0)

Paul: Yeah.

Harry: =Mm= =I think though that they're coming- they're due round again soon.

(2.0)

Harry: Yeah ( ) had one ( ) about a year ago,

[ ]

Paul: The start ( ) (of a new) season.

(6.0)

Annette: Salaries. I don't know what more we can say about salaries.

(1.0)

Paul: Well we do know now how far be hind,=

[ ]
Harry: ( ) having got
Annette: =Yes.
Pau1: we are.
Annette: Yes we now know the:=
Harry: =It might given be worth putting in a ( ) in the minutes=
Annette: =Yes=
Harry: =to see it circularised.=
Paul: [ I as-
Annette: =Yes,
Harry: I ( )
Paul: [ I want to put that in. I want it to be known=
Annette: [ ] [ ] [ ] [ ] Yeah. I think=
Harry: ( ) that
Paul: =that we know,=
Annette: =we should
Harry: =‘We were surprised that’=
Paul: =Well I don’t think we have to even do it that way, just >sort
Annette: ‘Having seen the
Harry: ‘Having seen the ( ) having receiTed the=
Paul: [ Or having:
Annette: =circular of the ()
Paul: =circular of the ()
Harry: °The ( ) circularised by ‘FIRST’°
Annette: °Yes.°
Harry: °Right.°
(3.0)
Harry: REMOVED
Keith: REMOVED
Annette: REMOVED
Harry: REMOVED
Annette: REMOVED
Annette: REMOVED
Harry: REMOVED
Paul: REMOVED
Annette: REMOVED
Annette: REMOVED
Annette: REMOVED
Annette: REMOVED
Harry: REMOVED
Keith: REMOVED
Annette: REMOVED
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  REDUCED
2863  Paul:  REMOVED
2864  Harry:  REMOVED
2865  Annette:  REMOVED
2866  REDUCED
2867  Paul:  REMOVED
2868  Annette:  REMOVED
2869  REDUCED
2870  Keith:  REMOVED
2871  Annette:  REMOVED
2872  REDUCED
2873  Keith:  REMOVED
2874  REDUCED
2875  Annette:  REMOVED
2876  REDUCED
2877  Ed:  REMOVED
2878  Keith:  REMOVED
2879  Annette:  REMOVED
2880  Paul:  REMOVED
2881  Annette:  REMOVED
2882  Paul:  REMOVED
2883  REDUCED
2884  REDUCED
2885  Harry:  REMOVED
2886  REDUCED
2887  Annette:  REMOVED
2888  Paul:  REMOVED
2889  REDUCED
2890  Annette:  REDUCED
2891  Paul:  REMOVED
2892  Annette:  REMOVED
2893  Paul:  REMOVED
2894  Annette:  REMOVED
2895  Paul:  REMOVED
2896  REDUCED
2897  Harry:  REDUCED
2898  Paul:  REMOVED
2899  Harry:  REDUCED
2900  REDUCED
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'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
<table>
<thead>
<tr>
<th>Page</th>
<th>Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>3001</td>
<td>Harry</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3002</td>
<td>Helen</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3003</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3004</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3005</td>
<td>Harry</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3006</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3007</td>
<td>Paul</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3008</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3009</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3010</td>
<td>Helen</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3011</td>
<td>Paul</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3012</td>
<td>Helen</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3013</td>
<td>Paul</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3014</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3015</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3016</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3017</td>
<td>Helen</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3018</td>
<td>Paul</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3019</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3020</td>
<td>Helen</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3021</td>
<td>Paul</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3022</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3023</td>
<td>Paul</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3024</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3025</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3026</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3027</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3028</td>
<td>Helen</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3029</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3030</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3031</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3032</td>
<td>Helen</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3033</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3034</td>
<td>Paul</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3035</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3036</td>
<td>Paul</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3037</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3038</td>
<td>Harry</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3039</td>
<td>Paul</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3040</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3041</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3042</td>
<td>Harry</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3043</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3044</td>
<td>Harry</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3045</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3046</td>
<td>Ed</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3047</td>
<td>Paul</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3048</td>
<td></td>
<td>REMOVED</td>
</tr>
<tr>
<td>3049</td>
<td>Annette</td>
<td>REMOVED</td>
</tr>
<tr>
<td>3050</td>
<td></td>
<td>REMOVED</td>
</tr>
</tbody>
</table>
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: ··h·h·h·h!
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; (. ) 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 (. ) 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 since (. )
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
Paul: when you're starting it and you don't you're left with a
sort of em you've inHERited a (.) a rather sort of (1.0)=
dead social programme.

[                      ]

Ed: HEHEhehehehehe hhh
Paul: So I mean you've inherited something which has been=
[                   ]
I do think it's very=

Ed: =lifeless.
Paul: =(     ) students. They=
Ed: =Mmm=
Annette: =they get a lot out of it.

[                      ]

Paul: Yeah I mean we don't we don't disagree with you=
Ed: =and so e:m=
Paul: =and you're also trying to >you're already< doing a full=
[                   ]

Ed: (     )
Paul: =timetable of teaching which is impossible.=
Ed: =Mm.
Paul: Yeah.
Ed: I mean for example, (.) I'm having to badger people (.) which
(.) I don't- I think a job like this it should be pretty (.)
autonomous. So if I don't (.) really think (.) I should have to go
to: >for example< Helen, >it's like< asking for money:=

[                   ]

Paul: Right.
Ed: ='Can you give me ten pound fifty.' (0.5) Giving a receipt and
that, I think the person who's running the social programme
should be doing all of it. And (em) (0.5) that means access >I
assume< to petty cash, that means (.) doing everything.=

Annette: Mmm
Paul: Woooo: you've no chance in this place.
[                     ]

Annette: No Hah
[                     ]

Harry: ="Heheheheheh"
Annette: 
Ed: E: (0.5) because basically it involves too many people. I
think it's a job that can be done by- by one person. (0.5) *E: (0.5)
right the way through. You know I don't think I feel that
I'm badgering Helen by having to go to her when she's busy
doing something else, >you know< 'Excuse me, can you er'
and Helen is bei- having to collect money from students which
>the social organiser< could do. (0.5) I mean it could be a
completely autonomous separate, e:rr thing.

Harry: (     )
Annette: Yeah.
Paul: Okay but you’ve got to have time to it as well.
[ ]
Ed: [ ]
Harry: Which it is in (a lot of them.)
Paul: Mm
Ed: So:: i- it involves a lot of hassle. E:r () and really () “you know” (1.0) It () “you know” it could be done () more effectively. (1.0) I feel if one person had the responsibility for the whole thing. And it was budgeted () so you had a- actually had a: () a clear budget for that job.
Paul: I’ll put that as ‘AOB’ anyway. >Which is what< it is,
Ed: I mean I don’t know how it is budgeted at the moment. (0.5)
But (1.0) if you look at the job description for the social (), organisers, it’s >kind of< half a (post). “It’s very basic.” And if you’re going to give () some kind of () priority to it it should be “just” (). rethought. (4.0) And () obviously it’s going to cost the school something >(but if you)< offer the service, () I don’t know if it has made a profit over the years but ().
Helen: It’s normally a very good (profit).=
Ed: Mm
Helen: But it’s supposed to be self-financing so when you run into a loss.=
Ed: =Mm
Helen: where are you going to get the money from to (), finance it? () If you’re cutting ()
[ ]
Ed: Well this is if there should be a budget. E:r as a budget for the year, () e:re=
Helen: =Yes but it’s supposed to be self-financing.
Ed: In CASE of () in case of losses. (0.5) You know in the winter for example you’re gonna: a-e- if you’re gonna: ()
Helen: Yes but there should be enough made in the summer to=
[ ]
Ed: ()
Helen: =cover your loss in the winter.
Ed: That’s right yes.
Annette: Mmm
Helen: But there could be a budget there () as a fall- just in case.
Harry: (Protect)
Ed: Over the year the “a- y- you- you’d-” I’m just starting you see I’m starting at the low period of the- of the year.
[ ]
Harry: Yeah exactly. Yeah.
Ed: You know I’m not starting at the summer like >(when you tended to)< make a lot of money.
Harry: Mm

(1.0)

Ed: So I- I- you know I hhh for- for a start I keep having to badger people for (. ) 'me or Helen° for (. ) for things. For inf- you
know for things, and the I ha- you know I have to go and say
'Well I’ve made a loss on this one.’

Paul: Mmm

(1.5)

Ed: And the other thing is it’s badly paid.=

Paul: =Mm=

Ed: =If you’re gonna- as I say if you’re going to- (. ) have a social
organiser and give it some kind of (. ) importance you’ve got to
have a- a realistic (. ) HHH! er salary. Er I mean (. ) (3.0) I
think it should be of equal value to teaching.

Paul: We wouldn’t be able to finance it on that basis. I mean >(I
( ) you’re right, but I think practically it’s just a non-starter.

Ed: Mm

(1.5)

Annette: The only way that would er work, is: if (. ) three schools say
joined together,

Paul: Yeah.

Annette: E:m >as they do in< Inkham. Where there’s a social organiser
who works for two or three schools.

(1.0)

Harry: Who would we join.

Annette: Yeah.

[

[ Basically it gives the students a bit- in- in a: chance (. ) in a-
informal- (. ) "you know° context to: to ask a question (. )=

Paul: =Mm. Oh yeah. I mean you can use it

[ It can be very valuable.

Ed: And er I do feel that I’m a teacher "still."

Annette: Oh yes=

Ed: =Heheh=

Annette: Yes ‘cos you’re giving cultural (. ) information all the time=

[

Oh yes.

Annette: =really.

Ed: Mmm

Annette: E:m excursions.

Ed: Gives them a chance to try out things that they’ve learnt.

Annette: Mmm

Ed: So: (0.5) just a (1.0) trying to- (0.5) "you know°

(2.0)

Harry: The last person who

[

increase its profile basically.

Harry: The last person that did it, (. ) half teaching and half (. ) social
organiser, (. ) found that (. ) occasionally in the classroom (. ) she
Harry: felt that there her status was slightly undermined.
Students of hers regarded her as (). Just the person who
Paul: drives the minibus.
Annette: =Mmm=
Ed: =Oh that doesn’t worry me at all.=
Harry: =Who does a bit of teaching on the- on the side.=
Annette: =Yeah.
Ed: I haven’t felt that () and that wouldn’t worry- worry me
anyway. But (0.5) what worries me about it at the moment is
that it’s a lot of hassle,
Annette: Mmm
Ed: and e:.r (2.5) that’s about it. Hhuhh ·hh hhh=
Paul: Yeah well there’s only (two)
[ ]
Annette: ( ) [ ]
Ed: There are very few good sides to
this- this job.
Annette: Yeah.
Harry: There’s clearly something wrong. I mean ( ) the=
[ ]
Annette: I think it- it’s always=
Harry: =chance.
Annette: =been badly paid=
Harry: But wheetth!
Ed: I mean basically:
[ ]
Harry: ( ) Put in brackets () ‘harassment’! ( )
[ ]
Ed: said to me e:.r at the beginning=
Harry: =Now come on you used to (moan about it.)
Ed: ‘You’re- you’re () the first person who’s not gonna get on my
nerves’ but basically it’s impossible not to get on som- on- on
Helen’s nerves, but=
Paul: Look at her (rolling)
[ ]
Harry: HAHAheheheh=
Ed: =It’s impossible=
Harry: A general principle hahahahahahahahahahahahahahaha=
[ ]
I’ve got to keep () toddling along- (.)=
Harry: =hahahahah
Ed: =toddling along every five minutes and asking for this that
and the other, and e:.r it’s an ( ). I don’t- you=
[ ]
Annette: Yeah
Ed: =know I don’t like to have to do that. I think we- what am I
Ed: doing this for? I can’t go for ten pound fifty or (.4) fourteen pounds or you know - whatever it is. Why can’t I just (.3) you know (.5) do everything and then perhaps at the end of the month (.7) up.

Paul: Mm. Well this is - this is ( )=

Ed: [

Paul: (=between whoever (.1) wants to be social organiser (.5) and the school to sort out. °Isn’t it.°

Ed: Yeah.

Paul: °( )°=

Ed: =I mean I can see why Sean, (.4) you know (.6) kind of (.1) I mean- I >might have been like that< anyway but I can see why he might have been originally (.4) enthusiastic but then he didn’t ( ) it’s a lot of hassle.

Annette: Mmm

Ed: Heheh

Paul: Do you see yourself (.1) not sticking with it?

Ed: Well I WOULD, if (.) if you know if I was asked to and if there were some changes. But I wouldn’t (.3) like to continue it as it-

Annette: Mmm. I think it’s important that we (each) make it= [ ] [ 

Ed: Mm [ 

Annette: Mmm

Paul: clear=

Ed: =Mmm=

Paul: =to (.) senior management. (1.0) I don’t think there’s anything we can °sort of°=

Ed: =I think yeah (.1) I-I think also you know it is- you’ve GOT (.2) to bear in mind that it’s (.8) actually working weekends and evenings.

Annette: Mmm=

Paul: =Yeah.

Ed: Because it’s not (.3) my main thing.

Annette: Mm

Ed: Heheh ·hhh (I mean I did)

Annette: Well ( ) we we have all done it and= 

Ed: =Yeah=

Annette: =at times we were social organisers in a way.

Ed: Mm

Annette: and e:r

Harry: Or we- we didn’t have one.

Annette: Yes that’s (.4) no that’s right when we didn’t have= [ 

Ed: Yes it’s- it’s one to avoid isn’t it? It’s=
Annette: =one for a time,

Ed: =one to avoid if you can.

Annette: Yes it’s err (.)

Ed: The way it’s run at the moment. *Yeah.*

Paul: I think I mean one of the key problems though *is you="

[ ]

Annette: ( )

Paul: actually doing a full timetable other than ( ) possible.

Ed: Well it’s only for a couple of weeks *but*º

Harry: Yeah ( ).

Ed: I mean it’s just- I felt (a bit ). I mean I’ve only been doing it a few weeks but these are- it’s so obvious, the: that the set up’s wrong, it’s got a (. ) low profile, it’s not considered important, and=

Paul: =It didn’t have a low profile before. Did it. I mean we=

Ed: ( )

Paul: =are in difficulties really now. *I mean we certainly didn’t have a low profile up until ( )º

[ ]

Annette: Ed’s right it’s a lot of hassle,=

Paul: =Oh yeah

Annette: fоr (. ) the hours of work

Paul: "I wouldn’t want to do it."º

Annette: =that you’ve got available, and ( ) it’s not well paid.

Ed: YEah I if I want to do something I want to do it well. Basically I want to do it properly.

Paul: Mm

Annette: But unfortunately I don’t think (. ) I don’t think it’s a well paid job anywhere.

(0.5)

Ed: °Mm°

(1.0)

Ed: I mean that- that- that’s a (. ) one of the (. ) fairly min- I mean that’s- that’s one thing, the most important thing is just the way it’s run. I mean it’s not particularly the- (3.5) (the=

[ ]

Annette: Mmm

Ed: =amount of salary °( )º

(5.0)

Harry: Yeah you are coming in at the very worst time of year.

Annette: Yes when everything’s close:ed, and there aren’t many students.

Harry: °Many students, and you haven’t- and there’s all this chicken and egg about whether you should get a minibus or

[ ]

Annette: Yes

(2.0)
Ed: But basically it does mean getting your hands on the old purse strings and you know (0.5) having some- I mean- (1.0) basically having access to you know (1.0) the financial side of it. ( ) I'm sure it would ( ) take a lot off ( ) Helen's plate because she's probably asked me to go ( ). Being ( )
Annette: =Yeah but the:=
Ed: =I could do without it but ( )=
Annette: =But the main problem with that is:: er ou::r ( ) what's it called? The big room.
Ed: Common room.

Paul: Strong room.
Harry: Strong room.

Annette: Strong room. That's right.=
Ed: =Oh the strong room.
Annette: The- a- only Jenny and ( ) Helen have the keys to the strong=

[  
Oh yes. I know that but I'm=
Annette: =room.
Ed: =talking about petty cash.
Annette: But that's why all the ( )

Helen: But- but we haven't got petty cash. It's all in the cash box and that's all (that we put in).

Annette: E:h because we used to keep it outside the strong room but it got stolen a few times.

Ed: Well in that case if there's a::: I-I- the person, me or somebody else, could just finance it then from their own ( ) er resources and at the end of the month er cover the expenses. Or accounts (or something). Which is what I thawa. It's ( ).
Annette: But then you'll be collecting money as well, ( ) and you know you could collect in a hundred pounds ( ) for one excursion.
Ed: Yeah.
Annette: From students. And you'd have to sort of
Ed: OH YEAH. Yeah that's right but I- Yeah well you have to have

Annette: have somewhere to put it or:
Ed: Oh I could- you know I could take res- the person to- who's doing the job could- say 'Okay I accept responsibility for all monies involved, and at the end of the month I could do this er expenses and what's been paid and what's owed whatever.

Paul: Yeah.
Ed: BASically: it's

Annette: =oI can't see anything wrong with it.o

Harry: =Let's face it< you cut OUT this e:::r (.) this extra:: (2.5) oyou

Ed: know=o=

Annette: =Mmm

Ed: Work that's involved. (3.0) You know because I mean Helen

has to come back and forwards to the strongroom, hhhh (the

about it), it's presumably money.

Paul: o(=She likes to get money, don't you?)o

Helen: =Yeah° (. ) E:::m=

Harry: ==(Not) a great one for delegating I think hhh-hh hahah

[ ]

Ed: I mean I what I can't stand is this feeling that I'm-

I'm badgering people. Especially when I don't think it's really

necessary. But (.) I mean ( .) I'll give you an example ( .).

When I was director of studies down at a summer course in

Kent, and e.m (.) there I was just dealing with thousands of

pounds. And e.m pocket money and you know you wrote

dr cheque_ all this kind of thing. And er here you kind of have

to go hh to: to somebody to ask for ( .) very normal sums of

money.

Annette: Mmm

Paul: Well it's always been a tradition in this place that money is

only dealt with by two well basically one.

Ed: °Yeah. Mm°

Paul: And that's (abgve) two people.

Ed: °Mmm°

Annette: °Yeah.o

Ed: ( .)

Paul: I think it's something you're going to have to sort out with

senior management.

(1.5)

Ed: I mean when it's on school (.) business

Paul: °Uuh°

(5.0)

Ed: Yeah that's- that's right >if you think about it< but ( .) I mean

(.) I'm saying this now because I don't know if I'm going to be

asked to do it after Christmas but i-if I was asked ( .) then I'd

want something- quite clearly now I don't

Annette: =Yeah

(End of tape. While it is being replaced the following

exchange takes place.))

Annette: (('I think that's it actually.'))

Paul: ((Mentions the marketing of Pen school.))

((New tape))

Harry: Presumably you or Louise.

(1.5)

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 (.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 (. ) 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 there() 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 [GEOgraphically in the mouth]
0038 Jenny: =the sounds='
0039 Jenny: =No.
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)
Annette: (You mean like that?)

Harry: (It's) /i:/ /i/ /u/ /u:/ The actual position of the sound=

Jenny: =Mm=

Harry: = if you go that way, and top to bottom (.) is top to bottom of the mouth. I did actually try it out on the way to work this morning.

Annette: HEHHehehehe!

Harry: To see if I could (.) remember it. And I can actually now remember much better than before.=

Annette: =It's worked then=

Harry: =where things are. I didn't know (any).

Annette: [ ]

Annette: Yes.

Jenny: [ ]

Mm

Annette: No I didn't.

Harry: I'd assumed that's- that most of them were pretty random.

Paul: Top to bottom is top to bottom of the mouth?

Annette: No.

Harry: Yeah.

Jenny: Yeah.

Harry: So if you go /i:/ /e//æ//p/ your (mouth) will get more open.

Ed: What about the /p//f/ and /m/?

(0.5)

Jenny: 'Cos he did a- a little experiment where you put (your)

chinch there under your jaw.

[ It refers to the vowels.

Ed: Oh it only refers to the vowels.

Jenny: Yeah=

Harry: =Yeah. But there is a system=

Jenny: =>You feel it<=

Harry: =on the on the consonant (arrangement) as well (1.0) e:m

which escapes me but e:m (1.0)

Paul: Mmm

(0.5)

Harry: If you do

[ Annette: Yes that's the front and the back of your mouth as well, the /p/

Jenny: Yes it is.

Annette: To the /ʃ/ in the middle and the /g/.

Annette: [ ]

Harry: (Well it's)


Unvoiced voiced. Yeah=

Ed: Yeah you can.
And he gave a good=
=Very interesting=
=demonstration that students could actually use, saying that if you put your finger in the middle of your mouth, you could feel your lips coming forward and so on. The top line of that, er (.) if you put your fingers at the edge of your mouth you could feel that your lips were contracting. (0.5) And so on. "As you went across the line." And if you touch your tongue or your neighbour’s tongue.

Heh heh no that was a JOKE. Heh heh

Heh

Heh heh

Heh heh heh

[( )] ((Author))

Er

Hah

Don’t touch your neighbour’s tongue.

‘Nah’ a joke!

And hope you’re not still in the lesson.

Then you could feel the position of the tongue changing as well.

((Phone rings.))

Phone!

[ ]

((Goes to phone.)) How do I do this? I just press it twice or once?

Twice.

Huh?

(1.0)

Which one?

The grange one

Orange at the top.

Twice.

Twice.

(4.0)

( )

(2.0)

And you could (use the method). [ ]

Speak!

(Is it) the Pen School of English.

There’s nothing coming=

Yeah.

I think I’m getting a

I think you’ve lost it.

((Sounds of Jenny running in the corridor.))

((Phone rings in staff room.))

Helen: Huh!

Paul: ((Phone continues to ring.))

Paul: I got the brah brah pressed it twice and got-

((Phone continues to ring.))

Jenny: So

Paul: Stop!

Harry: What's that? (

((Jenny moves across to take it.))

Paul: Stop it!

Annette: I don't know how to do it. What is it?

Harry: Jenny went to take it in there.

((Phone stops after one more ring.))

Paul: (Harry) did this once.

(6.0)

Paul: ((Phone rings again. Helen leaves.))

Paul: What!

Harry: Heh heh heh heh heh.

((Phone continues to ring. Jenny returns.))

Harry: ((Laughing)) Technology defeats us again.

Paul: Hah hah HAHA!

((Continues to ring.))

Harry: Any idea what we do?

Paul: Hello.

Jenny: Can't answer it there?

Harry: We can't.

Jenny: No.

Harry: Can't answer it anywhere.

(2.0)

((Helen returns.))

Annette: It just went drrrr.

(4.5)

Harry: Right.

Paul: Solved that problem "anyway."=

Harry: =Heh heh=

Paul: =HUH!

(1.5)

Paul: I pressed it twice and I just got a big blare blare.

(1.0)

Ed: What happens if you get an incoming call in here?

(1.0)

Jenny: Press it once?

Paul: Th- the little orange () (If I did I got) blare blare.

(0.5)

Annette: Did you have a pause between the two presses?

Paul: I pressed. Pressed

[( ]

Helen: ( ) phone

Keith: HeheHEH

Jenny: You had too long a pause I think.

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 he was to associate (. ) the symbols on there (. ) em basically the sound with the physical sensation (1.0) to identify it (0.5) where it is. There is an 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 loads of times, with native speakers and with with students as well, and E: m he started off for example by just (. ) getting somebody to to make the sounds or make this sound.
0213 Jenny: Miming. Without ma- he wasn't making sounds
0215
0217
0218 Jenny: ((Stretches mouth with fingers.))
0219
0220 Annette: /i/
0221
0222 Harry: Yeah exactly=
0223 Jenny: =Right.
0224 Harry: And then he'd point to it. And the- then maybe a sound.
0225 (1.0)
0226 Annette: 'Yeah'
0227 Harry: Right.
0228 Annette: Heh heh heh
0229 Harry: Heh heh. And he'd sort of point to them and then he'd sort of go between them with- a pointer. He had a sort of eh=
0230 Jenny: =He gave the sound to a student.
0231 [ SILENT WAY type (.)
0232 Harry: telescopic pointer.
0233
0234 Jenny: And then he gave the sound (. ) the other sound to another student so the /i/ (he'd give to one)=
0235 Annette: =Mm=
0236 Jenny: =the /u:/ And then he went between them so that he developed the diphthong.
0237 Annette: Huh hugh.
0238 Jenny: Coming closer and closer and closer together. A student could then identify which diphthong they were using.
0239 Annette: 'Right.*
0240 Jenny: So it was very (. ) physical. The way they were doing it. They could feel it in their mouths
0241 [ the lips. That was how he got them there to- to the middle bit. Cutting them- cut them half way. They'd get half way there when he said stop.
0243 Paul: Mm
0244 Harry: /u:/
Jenny: Yeah.
Paul: The /ju/ phoneme.
Jenny: /ju/ Yeah.
Harry: And so on=
Paul: =Yeah=
Harry: =He- he didn’t go through the whole thing but he did a fair=
Jenny: =Mm=
Harry: =a fair bit of it. And er the thread runs through it.

Harry: He also had this business ((puts finger to lips)) so that you could feel how you jaw dropped as you were saying a sound or the /i/ /e/ /æ/. You could actually feel the sound was going lower by: feeling your jaw drop.

Harry: ((Coughs.))
Jenny: And then the other two (were)
(1.0)
Harry: So that was the general () idea of it. >As you say< a physical () er (0.5) feeling

Jenny: Experience=
Harry: =that you get when you make particular sounds, and various ways of detecting that and communicating that. And ER () just reminding myself () by looking at this, E:M, there are seven modes talked about. And () there are >basically< seven ways of using () the chart, which I shall read because I don’t carry it around in my head. E:m () in the first one th- (0.5) the teacher gives a model and the learners try it, and then the teacher points to the () thing. Which is basically what I just did.

Jenny: Huh huh.
Harry: Either by mime (or you just make a sound),
Paul: Mm
Harry: You might say /i:/ and you point to it.
Paul: Mm
Jenny: Mm
Harry: ( presentation or something)
Jenny: Huh huh
Harry: EM, the second one teacher points and learner speaks, (5.5)
Harry: (Sort this one out here.) So these are not necessarily in order. "Em these are just"
Harry: (0.5)
Jenny: Different ways of
Harry: I get the impression you can just do it=
Jenny: Yeah yeah
Harry: =when you feel that it’s it’s appropriate
Jenny: it's appropriate at that moment=
Harry: =Yeah=
Jenny: =Mm
Harry: Em, the third one is (.) teacher speaks and learner points.
Paul: (1.0)
Jenny: Who says the sounds later on.
[       ]
Paul: (   )
Harry: Later on (they can speak).
Ed: Mm
Paul: Don't see why you can't (   ) these in your heads.
Harry: HEH HEH heh heh
Keith: Heh heh
(0.5)
Harry: In the fourth one the learner points and the teacher speaks,
(2.0)
Jenny: "(The   )"=
Harry: =So it's sort of (.) 'What does that sound like?'
Jenny: Mm
Harry: You have to do it. (3.5) 'You' being the teacher in this case.
And fifth one learner speaks teacher points. Tha- that
was quite a useful one I thought.
[   ]
Jenny: Mm
Jenny: Yeah.
Paul: Mm
Harry: Because he's obviously very familiar with this, (1.0) which (.)
I'm certainly not that (familiar).
Ed: ((Coughs.))
Harry: Ahm, but he'd got to the point where if they were getting it
not quite right, he could sort of hover in between:
=Mm=
Harry: =while- 'It's a combination of those three;,'
Ed: ((Coughs.))
Harry: So as they adjusted it he could actually (.) point the pointer to
the:
Annette: Huh huh
Harry: If they were going further away he'd go to that one. So that if
you're good at it I mean there was sort of
[       ]
Jenny: It was very helpful.
[       ]
Annette: That's a very interesting little
awareness raising thing for the students.
[       ]
Harry: Mm. Yeah. (   ) that. It
doesn't need the teacher to know what's er
Annette: Yes hehe=
Harry: =going on. AND,
Jenny: And he did a nice demonstration of going to- tea at
Harry: Mm
Jenny: Where the Queen would say (1.5) when thy’d had tea /djun’t gju:/ = It was worse than that. It was=
Harry: ‘Oh no /djun’t gju/.
Jenny: ( ) It wa- it was a tri- triphong.
Harry: Huh
Jenny: All the way up the chart.
(2.0)
Harry: Actually it wasn’t that one was it? He- he was actually doing it as we were-
Jenny: Mm
Harry: Copying. We were following what he did with the pointer,=
Jenny: =Right=
Harry: =and it just came out naturally as /OUJU/no /djun’t gju/.

[ */djun’t gju::/*
Paul: Hahaha
Annette: Hehe
Harry: Yeah well. (1.5) Yes he finished the thing by (.) pointing out ‘bye bye’. Heh heh heh
Annette: Hehehehe
Harry: He’d obviously done it lots of times as well. Hehe

[ Yeah.
Jenny: And had it sorted E::m, which one’s that? Learner speaks and teacher (.) points. (1.0) Er, learner points and learner speaks, is the next. (2.5) If I’ve got it right. In class you’ve got to say whether they’re right or not, I suppose.
Harry: Mm
Jenny: This is what I think I’m saying, is- is that right?
Jenny: (Also ) have differences between the learners themselves.
Harry: (The) French and the Spanish and the Japanese all (.) having
got rather different (.) er approaches to (learning to) produce a sound.
Ed: Hah
Harry: Mm
Jenny: And they can start to home in on it and can identify how-
the variety of this sound tends to feel. (That they produce)
can be:
Annette: Huhuh
(1.5)
Harry: Mm (2.5) Well that la- g- guess what that last one is.
Ed: Haha
Harry: Which one haven’t I said?
Paul: Er (.) neighbour points.
((General laughter.))
Harry: No no neighbours in this. No.
(((Clears throat.))
Harry: Learner speaks and learner points so exactly the same one but the other way round.

Jenny: Yeah.

Harry: Mm (I guess they can) just point and then say it or try and say it and then point. What the difference is, (1.0) is not clear to me >at the moment.<

Paul: (1.5) So you can see why he doesn’t like the words then?

Ed: ((Coughs.))

Paul: Because if it has the words there then all those are redundant.

(1.0) A lot of those exercises are redundant.

Harry: Yes.

Paul: Because

Harry: Yeah.

Jenny: Mm

Paul: So that’s his basic premise.

Jenny: No his basic premise is that that is distracting.

Harry: Mm. Yes I mean I think he had reasons=

Paul: =Well I mean YEAH and it wou- (.) I mean and a lot [ of those exercises would=]

Harry: And with a lot of the- yeah

Paul: =have been invalidated by

Harry: Yes because if they jump to conclusions,

Paul: Yeah.

(5.0)

Harry: That was more or less it

Jenny: [ Mm, it was then we got into groups and and did some little activities didn’t we.

Harry: Mm (0.5). It was ( ) where he (fished). And it started at six.

Annette: At six?

Jenny: Oh yeah.

Annette: Oh

Harry: Yeah. It didn’t seem that long.

Keith: Can I ask do these always start at six?

Jenny: Mm yes.

Harry: Why do you ask ( ). Heh heheh

Keith: ( )

Annette: It’s usually only six to seven though isn’t it?

Keith: Ah that’s okay if you can get away straight away=

Annette: =It’s usually not more than an hour

Jenny: And you’ve been invited to dinner.

Keith: Oh I didn’t know that. Oh

Harry: ( )

Keith: There’s a ( ) and I’ve got to be back here for eight (0.5)

o:h, thanks for telling me. Back here for eight. For eight. So if 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 and the student had to (. ) identify on the chart the sound. Not just make it but actually find it. And they had to find whether it was a single sound or a diphthong. That was another (. ) discriminating activity
0466 []
0467 Harry: ( ) the last ( ) yeah.
0468 (1.5)
0469 Jenny: Which was (. ) quite doable.
0470
0471 Harry: Mm
0472
0473 Jenny: Not (. ) for men with a drooping moustache.
0474 Harry: Mm [Harry has a drooping moustache.]
0475 Jenny: Which (. ) got in the way a bit.
0476 Harry: He didn’t- he didn’t actually say (. ) get us to to identify on the chart but it was just a sound two sounds.’
0477
0478 Jenny: Uuhh
0479
0480 Harry: And ( ) different. (2.0) And you can actually see it quite easily, jus- just from the lips.
0481
0482 Jenny: Mm
0483
0484 Annette: Mm. So it’s things like ( ).
0485 Harry: Have a go. You’re sitting opposite. ((Jenny stretches face with fingers.)) (3.0) If you heard it, hehe. It wasn’t supposed to make that sound actually.
0486
0487 (0.5)
0488
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 works.
0498 Jenny: Mm
0499 Annette: Yeah.
0500 Jenny: Yes it does work. (0.5) Then when you identify how your
tongue's moving back to front (.) and the consonants are now
at the front ((shows shape of mouth)) to /s/ to /ʃ/ (0.5)
(down) it was much easier to illustrate tongue movements on
unvoiced (.) than on voiced consonants, which was an
interesting one if you're demonstrating to students the tongue
positions. (Doesn't work) nearly so well if you use it for the
voiced ones.

Harry: ( ) different principle.
Jenny: Mm
(0.5)
Jenny: /s/ If you do a /ð/(/.) /s/ ((Coughs))
(Coughs.)
Jenny: It's not as easy (.) to feel the tongue movements as if you do
(/ʃ/) /s/ /ʃ/ (7.0)
Jenny: "It's just a s- small teaching point,*
Annette: Yeah=
Jenny: =to demonstrate
(4.0)
Harry: The o- there's an obvious question which somebody there
asked. Well not question but (.) worry about all this. (2.5) "I
mean wou- would any of you want to go into the class and do
that sort of thing? I wouldn't." He hehehehe
Paul: No: and there's another
thing I mean- when you say 'It's difficult to teach something
when you're doing voiced and unvoiced, em but I mean
( ) you're teaching things which are teachable. hhhh
Harry: Yeah.
Paul: Teaching because you can explain them. But what happens
when you (have problems) with voiced things. I mean
[ No: th- the
Harry: point about that is (.) the principle is the same.
Paul: Yeah.
Jenny: Mm
Harry: I mean it's just the same. It's just that one of the better=
[ It's just that if you want to (.) demonstrate=
Jenny: =examples
Harry: = to the students.
[ Oh I see=
Paul: =Then you just say these are the same. The same thing's
happening to your tongue with the voiced ones but it's
[ Not so
Harry: much=
Jenny: =not so noticeable.
Jenny: And he did things like. (. ) getting- there were some foreign
students in the audience (. ) who were there (. ) em and (. ) who
had problems with pronunciation. He got them to (. ) em come
out and say the sound they were having a problem
identifying. Very slowly.

Harry: Mm

Jenny: And then when they said it very slowly they themselves found
it easy to identify which sound it was. So when you said
'What's the difference between (. ) 'feather', the /ð/ in 'feather',
is it the same sound as the /ð/ in 'the'? And she thought it
wasn't.

Harry: Yeah.

Jenny: So: she got her to (. ) say the sound, she had great difficulty
saying a consonant slowly she could say a vowel slowly

Harry: Mmm mm.

Jenny: Lengthened. But not a consonant.

Harry: (But)

Jenny: But when he eventually persuaded her to- to lengthen a
consonant say it slowly, she could identify that she was
making the same sound.

Paul: Good.

Jenny: It was quite another interesting little (. ) technique too. "And a
useful one."

Jenny: Then we had a (. ) sort of game in a group at the end when we
had the chart without the words and we had to quickly try to
spell out (. ) phonetically words to each other=

Annette: =Yeah=

Jenny: =and round (. ) the group guess. We all fell down
with schwa all the time.

Harry: Yes.

Keith: Heheh

Annette: Yeah.

Jenny: Some body did 'simple', and we had a big argument=

Harry: Whether there should be one.

Jenny: =as to whether there was a schwa 'e' before the 'l' in 'simple'
and then similarly 'bottle', we're st- we're still arguing about
that one. So: next week (. ) someone can give a (. ) dissertation
on schwa.

Keith: Hehehehe.

Harry: The answer is according to (. ) that there's a (. )

Ed: ((Coughs))

Harry: little mini ( . ) you know (where you've got)

Ed: Yeah. You see something don't

you to denote that between the /t/ and the /l/.
Paul: Now I've always thought, >I mean maybe this is me being ignorant< I've always thought that that (.) that means that you don't have to put it in but you can if you want to, because >as I was saying before,<=

Harry: =I presume it's explained in the front of a dictionary. [ ]

Paul: It's

Paul: ER if you say (.) people, (.) if you put (.) 'ple' together you naturally >that's what I've< always thought but maybe I'm wrong.

Jenny: I thought you (said you so-)=

Paul: =Because you sometimes see::

Harry: =If you have alternative things you sometimes see (.) a schwa or something else below it. "You can have alternatives."

Paul: Well I- I've always

[ ]

Jenny: (which one.)

Paul: Differences. Alternatives.

(2.5)

Jenny: (Couldn't they ?)

Harry: 'Yeah I guess so.'

(1.5)

Harry: Er Er my guess would be that it's (.) somewhere (.) that it indicates that it's somewhere between

(3.5)

Jenny: Oh

Paul: 'ple' if you say 'ple',=

Harry: '='peop/ə/1.' People. ( )

[ ]

Ed: Right. I don't think they actually use that little (.) mark as part of the: IPA symbols=

Paul: =No it's not. I-I-I- er=

[ ]

Ed: See the

Ed: Another er=

Paul: =I:=

Ed: =Is it? I've never actually seen it in an I- you know

Paul: No.

Ed: ((Coughs.))

Harry: Well it's not in the dictionary.

Ed: DICTIONARY

Paul: "Is it IPA at all?" (2.0) See my point is if you say (.) 'p' and 'l' all together 'ple' >I mean< maybe it's for English people that the schwa naturally comes.

Harry: Yeah you can't really avoid it.

Paul: So that (.) an- and a little one- I've seen alternative (.) vowel sounds where you have (.) one on top of the other, and it's
clearly not a mixture between the two- two. So that (.)
anything above is an alternative.

Paul: And I think it's a- (in a )

Kei: It's ( ). I guess you're right. I mean you
can't avoid it with 'people' but with /botl/, /bokl/ or /botl/.
/botl/ or /bokl/ are both acceptable aren't they? */botl/* =

Jenny: =The thing that came up last night was that we had (.) 'simple'
and he said obviously we could 'simplify'.

Kei: Yeah.

Paul: Yeah.

Jenny: There's- there's no schwa there at all, it's gone.=

Paul: =Yeah.=

Ed: =No there is schwa, because if you didn't have schwa cos
you'd say /simpl /.

Harry: Yeah. >That's exactly (what I'm saying)<

(Then)

Jenny: I mean I would write schwa /\(/ .) with that 'simple'=

Jenny: =Yes I would.

Ed: and 'bottle'.

Jenny: 'Simple' I would, 'bottle' I=

Kei: =Bottle'=

Jenny: =I'm not sure about=

Kei: =Bottle' doesn't have to have it. /botl/ /bokl/= 

(0.5)

Is it-

Paul: =Is it possible to say 'bo /tl\/ '?

Kei: >Yeah but /botl/. What's wrong with that (.)/botl/?

(0.5)

Kei: There's no- cos there's no schwa cos that would (take)

Jenny: The problem is (the distance in your) mouth ( ) the=

If the:

Jenny: =/l/

Kei: My tongue isn't moving in that so there can't be one can there?

/bokl/.

Harry: Can you actually say the- the /ul/ sound without=

/bokl/ /botul/

Harry: =making it voiced?

(1.0)

Paul: We come back to my experiment when I tried to say=

Jenny: the distance-

Paul: ='Tokyo' without making an /i/ sound when I was a kid. >I
used to go around saying< /Tokjo/ /Tokjo/.
Jenny: The distance between /i/ and /u/ (.) is shorter than the [n this was during Tokyo Olympics. 'n I was=
Jenny: =distance between /\/ and /ul/, (.) I think that's ]
Paul: =fascina- obviously I -
Keith: Yeah.
Paul: I had er even then I had a calling for pron unciation problems. [ HahaHa  haha
Keith: [ Ha Ha.
Harry: Which is what ( ) clear though. Which is the way
they say it.
Paul: /Tokjo/
Harry: 'Tokyo.'
Paul: /Tokjo/ But it's impossible not to make the /i/ sound (.) by
the /k/.
Ed: But what's- what's the word when each phoneme has got (.)
three e:m (.) tch >different ways of saying each phoneme.<
Helen: Oh sorry. [Referring to inadvertent action.]
Ed: When each- for example /p/,
Paul: Oh yeah ( )
Ed: has got two different parts=
Harry: =Yeah I know what you mean.
Ed: So it depends which e:r tch (0.5) you use.
Harry: ( )
Ed: So e:r yeah. What's it called e:r
Harry: (Can't quite recognise it.)
Paul: E:m
Keith: (Quite) a few years ago since I came across that word whatever
it was!
Harry: Yes there is a word. You're right.
Ed: So it depends which one it is- e:r I mean (.) if I- if I had e:m a
phonemic script e:r which er without the schwa: I would s-say
/botl\ / because I would choose that (.) one of the three /l/
sounds=  
Harry: =Yeah=
Ed: =as my=
Keith: =Right=
Ed: =interpretation of /l/ of that phoneme. /l\/ (neutral.)
Harry: Yeah.
Ed: Depending on- on the environment the letter's in, it can be one
of three different pronun ciations
Harry: =That's why I would put the schwa there.
Annette: ((Coughs.))
Ed: I'll think of the word in a minute. (Some of these-)
Annette: Hah hah -hh
Keith: I won't that's for sure.
Harry: These two sounds a::re
("That'll bother me now.")
(2.0)
Jenny: But he gave quite a nice visual dictation of this to=
[ ]
[ ]
Paul: (If it is) it's a clarification
Jenny: =students as well (;) as we were doing in our groups and just
pointing to the chart. (0.5) /a/ and students had to (1.0) it
could be an unfamiliar word that they were about to be
presented with >as well< they had to work out how to spell it
or use the dictionary to work out how to spell. Or they just
( ) these. Or they were presented with new vocabulary
that was coming up in a text (0.5) there first.
Harry: Mm
Jenny: Before they saw it (themselves). (0.5) Because he found that-
he felt he found that the words stayed better in the memory.
That way (;) than as a (;) spelled ( ). 'n he also had
this pause thing >didn't he< when he presented (;) sound he
asked people to (5.0) not repeat it just to pause for a moment
and hear it in his voice in their (;) brain.
Harry: ( longer.)
Jenny: And we DID and we felt that we retained that sound before
we produced it. It was quite a- it sort of burned itself into your
brain. And stayed.
Harry: Lots of little things like that
Jenny: Mmm. Good little teaching points.
(1.5)
Jenny: "Came out of it."
Harry: Mm if you're giving the model don't PREVENT them from
saying it back immediately. "Was his message. Was his=
[ Hold it.=
Harry: =(keep it) in a bit.
Jenny: =and hear your voice and
Harry: And then get them to
(2.0)
Harry: It seemed that it did work then.
Jenny: It did.
(2.0)
Annette: Mm
(0.5)
Jenny: So: we didn't buy the book.
Ed: Hehehe-hhhh hh -hh hh
Harry: 'Cos it didn't look as good as his talk basically.
Jenny: You had to read through a lotta of theory before you got to the
little teaching points. And we were sceptical enough to think
it would sit up there and we wouldn’t (use it). So (.) what we
thought we’d try and do is (.) just activate some of the teaching
points. That he suggested an and perhaps have a bit more
courage to work around the chart a bit more. (0.5) And just (.)
use them as little spots in the classroom not whole- he seemed
to do whole segments (push) classes quite. ALL=

Harry: rather (just go through)

Jenny: =pronunciation. Hour or something=

Harry: =Yeah.

Jenny: Well our (feeling) was

Harry: I think he got a bit carried off on=

Jenny: =Yes. It would work better if he stopped and highlighted a
problem in the class. Or he presented (.) a word or two. That
way rather than (0.5) spelled out

Harry: Mm

Jenny: Just one- one off two off (“that was”)

Paul: Is that the point which the person raised? (“Is it”) (.) Would
you spend time giving them this.

Harry: E:m. NO it wasn’t raised actually strangely enough no the-
the question that was raised which I think is the obvious one was
‘What happens when you’re not familiar with it yourself.’

Jenny: Mmm

Paul: Ha!

(2.0)

Harry: An-

(0.5)

Harry: And he he took that on board=

Jenny: It was

Jenny: =Mm

Harry: I mean he was obviously aware that er it was a greater source
of (0.5) fear among teachers. (1.5) And er one point about it<
was that if you’re afraid (.) it’s a bit like dogs, it communicates
itself to the students. If you’re afraid of pronunciation they’ll
be afraid of pronunciation as well.

Ed: ALLOPHONES

Harry: That’s! the one allophonic. Yeah, Hehehe he. I knew=

[ ]

Jenny: Yeah. [ ]

Harry: =there was a word. Hehe.

Paul: 

Harry: The::re you go.

Ed: So e:m

(1.5)

Harry: Yeah-
Paul: (Whoops.
)
Ed: It affects
(4.5)
Harry: It's a perfect (case) in /buë\n/.
Ed: ((Coughs))
Ed: /buë\n/.
Harry: Yeah.
(2.0)
Ed: Insert a syllable following (the sound)
[ ]
Harry: You need— you need some sort of
sound just to make it into a syllable.
Ed: Mm!
Harry: Yeah.
(1.5)
Jenny: Another point somebody made was that he had been doing
isolated sounds the whole (. session. And he hadn’t once
addressed connected speech. Concatanation whatever
Paul: Mmm
Jenny: Ehm. And would he always present it that way or would he (.)
see how words changed once they were (0.5) used frequently
connected with other words and he said of course he would
yes. And they just thought it was he was ( )
[ ]
Harry: Perhaps not immediately but after a (.) possibly he said a couple of
lessons he
[ ]
Ed: Right so he was go- advocating the systematic (.)
approach to teaching that.
Harry: Yeah.
Ed: On a cha::rt.
[ ]
Jenny: >He was more or less yes.< Just thought you’d start with=
[ ]
Ed: few- over two or three lessons=
Jenny: =two sounds or four sounds.
[ ]
Harry: Ye ah.
[ ]
Paul: ((Coughs.))
Jenny: And then go over to the next few. And even if the teachers
aren’t familiar the teacher would probably get to grips with
two or three- four sounds for instance
[ ]
Harry: Yes. That- that was his answer to
the other "point" was that e.r don- don’t pretend that you
know it. (0.5) There’s nothing wrong with going in and
Paul: saying ‘Well I don’t know this very well either.’

Mmm

Let’s (.) sort it out together,

I mean wh- what happens when you have people who don- I
mean (.) if you have mixed nationality groups.

‘Yeah.’

People who don’t have major problems with pronunciation.

In certain areas of the language.

Just home in on the ones that have difficulty. It seems to be=

Well that’s

the logical thing doesn’t it?

Yeah that’s the problem=

The other people can’t do it=

Rather than do it (.) to order.

He was using them as a resource. ‘For the others.*

‘Yeah.’

For the others. (1.0) That’s one thing you couldn’t go for a
conversation with them (they’d just<) have to be stopped.

No:

(Stopped.)

[ ]

Yeah. And at which- at what level would you teach it
systematically. I mean I would- at any level. One=

I would

particular level, one particular level, >I mean< beginners >for
example< or low level students.

He said right through every level

He’s a sort of pronunciation enthusiast he’d probably say right
from the start.

Mm

He did. He said at every level.

He did=

Every level.

‘Yeah.’

.hhh hhhh

(2.5)

So it was- it was very interesting. It had a lot to do with (.) his
convictions and personality carrying it off.

Huh! Yeah.

That’s right. I think you need the method to- you know the (.)
technique to be able to do the teaching. E:r effectively=
Paul: (It's) very interesting

Ed: Well I tried it once or twice with) teachers (.) e.r
and basically the students switched off. I think what you=
[ Hehe Hehe
Harry: need is you need to find something which is practical.
(0.5)
Ed: Bring it to life. "Yeah."
Paul: E:M I mean one of the problems about using it it looks funny
anyway. Some thing which is something practical=

Paul: =>for people to do< either holding ( ). All- all sorts=
Jenny: Yeah.
Paul: = of things like this. OR OR faking it in so me kind of way=
[ Yeah
[ Yes
Jenny: =with the class.
Paul: In fact he did one demonstration without the chart when
somebody said (.) e.m would it- this work with young kids. Er
[ who don't particularly=
Harry: ="Yeah."
Jenny: =want to connect >with a< chart. (And so he just turned the
chart over, and a- did it as a a map of the month more or less.
Paul: Yeah.
Jenny: Pointing along the chart as if it was (going) through the
mouth. And just again delegating sounds to students in
various parts of the body >just< saying you've got /i:/.
You've got /e/ or something<. em what's this sound? >"Get
the rest of the group to read them."< It's a e:m he said in=

Paul: Yeah.
Jenny: =that case kids can often do even better at it (.) than adults.
They don't need the symbols=
Paul: =Mm
Jenny: They can just reproduce the (.) sound that someone's holding.
Then they have to bring them back together again. (1.0) E:m
he's not absolutely dedicated to one ( ). He said he finds
life easier having (.) a geographic map. To use.
(1.0)
Paul: Does he teach full time himself?
Jenny: No (" ." ). He does all kinds of five day
phonology seminars,
Harry: He does a lot of teacher training. How much does he teaching
students 'I don't know.'
(0.5)
Ed: Did he actually develop the alphabet in the first place? (3.0)

It's somethi- it's such a ( )

(1.0)

Harry: (* )

Jenny: "No it's (.) Gimson (.) or something."


Harry: It's just like [ ]

Jenny: (It doesn't belong to)

[ ]

WHILE we're on the subject can I:: e:m (.)

Paul: so have you finished talking (.) about it? Because you know

that there's the: the >hehahuh< (.) there's the e:m [ ]

Yeah.

Harry: >Have you done?<

Paul: MET (5.0) <Is it?>< er MET phonetic cross word, which I=

[ ]

Jenny: word.

Paul: =have- I have done a couple of times >actually.< Has anybody

else done it?

Harry: No.

Jenny: Not with (groups)=

Paul: =E:R it's- it's got a couple of problems in it. It doesn't

actually work all the time.

[ ]

Jenny: There's the: (.) DIP thongs (and)=

Paul: =It's the funny /ai/. It's the funny /i/. There's the- there's

the- the /i:/ and the /'i/ and the (. ) E:m /i/ /\ / Points to a

phonetic chart. (Half rises from seat and exaggeratedly points

at chart.)

Harry: Heh

Keith: Haha ha ha

[ ]

Jenny: Hah

Paul: ((Pointing)) There's that one that one and that one and there's

some of those things a- where he's got them as tho- those they

should really be the /i/ sound. "There's a couple of

problems." But it does get people (. ) genuinely addressing

sounds. And you hear them saying it "to themselves".

Harry: Mmm

Paul: So: it's almost perfect. It almost adds a little bit (. ) to it (. ) but it

doesn't quite work. Because- and a a fairly (. ) [ ]

("Okay")

Jenny: [ ]

Harry: [ ]

Paul: =vowel sound. People will say well I personally think that's

wrong but it has to be there to fit in with this because it's a

crossword. And actually it does work quite (. ) nicely. You

hear- people making lots and lots of sounds,
Jenny: On a similar tack
[ to themselves.
Paul: Yes. He suggested a homework where you read a passage in class. He sometimes sets the group to find all the words they can in the text they read which are >
[ [ ]
Harry: =through those sounds. It’s quite nice. When new words here have got those sounds in them which make sounds ( ). As long as it’s not a big session it’s good.
(4.5)
Paul: But what you do notice when you’re doing this thing, e.g. that’s similar to a crossword, people are always having to: unlearn things before they can do it. Er you have people who they pronounce a word, and then they have to analyse the word, e.g. (1.5) and then point to the chart. (>to be absolutely right.<) But in fact they pronounce it perfectly but they can often make a mistake in the writing of the phonetics.
Harry: Mm 
[ [ ]
Paul: That’s one of the interesting things about it. You can actually say a word quite well. Oh yes I know.
[ [ ]
Annette: We do that ( ). We’re the ( ) to.
Paul: But I mean that’s the thing, I mean I mean that’s you have to go through that process >a lot of the time with< pronunciation.
Harry: Yes.
Paul: And it can be quite unsettling. But on this with the crossword it’s actually. It doesn’t matter because it’s a sort of fun thing. But it’s an interesting thing to watch people saying a word perfectly, (0.5) so they have no pronunciation problems with it at all, but it’s it draws attention
[ [ ]
Harry: what they’re doing.
Paul: Yeah.
Harry: And why.
Harry: Ba-
(3.0)
Ed: The other thing I think I feel like teaching er individual sounds like that is that e.g. sometimes I just get the feeling that the students are a bit edgy about all this a bit.
Paul: Mm
Ed: You know, so you’re imposing something on them. E.g. the kind of cultural thing (of) the student teaching at all (with) th-
the language, but (.) you know=

Harry: Yeah.

Ed: You’re trying to give this impression well I’m doing something special I’ve got all these special sounds

Paul: Huh!

Harry: Hehehe

Jenny: Especially the French.

Annette: "Haha."

Ed: And er you know. 'Wait a minute we don’t want all this. We just want to learn the language don’t want all this er extra baggage, and er our language has got lots of strange sounds too you know

Harry: Hehe heHE

[And I get a bit of a::e:r I e:m I kind of slightly]

>Oh yes.<

Ed: Harry: I think (.) that people actually: hang on to their pronunciation.

Harry: There’s an identity thing.

Ed: Mm.

Paul: Ooh yeah. I mean there might be=

Harry: =National and individual.

Ed: Yeah. Yeah. ‘That’s it.’

Jenny: Course they do.

Paul: I always ask people (.) do they want to speak English? Exactly like an English person. (Tape turned over.) really good English. I personally wouldn’t ( .) I mean I-I would like to hear (.) the origin of someone (.) whe- when they’re speaking the language. Like you can tell when someone comes from (.) Yorkshire, or (.) Norwich [where Harry comes from]. "Just about from Norwich." And er

Ed: Yeah.

Paul: I think that so- so that you speak so that people don’t know that you’re foreign, is er something which I personally think is a bit of a shame.

Jenny: I think that’s changed. We used to try and get them to speak up=

Paul: =N- no but it’s actually no not wha-=

Jenny: =It’s quite accept able in foreign stud ents

Paul: Yeah But ASking pe-

asking foreign students themselves, that’s why I ask them.=

Jenny: Mm

Paul: A- lot of them say ‘Oh (yes I )

Ed: ((Coughs)) Especially using a kind of stick of some kind and pointing it. You know it’s (0.5) it’s a bit dogmatic innit as
Ed: though *you know ooh* YOU WILL GET IT RIGHT
[                            ]
Paul: We'll I mean (I suppose it's just a) matter of style.
Harry: Mmm
Paul: Yeah. You don't have to use a stick do you?
Jenny: Can't reach it without.
Paul: (               )
Harry: Heheh
Keith: HAHhah
Harry: (With a) torch. (1.5) But it's >actually< the- the only time I've
ever (0.5) had anybody (.) cry in a lesson. (.) *was when I was
doing pronunciation.
Keith: HahaHAH!
Harry: Well you know who it was=
Name]
Paul: [     ]=
Jenny: Yeah.
Harry: =You can probably guess, can't you.
Paul. Yeah.
Jenny: It was [name].
Harry: [Name] that (definitely) just (1.0) em (0.5) well she just
couldn't get it. AND (.) ts she suddenly started crying and I
thought no forget it. Heheh! It's not worth it!
Paul: (               )
Jenny: (       ) that in (    )
Keith: Who cares.
[                            ]
Ed: (                ) bit of a burden.)
Harry: Heheh
Ed: ((Coughs))
(2.0)
Ed: Not me — I use it mainly as a (.) sort of (    out)
individual sounds, particular nationality and also as a general
awareness-raiser, *you know* (point out) There are forty-four
sounds and twenty vow-' but don't (. ) you know=
Jenny: =Right=
Ed: =ram it it and say 'Well that's it, and er'
Paul: You just say there are forty-four this and thirty-
Keith: HAHAhah
Ed: Because EM if you do insist on getting vowel sounds like you
say 'Well look there are twenty, and they're all si- you know
similar so it's quite hard to get but- rather than do every
individual sound *you know*
(2.0)
Harry: I do sometimes also (0.5) what (. ) does happen sometimes is
that people concentrate on a particular problem (.) and get a
bit obsessed with it and it actually makes it worse, (1.0) not
better. Though I suppose if you do it properly. Like eh (0.5) *I
mean*
Ed: This week I pointed out to Junko I (/r/ the /r/ /l/). The /r/. I tried to point out to her the tongue position. Of the /r/ and /l/ on the poster thing, and then the /w/. And she says ‘mm’ she said you know because she had to e:m (0.5) it was very practical what I said to her though.

Harry: Yeah=

Ed: =l-I just demonstra-just try and demonstrate and then actually try and demonstrate on th- on the mouth position on- with the=

Paul: =Yeah=

Ed: =diagram in the classroom.

[ 1212 ]

Paul: The thing about about (.) well I mean a-th- with /w/ I mean I ( ) one of the tricks I mean I’ve (.) the way with /w/ is that you make a /u/ sound before it

Ed: Yeah

Paul: So you /uwa/=  

Ed: =Oh yeah=

Paul: =And the mouth naturally does the /w/ because (.) they start too far into the movement anyway. Then just get down to suppress the /u/.

Ed: Oh right yeah.

Paul: So you get /uwa/ and then

Ed: Em

[ 1225 ]

Harry: Well that’s a case where (.) it’s (.) just putting your fingers on your lips will do that. If you can feel the /u/ feel your lips going out then you’ve got it.

Paul: I think there are different systems. But I mean it’s all should be based on practicality.

Ed: Mm

Harry: Yeah

Jenny: I think (>what people<) are saying is there is too much theory possibly (.) and we’re all talking about how you produce the sound and (.) a bit more theory could have included the=

[ 1236 ]

Paul: Yeah

Jenny: =movements=

Paul: =Mm=

Jenny: And the feelings.

[ 1241 ]

Paul: ( ) right?

Jenny: Yeah. Are what matters. Because you actually have to feel what’s happening in your own mouth. (3.0) Shall we move on or we won’t finish this today.

[ 1246 ]

Paul: The problem is really that the voice the

Ed: voice

Paul: Mm

Jenny: Yeah. Which is what (it says) here. (1.5) E:m (0.5)
questionnaires. I’ve got four. (1.0) hhh. Are there any others.

Paul: Questionnaires. My group (. ) didn’t finish them

Harry: Oh there are two? Yes.

Jenny: Mmm

Paul: And er I said Please give them in on- on (. ) Tuesday.

[    ]

Harry: (   )

Jenny: OK

Paul: OK?

Jenny: That’s fine.

Paul: >I mean< they didn’t finish them, I thought I can’t really

force them to finish them.

[    ]

Harry: Yeah

Jenny: (These) your two?

Harry: Er (probably)? Yeah.

Jenny: Erm is there any sort of (. ) feedback? I think there is that

people (. ) have had reactions (. ) to this as a document that’s

useful. (1.0) I’ve got a lot of reservations. I felt that

[    ]

It’s terribly (. ) long

Paul: and hard work.

Annette: Yes, although I said that to er Antonia and Chul Soon. >I

said< ‘Do you think this is rather long?’ And they said ‘Yes

but it’s good.’

Paul: Yes but why was that good? Because they were actually

getting a lesson out of it.

Annette: No. They no th- they because they felt they wanted to=

[    ]

Paul: [    ]

Harry: Yeah

[    ]

They valued being

asked.

Annette: =answer these questions and that their (. ) answers were going
to be taken into account.

Jenny: Amazing number of students who like being asked their

opinions. (1.0) My feeling is it’s too long==

Paul: =I think it’s far too long.

Harry: Mm

Annette: And there are a few questions that are a bit

[    ]

And some of the questions are a bit
difficult to answer.

Annette: Yes

Jenny: I’m not sure of the value of this first page. I think there’s so=

[    ]

Yeah

Jenny: =much (. ) misconception=

Harry: =Yeah=

Jenny: =of what’s going on on the first page that it may not be=
Harry: =valuable information that's coming back.
Jenny: And it's very difficult to analyse.
Paul: Right.
Annette: Mmm
Jenny: Exactly. So I am going to offer to (.) rewrite it somewhat.
And also I think we should discuss at what point in the course we want to do a questionnaire. The feeling I'm getting from other "FIRST" schools is that this is far too late on. You can't do a thing to address any problems at this point. It should have been anonymous, it should be any student who's having a problem that shows up (.) in the first week or so of the=

Paul: Mmm
Jenny: =course, er ( ) me or someone else and it's dealt with, immediately. (0.5) Then we could do a very very quick one right at the end, (0.5) picking up the things like (.) (practices) which may not be as easy to pick up in the first week. The first week should be the (.) the office side, the teaching side, the accommodation side picking up early on so that we've got the chance to do something about it if there's a problem. (1.0) So I think we're going to end up with two (.)
Paul: Yeah
Jenny: very short ones
Paul: What about the tutorial? I mean they get the tutorial
Jenny: things up but it doesn't often pick up other=
Paul: Yeah Yeah
Jenny: =aspects like the social programme that=
Paul: Yeah Yeah
Harry: Yeah Mm
Jenny: =comes out here, or a=
Paul: =But=
Jenny: =or accommodation that-
Paul: But I- But I mean a- a social programme after the first week, would that be
Jenny: Bit early isn't it=
Paul: =It's a bit early. I mean maybe just a couple of weeks then.

Jenny: We could leave that to the end
Ed: Yeah
Harry: Not really.
Paul: No.
Jenny: Mm. I think it needs a major rethink. =
Paul: =Do we do them for:
Jenny: [(I think) I'd be] be willing to do that= every we don't do them for every short course do we?
Paul: =every we don't do them for every short course do we?
Jenny: [ ] No
Jenny: We're supposed to do them every course, but we don't.
Because they're so daunting long I find them (.) too much to photocopy handouts. I think (.) if I can shorten it (1.0) break it into two parts at different points in the course=
Paul: =I left my class to do it at ten to ten this morning and I had a tutorial >ten minutes for each one< and "they still hadn't finished by" (.) ten to eleven. So we-
Harry: ( . . ) as they come.
Paul: AND THEY worry about (.) what they're going to write, and they think 'How do you spell this word.' (0.5) Given that they have these other concerns as well. >I think it's quite- it's quite "(exacting really)."
Jenny: Their ( . . ) are definitely worried even more about getting it right.=
Paul: =Ye:;s. "That's true." (1.0)
Annette: E:m just going back to the social programme, there could be some (.) advantage of doing it at the end of the first week.
Although they won't have experienced the social programme, they'll have experienced a little bit of it, and they will've seen what's coming, and (.) that some of their comments could be valuable, (.) e:m like (.) 'Why aren't we going to such and such.' or em 'I don't want to do this sort of thing
Paul: [ . . . ] Yeah >but I mean< if it- if it's a programme already, then- (.)
Harry: Are you then going to change it=
Paul: =are you going to change the programme=
Harry: =if you're not >there's no ( . . )
Annette: Well, if there was- Well (.) if there was a strong feeling about things then e:r
Jenny: Yes.
Annette: I mean what happens is we do change the social programme now, e:m when there's discontent o:r (.) not enough numbers, "or something or other" (.) and we could probably forecast that, or do it before the- (.) the problem actually occurs.
(3.0)
Jenny: Right. I'll have a go at it. (0.5) "Try to (.) break it ( . . )"
Paul: I thi- I mean (.) there's just one slight reservation I have about that, I mean if people haven't experienced something yet, (.) they don't necessarily know the value of it, or whether it's going to be interesting or not=
Annette: =No.
Paul: And there's that aspect as well as
Annette: [Yes. I realise that and I- ( )]

Paul: Mm

Annette: I would say probably have something on ( ) the early questionnaire about it, and then something that we can ( now.)

Jenny: On paper does it look promising?

Paul: Well maybe:: something like 'Is there any thing which=

Jenny: And Or was it just

Paul: =isn't on the programme which you would like to be on the programme,'

Annette: Mm that's=

Jenny: =Yeah. Yes=

Paul: Yeah. I mean (d'you be-)

Jenny: ANy suggestions for these questions or (check)

questions gratefully received.

(3.5)

Jenny: Mm

(1.0)

Jenny: Er ( . ) I <feel a bit< awkward about the next bit because

Louise's not here. (1.5) She'll be with us next week, but (1.5)

the grouping and the timetable. (0.5) I'm- I'm holding a

timetable and a group list (0.5) pending ( .)

Paul: Hhhh! hh!

Jenny: perhaps=

Paul: =hhh!

Jenny: the arrival of one more student. (1.0) Er ( . ) who hasn’t yet

arrived. (1.0) Possible Croat of a higher level. (0.5) Er which

would mean that ( ) the kind of timetable we’ve been ( ) doing

now would have to be broadened out so that ( ) Ed didn’t have

half a group that group became a - a full time full group. (0.5)

So it has a skills component and not just a language

component. E:m ( . ) it looks most likely that this Croat is going
to come, at least this year maybe next year. So: the suggestion

so far is that we hold the timetable we’ve got at the moment.

(1.5) E:m with Ed’s group now being ( ) Junko and the new

Italian, just two of them for language only. And then ( ) e:m

(0.5) skills join in (1.5) Harry’s class. But then this morning ( )

Paul suggested that Heimir was really ( ) too good at skills for

this group and had also to come up to

Paul: Yeah. That's what came

out of his tutorial.

Jenny: Which I think seems a good idea. ( )

Paul: Yeah. I mean he recognised that your were doing you=

[ ]

Jenny: (So he's going to )
Paul: were doing two things. You were dealing with him, and you were dealing with everybody else.

Harry: Yeah
Paul: Yeah I mean it's perfectly valid but it's true ( a certain ) and err
Jenny: With a parallel timetable we can do this as modules that people have one=
Harry: =Yeah=
Jenny: =for the language and one for the skills=
Paul: =So what did you say to the second bit of that >°I didn't hear that.°<

(1.0)

Paul: It- it's about moving Heimir around.
Jenny: We said that Heimir's staying here for language but joins (.) this ( . ) group ( . ) for skills but that- Ed's group will also join.=
Paul: =Mm
Harry: Yeah
Jenny: It might work.
Harry: (° will be the same section°)
Paul: I'm still a bit nervous about that group as (itself) as it might split into.
Jenny: Mm
Paul: Because ah (.) the (last lot and) Junko are pretty hopeless at skills work. (0.5) Further confirmed today °by the stuff that's (come out).°
Jenny: Junko our First Certificate candidate.
Paul: Mm quite quite quite hopeless. (0.5) To (. ) Probably Heimir is probably better than (her).
Jenny: Mm
Paul: Well I'm fairly convinced he is. °I am I'm convinced he's better than her.°

(0.5)

Jenny: And the other suggestion you made this morning would probably be (. ) quite good in some ways but=
Paul: =Yeah yeah but it's got it's it's yeh hhh

[ ] (it's got) [ ] all the Japanese out

Paul: Having ( ) it's a-

[ ] with their problems addressed.=
Paul: =It's a problem, but I don't know whether one would (. ) think it- (. ) so taboo it's not worth discussing. °I don't know°=
Harry: =We've done this before. Junko and (1.0) (they said )=

[ ] I think they ( )

Jenny: =and they wouldn't.
Paul: Yeah. But bear in mind that they should not be in the group that ( ) other people as well. AND if=
Harry: [NO] I know

Paul: =Heimir goes in there with (name) "and" (0.5) the problem is that you can’t just ignore two people.

Harry: No.

Paul: °So you have to go for the ° pack. (° °)

Jenny: That is a situation that will change. Monday 9.30 when we feed in an extra half timetable. (0.5) They get one of their own.

Jenny: E:m. (° °) cover during Autumn three:: (0.5) there are

Paul: (° °)

Jenny: There are some problems >coming up with< autumn three.

Paul: (1.0) The main one is Helen. (°)

Jenny: Mmm

Jenny: Who’s got exams. (0.5) Resits. Er and she wants a bit of study time. (0.5) So she’ll be off from the thirtieth of November (°) to the eighth (°) of December. (°) Er (°) which I can mostly cover.

Paul: (1.0) But I’ve been asked to go down to Inham for one meeting in that period, (1.0) er which will probably be okay if someone like (°) Louise. (0.5) (can cover) this morning so it’s (°) we’ll have to wait until Louise comes in. Er there’s also invigilation for an exam next Tuesday, (°) which I think I can do. °So it’s alright.° (1.0) E:m and Ed’s off (°) a couple of times (0.5) for exams. Again that probably depends on Louise being able to do a full day those days. (1.0) To come in. So I think we can do it. (0.5) Unless anything crops up that’s unexpected. I get called away to do something or somebody gets ill or I have to cover a classroom and cover Helen. (0.5) (°) a bit tight. (3.5) Mind you it doesn’t look too bad at the moment so at least (°) Louise will be available some of the time and I’ll be available some of the time, and (°) the other advantage is that we’re available at different times. (0.5) So we can probably stretch it. Depending what Ed’s=

Annette: Yes Yes

Jenny: = allocation is he might be available extra (°) times as well.

Jenny: Okay? A.O.B.?

Paul: ((Pretends to have difficulty speaking. The others look at me.)

Keith: >I think we can stop it at this point.<

Jenny: We didn’t take any written minutes did we?

Paul: Shh!

Annette: Hehe

Keith: Well I saw (°)

((Loud overlap of a number of brief joking exchanges...)}
involving Keith, Paul, Annette and perhaps Harry.)

Annette: It’s partly because (.) we weren’t thinking that we were:

[  

Jenny: We weren’t really

Annette: going to have a staff meeting.

Jenny: going to have a staff meeting today.=

Annette: =No.

Keith: I think it was- I mean most of it was a discussion of that- (0.5)

Annette: Yeah

[  

Keith: ( without seeing it) you can’t really- (.)

[  

Annette: Yeah

Jenny: (That’s ) there was a range a (free) range of things

Keith: I will eventually transcribe all this so if you want the

transcription you’re welcome to it. Any of the transcriptions

you’re welcome to them.

Jenny: I think we might need this one.=

Keith: =Pages and pages of ‘em yeah.

Annette: In fact you normally minute something like that by

saying (. ) e.m ‘JA HS gave a report on=

[  

Keith: (  )

Jenny: =Yes=

Keith: =Yeah. (You see)=

Annette: =the teachers’ at that mee ting.’

[  

Jenny: Yeah that’s right.

Keith: Yeah I could do that. There’s no problem I mean when I- think

about it I could transcribe this before the last one (because )

Harry: Yeah. Great.

Keith: Do it in about (.) twenty hours.

Annette: HehA!

Harry: Heh

Keith: Oh dear.
Transcript: Staff Meeting Pen School, 2.12.94

Jenny: Is anybody going to take any minutes?
Keith: Considering the amount of time it takes before this will be transcribed
Paul: Can I speak and write at the same time.
Louise: I don’t know.
Jenny: Would you pass me that ( )? (1.0) I think one has to.
(2.0) Shall we start with the academic bit, the ( ) part we postponed from last week. (0.5) ‘Approaches to teaching materials’ I’ve put it down as. (1.0) Narrative tenses and everybody was going to- ( ) have a little idea or approach, or a- ( ) piece of material they would like to ( ) talk their way through. (1.0) Has anybody ( ) ready to start othen. (2.0)
Harry: Well I can start. oIf you like. o (0.5) >I got these down< because I thought it might be worth ( ) putting down everything that comes up, from the shelves.
Jenny: oThese yes. o
Harry: And use this as a ( ) a way of building up the (stuff) I think as well.
Jenny: What are they that you’ve got down?
Harry: Oh right these things wot I ‘ave got down ‘ere,
Keith: hhhhh -hhhh= 
Harry: =and that- are the materials files from the- ( ) from the shelves up there.
Keith: Right. Thanks.
Harry: As referred to in your notes >I’ve just given you.< hehehehe
Keith: E:m In my notes on: ( ) I think bookshelf two. I’m not sure oI don’t know. Oh yes, I have. Yeah.
Harry: Right. ( ) E:m
Keith: (At the end) somewhere.
Harry: This is not going to be ( ) amazingly ( ) unfamiliar to anybody, but (0.5) em (6.0) basically I thought ( ) if we- ( ) if we’re looking for something that can be put into a file that could be used by: ( ) temporary teachers or something<. Em ( ) what it could be: ( ) is a selection of ( ) em ( ) extracts from books that we’ve got on the shelves here, (0.5) em bridged by ( ) people’s own material, ( ) er things that provide links between ( ) bits ( ) of material. (1.0) And which leaves possibilities for going this way or that way. I’m sure you ( ). Em, ( ) there’s a couple of things that you’re probably familiar with, ( ) >oyou familiar with that?< You know where that comes from?
Paul: What is it ( )?
Louise: Leo Jones ‘Use of English’.
Harry: Well done. Well spotted.
Louise: Top of the class
Harry: Yeah.=
Paul: "I've just found it."=
Harry: =Em (0.5) which (. ) I found quite useful apart from the ( .)
vvisuals, which
Jenny: =Mm=
Harry: =often don't work.
Louise: =Mm=
Harry: >Do you find that?< Do you use it yourself?
Louise: =I do use it yeah.
Harry: =Mm. Which- it's quite a good awareness thing=
Louise: =Mm=
Harry: =for the- the three: ( .) narrative ( .) tenses. >The three past	
tenses.< And how they work ( .) together.
Louise: >I think< especially for the- the ones where you make up your own ( .) er parts of the sentence, ( .) for demonstration This card here.'=
Harry: This bit.
Louise: =No here.
Harry: Oh! Yeah the the filling the gaps. Yes.
[ ]
Louise: That- >you know< filling the gaps
Louise: =It can throw up some very interesting ( .) ideas, and ( .) why=
[ and and=
Harry: =one thing is correct and- ( .)
Louise: =not "want ed."=
[ ]
Harry: =Yes.
Harry: "Yes. ( .)" =Em ( .) so. There's that. For a start. The other thing that I: (. ) "sometimes use, is from: (. ) er (. ) guess again. It's an easy one.
(0.5)
Paul: =Hang on.
Harry: Yeah. You used it the other day to-
[ ]
Jenny: ( )
Jenny: =What's the book that goes with ( .) 'Streamline'?=
Paul: =Streamline Strategies.=
[ ]
Harry: Well it's actually 'Streamline' itself.=
Jenny: =Oh=
Harry: =It's 'Streamline Connections.' The green one. (2.5) And in fact the unit before this is a- immedaetly before this?
Paul: =Immediately before yes.'=
Harry: =Mm=
Pual: =The: unit was ( )
Harry: >Was also a very good one. It's actually about the
Harry: past perfect, (.) but it's got these three letters about embarrassing experiences (.) and obviously uses other tenses as well (.) for the contrast, (.) and (.) now (.) this- here's something. This is something that I understand (.) and probably nobody else in the world would (.) But (.) it could be (.) written out in such a way that (.) other people could use it. (0.5) Now it's not (.) material as such (0.5) but it's

Paul: approach=

Harry: =it's an approach (.) And what it does is actually breaks down the past perfect in this case, er into four different (.) uses. And I often use it in conjunction with this (.), having gone through that and given examples, and (.) occasionally er done the old linear=

Paul: ="Oh yeah"=

Harry: =er representation, which went wrong for you-

Paul: Yeah. >Because< something on it was going the other way.

Harry: Yes. People thought (.) that was the future and that was the past=

Jenny: =Em=

Paul: =It's ( ) happened before.

Annette: it's interesting isn't it?

Paul: Heheh

Annette: No=

Paul: =( )=

Harry: What do you mean ( ).

Louise: Depends on whether you write left to right or right to left I suppose.

Harry: hhh=

Paul: =It's never happened before I mean okay I didn't put the=

Jenny: =arrow but I had it all on one end,

Jenny: Mm=

Annette: =Mm=

Paul: =and er I just made an assumption.

Annette: Yeah=

Jenny: =What was the nationality of the person.=

Paul: =He was Japanese.

Jenny: Mm

Paul: I mean I- you know (.) we've had enough Japanese here before if a=

Jenny: =Yeah=

Annette: =Yes=

Paul: =to be aware it might happen, (and to )=
Harry: =It might happen. It's happened to me once before.
Paul: A-i- in fairness though
Harry: [ ( ) one=
Jenny: =Mm=
Paul: =in fairness (.) I was=
Harry: =He was nervous.
Paul: doing a quick illustration. And it may also have been part of
an explanation which was in f- (quite prepared) for that to
happen but er (.) there was confusion. In terms of (.) what was
happening before the others, which way the time was going.
Jenny: Mm
Louise: Isn't it also a perception thing though whether you look at
something >from left to right< or right to left.
Paul: =-HH=
Louise: =E:m (.) you know in these puzzle pictures, whether you=
[ ]
Paul: =see the duck or the rabbit.
Louise: Mm
Paul: Mm
Louise: It depends which way (.) your eyes go across. (.) And that can
be from reading, I (bet) >( ) things that have appeared
°(where you ).°
Paul: Mm
Louise: Fascinating though, isn't it?
Paul: Yeah. Sh- she understood when we did it with pens.=
[ ]
Annette: I mean we can make an assumption
Louise: =Oh I see
[ ]
Paul: Physically, (.) she understood. So it was some (.) some
way between (.) er her perception of what I'd written and the
lack of clarity of what I'd written. I think were both (.) sort of
( .) partially guilty- we well not guilty °well she wasn't guilty
°( ).°
Harry: Heheheh
Paul: No. I was partly to blame for it.
(2.5)
Paul: Sorry. °Sorry.°
Harry: >That's all right.< E:m (1.0) so (.) basically >I mean< this is not
just (.) teaching >I mean< there is practice in there as well, I
mean the- these (.) scribbled bits in red as on the side here for
example, those are prompts for me; to actually get them to
construct a: a story.
Paul: For example?
Harry: Er (.) for example we have here e:m 'Broke window opened
drawers throu:gh' (.) drawers spelt wrong actually I've just
looked at it.=
Annette: =Heheheheh
Harry: Hah
Keith: HeheHEHEHEH
Harry: E:m
Annette: They don’t see it.
Harry: No. Not at all.

[Heheheheh=

Annette: So the these just for me:
Harry: The yes.
Annette: >Nobody else would be able to (<

Paul: Ah and it’s a robbery.
Harry: And it’s a robbery. (.) You didn’t witness. (1.0) Very
standard (.) stuff. BUT they’re just grooms. And it struck me
that if: (.) if this was actually (.) done in an intelligible-
intelligible form, (.) e.m it would (.) em be a sort of half way
house, in that (.) er a- a newish teacher (.) would have
something (.) to work on. But it wouldn’t be sort of handed to
him on a plate. °And it wouldn’t be° strained, and he’d still
have choices (.) °to make.°

Louise: Uhhuh
Jenny: Mm
(0.5)
Harry: Em so that’s (.) that and that which (.) as I say are often used
sort of (.) together. It makes up a sort of: (.) unit.
(0.5)

Paul: Can I ask an awkward question here.

Harry: (.) Go on.=
Paul: Only I think it’s an awkward question. This is how you deal
with present- with past perfect.

Harry: Mmm=
Paul: =Yeah. Em (0.5) Well I suppose a ‘cos because sometimes you
reintroduce things, obviously you do you recycle things,
°Uhhuh°=

Paul: =Er would you be bothered about (.) somebody using that
therefore you couldn’t (.) when you had a group of say for the
first time you couldn’t use (.) that approach to recycle things
°or whatever.°

Harry: Well that’s: (.) going to be a problem with a lot of:=

Jenny: =Which is why I asked it yeah.

Harry: What we’re hearing now isn’t it?

Paul: Yeah. E::m

[hhh hh

Paul: This particular thing I wouldn’t- (.) because it’s not
Paul: =That good.=
Harry: =amazingly original.=
Paul: =Hehehe=
Harry: =Heh. I didn’t say that. It’s not >amazing< I mean anybody could have () come up with that. (0.5) Er it’s just that you don’t have to come up with it if it’s there.
Paul: "Mm"
(0.5)
Harry: Er it makes (,) a temporary teacher’s life < easier (,) probably. (0.5) Em but as I say without restricting them to (0.5) one particular set. And they wouldn’t necessarily have to or (,) do either that or the other (,) em with the other things (,) which (0.5) could be and some of which probably are recorded in these files anyway. (0.5) But er that and things like that I thought if- if they went into a file called (,) "I don’t know" ‘narrative tense’
Louise: "Uuhh"
Harry: or ‘narratives’ or whatever (,) and if there were lots of files
Annette: Mmm
Harry: of that type (,) that could be quite a useful (,) resource.
Annette: Mmm
Louise: Carefully labelled with the source as well. Because=
[ ]
Not- not so much for us. But er
Louise: =they’d have to know what they’d done before which
[ ]
Yes.
Harry: is- ( )
[ ]
((Coughs)) Yeah they’d have to know where it came from in order to put it into the-=
Paul: =And it can’t really be from a course book which we use.
Harry: Yeah.
Paul: Yeah.
Harry: Exactly. >See I mean< this (,) I mean< I always feel quite justified in using (,) bits from the green ‘Streamline’ because nobody really uses it as a course book.
Jenny: I hardly ever use it.="
Annette: =No.
Jenny: We haven’t got a set even.="
Harry: =No. We’ve got one or two copies.="
Jenny: =(White’s) there not there.
(0.5)
Harry: No; it started off we had (,) more copies I think.
Jenny: "Mm"
Harry: ( )
[ ]
Annette: And also because the occasional times we have used it as a part course book. we’ve had one or two students (,) doing it. (,) "Em we haven’t got a big group.
Harry: Yeah. >I mean< (0.5) S-a very small group of (,) Arabs
Harry: basically *is the heh.*

Annette: =Mm=

Harry: =only time we might consider using it. *Streamline* =

Annette: Yes. Yes.

Harry: =for (business.)° (1.0) E:R (.) the only other thing (.) which is
(.) not original (2.0) prob ->well I don’t know< maybe people
are not aware of it. Er spot that one.

Annette: E:m (.) I’ve just been trying to look for it this morning,

‘Sourcebook’ e.r

Harry: ‘Sourcebook Intermediate.’

Annette: Right. I was looking at (.) pre-intermediate.

Harry: That’s right.=

Jenny: =That’s why I couldn’t find it.

Harry: Yeah.

Annette: Because I’ve used that (.) quite successfully for narrative=

Harry: E:M

Annette: =tenses as well.

Harry: Yeah. I mean I- I don’t use it for the *tenses* actually. I think
what what’s good about it (.) is the: er=

Annette: =Telling the story.

Harry: Yes the- the written spoken style (.) on the basis of an
approach to telling a story, and er (0.5) cohesion and the way
the way it’s constructed.

Annette: °Mm°

Harry: And the: the thing that they do after it (.) of analysing the first
paragraph. °And and° why is this definitely spoken English
and not- not written. And getting them to rephrase it as a
piece of written English. (1.0) So: (.) I don’t know whether it
would go in the same file, (1.0) °some° ntagional file that we’re
talking about, (.) depends on what (one of them’s) called.

Annette: Mmm

Harry: If it’s called narrative, >or something< it can go in there.

Annette: Mm

Harry: No reason why it shouldn’t be in two different files °I
suppose.°

Annette: No. It could be cross-referenced.

Harry: Mm

Harry: That’s that. The other thing that occurs to me and I (.) couldn’t
find it (.) e:m probably you (.) know it. Is from ‘Writing Skills’.

(2.0) Again not tenses but narratives in general there’s that er
cut up story, mixed up story, (.) °sort of° ghost story. (1.0)

Harry: ‘Writing Skills’ it’s in a (.) a green

Louise: Is it a writing skills
Annette: Yes.

Harry: that you use a lot.=

Annette: I can think of a ghost story.

Harry: Yeah. It’s o::h

(5.0)

Annette: Is it pictures or-

Harry: No no.

Annette: OH when you went to the castle er yes they’re having a=

Harry: Just s-

Annette: =picnic. Is it?=

Harry: =>(Not there yet.)< Not that.=

Annette: =No. (0.5) ‘Rosemary’s picnic.’

Paul: Rosemary’s (

Harry: It’s Rosemary’s baby.

Louise: ( ) ghosts is it?

(1.0)

Harry: It’s a very (.) ilittle story. One sentence at a time. (4.0) It looks like that but it’s not.

(0.5)

Louise: But I’ve used the one you’re talking about sometimes as a picnic, a midnight picnic. For ordering and the- you do; (.)=

Annette: Mmm

Louise: =need some (.) dependence on (.) choosing tense, but more- mostly it’s connectors, isn’t it? Cohesive devices.

Harry: ( ) >Here it=

Louise: =is.< Eight- eight point two.

(1.0)

Annette: O::h right. Yes. The ( ).

Louise: I find it in,(.)credibly difficult.

Harry: Er it’s it’s difficult, yeah.=

Louise: =Mm=

Harry: =But quite intriguing.=

Louise: =Yes=

Harry: =I’ve had disasters with it,

Louise: Uuhh=

Harry: =where they’ve just thrown up their hands >and think< ‘No, I can’t sort this out at all.’

Louise: =Yes.

Louise: Mmm=

Harry: =Em but I’ve also had classes that- quite get into it. (1.5)

When they sort it out. “I mean” one’s pleased with oneself. 
Louise: it I mean that’s high- quite a high level. =
Paul: =It’s > ( ). <² =
Harry: =Em () it’s higher than this I would say.
Louise: Mm
(1.0)
Harry: Em > (anyway) < (2.0) yes it’s probably higher than most of
that (1.5) other stuff. (0.5) But what I think it is good for is er
not so much linking but cohesion.
Annette: Mmm
Louise: It is -> I believe you < see () the connectors and () whether=
[You actually
Harry: =you use () e.m a pronoun or a noun. As a
Louise: Yeah.
Harry: It’s a
Louise: I mean it really does draw attention to the: the bits of the
sentence which refer to-
Louise: Mm
Harry: There’s a jargon line for it but I can’t=
Louise: =The reference. °Yes.°
Harry: There’s an even more impressive jargon word than=
[Oh even more impressive. Oh I’m=
Harry: =that somewhere but er
Louise: =sorry.
Louise: Mm
(0.5)
Pual: =Not () anaphoric reference. =
Harry: =That’s what I’m thinking of yeah. =
Pual: =It’s er ( ) anaphoric reference.
[Anaphoric yeah.
Louise: [Yeah.
Harry: Anaphoric.
Harry: hh hhh hahah hah hah
Paul: ( )
Harry: Anyway. It’s quite good on that.
Louise: Yes=
Jenny: =Mmm
(2.0)
Louise: I should think it’s good in a- at a high level.
Harry: Mmm
Louise: °Mmm°
(1.5)
Harry: That’s it. That’s all I have to say.
Louise: Mm
Jenny: That’s plenty. Hehhh hh( ) it’s ( ) =
Annette: [Heheh]
Louise: =Mm
Paul: Em a- well I- shall I follow on (. ) from Harry because I was >sort of< (. ) *interested in< doing (.) basically the past=
Harry: (Well I )
Paul: =perfect. Em (. ) really (. ) what I thought (. ) I mean I sometimes use what Harry has used for that em embarrassing experiences thing >as well<. And the (. ) em unit beforehand. Em which is all about the fire engine coming and the >sort of< m-man lying on the quayside and there's- it introduces other things as well. Em (. ) but what I did the other day because I've been trying 'Headway Pre Intermediate' bits of it. Er with my group because (.) 'Headway Intermediate' is too- (.) too much for them. So I've been going back and subtly (.) shoving bits in.
Jenny: °Mm°
Paul: And I came across an approach (. ) to the past perfect which prior to my lesson this morning,
Keith: Heheh=
Harry: =Whoohoo it's ( )=
Paul: =Er (. ) really worked. Em [Heheh=]
Jenny: =Heheh
Louise: =Hhh hah!
Paul: I just- I mean I agh! (. ) Well I'm going to hand things out here. °Sounds a bit serious° to hand things out. °(But I suppose I've got)° Em (1.0) I'll show you how the unit starts. And I think (. ) what it shows is an approach which works. (. ) E:m mean y- you can't really say 'Use this because it's from 'Headway (. ) Intermediate,' but it's th- the approach which=
Jenny: °Uuhuh°
Paul: =actually seems to be quite successful. >°Look at this°< (. )
Louise: this=
Jenny: =Uuhuh=
Paul: °there's one there's two. (. ) I've got three one, (. ) that's on (. ) page two ( ) at page two. (. ) That's page two, that's page three.°
Louise: Yes I've used it once.=
Paul: °Page three.@
Harry: Yeah I've used it once (. ) as well.
Louise: Mm
Paul: °Page three.@ °Page three. That's three then you've got page ( ) and page one here.@
Louise: [ 
   Yes

(9.0)

Paul: Em () it's fairly "fairly" () You're supposed to read it at leisure. But what seems to work about it EM you have () a chronological order, you have to check that- check the=

Louise: Mm

Paul: =meaning of chronology.

Harry: >=(You'd be g)=<

Paul: =EM of a story. And () a story using past perfects as well, A and B. A very simple story,

Jenny: Uuh=

Paul: =I- it's what happens: () over here which is useful. Em (0.5) although () you'd () the- the instructions are actually not at all clear, so you have to show them by example.

Jenny: °Uuh°

Paul: It's says 'In version A the events are put- o-of the story >are given in< chronological order, put into the brackets under B the order in which the same events are given in version B.' >Well< that's actually quite difficult to understand for most people,

Louise: =Very common ( )=

Paul: =so you really have to: () explain what you mean by that, em () the next- and then you also have 'had met got married'

Jenny: =Uh huh=

Paul: =as well. It says 'Do that next,' but i- in () what I discovered, that's in point three actually, point three tells you to put in what happened. Er () what you can actually do; is you can () do that together, once you've () made sure they understand, so=

Jenny: =Uhuh=

Paul: =:m () 'GOT married' is first part of the story, so they put 'One got married.' Et cetera. And what- what I did with it is () once we'd done that, I asked them () memory questions about it like () 'When?' and 'How many months later. When was it.' So they had some more factual information. And I folded the page up, and I asked them to rewrite the story.

Jenny: Uuh=

Paul: =And () it was incredibly painless.

Jenny: Mm

Paul: Incre- I mean () th- that's the thing about it it was an incredibly painless operation which () past perfect is not always the case.

Jenny: °Mmm°

Paul: >And I was< surprised about how- how well it worked. And it gave them confidence with it, I mean we're talking about () a- sort of lower intermediate year, we're not talking about anything advanced. Em () and then what I did because there-
there was some quite (.) em (.) I-I- >think you can actually < use that approach with other things as well. Maybe. You can find a story, which is written in the past perfect, maybe in other-course books, (.) e: a text which illustrates the past perfect, and maybe reinvent the A stage of it.

Mm=

=and see if the thing works.

=Yeah? Do you see what I’m getting at=

=Yea=

=basically. So wh-wh- I think this is a good idea,

Uhuh

Er (0.5) th-the thing I did which- they then ask you to do is to rewrite the story again from your notes of B.

Mmm

You can also (.) because you have a lot of the vocabul- this actually is a good support for you rewriting. The notes under A are a useful support to rewriting.

=Yeah. E:M and I think that approach might well work in the future, (.) em (.) for (.) >not necessarily< using this book, but using other texts. And again it’s not a question necessarily of inventing your own text, you find a text illustrating past perfect and then reinvent the A part.=

And then modify it.

=Mm=

=I mean< it might be a way in=

[Mm

Em (.) all sort of questions come up depending on how (.) perceptive or intelligent people are why do you do it this way.

Hehhh

You know< which is the best way to do it. You could also: bring in terms of how past perfect explains background or just inform- information or ex- or explanation for something. Em that was the basis of my (.) >sort of< (.) analytical thing I sort of broke it down.

Yeah. Yeah.

Em (.) and what I did yesterday wsa that there were basically two kinds of past perfect as far as they were concerned, in this particular thing >which was< (.) information, and explanation. And the- they were quite happy with that. The next part because (.) em (.) which is (.) "I haven’t got a piece of that paper," em (.) the- that- that next page where it then gives you writing. em (1.0) E:M jsut looking at the next phase which is here, (0.5) I decided to carry on with the writing because I
Harry: think(.) or past perfect(.) em and writing seem to go well together.

Jenny: "Mm"

Paul: Yes.

Jenny: Yes=

Paul: =It's a good way of getting familiar with it=

Jenny: =Mm=

Paul: =and it didn't really say mu-see much(.) em:(.) worth er(.) much merit in actually(.) using this as speaking practice. So we did the next chapter(.) using these story- by the way when it photocopied it came out like a nightie. The bottom.

Annette: "Heheheheheheh"

Paul: =And so we had a few problems.

Annette: "Heheheh"

Paul: The woman at the bottom she's not wearing a nightie,

Annette: Oh right=

Paul: [here. It's not a nightie it's an evening dress.

Jenny: Uhuh

Paul: On that page. Some of them thought it was a nightie and so they couldn't understand the word 'home'.

Annette: Mm=

Paul: =That confused people=

Annette: =They weren't trying to say 'evening dress'? And saying 'night dress'=

[No no.

Paul: =No. Because they were saying it happened in the=

[They( )genuinely thought it was a nightdress.

Paul: =morning.

Annette: Oh right.

Paul: Because I was saying 'When did this happen,' and and some of them said (.) 'that night' and others said 'in the morning.'

Annette: Mmm=

Paul: =And er I->it was only< I got back to the original that I was actually(.) convinced it was evening dress. >But that's=

[Annette: Mmm

Paul: =just a little problem. E:M

[Annette: Mmm

(1.0)

Harry: It was not until Marsha had been home for=

Paul: =HEHEHEHEHEheh=

Harry: =five hours that she discovered soheheh

Paul: Right. Mm(.) ER I-(.) and they did that very successfully.=

Jenny: =Mm=

Paul: =It only ends up as a little thing, Em then OVER the page, () and I think you can do this with anything, you see the thing is
Paul: You can take a whole story, and you can actually: maybe
for example stop the story at one stage,° and (. ) maybe
provide some illustrations of it, and pictures awful pictures
that you can't draw very well, so that you could° HALF way
through a story you can just s- s- stop it here, you can (. ) have
a: maybe an illustration of it of the secondary stage, and the
third stage (. )=

Mm

Jenny: =to carry on the story, you can (. ) do what is on the next page
which I have enlarged which is (. ) em the end of the story. Em
where they have a chance to actually choose between past
perfect and past.

°Uhuh°

Paul: =Em which they did quite well. And then we had at the end
SHE, (. ) which is a continuous story. Er it says finish the story,
(. ) I think that's wrong here because it's it's a little detail in
the story this is the evening she discovered (. ) you'd gone. So
what we decided to do here, (. ) we decided to: (. ) come to the
end of the chapter.

Jenny: Uhuh

Paul: >Because otherwise you'd be taking< a huge leap and=

Mm

Jenny: =they've go- got lots of nice details in. The significant thing is
what they did, and it- I hope it's not by accident, er (. ) they
used past perfect very sparingly,=

=Mm=

Paul: =when they did this in the end. They were happy to use it.
And that was re- (. ) there was only one in fact afterwards.

Mm

Jenny: 

=Mm=

Paul: =And they got the idea of sequencing.=

=Mm

Jenny: 

Paul: And I think (. ) idea is very sound, (. ) em (. ) with a- with a few
adaptations like making ( ) the chapter. Er allowing them
to rewrite the thing again °and I think it would work.°

=Mm=

Paul: =Maybe in other areas.

Jenny: 

=Mm=

(1.5)

Louise: I think the point about er (. ) using it for the written
form and the spoken form was very valid,=

Yeah

=Mm=

Louise: =because (. ) when we're speaking we may be (. ) we only use
it once in < I don't know how many utterances but it's very
unusual, isn't it.
Paul: Yeah you don’t have to. You can always (*) get round it.

[That’s right. Then you tend to (*) just to add things=]

[Like a (*)]

Louise: =don’t you?=

Paul: =“Yeah”=

Louise: =When you’re speaking.=

Paul: =“Yeah”=

Louise: =It’s very much a feature of er written=

Paul: Yeah. I think at >particularly< that stage as well I think=

[too (.) (It’s)]

Paul: =“yeah”=

Louise: =Mm=

Paul: =“So ( ) I mean that-” as I say I- em (_) that’s an approach I would be keen to

Louise: =Mm=

(0.5)

Paul: =to use again and I could write it up as an approach. And use that as an example.

Louise: =But- obviously making sure that they don’t use that if they’re not using ‘Headway Pre-Intermediate’.=

Harry: =Mmmm=

Paul: =Mm=

Annette: =Mmm=

Jenny: =But would they be tempted to use what was there somehow=

Paul: =another version.=

Jenny: =Yeah=

Harry: =You could do yeah.=

[Because it’s dangerous to put it in ( ).]

Paul: 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=

Jenny: =Mm=

Paul: =You know then there’d be other- We- I I (_) it’s values

Harry: =If ( ) drops it then= ( )

Annette: =Or=
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 story rather than try doing it=
0756 [ Yeah but the value is in=
0757 Paul: =using the same approach.
0758 Annette: 
]
0759 [ ]
0760 Paul: =is in an approach.
0761 Paul: And I’m quite happy to: () to write that up as an approach.
0762 [ Mm
0763 Annette: 
0764 Jenny: You could write that up as an approach ( ) this.=
0765 [ °(You could really.)°
0766 Annette: =Yeah=
0767 Annette: =Mm and and er maybe () offer different sources.
0768 Paul: =Mmm=
0769 Jenny: =But i- it’s it’s it seemed to have a natural progression to it.
0770 Paul: And I ==med to carry everybody along with me right to the end.
0771 Jenny: Mm
0772 Paul: =Then I had a disastrous lesson today.<
0774 Harry: Hhhheh!
0775 Paul: =Thought I’d try something=
0776 Harry: =And this was yesterday.=
0777 Paul: =I tried fine tuning today and w- not with this part, it wasn’t with this part. It’s still valid °and I was quite happy with it.°
0778 (1.5)
0779 (1.0)
0780 (1.0)
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 could elaborate on it, couldn’t you and this is where they=
0793 [ ]
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 [
Louise: They can make it more sophisticated and use a wider range of vocabulary.

Paul: It allows me to mean it's it's got all the ingredients it allows for imagination as well. You know=

Louise: Mm

Louise: =Mm

Paul: And it allows for them to feel that they're intro- they're really contributing.

Louise: [ ]

Paul: That they're really contributing something to it as=

Louise: [ ]

Paul: =well.

Louise: =Mm

Paul: So they get- they get the:: you know (.) I've got it right.' Bit. Er 'I can rewrite it'. Which I think is very satisfying for them.

Paul: To be able to rewrite something. And then they do the grammar, th- the TEST bit. And then they can do a bit of further writing all sorts of things (. are do-able.

Louise: Mm

Paul: Em you know with- with- (. are few errors. Er but they're discovering they can do these things. They're not (. automatically easy. And it- it seems to carry them along all the way, which is the value of it. "It doesn't confuse them."

Harry: The only time I've ever done it the (. is the initial bit (. was a bit of a hurdle=

Paul: =Mm=

Harry: =As (. are said= Paul: =Mm. I think you really got to (talk them through it).

Harry: Not just the rubric but the actual:

Paul: Mm=

Harry: =process of doing it.

Paul: Yeah. It's a bit re-

Harry: =Yeah. hhh

Harry: Er admittedly it was with the: the 'UAE:='

Paul: =Oh well=.

Annette: =Mm=

Harry: Hh hhs and they didn't really see the point.

Paul: Hehehehehehe

Paul: Well I managed to get it across with my group, which I think is a fair enough

Harry: Yeah.
Harry: Yeah.
Paul: because if anything's going to throw them it's (.) an
instruction.
Harry: Heheheheh. ·hhhh hhh
Paul: But I mea- that's why the actual explanation (.) when you read
that, er point two, isn't really very very clear at all, *and you
think yourself 'Well what exactly does this mean.' It's only
when you see the explanation, when you see that the example
(.). works. (2.5) I have other ideas but er*

That's good. Thank you.=
Jenny: =Uuhh
Annette: =May I slip in my tiny contribution, (1.0) it's quick. (.) Er I
think again people have used it from (.). Penny Ur's 'Grammar,
Practice Activities.'
Paul: *I haven't.*
Jenny: *Oh well.* ( )
Paul: Oh that's the one I keep seeing photocopied.
Jenny: Ye::s. >Probably me.<
Louise: *Yes I think I used it once. Yes.*
Annette: No.
Jenny: No. I've used it (.) twice with two different (.) groups of (.)
teachers' refresher course people. For recycling narrative
tenses, and making it look more like a task so that we weren't
(.) insulting their ability to use the English language which (.)
they're particularly sensitive about. Er
Paul: Mm
Jenny: But also: there's a correcting (.) device to (.) to actually get their
narrative tenses (.) correct. Which (.) they largely weren't in
most cases. Em so (0.5) you need groups of four people, to
use it, and you give each one one of the little >four grids.<

Unfortunately there is a mistake, in it, but it's easily corrected
it's got under the 'January to June eighty seven', (.) an
instruction >for something that happens< in May. But
that- y-=
Paul:=Yeah=
Jenny: =i- it's easily changed, to be any month between. (1.5)
*Som-*==
Harry: =No that one's all right.
Jenny: >No that one's all right< it's another one. *I have in the
wron- sorry this one here. This I mean. 'July to December
eighty six'. It's got 'May'.
Paul: So you just make it 
er

Just move it on to August.=
Paul: =*Yeah.* Mm=
Jenny: =*Yeah.* And it still works. It w- (.) it works very well
because it's (.) becomes very complex as they start (.) giving
Jenny: their (. ) information to each other. And they have to share the
information to try and come up with a solution to a ( .) a
problem about whodunnit and why. Er but there is no
solution really there are a number of possible ( .) ones but=

Louise: Uhuh
Jenny: =er ( .) no real solution. THEY will; ( .) felt at the end of it they
couldn’t take it away and use it with their own students
because students like to see a neat solution,=

Louise: =Mm=
Jenny: =to a problem. But they were sophisticated enough to realise
why they were doing it and use it just to
Louise: Uhuh
Jenny: to discuss a possible outcome. And it uses ALL the narrative
tenses nicely ( .) because they go back and forth ( .) em through
( .) er past simple it usually always starts off in and then i - they
look- all start to look backwards, to see what’s happened
before to get this result and so ( .) past perfect comes into it
very nicely, em and then when they start contradicting each
other and saying that somebody couldn’t have done that
because ‘they ( .) were ( .)’ past continuous=

Louise: Mmm
Jenny: =Uhuh=
Louise: =Mm=
Jenny: =so >you know< ( .) the time. So it revolves nicely around ( .) em
they suppressed the correction activity but- I can ( .) pick that up
later=
Paul: =Uhuh=
Louise: =Mm=
Jenny: =because they’re looking at the task itself. Em so the- I find
that quite a nice one at a high level,=
Louise: =Uhuh=
Jenny: with reasonably sophisticated people to recycle all narrative
tenses together.

Louise: Uhuh
Annette: Mmm
Jenny: As a practice activity not

Annette: Mmm
Louise: =Definitely not an introduction of course but a practice=

Annette: Mmm (. ) uhuh
Jenny: =activity.
Annette: Do you think we should em: (. ) correct that
Jenny: Yes. Perhaps we should.

Annette: printing error er in the book so that (. ) if a- a new=

Jenny: "Yes."
Annette: teacher comes and tries to use it (.). they don’t straight=

[  

Yes.

Annette: away fall into that er=

[

Yes.

Jenny: Or I could photocopy it and put it in a file, corrected.=

[

Mmm

[  

[  

[  

[  

Yes.  

[  

Uuhh

Jenny: Because it- it’s nicer also if it’s a little bit bigger.

Annette: Yes. But it needs some little note or something in that book.=

[

Yes.  

Jenny: to say that (.) there’s a correct

Jenny: °Good point that.°

Jenny: Yes. Because otherwise the activity grinds to a halt as=

[

Yes.

Jenny: people start to say ‘Ah but this is wrong.’ When in fact it=

[

Mm. The=

Annette: doesn’t matter.

Annette: teacher ( ) for that matter. Heheheh

Paul: Yeah i-it is a- it’s important too about the idea of practice

because at a certain level this is all about (.) opportunities to

write rather grammar rules isn’t it?=

[

Mmm

Jenny: Mm

Jenny: And which is why it often- picture compositions are very good

at (.) almost any level.

[

Mm

Annette: Mmm

Jenny: Yes. Whereas this one’s the other- this becomes an oral

activity,

Paul: Yeah.

Jenny: which is a fairly unusual (.) variety of tenses °at that point.°

[

There’s one I u- (.) Yeah.

Paul: There’s one I use in ‘Meridian’ where each person has a (.) a

picture, (.) a- of- of- there are- it’s a- a four picture story.=

=Uuhh=

Paul: =And they have top >sort of< find out- describe what’s

happening in the picture to- and then come together to (.)

Jenny: Uuhh
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: Ehm
1029 Louise: The fat chap ( ) on the train.
1030 [ ]= =fat chap that's it.
1031 Paul: Yeah.
1032 Annette: =Yeah.
1033 Louise: And I usually do it as a practice activity that's having
1034 introduced
1035 Paul: Mm
1036 Louise: err narrative tenses. And then=
1037 Jenny: =Thank you.
1038 Louise: what happens is that ehm (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 grally, 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
Louise: starting sentence of the- for the story at a different point in
time. That’s introducing the past perfect, and again as in that
activity the past continuous comes in quite naturally, (.)
because you’ve got (. ) a background to an event.

Paul: Mm

Louise: In certain situations. But I tend to use that one really because
it isn’t in a course book, and I’ll find it in a minute and show
you. E: m (. ) and (. ) yes there it is. (. 0.5) There’s some (. 0.5) this
is (. ) this morning.

(5.0)

Paul: “You take that.”

Louise: Some of it’s quite complex I u:-

Paul: =Mm=

Louise: =give that to: (. ) a stronger person,

Paul: “Heheheheheh”=

Louise: =to explain. I can’t- (. ) a- of course I tippex out all the numbers.
They don’t do that either. And it’s enlarged too. And then the:
( . ) hgmework is for them (. ) and I say ‘Well you’ve got to
start.’ I give everybody at the end I give the er (. ) all the
pictures in chronological order (. ) They haven’t done any
writing at that stage except to: (. ) note down vocabulary=

Paul: =Mm=

Louise: =that they didn’t know before, and then ju- just ask them to
start at one point, probably (. ) number three, ‘He was running
along the street,’ (. ) and then explain what we’ve got ( for:)

Paul: Mm

Louise: and (. ) what happened afterwards. It’s very simple but I
tend to use it mainly >because it’s not in a (. ) one of the main
course books we use.

Jenny: Mmm

Louise: And I think that obviously could be adapted. I don’t (. ) I s-
suppose it even- you may- might be familiar with ‘Story Lines’
>I don’t know if< it’s full of pictures like this.

Paul: No I don’t know it.=

Louise: =But that is a practice approach I think.

Annette: “(Do you know it?)”

Paul: Mm

Louise: Mm

Paul: Yeah.

(1.5)

Louise: “That’s it.”=

Jenny: =Mmm=

Paul: But I-I I think that a- a lot of the time it is (. )

Louise: Mm

Paul: practice that you’re at, aren’t you?=

Jenny: =Mm=

Annette: =Mmm= 
Paul: =>You see you've done the sort of the introductory stuff, usually.
Annette: Mmm=
Jenny: =Or they very often come here thinking that they've got all the narrative tenses under their belt and it's pretty=
[ ]
1107 Paul: Oh yes. Absolutely.
[ ]
Annette: Mmm
Jenny: =evident that they haven't.
Annette: Mm
Jenny: =But (they'll have) listed
[ ]
1114 Paul: Well they've probably done them. Hhheheh=
Annette: =Yes.
1116 Paul: Done them *you know*
[ ( )]
1118 Jenny: *(Different)*
1119 Harry: =>sort of (wobbled).<
Louise: *I've used it from low intermediate to: (.) mjd maybe upper but upper's a bit (0.5)
1122 Paul: *(Different)*
1124 Louise: It can be. Because again of the vocabulary and being more=
[ ]
1126 Jenny: =sophisticated. Once they come to write it they can add=
[ ]
1129 Jenny: Mm
1130 Louise: =more details.
(0.5)
1132 Paul: I think >sort of< those kind of things can work at (.)
[ ]
1134 Annette: Mmm
Paul: practically any level above a certain level.
=[ ]
1137 Jenny: Mm
1138 [ ]
1139 Harry: Mm
1140 Annette: Mmm
(0.5)
1142 Louise: That's em definitely to start it off with lower intermediate people.
1144 Jenny: "Uhuh"
1145 Harry: Like Chul Soon.
(0.5)
1147 Louise: I didn't really hhheh
1148 [ ]
1149 Harry: Heheheheheh
1150 Annette: ( ) and er ( ) tight.
Louise: He'd probably need to ( ) his own level.
Jenny: "He's elementary."
(3.5)
Annette: Em ( ) if I could just go back to: the one that Harry mentioned, from 'Writing Skills', e: m which I don't actually use very often, but em a similar idea where you're concentrating on the connectives, and whether you're using a: ( ) e: m a noun or a pronoun to start. It's em it's a scrambled sentences ( ) e: m (0.5) thing ( ) where you give each student ( ) one of the sentences and they have to ( ) memorise it, and ( ) they have then got to chat among themselves and ( ) read out their sentence and try and ( ) work out where it fits in the story. And so there's usually quite a lot of discussion about ( ), whether it's ( ) 'the man' or ( ) 'a man'. E:: m ( ) or (0.5) which event came before another event, because of the tenses used in their sentence. Er and I found that quite productive. I can't actually remember offhand the context I've only just thought of it now because ( ) >you know< no it's not in 'Writing Skills'. ( ) no. E:: m ( ) I= [ ]
Paul: =could go and find it quickly again at the staff meeting. Ah.
Annette: And I've got all the sentences, ( ) cut up, so that they can be handed round and then collected in again at the end of the: er lesson, so that they can be kept to be reused. But I've found ( ) that's worked even with ( ) fairly advanced groups ( ) that e: m (1.0) they've perhaps been able to do the task more quickly, but there has been quite a bit of discussion about ( ) what's actually happening, ( ) and er ( ) in which order the events come.
(1.5)
Harry: Yeah >I mean< with that sort of thing the task itself, ( ) takes a bit of doing. It would take English people ( ) >a certain amount of time because then they'd forget it wouldn't=
Louise: [ ] Mmm
Paul: =they?<=
Harry: =Mm=
Jenny: =Mm
Paul: =[
Annette: Yes.
Harry: So it's er ( ) it's like (0.5) a trick you discovered with that ( ) er mixed up ( ) skills class ( ) skills class class you've got >at the moment.<
Paul: Mm
Harry: >I remember you< saying that- (1.0) if you can find things which are- which are ( ) fun to do and and
Paul: [ ] But non linguistic ( )
Harry: Yeah difficult in the- in themselves.
Paul: °Yeah.°
(3.5)
Harry: Yeah they become much more adaptable.
Paul: Mm
Jenny: Mmm
Harry: °( )°
(2.5)
Harry: >And you can’t remember where it’s from.<
Annette: Em () I can- () go and find out in a minute. Yes. Heheh.
[ ]
( )
Harry: I shall write it down. Wh- what I’m doing () here is °you know°< what we suggested before ° it’s a bit of a: an initial
(0.5)
Jenny: Mmm
Annette: Yes=)
Harry: =(Look and) see:
[ ]
For further information=
Jenny: °if somebody would sort of- () who wants () to know more
about how to use it, without then having to-
Harry: °Yes.°
Jenny: Uuh
Paul: °It’s good.°
(1.0)
Jenny: So we seem to be coming round to the compilation procedure
of (0.5) not putting it into a sort of filing,
Harry: WELL. Because it’s not in a fit state as yet.
Jenny: No=)
Harry: °But if someone will°
[ ]
But no I think that- that works equally well.
Paul: Mmm mmm yeah I mean I think °if something () if=
[ ]
Harry: °Because () the=
[ ]
( )
Jenny: 
Paul: °something
[ ]
Harry: °conclusion we came to a- at the meeting that you were on.
Paul: Yeah. If something is accessible,
Jenny: Uuh=
Paul: °not necessarily on a physical piece of paper, er () all the time.
But if something is accessible °so that a student, a teacher=
[ ]
Louise: °Yes.
Paul: °can say, () °well° °What is this about this.’ I mean I thinks
that’s °you know°
Annette: Yes. The teacher could look up the °reference in that file,=
[ ]
Paul: Yeah.
Annette: =and if they didn’t understand that then they could see the person concerned, and
Paul: Yes.
Jenny: Although I remember I did pass this over to somebody else to use, I think it was somebody not one of us. Em and they were thrown by it. So the actual lead in in the book isn’t sufficient it doesn’t
Paul: Is that the one I’ve got ‘OHP’s for?=
Harry: =Yeah.
(2.0) ((Annette leaves.))
Louise: I think I would need to add an explanation to this, because I shouldn’t use it at all in the way it’s (it’s justified).
Harry: No exactly.
Paul: It’s just because these ‘OHP’s were handed to me.
Louise: It’s suggested in the book.
Jenny: No.
Louise: Because it’s just as a voca- way of teaching=
Paul: Yeah. (Yeah it’s not)
Louise: =vocabulary. And also
Harry: Yeah.
Louise: narrative (. ) composition, (. ) and I don’t use it like that.=
Jenny: No.=
Louise: =I just happen to use it because it’s a (.)
Paul: Mm
Louise: a (. ) suitable resource for what I want to do.
Harry: Yeah.
Louise: If there was another (. ) picture story I would use another=
Paul: And if I was (. ) right.
Louise: =one.
Harry: The same would apply to Jenny’s,
Louise: Yes.
Paul: Some picture stories >you use< are quite I mean I- I just (.)
done the one about the mugging.
Louise: Uhuh
Paul: As a- a (. ) to- >sort of< (. ) activate descriptive language.
Louise: Uhuh
Paul: But at- that in itself would not be good because it’s such a repet- itive thing.
Louise: Mmm
Paul: It would- it wouldn’t work.
Jenny: Yeah.
Paul: But that works on lots of levels.
Jenny: Uhuh
Paul: And you know for other things like for vocabulary as well.
Paul: (0.5) Because er () that one looks- is a good one I think for- ()
writing and=
Louise: =I must say I've used it about ten times for ( ) and it's
always worked.
Harry: Well this is it. One of the problems here is that-
Louise: Mm
Harry: things that you use again and again, you get to know; the
ins and outs of and what you do with them. And just=
[  ]
Louise: =handing somebody the material (0.5) "is not"
Harry: [  ]
Louise: It needs careful notes.
[  ]
Harry: "quite enough."*
Louise: That one does.
Jenny: Mm
Louise: Or () an explanation=
Jenny: =Mm=
Louise: =foll- trying to do the approach.
Paul: Yeah.
Louise: Mm
Jenny: So each of us should go away and do what they each have- ()
instructions ( ) other
[  ]
Harry: This is the- () logical conclusion. I think there is
a value in having something physical:=
Jenny: ="Can't see there's any reason"*
[  ]
Harry: >Not< just the material but () something to go
with it.
Jenny: Mm yeah. (0.5) Yes.
Harry: Mm (0.5) it would be a () a valuable resource.
Jenny: I think so yes.
[  ]
Harry: The file containing all this stuff,
Jenny: (0.5) Is a good start.
Louise: "Yeah."
Harry: "Start!" Heheheheheh hahah
Jenny: Is Jenny going to come back and give more do you think?
Louise: I'm not sure.
[  ]
Jenny: Has she gone
[  ]
Harry: I think she's gone off to find something=
[  ]
Jenny: =in a-
Harry: =in her archives.
Harry: Yeah she >(probably<蝴) OOH that’s a nice one. Ooh I=
Paul: Hehe
Harry: haven’t seen that for ages.’ hh hhh
Paul: heheh
Jenny: Shall we move on then.
Paul: Yeah=
Harry: 
Louise: I think it’s a good idea
Jenny: Unless () Keith. Keith had a bit of material that he was going to=
Keith: No I didn’t have any pieces of material at all I’m afraid I er heheh hhhh=
Harry: Hah=
Keith: Just: () let the side down really
Jenny: He hehehe
Louise: Hahahah
Harry: Down for a ticking off, really.
Keith: Yeah that’s it. A stern word.
Jenny: Here she comes "I think."
((Annette returns.))
Keith: Tell me- tell me what the idea is for next week and then ()=
Harry: 
Keith: I can forget that okay?
Jenny: Well two weeks time will be () January, (1.0) in effect. Won’t it?=
Louise: Yes. Because it’ll be the end of course () in two weeks."
Harry: (Take off two weeks! ()
Jenny: Because two weeks from now we’ll be eating turkey.
Louise: Yeah.
Annette: Oh?
Harry: Oh yes it’ll be- there- there’ll be two weeks ”won’t there.”
Louise: Mm
Harry: >( )< a week.
Jenny: So two weeks beyond that: () will be () the second week.
Paul: Well why don’t we come back with some ideas on what to do with those turkey leftovers.
((General laughter.))
Jenny: What skill does that come under "again"?
Harry: Hahahahahah hhh
Jenny: Did you have another () narrative tense () maybe () that you
Jenny: wanted to feed in?=
Annette: =E:m () I’ve just got the source of e:r () that one. But- () I was just thinking, it shouldn’t really go under narrative tenses, it’s like you were () saying earlier, that it’s: () a narrative.
Harry: Yeah.
Annette: But it’s not really tenses. Ah, ‘narration’ () fine. It’s: em=
>It’s just<
Harry: A::h
Annette: Page thirty four.
Paul: O::h good old Littlewood.
Jenny: Whooosh! Brought straight out the ‘RSA’ Dip lecture.
Annette: 
Jenny: Yes it- I must admit I think it’s the only () use!
Paul: You often don’t use much of that. (1.0) But I mean i- it- it I mean it should be called in a sense ‘narrative’ anyway shouldn’t it because=
Mmm
Annette: =they only- () they only work together. Hahah!
Jenny: There’s so many things could be grouped.=
Harry: =Yeah=
Paul: =You know you can’t just do past perfect.
Harry: Yeah.
Paul: You can’t write a story just in the past perfect.
"Heheheh"
Annette: No.
Paul: Yeah.
(1.0)
Jenny: "That’s right."
(1.0)
Annette: And em () the only other thing () that I’ve got is out of=
Sorry ()=
Annette: E::m ()
Jenny: Yes I’ve used that as well.
Annette: Yes.

Louise: Yes.

Annette: Em in 'Intermediate Matters' there's a story about a tree falling across a car; and basically the students have again it's an approach that I've found works in several different situations, e.m. the students have to read the: newspaper story and put all the events in the correct order.

Paul: Mm

Annette: That they happened. And then em discuss the details, and then they're meant to try and em do a radio news broadcast where somebody gives an introduction to the story, and then there is an interviewer who interviews either a victim or a witness. To this: accident. And that has worked very well.

Louise: Mm

Jenny: I do it as a task in fact not as a project into

Annette: Well I-I used exactly the same approach because I had some student who had been here for months and months and months who'd done this, but I wanted to do a news: a radio news broadcast, and it was just after the [(names local jewellers)] burglary, so in fact I've photocopied that now, and that's the story that they read. And they do the radio news broadcast on that story. And again that er threw up a lot of interesting information. E:m and they seem to enjoy it and er it was using the same approach as th- as 'Intermediate Matters', unit five.

(1.0)

Harry: Yes. And the page of the unit.

Annette: Or page thirty seven.

(7.0)

Harry: >I think you're the best person to put your initials to that.

Annette: Yes.

Harry: (=)

Annette: E:

Paul: Well she witnessed the robbery.

Harry: Hehehe

Annette: Hehehehehehe. Yes I did. No I witnessed the getaway car.

Paul: Getaway car.

Annette: Yes. (1.0) Getting away.

Harry: Sorry how would you describe the scene from Littlewood?

(1.0) 'Wo' is it?

Annette: E:

Harry: =Briefly. >So that I can put it down here.< hhh: hh (2.0) It's an
Harry: oral activity.
Annette: Yes: (0.5) Oral activity to: (.) er (.) to practice=
Harry: Oral s- jigsaw one
Annette: =em the use of connectives °an:d°
(3.0)
Harry: °Cohesion I suppose.°
Annette: and co-yes: er ordering.
Harry: °Cohesive devices.°
Paul: Well for the moment can you put sort of- this is something
which I- (.) I sometimes (.) do >sort of< the present historic
particularly with advanced group- more advanced groups. (.)
E:M (.) which I haven’t got here but (.) using a joke or a (.)
plot, and showing them how it (.) works basically just
shunting everything forward from an ordinary past narrative
(.) so: (.) the past perfect becomes (.) er the past perfect=
(You go up to)
Harry: It’s ( )
Paul: =becomes (.) present perfect. Past continuous >becomes< (0.5)
present continuous.
Jenny: Uuhh
Paul: Er in terms of (.) plot summaries.
Annette: Right=
Harry: Mm
Paul: =[
Annette: And (.) a-a lot of jokes are told in that style.
Harry: Yes.
Paul: Em- (.) so >basically take a story< (.) sh- shunt it into the
present, and it becomes a joke.
Paul: No no you d-
[  
Harry: No I- I’m not saying you do that, but there’s a heheheh
hh hh hh that’s the sort of theory.
Paul: But what it is is that it actually shows students that they can
do something which they(.) didn’t necessarily think they
could do. Er so they can.go away the next day and tell (.) a
joke or a plot summary in an appropriate form. (1.0) >You
know< if you want to write- I mean I can (.) fill you in on that
later.
Harry: Is- is there a particular
Paul: I think that’s called the present historic though. E:m (.) well=
[ 
Harry: source for that.
Paul: =I’ve got some (.) examples of jokes and plot summaries.
They’re not particularly good ones actually.
Harry: hhhhh hh hhhhh=
Paul: =I should have better ones.
Harry: °Heheh° (.) Another project.
Paul: °Yeah.°
Annette: Because describing the: the plot of any () film =
Paul: =Yeah=
Annette: =that they’ve just seen=,
Paul: =Yeah=
Annette: =they do the same thing. =
Paul: Oh yes I- that’s what I do I u- I usually do (.) a film or a- (.)=
[]
Annette: ( ) it yes.
Paul: =or a book.
Annette: Mmm
Paul: Em (.) and you can illustrate it with a- trouble with jokes is
that some people come back with an elephant joke which lasts
two minutes.
Annette: Mmm
Paul: Or half a minute. And (.) jokes have the problem of (.) “you
know, people are laughing at you.”
Harry: “huh heh”
Paul: “So it’s better off” Takes a long time to do you see a couple of
lessons. Maybe at the end of each lesson. As a kind of
presentation. (1.0) “Works quite well.”
Harry: It sometimes does exactly that.
[
Paul: ( )
Jenny: Mm
Harry: I’ve done it once in a reading lesson with an advanced class.
>It was a < (.) Damon Runyon (.) story,
Paul: Uuh
Harry: Because they’re all written in (.) present simples. There’s not a
single past tense in any stories that he ever wrote. It’s
quite fascinating.
[
Paul: Although I wouldn’t use that as a:
Harry: No. No. Hehehe
Keith: HEHE=
Harry: =It’s different with a one off case.
Paul: “huh heheh
Harry: You do have to sort of say ‘No this is not the=
[
Louise: ( )
[1591]
Paul: (Yeah.)
Harry: =normal way of doing it.’
Keith: Hehe heheh]
[1596]
Annette: Hahahah]
Paul: Actually I can keep a look our er I mean I think I must keep a
look our (.) for plot summary things. (.) Because they pass
you by, you know and you think (.) you should get a- er
Paul: maybe (. ) get something together (. ) °(for) an approach. It’s a
very unoriginal approach just recognising°
(1.0)
Harry: °And presumably ( ) out in (. ) books.°
Paul: No not always. They’re only half (. ) it’s half a story.
Harry: Yeah. °Yeah.°
(2.0)
Jenny: Sunday papers (. ) sometimes have a—
Paul: =Yeah=
Jenny: =run down of everything that’s on °in London.°
Paul: I think may- (. ) er (. ) yeah (. ) the— the- it’s (. ) there are=
[ ]
Jenny: °It’s ( )°
Paul: =some times that you come across them. Or- or a joke.=
Jenny: =Mm
Paul: Maybe in a rag mag. If they f- clean enough. (2.5) And even if
they’re written in the past in the rag mag you make it into the
present again. Hehh! :hhhh hh!
(2.0)
Jenny: Ri::ght. So we’ll leave that with everyone going away to write
up a page of (0.5) instructions to go with it.=
[ ]
Louise: Uuhh
Jenny: =Yes=
Annette: °Of anything that they’ve mentioned. °Good.° Point two, (. )
is: clarification of schedule of student tutorials. I think there’s
still a bit of fuzziness in the air as to (. ) when we do them.
(20)
Particularly as the course lengths keep changing all the time.
Louise: Yes. That’s another problem.
Jenny: How we go (. ) through with ongoing students who are here
for ever and ever,
Louise: Uuhh=
Annette: =Mmm
Jenny: Er (. ) doing repetitive tutorials, (. ) so (1.0) Paul and I talked
((End of tape. Words lost while tape was turned over.))
Paul: Last night. I expected somebody to suddenly go ((makes
sound of crashing/ firing)).
Louise: Mm °Uuhh°
Jenny: Good.
Paul: Yeah. Brilliant.
Keith: Great. Yeah.
(3.0)
Harry: But. But,
Paul: Yes:::
Keith: HEheheh
Harry: But
Jenny: We felt that we: had to hold in our heads so many complex
things about when these take place that if we also had to=
[ Yeah
Annette:
Jenny: =hold in our heads who was going to get them every
time and who was not going to get them every time. It=
[                             ]
                          
Annette: Mmm (.) yes
Jenny: =was (.) far too complicated. So we thought that (.) it was still
better to stick with (.) having (.) >tutorials< for everybody in
the group but some people would be processed very much=
[                          ]
                          
Annette: Mmm
Jenny: =more quickly and more >sort of< rubber stamping of (.)=
[                           ]
                          
Annette: Mmm
Jenny: =nothing's changed.
Annette: Mmm
Louise: Mmm=
Jenny: =go on to the next (.) one kind of thing. But I think we're not
absolutely clear (.) yet (.) as: (.) to when (.) in varying length
courses, (.) we hold them.
Harry: I think it's very clear at the moment. In the four week
[                           ]
                          
Jenny: filling the four week (.) and two week (.) slots.
[                           ]
                          
Annette: Four week (there).
Harry: Yeah.
Jenny: =Yes. Because they keep
Harry: =And it (.) fits in quite nicely at the moment.
Jenny: Right. Which is all right also for Spring Course One, but
Spring Course Two is five weeks long, (.) NO- Spring=
[                           ]
                          
Annette: Uhuh
Jenny: =Course Two is six weeks long and Spring Course Three is
five weeks long.
Louise: You'd have it three times in the six weeks course then.=
Harry: =Mm
Jenny: Yeah that's right, so:
[                           ]
                          
Louise: Three times in the six weeks,=
[                           ]
                          
Harry: =An:d
Paul: And four is all right. Five weeks
Paul: Just- just=
Harry: =I'm beginning to see a pattern here, >if it's divisible by two
it's all right.<
Annette: Hehe hehehehehe
Harry: Hehehehehe
Jenny: So: our three week courses and our five week courses present
Jenny: problems.
Paul: "Yeah."
Annette: Ye:ah.
Louise: Mmm
(2.0)
Paul: I didn’t think we we- I didn’t think- I didn’t think we would talk about that bit but yes em=
Annette: =Heh! heheh
Louise: You have to take everything and have a policy for the whole year don’t you.
[ Didn’t we say: for the three week it was after the first week? "( )"
1.0)
Louise: We may have said something at the end of=
[ >I can’t quite remember what we did.<
Louise: =the first week and then they read the report at=
[ They read the report.
Paul: =the end. O::r
[ Yeah. That’s right. Yeah.
Louise: they get another
Paul: You have to- you’re trying to write down the other thing.
Jenny: Yeah.
Annette: Hhehhh
Harry: Well we’ve had (.) three week courses obviously before,
haven’t we?
Jenny: Yeah.
Harry: And hhheh (if it’s just- it’s similar we could just)
[ But I remember we were a little bit confused as to when we were having the
[ If we were- EM::: (.) can’t
1.0) I mean=
Jenny: =>And then< Louise brought up the problem of (.) early in the course we’ve got to work out what their needs are, so that=
[ Louise: Mm
Jenny: =we can (.) work out whether their needs are being met==
[ And where do we write that.
Jenny: =And where do we write it? How do we enter it.
Harry: Yes I- I tend to write it on a bit of paper. It sort of tends to arise naturally in the sort first (.) lesson or two doesn’t it. (0.5) "Sort of needs analysis (.) thing.
[}
Louise: Yeah.
Annette: Yes on the first day, (..) the language lesson’s very often a (0.5)
finding out what people want to do.
(1.5)
Harry: E::r
Louise: But isn’t that sometimes too general? Doesn’t it need to be=
[ ]
[ ]
Harry: Isn’t this
Annette: Yes.
Louise: =more specific to the individual.
(0.5)
Harry: Yes.
Louise: And also they take ideas from other people, don’t they?
Jenny: Yeah.
Louise: >Which is not necessarily< their own idea. >Somebody says
‘vocabulary’ so ‘Oh yes! I want vocabulary.’ Somebody says<
‘I want more grammar.’ >‘I want more grammar.’<
Harry: Yeah but=
Louise: =‘Fluency.’ >‘I want fluency.’< And it doesn’t become
discriminating enough for the individual.
[ ]
Jenny: There’s a few of the first day tasks that I’ve
done in the language lesson, (..) er have got (..) some sort of
questionnaire to fill in or (..) i-it is a type of needs analysis,=
[ ]
Individual.
Harry: 
Annette: =Mmm
Jenny: saying (..) why are you studying English, or (..) which areas do
you feel are you’re weakest. (..) There are various things that
(.) will give you that information.
Louise: Yes I usually have a written component which everyone=
[ ]
Yes.
Louise: =has individual (to them.)
[ ]
Annette: But- but I agree; i- it should be recorded
somewhere.
Harry: This is only a problem with three week courses is it.
Annette: Mmm
Harry: °That’s okay.° It’s isn’t basically
[ ]
Jenny: Well no this is a problem every=
No.
Louise: =course has.
[ ]
Harry: Well it’s- E::M because (. .)
Paul: (With er) any new student?=

Jenny: =Yes=
Louise: =Yes=
Paul: =With any new student.
Harry: Yeah >but if< (0.5) okay so two weeks into their (. time here (.)
if it’s longer than three weeks, (. they’re gonna have a (.)
tutorial. (. Can you not establish their aims then?=
Jenny: =Isn’t that a little bit late?
Harry: "Bit late I suppose."=
Paul: =It is for ( )
Annette: [ Again I’m sure we could.
Jenny: [ 
Harry: [ Well as I say if it’s longer
than three weeks,
Louise: Even on a four week course it’s a bit late.
Annette: 
Harry: [ Even on a four week course it the- WELL there’s a case in point, I’ve just done
the first one with Aimy (. today.
Louise: Mm
Harry: She’s been here for two weeks.
Jenny: Mmm
Harry: (2.0)
Louise: That’s why I >probably< (. threw the cat amongst the=
Jenny: [ Yes.
Louise: =pigeons (. last (. Friday,
Jenny: You had every right to throw the cat among the pigeons.
Louise: didn’t I?
Louise: By saying ‘Oh dear, (. there’s (no) tutorial.
Paul: We-we- we never really established how we should do this and maybe we should formalise it.
Louise: 
Jenny: Mm
Jenny: Yes. And perhaps that these written (1.0) papers that=
Paul: Maybe it’s the only way.
Jenny: =you’re producing on day one, (0.5) also should be in a system
and a file.
Louise: All the information transfe- all I did was write a few sentences
on the tutorial sheet. And then (. I actually had another one
written today because I found out I wasn’t supposed to have
Louise: one last week so I did it today to be in line with hehehehall=

[ Heh

Jenny: =others.

Louise: Well actually I didn’t do mine today so

Paul: But (.) but I’m (.) I’m not

Louise: going to see them again either (=)

Paul: hhh hhhhh

Paul: =A::h s==

Louise: =because of a change in personnel. (.) So I (.) had a (.)=

[ "Alright."

Jenny: =tutorial with them (.) and then I referred to what they’d told

me last week, and said (.) ‘That was what you said wasn’t it.’

And then went through the other (.) parts of the tutorial (.) ofer

sheet (.) and then they signed it, at the bottom. (0.5) So I’ve

recorded it on the (.)

Paul: Maybe we should give (.) each new student (.) a piece of paper

on which they have to record (.) their aims to (give) to=

[ Would it

Jenny: =us by Wednesday.

Paul: [ ]

Jenny: work if we actually gave them their own tutorial sheet

on the first day and said (.) ‘You will hand this back and this

will be what we’ll use at your (.) tutorial sessions. And on it=

Mm

Harry: =will be your

Jenny: [ ]

Annette: Mmm

Harry: It’s not a bad idea actually (=)

Louise: =Mm=

Harry: =because it will

Annette: No. (.) Except for lower level students, "I don’t know think

they can cope=

Harry: =Yes=

Annette: =with it." Heh heheh

Harry: [ Yes. Well one (.) problem is one of the most
difficult bits actually I find, was=

Annette: ="Yeah."=

Harry: a new student. >What are you going to do< when you have a

new student

Annette: Mmm

Jenny: Mm

Harry: Once you’ve established the aims and that they don’t usually

cchange that much. But (.) how do you define (.) And in what
Harry: terms do you define (. ) things.
Anne: "Mmm "
Harry: Some people (. ) define it in terms of exams, other people define it in terms of=
Jenny: =Mm. Does it matter=?
Paul: =That- don't think that matters.
[ 
Harry: No it doesn't matter, but they- (. )
[ No.
Jenny: =em (0.5) especially lower level students do sometimes have trouble (. ) formulating what their (. ) what their aims are.
Harry: [ 
Louise: Mmm
Jenny: Well they probably don't know.
Harry: Well y- if- yeah. If they'd thought about it
[ 
Hh hhh hh
Paul: No. They just want >to be able< to speak English.
[ 
Paul: Hhh! hhh
Anne: I think it (. ) would be a good idea to give these profiles (. ) to the: (. ) >sort of< intermediate students upwards,=
Jenny: =Mm=
Anne: =that we ought to think of some other way for the (1.5) intermediate downwards.
Paul: Well they- the- (. ) well that means you're going to have to spend some time with them.
(0.5)
Anne: Yes.
Jenny: Very early.
[ 
Louise: Mm (.) which is a tutorial.
[ 
Paul: AsND
Paul: remember yeah with- as a tutorial
Jenny: "Mm"
[ 
Anne: Well- except it could probably be done again in er (. ) er (2.0) filling in both of them (. ) or- three of them four of them filling in a:
Paul: Yeah but some of them will not be new students. (. ) I think it's okay if everybody's new, (. ) because then you can have=
[ 
Anne: Yeah.
Paul: =a nice activity which er discreetly gets that information, and you can help them. But if you've got (. ) some people who are sort of=
Anne: =Mmm=
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) Or ()
1971 just something that was a very basic questionnaire. 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." Hhhheheh
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: It's in one of our=
1999 ( ) icebreakers or something.
2000 [  

2001 Louise: It's on the (. ) needs analysis (. ) file.
2002 [ ]
2003 Annette: That's right.
2004 [ ]
2005 Louise: °( ) the needs analysis file.°
2006 Jenny: Yes well we could probably use one of those then, could we?
2007 Paul: As something very basic, for
2008 (1.5)
2009 Jenny: Lower intermediate downwards.
2010 Paul: And otherwise you just give them a ch- you've g- you've
got two systems working.
2012 Jenny: °Yea::s.°
2013 Harry: Yes.
2014 Paul: HHHHHhehehehehehehehehehehehehehe
2015 Louise: Well- (. ) but there's a (lot of that that you) transfer to the=
2016 [ ]
2017 Harry: If I've got ( ) what system will I use?
2018 Louise: °first paragraph of (. ) 'AIMS' where it says hav- have you=
2019 [ ]
2020 Jenny: Yes=.
2021 Louise: =(( ) got a sheet of >(that one.)< The top (. ) line is=
2022 [ ]
2023 Jenny: =The (point)
2024 Louise: ='aims' and ( ).'
2025 [ ]
2026 Paul: Look why don't we- no what we could do, of course
2027 is have something which is simple, which (. ) em (. ) weaker
2028 students and stronger students could understand.
2029 Jenny: Mmm
2030 Paul: You know (. ) em
2031 Jenny: For example one of our needs analysis=
2032 [ ]
2033 Harry: Yes.
2034 Paul: =One of our needs analysis things I mean (. ) which is=
2035 [ ]
2036 Jenny: Yes.
2037 Paul: =simple enough (. )
2038 [ ]
2039 Jenny: ( ) for them=.
2040 Paul: =for anybody to understand and fill in. (0.5) So that=
2041 [ ]
2042 Jenny: Yeah.
2043 Paul: =every body °can do it.° But=
2044 [ ]
2045 Jenny: >(That was in there.)<
2046 Jenny: =>One of the ones< in there.
2047 Paul: One of the ones?=
2048 Jenny: =Yeah=
2049 Paul: =Yeah.
2051 Jenny: Right.
2052 Annette: In there? ((Points to filing cabinet.)) That thing there. Oh in there?
2053 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, that's right. Ice breaker books.
2061 Annette: (1.5) Yes.
2062 Paul: Yeah. Trying to confuse the tape. Hhhh!
2063 Harry: Don't most of us do that anyway? I don't mean making copies of all those () but er
2065 [ ]
2066 [ ]
2067 Annette: Yes. Yes, but w- I think we're talking mainly about the difficulty of=
2068 [ ]
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 everybody gives to their own new student.
2074 [ ]
2075 Annette: Yes.
2076 Annette: Yeah.
2077 Louise: Mmm=
2078 Paul: Ex: I mean I sometimes don't use them because if people have 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 those, () to fill in.
2094 [ ]
2095 [ ]
2096 Paul: Well I think we should ()
2097 Louise: Return the SAME one.
2098 [ ]
2099 Paul: ADAPT ONE () of those,
Louise:  
Paul:      =and decide to use it (...) em (...) to be filled in
Jenny:    only by the students ( ). And then (...) they give it= 
        [       ]           [       ]
Louise:  Mm  Yes.
Jenny:    =to their own class teacher who will transfer it to their ()
        [       ]
Annette: sheet. Yes.=
Jenny:    =By the end of the second week.
Louise:  Uhuh.
Jenny:    Great.
Louise:  Mm
Jenny:    *Right./*
Harry:    All right then.
Paul:     hhhh!
Harry:    *Heheheh*
Paul:     hhh -hh hh

(2.5)
Jenny:    have we got a clear system I think there. Until with the
        next term we ask again for clarification.
Annette: Well wha- the thing we still haven't done of course is: the=
        [       ]
Annette: =decision yes: er (...) who will be writing
        [       ]
Jenny:    Do you want to do that now or
Annette: Well perhaps we ought to (...) shall we do that at another:
        academic staff meet- no we're not going to have another one
        are we?
Jenny:    It'll be about
Harry:    No just have a staff meeting (...) in between. It needn't be=
        [       ]
        in January
Harry:    =academic.
Jenny:    Mm?
Harry:    It doesn't have to be academic at all, I mean (let's )
        anyway.
Annette: Yes:
Jenny:    Yes. Next week.
Harry:    Mm
Jenny:    Yes. (0.5) Right.
Annette: Yes. In next week's staff meeting we'll
        [       ]
Jenny:    We'll decide next week.
(1.0)
Jenny:    Decide which needs analysis (...) .
Annette: Which needs analysis- or adapt
        () a: a needs analysis to be our () master.
Jenny: "Yes."
(5.0)
Jenny: "Right. Shall we go to point (.) three? (1.0) Point three I've crossed out,
Annette: Oh
Louise: "Uhuh"
Annette: Heheh
Annette: What was it?
Louise: It's redundant now. ( )
Jenny: It's redundant now. I-it said
Jenny: 'Whither the social programme' because I had no news about (.) our social organiser so
Annette: Whither?=
Harry: =The social programme withers. Hhhhh!
Jenny: Yes it wasn't 'wither' (Hands make drooping movement))
Harry: hhh hhh hhh
Louise: =Yes. 'Where.'
Harry: Heheh
Jenny: 'Whither.' ((Hand describes question mark in air.))
Annette: Oh 'wither.' Right. 'Where (.) to.'
Harry: Yeahhh with with the ( )
Annette: Ye:s.
Jenny: But it had an implication of- (.)
Annette: Yes.
Jenny: 'Wither' as well because (.) this week the social programme's rather falling apart. (.) But Eid is back with us from Monday,
Louise: Mm
Jenny: and he's happy he says, to take on the social programme but I'm not certain he's thought out the implications. Because he's working mornings, going to Leicester Hospital ((where his brother is seriously ill)) in the afternoon, (.) but then if that means rushing back for social events here in the evening I'm not sure he's quite (.) thought that through.
Louise: That occurred to me actually. If-
Paul: How how f- (.) how far is it?
Jenny: To Leicester (.) er (.)
Paul: "From here."
Jenny: well (.) well over an hour's drive.
Paul: Mm
Annette: So his brother's back in this country now?
Jenny: Mm
Annette: In Leicester.=
Jenny: =Mm. Not much better.
(0.5)
Annette: Gosh. I amazed they brought him back then.

Jenny: They had to. For better hospital medical care in Spain.

Harry: Leicester's.

Jenny: Yes.

Harry: Hh ·hnh hnh

Paul: Language problems.

Annette: Next point. Heheheheheh=

Paul: Language problems (on this.)=

Annette: =He heheh

Jenny: Heheh ·hnhh right, so I-I crossed those out, () a- () assuming that Ed will have everything in hand again. If not we'll() work something out (instead.)

Paul: meeting ()

Jenny: No I don't think so.=

Paul: =So will I-

Jenny: So we'll move to point () four which can now be called point three. () outlook for nineteen ninety five. () I didn't know to what extent I told everybody any developments of () enrolments or how we were going for () Spring Course One >so I thought I< just should. () Update people. So I actually (0.5) typed it out.

Annette: Mmm!=

Louise: =Thank you. () Well done. On the computer.

Jenny: Yes.

Louise: Mm

Jenny: >(Perhaps I'll just-)< ()

(1.0)

Louise: °(Yes.)°

Jenny: Em (1.0) it's a: this is only in broad terms. I haven't put () all the detail in.

Paul: Shall I just e:r () attach a copy.=

Jenny: =Yeah.

Paul: Yeah.

Paul: (4.5)

Paul: I'll attach it to this.

Jenny: Mm

Paul: () to the

Jenny: Mm=

Paul: °Hhehh heh ·hnhh°

Jenny: E::m () did I manage to tell everybody that the: British Council
Jenny: (. ) Warsaw
(0.5)
Paul: Mmm
Jenny: ten (. ) person contract is under wary,
Paul: Mm
Jenny: and that (. ) em up until Easter there'll be (. ) ten Poles coming
in groups of two.
Louise: Uhuh
Jenny: But of course they- (. ) they're slightly adapted
[ Per course. ( )
Jenny: Yes e.m they've slightly changed (. ) unfortunately my suggested times
of arrival for Spring One=
Annette: =Oh right.=
Jenny: =because they didn't want to go beyond Easter. I had two
more after Easter but they've moved them right back (. ) to the
start of the year, (. ) so we (. ) will in fact have four (0.5) in place
in (. ) from the second week of (0.5) Spring Course One.
(1.0)
Harry: This is for three weeks is it just a second lot of them.
Jenny: No:: Both
lots are for three weeks.
[ Are for three weeks each. Yeah.
Harry: [ Each. Yes=
Jenny: Oh!
Paul: [ Annette: Yes.
Jenny: So. Two come in, (. ) and two weeks- er one week later two
more come in, and each group stays three weeks.
Harry: "(Yeah.)"
Jenny: E:m (. ) I telephoned about the Swedes, the academic Swedes this morning because I was (. ) a bit concerned that (. ) this time
last year we heard (. ) by the twenty second of November,
Louise: Uhuh
Jenny: it now being December we haven't heard anything and (. ) got
a very surprised reaction that we didn't know what was going
on,
Louise: Mm=
Jenny: =from Pangbourne.
Louise: Uhuh
Paul: Sorry. What do you mean by that. That you- they-
Jenny: They thought they'd told us
(0.5)
Paul: Oh I see.
Jenny: °and° (. ) even though we hadn’t in fact heard any thing.

Paul: them isn’t it!

Jenny: Ye:::s. And I said since I was trying to do my staffing for (. ) January gi- >would<- (. ) they be able to give me any information whatsoever, (. ) em I was also a bit worried because I’d heard rumours that ‘ERASMUS’ funding is in trouble in Europe and a lot of it would be drying up. (0.5) So:::er they said definitely a group of Swedes is coming in January, (. ) they don’t know how many yet but- we’ve been told (. ) five or six >and I think haven’t we yeah.< Em (. ) they’re not coming at the beginning of January as I had though:ght, they’re not coming till the fifteenth, (. ) so they’re here for the- (. ) third and fourth weeks. (. ) Of Spring One so we’ve got time to get (. ) ready for them. But it’s definite. (0.5)

That. And then there’s just an odd assortment of people, (. ) em (. ) four Japanese and=

Paul: =Isn’t there an Arab that’s supposed to be coming=

Jenny: =Yes. And I also heard yesterday that (. ) you know Paul: Uuhh

Jenny: That Shafi who was on our (. ) autumn course, that is=

Harry: (Oh that one )

Paul: =Yeah.

Jenny: =So so long, until he disappeared off it, (. ) e:m (. ) is still=

Annette: [ Oh yeah.

Jenny: =coming.

Harry: That ( )

Paul: So so so is he extra to this.

Jenny: So he’s extra to this.

Paul: (. )

Jenny: So Spring Course One is looking quite healthy. Er Spring courses (. ) Two and Three are still below. (0.5) Budget. (. ) But since everyhting’s coming in so last minute, (. ) there’s no particular reason to be gloomy at the moment.

Louise: Mm. I was going to ask how that compares with the timing, (. ) of- previous years.

Jenny: Em (. ) compares (. ) quite favourably with last year, which was a good year for the school. And last year was very good.

Louise: Mmm

Paul: That’s

Jenny: all right then. Because on the face of it it looks a bit (. ) (. ).

Yeah. No. Springwise is really healthy, e:m (0.5) no Spring
Jenny: Two Three have got time (.) yet.

Annette: Mmm

Jenny: So (.) no: >no real reason to be gloomy.<

Annette: Can you explain ‘HELS’.


Paul: Heart of England.

Annette: Oh:: thank you. Right!

Jenny: Em

Annette: And er (.) these professional courses (.) will they be one to
gones? Or:

Jenny: No that’s ( )

Paul: I thought that was a misspelling of ‘this year round’

Jenny: (.) it’s ‘Thais’=

Paul: =‘Thais’=

Jenny: =because this is (on ) :hnhh

Jenny: "Year round." Em (.) the Thais are coming in groups for a

variety em (.) sorry >let me think how that< originated. (0.5)

There was a conference in Bangkok, that Christine Smith of

Puddham (.) College (.) went to on behalf of her own college

and (.) the HELS group, (.) and (.) she was approached by an

agent in Bangkok who said that they would like to place

groups of (.) professional (.) Thais, (1.0) in a- a grouping of

schools consorting like this one. Em (.) they stated the price

they were willing to pay.

Louise: Uuhh

Jenny: and (.) asked if we’d be interested and it- it went from there

that Gillian James brought back the name and (.) as a

consortium we all agreed to (.) how many we could take

and (.) at what periods. Then (.) ELT Coggham’s Doctor

O’Donnell went out, er (.) and didn’t get any kind of

agreement, and it’s come back individually so I’ve now

individually ( ).

Paul: Hah! hah

((Jenny leaves to answer the phone.))

Annette: "(Is that em )"

Paul: No we’re not. We can talk about Jenny while she’s not here.

Harry: heh hhh

Keith: Yeah okay er lets’s get (____ ) record it.

Paul: He heheheh

Keith: Heheheheheh

Paul: Hhh hhhhh

Keith: Shall I stop it? "I suppose I’d better."

Paul: =Em I don’t=

Keith: No all right "because you know I mean"
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 [ Mm
2406 Paul: =say about it ( ).
2407 Annette: Harry: She's coming back=
2408 Keith: =>Coming back< Jenny is returning, (.) having left.
2409 Louise: It's a phone call.
2410 Keith: It's a note for the tape that.
2411 Keith: That was a note a note for the tape.
2412 Harry: So she ( )
2413 [ That you have returned. Having left. So there won't
2414 be time to talk about you.
2415 ((General laughter.))
2416 Jenny: Try it.
2417 Annette: Heheh
2418 Harry: Hahah
2419 Jenny: Ehm (.) the East German teachers is one through (.) David at
2420 Cubston. He has: (.) >it seems< some very valuable Foreign
2421 Office contacts from his days at the Foreign Office, (.) and he
2422 was contacted by an East German (0.5) government (.) person,
2423 (.) who said they have a lot of government contract East
2424 German teachers to place. Ninety of them (.) in fact. Em and
2425 would be willing to come in to do that, so I said 'Yes.'
2426 Annette: Mmm
2427 Jenny: Ehm (.) even though it could slightly overlap with the Swiss
2428 teachers. By a: (.) half a week.
2429 (1.0)
2430 Harry: Ninety.
2431 Jenny: NOH! We're not taking all ninety. I was tempted to offer.
2432 [ Hehehehehehehehehehehehe
2433 ((General laughter.))
2434 Jenny: I said a group of twelve. (0.5) At a pinch.
2435 (0.5)
2436 Paul: Two groups of twelve. We could do that when=
2437 Harry: =°hhhehehhh°=
2438 Paul: =( )
2439 Harry: °heheh°
2440 Paul: hh hhh Er we then have to make enough rooms (.) for that.
2441 Annette: hhhheh!
2442 Keith: ( ) we did.
2443 [ We only- (.) we need one classrooms that can
2444 [ ( )
2445 Jenny: Jane
Keith: =\textquoteleft Goodbye Turks, hello Hungarians\textquoteright's party.\right=

[ 

You know,

Harry: Hahahahah=

Keith: =(Because it was) so successful ( 

Jenny: Mmm

Keith: \textquoteleft that was.\textquoteright

Annette: When are the Swiss teachers coming (.) next year?

Jenny: seventeenth.

[ ((Jenny leaves to answer phone.))

Paul: For three weeks.

Annette: Yeah.

Paul: That's not in the middle- no that's in the middle of a course

again isn't it? Bound to be.=(

Annette: =Yes. I'm pretty sure Jenny said it was.

(2.5)

Harry: Right yeah.

((Jenny returns.))

Annette: Well they're not (.) making us such ( . ).

[ 

Jenny: Sorry that was the fax. It's

Paul: got a new ring now, and I got confused.

Paul: Oh. Yeah the trouble is, that the

[ 

Harry: It's ( . ).

(0.5)

Paul: they're ( . ) so they ( . ) straddle a course. (0.5) And they=

( . )

Harry: 

Paul: =get discounts. I mean ( . ) you know. I mean ( . ) they're=

[ ]

Harry: 

[ ]

Yes.

Paul: =not gonna ( . )

Jenny: No they're not. They get the biggest discount of any students

who come through our front door.

Paul: Well why- what happens if the: ( . ) er- East

Germans pay more. ( . ) hhhhh

(2.0)

Harry: >Heheheheheh<

Jenny: I have a little chat with ( . ) Geraighty ( . ) and tell him so.

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  Annette:  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      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
Annette: Could we move onto the next (.) paragraph. Hahahah e:::m

Harry: [ |

Hehhhh [ |

If I ever want to do any (.) er investigation into the relationship
Keith: between institutions I shall come back and tape a whole= [ Yeahheheheh=

Annette: different set of dialogues. ]

Annette: heheheheheh

Keith: hhh

(0.5)

Jenny: Er you remember Harry James who visited us here,

Yes.

Jenny: who is now (.) I believe in Indonesia (0.5) and apparently (.) according to Helen has faxed back >from Indonesia that he’s having (.) a great deal of difficulty interesting any Indonesian in Britain whatsoever.

Louise: I wonder why= 

Paul: =Mmm=

Jenny: Surprise surprise.

Keith: I should have thought they’d have been keen actually.

Harry: He heh

Heheheh

Keith: Close relationships with ( ) with dums and what not.

Harry: [ ] Yeah

(0.5)

Jenny: Ehm but he’s (.) sent through his (.) report on what happened in Thailand, ehm which I (.) found made quite interesting reading, (1.0) e:::r (1.0) the ex,(.)tent to which (1.5) although he (.) it sounded like he’s been reasonably fair handed on the (.) information >he’s giving out on both schools.< From time to time there seems to be a little slip (.) of information that would to mg have seemed obvious to pass on to an agent not being passed on.

Louise: Uhhuh

Jenny: But luckily all the addresses of the agents are here, (.) so I’m going to write to each of them that I think sounds interesting (.) and do a follow up.

Louise: They need a follow up do they.

Jenny: They need a follow up (anyway). The main example I: (.) that (.) leapt out at me was that (.) nearly all the Thai agents (.) are very interested in courses which lead on to university studies (.) All Thais want to come to England >to study English and go to university,< e:hm and a lot of questions in here seem to arise about (.) would the Ingham link course (.) hlep (.) in any way to get into university or- or part of a university (.) module. And there is isn’t one mention of our access course.
2651 Jenny: At any point. They all
2652 [ ( ) know ( ) but hhhheheh
2653 Harry: e:sm so e- that’s not mentioned. Em ( ) ngr ( ) anything about
to what extent we’ve already ( ) helped a lot of Thais
2655 Jenny: Yes=
2656 Annette: =Mm=
2657 Louise: =Mm=
2658 Jenny: =into university. So I’ll I’ll do a follow up letter to all of them
to ( ) °point that out.°
2659 (0.5)
2660 Harry: Mm
2661 Jenny: Ex ( ) but otherwise ( ) anyone’s welcome to read it. (0.5)=
2662 [ Paul: Uhuh
2663 Jenny: =Who wants to. ( ) And the access course I ( ) I telephoned
Buckingham university ( ) to say ( ) ‘What’s happening?’=
2665 Annette: =Mmm
2666 Jenny: An:nd ( ) I don’t know what’s going on at Buckingham but ( ) it
( ) all sounds as though it’s ( ) a little bit quiet ( ) over there.
And that their marketing department isn’t doing anything on
these at all. And their printing department isn’t doing
anything at all because it hasn’t got any funds, so neither have
we got a ( ) brochure about our ( ) access course, nor any
marketing going on in the East, ( ) and ( ) they say that the: the
course itself will start in January with about four enrolments,
2668 Annette: Mmm
2669 (1.0)
2670 Jenny: and ( ) they hope ( ) it will pick up from there °but it’s not (if
it’s only)°=
2672 Paul: =S- Now can you remind us so it starts with four in January,=
2674 Jenny: successful.
2675 Paul: =( ) when do they come to us?
2676 Jenny: No. They would have come to us beforehand.
2678 Louise: Yes.
2679 Paul: I see.
2680 Louise: ( )
2682 Jenny: I think ( ) they were hoping=
2683 Paul: =Judged to be good enough.
2684 Jenny: that we would fill their course, rather than them.
2686 Paul: But hhhhs seh=
2687 Jenny: =In house! So:: hhhyeah.
2688 Paul: Oh dear!
2690 Jenny: Because it seems ( ) have worked particularly ( )
°successfully.° And the people who’ve gone on to the January
course h- ( ) they have judged ( ) linguistically competent
enough to cope >with this.< Em I don’t know whether=
2695 Paul: Oh ( ) I see
2696 Jenny: =they make that judgement on financial grounds or linguistic
Jenny: grounds hh-hhh (.) but they did. Anyway. So: (.) I'm a bit browned off >with University A at the moment. < They're not actually (.) doing anything for us (.) e.m (.) nor is University B in a sense, although we seem to have established a Thai (.) student connection quite nicely, (0.5) in University B, (.) where Dave and his group of friends (.) em seem to send any body at- (. ) connected with University C who's having language problems here, (.) before they go on to University C (.) to study (.) at University B. (1.0) >Other than that < it's just er (.) individuals (0.5) who would require it >at the moment.< There's a number of enquiries still waiting (1.0) er (.) for a response.

(2.5)

Jenny: That's (.) about it.

Harry: So it doesn't look too bad. (0.5) In summary.

Jenny: It looks about (.) how it looked this time last year and (0.5) er the beginning of last year was very good.

Annette: Mmm

Jenny: First and second quarter, (0.5) we made a lot of money. (1.0) Which we managed to lose in the summer.

Paul: hhhhh!

Harry: hhhh -hhs

Jenny: Made a lot of money to start with.

Keith: Heh!

Harry: It's much better than (.) losing in the summer and not having anything to start with.

Jenny: Yeah.

Annette: °Yeah.°

Jenny: °For sure.°

(2.0)

Jenny: Any other business?

(1.0)

Harry: Well one (.) little thing. (0.5) From was it last week (.) we: (.) started that (1.5) things to order. Book order

[ ]

Jenny: Oh yes.

(2.0)

Jenny: Saved anything.° I've just put on what (.) was suggested at the meeting.

Harry: °Mm. Good. Thank you. (2.0) Fine because we didn't actually take minutes from that meeting so

Louise: °We (did it )°

I didn't realise you'd put that up actually I went through to the office and got one of the books that I would (.) °put into the ( ) books ( ).°

Harry: That was just a general

Jenny: Yes. (.) And that's now (.) a process ( )

Harry: Ongoing.
Paul: To consider ordering or to order? (0.5) E:r book. order=
   [ 
   So-
Jenny: =requests and suggestions.
Paul: That's what I put there as a ( ) (like.)
   [ 
   Em- () does- does this mean we've (.) e:r
   () got to be careful that we don't () re order (0.5) e:m if
   Louise's ordered something that (in the office) as those things
   that are on there as well.
   (0.5)
Harry: No.
Annette: No. (0.5) Well that's all right.
Harry: All I've put on there is what () was
   mentioned (0.5) at the last meeting. When the () idea was
   first () mooted.
   (4.0)
Louise: The second item (.) (I've) ordered.
Harry: Ah right.
Jenny: I think we put a tick or something by it.
   [ 
   A tick beside it.
Harry: Yeah. ( )
Louise: Yes.
   (4.5)
Jenny: Right. (1.0) Okay?
Harry: Right=
Louise: =Thank you.
Harry: (Just get that)
[ 
Keith: ( )
Louise: Yes.
((Meeting ends.))
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
FAX: 0121 359 2725
>Do you know where Rob stands 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 supervised 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 everybody 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: Uuhh
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 into 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: Uuhh
0036 Jenny: E:m there’s ‘IATEFL’ Lille October 1992. Me and Harry, (1.5)
0037 er 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: Uuhh=
0041 Jenny: =we haven’t got a date for that.
0042 Louise: Uuhh=
0043 Annette: =Mmm=
0044 Jenny: =Perhaps (.) look back (.). °and find one.° E::r (.) two
0045 [ ]
0046 Louise: years ago?
0047 Jenny: °Mmm,°
0048 Louise: °I’ve a feeling it might be.°
0049 Jenny: Mmm
Two years ago.

I can look back in the programme anyway.

= Mmm =

= Could you =

= Mmm. I've got all the file.

(0.5)

Now there's two: 'FIRST' auditors training days I did. There's the one I did (.) this year (.) the last one in June. (1.5) E: m

there's (.) British Council Bologna (.) mg. April ninety four,

(1.5) there's (.) Harry (.) last month at the Teachers' Club (.)

workshop on (taught) activities and games, (1.0) e: r I've put in

my (.) session for British Council inspectors in London in

February (.) this year. And I've put in my (.) introduction to

' EAP ' for ' MBA ' students ( ) ninety five.

Louise:

" Mm =

Kate:

= Uhuh (0.5) e: r there's one I'm not sure how to put in (.) Helen and I went to the agent workshop (.) for Heart of England language schools in Shrugsbury. But it doesn't really fit in there because it's marketing rather than academic, but we'll find a spot for it (.) under (.) liaison we decided didn't we? =

= Uhuh =

= Local liaison. Things like that. (2.0) It might jog people's (.) ideas a bit if you say the things you've just said to mg as well to get them- (.) thinking along those lines.

Kate:

= E: m (.) yes, any visitors, to the school that (.) any of you have (.) either had in your classes or counselled.

Louise:

Mmm =

Kate:

= Anybody (.) in for observation, anybody en (.) like that. >If you can-<

Jenny:

Uhuh

Kate:

think- (.) think round that, em (.) I suggested (.) the ('FELT')

meeting

Jenny:

Mmm =

Kate:

= that that we had in Quillham.

We had in here. Uhuh.

Kate:

E: m (.) because 'FELT's (0.5) raising its profile seems to be freelancers.

Louise:

Uhuh

Annette:

Uuhh

Kate:

Em :::

Jenny:

You said local community activities.

Kate:

Local community activities.

Jenny:

Like (.) the football match that

Kate:

[ Yes I suggested your football =

Louise:

= Huh! =

Paul:

( )

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 [The first- her first aid course.
0108 Kate: You've got that down haven't you.
0109 Jenny: Uuhuh
0110 Louise: Uuhuh
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 [No.
0116 Jenny: Well- bloody should=)
0117 Kate: =Helen's course.
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 [And () the examiners' consultation meetings
0131 Kate: and so on er both () er () Paul and Harry are senior examiners
0132 Paul: now and they get invited (0.5) to consultative days "and=
0133 [Mmm
0134 Paul: things."
0135 Kate: "Uuhuh"
0136 Jenny: "Uuhuh"
0137 (1.0)
0138 Jenny: "Uuhuh"
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
Jenny: (. ) who did something (. ) introduced (. ) playing bridge to the students one lunchtime °or° something.

Annette: Oh right yes.

Jenny: °Things like that.°

Keith: Yeah. I don't know.

Annette: It's er () an extra anyway.=

Jenny: =The girl from Linguarama we let do her RSA practicals here.

Kate: Uhhuh

Jenny: That's the kind of thing they have in.

Kate: Uhhuh

(1.0)

Paul: When did I run my last sports day? -hhhh Before the er

Jenny: °Mmm°

Paul: hhh

Jenny: Mmm

Paul: I used to >sort of< liaise with Jennifer.

(2.0)

Jenny: Might have been different the last one I should think.=

Paul: It was.

Jenny: =Yeah.

Paul: Yeah. (1.0) Get another one in before em (0.5) -hhhh () the inspection then.

Jenny: Mmm

Kate: EM () MIGHT () e:m () I don't know () whether they know how much work was put into the () e:m () arranging of interviews for the SWISS group. There's not- () very many schools () er do this- do the:=

Jenny: =Mmm=

Annette: =Mm=

Kate: =the second year of the Swiss group. (0.5) And e:m () that's () that's good. (0.5) A- and you're particularly good at- () getting that all organised.

Jenny: Mmm

Louise: Sorry I missed that. I was just writing the notes on the

Jenny: The Swiss teachers (. ) em liaison with local experts that kind of thing from=

Kate: (outside).

Jenny: (outside).

Kate: current group.

Louise: Mm

Annette: Mmm

Kate: Yes yes. His name is Albert ((name)).

Annette: And what about the: se () Swedish=

0151 0152 0153 0154 0155 0156 0157 0158 0159 0160 0161 0162 0163 0164 0165 0166 0167 0168 0169 0170 0171 0172 0173 0174 0175 0176 0177 0178 0179 0180 0181 0182 0183 0184 0185 0186 0187 0188 0189 0190 0191 0192 0193 0194 0195 0196 0197 0198 0199 0200
Kate: lecturers as well

Jenny: Mmm

Kate: (Similarly.)

Jenny: Yes.

Kate: Uuhuh

Louise: Yes >because< we arranged some of the lectures

Jenny: We've got our promise to send (.)

(Ferret) a quote. We've got to do it. He said 'Oh presumably about the same as last year.' And I said 'I'll send it to you.'

 الأو Do you remember?

Louise: Mm

Kate: Heheheh

Jenny: And I didn't.

(11.5)

Kate: Mmm

Louise: °( )°

Kate: I don't think I've got any other

Jenny: No no. I think ( for a) start=

Paul: ( )

Jenny: Can you think- can anyone else can think=

Annette: Have we

Paul: [= What about the 'FIRST' conference. Have we mentioned that?

Jenny: Well I- e.m (.) let me go on. 'Courses conferences attended.'

'TATEFL' Lille, Harry (.) and me, 'FIRST' welfare conference Beaconfield Helen. (0.5) Ninety two. November ninety two.

British Council Teacher Conference Bologna (.) April ninety four me, (.) teacher training course on business English Louise,

Uuhuh

Louise: When you did (.) it's on your own initiative at your=

Jenny: [ ]

September ninety two

Louise: =own- yes 'IHS' too I haven't got a date.=

Jenny: =That's 'IH'.

Louise: Mm. I need a date for that.

Jenny: °Uuhuh°=

Louise: =Err Helen's first aid course, (0.5) now I haven't put in (.) the

Jenny: 'FIRST' conference ninety four. (.) I've forgotten.

Annette: That (.) I was at that. And Kate was at that.

Jenny: (1.5)

Paul: I didn't put it in.

Kate: What >about< ninety three.

Paul: [ ]
Jenny:  Wh- I can't remember. =
Paul:  =Ninety two ninety three. =
Annette:  "Ninety two."
Jenny:  =I've been at-
Paul:  "(One of them.) Ninety three. =
Jenny:  =That was the one ( ) at Eurocentre ( ) Victoria ( ) =
Paul:  =was the last one I (was at.)
Jenny:  =wasn't it? =
Kate:  =Yes. Euro centre ( ) Victoria you were all at. =
Jenny:  =Yes. =
Kate:  =And you were or- er out in force. =
Jenny:  =Yeah =
Louise:  =Mm
Jenny:  =So, =
Louise:  Was that ninety three then. =
Jenny:  That must have been ninety three. =
Kate:  =And you gave a talk. =
Louise:  You did, yes. =
Paul:  =No. =
Kate:  =With you. =
Jenny:  =No that was before that =
Louise:  =It was Regent's Park wasn't it? =
Annette:  =No. =
Paul:  =Regent's Park was three. Ninety three. Regent's Park was= 
Kate:  =That's right. The one before that was Victoria then. When= 
Annette:  =And we all Did= 
Kate:  we gave a talk. Was it? =
Annette:  we all (go to that?)
Annette:  =Some of (us did). =
Kate:  =That's right
Louise:  We did go to Regen- >I think it was =
Paul:  "Regent's. ="
Jenny: Ninety two then

Louise: =Park.<

Annette: Right.

Louise: =We went to:

Paul: I didn’t go to:: or the one before but I ( ) it.

Louise: Victoria. [ ] [ ] =

Jenny: Mm [ ]

Kate: Regent’s Park.

Louise: =Mm=

Jenny: =Mm=

Annette: =Mmm=

Kate: =I didn’t

Jenny: [ ] We put conferences (.) then (.) stretching back over=

Annette: Mmm [ ] Yeah.

Jenny: =three years.=

Kate: =I didn’t- I don’t think I talked. (0.5) I mean I probably talked

() in the corridors but n-(.) -hhh not actually speaking- OH I
did!=

Jenny: =Yes you did!=

Kate: =°yes I did. () God knows what I said.° Anyway,

Jenny: [ ] [ ]

Annette: Em

Jenny: You did.

Paul: You chaired a session as well in the: (.) a plenary=

Annette: Yes you did em

Paul: =session in the evening.=

Kate: =Oh yeah. >Well I’m always doing that.

Annette: You did a

Annette: You did a workshop em:: (0.5) And you and I went to Simon=

Jenny: Mmm

Annette: =Greenall doing=

Louise: =Mm (Mm mm)

Kate: Heheheh It seemed very sensible. Hehehe=

Annette: the environement

Kate: =heh. And we spread ourselves round to see what the=

Annette: and Paul and I went to

Kate: =others were doing.=

Annette: =Yes >and in fact we-< () I think we purposely didn’t go to

yours because () we- you asked us to do a write up on=
Paul: =each one and we knew (..) could do yours,=
Kate: =Uhuh
Annette: So we were trying to cover all the others.
Paul: Mmm
Kate: (Fine) excuses excuses.
Louise: He heheheheheh
Annette: Hahahahahah
Paul: Heheh=
Annette: =Can't remember what your subject was now.
Paul: isn't it.=
Annette: =Oh! E::r
Paul: hh Heheh hh
Annette: Some thing about:
Kate: English as an international language.
Jenny: That's right. You're right.
Kate: Yeah. (0.5) I've got the notes somewhere °even°.
Annette: Uuhh.
Kate: But anyway (. ) it's hardly worth putting in.
Jenny: Right.
Annette: Right. So-
Jenny: No. I think- (. ) no I >must put it in.< °Of course°=
Annette: =Is it (. ) ninety three ninety four
Jenny: And ninety two.
Annette: and ninety two as well.
Jenny: We're going back as far as ninety two on this.
Annette: Right.
Kate: Ane ninety four, (. ) was at (. ) the green, >because< we=
Jenny: °Oh Go:d.°
Kate: =moaned all the way down and all the way back because it
was so far.
Jenny: And we said we'll never again hold a conference
there and where was the 'FIRST' auditors' conference,
Kate: °Ha:gh°=
P: I was just thinking Louise and I sometimes give talks on
Shakespeare. Should that be °(put in)°
Jenny: Yes. Absolutely.
Louise: And we do that regularly with the students=

Jenny: =Mmm extra curricular.=

Annette: Yeah.

Louise: =Mm=

Jenny: =Yeah. Absolutely. "Good one."

Annette: "It's a good one."

Jenny: And so does Kate.

(2.5)

Paul: Mm

(5.0)

Jenny: "Uhuh" (. good. " (1.5) External positions held by staff. Got a funny heading here. (0.5) Got (.) ' ( ) job' [Ex().]ternal position."

Annette: =Yehes. Heh that's right.

Louise: [ ( ) ]

Jenny: Yeahheheh

[ ]

Annette: Hahahah I see what it it means now.

Jenny: [ ]

Right ( )

Kate: ( ) seventy third,

yeah.

Jenny: Yehes.=

Paul: =Heheh. Heh.

Kate: Oh God. (That's been recorded.)

Jenny: He heh

[ ]

Paul: He heh heh

[ ]

Jenny: Oh yes. You've got to remember "that's something you've got to"=

Annette: =Heheheheh

Jenny: Harry and Paul's (.) senior examining. Are the first two in.

Kate: Uhh=

Jenny: =And then Harry and Paul as awarders for the above, and Harry and Paul >as setters for the above.< (0.5) Ex=

Kate: =And Harry and Paul as consultants for the above.=

[ Annette: Heheh

Jenny: =Harry and Paul

Kate: ( )

[ ]

Paul: Heheheh heheh (That's ) not ( )=

Annette: Hahah Haha=
0451 Paul: =with (him).
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: =Em=
0464 Kate: =The aorta.
0465 Annette: =Yehes
0466 [ ((General laughter.))
0468 Jenny: =Or just a valve (.) maybe.=
0469 Kate: =Hehehehe=
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 [ It's a shame.
0476 Paul: Hehehehe heh
0477 Paul: [ But- but there is: something
0478 [ Be quite good wouldn't it?=
0479 Annette: Your your position
0480 [ That was a put down.=
0481 Paul: Heheheheh=
0482 Jenny: =Heheh=
0483 Annette: =that you're=
0484 =No I'm not. I'm just the (.) Pen School person.
0485 [ or the school's there.
0486 Annette: What about the business thing!
0487 [ Yes or your er (0.5) E-even if
0488 Louise: =Heheh=
0489 Annette: =that you're=
0490 Jenny: =No I'm not. I'm just the (.) Pen School representative.=
0491 Annette: =Yeah. Representative.
0492 Paul: =The Pen Quillham rep resentative.
Jenny: Yeah
Paul: What-
Kate: Mmm
Paul: =What about Jenny
Annette: Oh:: Heart of England’s (.) what?
Jenny: [ ]
Yes.
Paul: Annette in e- in this (.) business thing.
Jenny: [ ] English Language Schools’ Consortium.
Kate: Mmm,=
Annette: =English=
Paul: =‘BESIG’
Annette: Language
Jenny: [ ] Yes. Em (.) except we’ve stopped being a=
Annette: Schools’-
Jenny: =member of (.) ‘IATEFL’ for a year.
Annette: =Yeah.
Kate: Mmm
Paul: ‘Was’ (.) put ‘was’.
Annette: Yes.=
Kate: =Anyway=
Jenny: =Up until the present=
Kate: =as far as I know you probably come under our membership anyway so=
Jenny: =Yes I think we probably do
Kate: Yeah. And Paul the freelance writer.
(1.0)
Paul: Em (.) yes wha- what as?
Kate: Yes but I mean that’s hardly rrelevant is it?
Kate: Yeah. Go on. Put it in.
Kate: =radio?
Paul: Well don- don’t you produce- don’t you write things for=
Jenny: Heh
Kate: =radio?
Paul: Yes but I mean that’s hardly rrelevant is it?
Kate: Yeah. Go on. Put it in.
Paul: Heheheh
Jenny: Well it’s an extra dimension.=
Kate: (It’s a)
Paul: Hahahah
Kate: It’s it’s a broad view.
Jenny: it though.

[ Makes you a rounded person doesn’t=

Kate: Yes.

Paul: I’ve stopped doing it now.

Kate: Well, tough. But I wouldn’t- I=

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

for another ( )

[ Oh yeah. I mean when I’ve stopped doing it means

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

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

Kate: What=

Jenny: =Hehe heheheh

[ ]

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

Jenny: =Heheheh=

Kate: =Whoah! Going on there.=

Jenny: =Heheheh ·hh

Kate: >Anyway< put it in.

Jenny: Yes.

(2.0)

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

the examining.

(0.5)

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

Kate: No it isn’t. He em

Jenny: Oh yes he owns it ( .) doesn’t he.

Kate: No he masterminded em (1.0) e::m ( .) (‘OBEC’)

Jenny: Ah

Kate: He did all the research for ‘OBEC’=.

Jenny: =Mmm. ⁰Inkham. ( ) business exam.⁰

Annette: ¢Yes. ( .) Yeah.⁰

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

Jenny: The two boards yeah.

[ The Delegacy and the two boards.=

Kate: Well the

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

had before.=

Louise: =Mm=

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

Louise: =Uhuh=

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

now

Louise: Better than (‘SEGIT’)

(0.5)

Jenny: ( ) which was the ( .) joke one?
Kate: O:hl=

Annette: =Yeah. That was::


Annette: Oh no I was thinking of the: the oral the oral exam.=

Louise: =‘TOIC’

Annette: =‘TOIC’

Kate: We actually run ‘TOIC’

Jenny: Yeah. I know you do.

Kate: exams in Inkham.=

Jenny: =Doesn’t mean it’s any good does it?

Kate: No it wasn’t ((General laughter.))=

Annette: =Oh is that the one we did. The:=

Louise: =No we haven’t managed (this one).

Jenny: Which was the oral one.

Louise: (( ) talk

Annette: Which was the oral exam that we did ( ).

Jenny: The ‘LCCl’.

Annette: The ‘LCCl’ oral exam.=

Jenny: =Mm=

Annette: And that was:=

Kate: Mm

Kate: =Uuhh=

Annette: =a joke.

(0.5)

Jenny: Yes.

Annette: When we heard what we had to=

Paul: =^Heh heh^=

Annette: do.

Jenny: Mm

Louise: Yeah it’s got to be recorded now. (1.0) And sent to them=

Annette: Yeah.

Louise: =() for marking and () moderation.

Annette: Will that make any difference >I mean< if it’s still

(0.5)

Jenny: Mmm

(3.0)

Jenny: Could you make me think of the ( ) whether=
0651
0652  Annette:  [        ]
0653  Jenny:  =you’re going to be with us or not are we forณ
0654  [        ]
0655  Annette:  =em
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:  =not the point.=
0690  Kate:  =So (. ) you have to do what the market wants don’t you?
0691  Kate:  E;m (.) nothing else?
0692  Jenny:  Ooh. Already going (. ) half a page, that’s (. ) much better than
0693  there were.
0694  Kate:  E;m
0695  Jenny:  Susan’s thinking.
0696  Susan:  Mm?
0697  Jenny:  What about your environmental interests? (0.5) Are you a
0698  member of any group?
0699  [        ]
0700  [        ]
Susan: (9.0) 
Did a little bit of tree planting but ( )
((General laughter.))
Kate: There's a- there's the fellowship of the 'RSA' down at the
bottom of mine as ( ) as a sort of extra.
Jenny: Right. ( ) Kate is a fellow of the 'RSA'.
Kate: Now.
Jenny: (5.0)
Kate: But
Jenny: ("That ( ) thing") must go in somewhere.
Kate: There's extra.=
Jenny: =Mmm. "Silly not to put it in."
Kate: Mmm
(10.0)
Kate: At the moment. ( ) Em
Jenny: Thing that-
Jenny: What?
Kate: You put ( ) bits about you're liaising with Buckingham and
things.=
Jenny: =Mmm
Kate: Well just-=
Jenny: =Mmm=
Kate: =think about it will you.
Paul: hh hh hh hh hh hh
Jenny: heh heh heh ( (Suppressed laughter.))
Jenny: Yes miss.=
Paul: =Come on. >Which one of you< forgot that.=
Kate: Mmm
Paul: =Hahh heheheh
Kate: >What's that<
Jenny: Have you forgotten that you (had a ) You've forgotten
to send us any students, "haven't you."=
Kate: =Mmm=
Paul: hh ((Coughs.))
Kate: But I mean ( ) it- ( ) there was in planning there.
(0.5)
Jenny: And maybe long term still. I think Buckingham's
got serious financial problems. (0.5) >From what I< ( ) read=
Paul: Has it really
Jenny: =between the lines. They haven't got any money to produce a
brochure for this=
Kate: =°Mmm°=

Jenny: =access course, they haven't got °( )°

Kate: 

Jenny: Might be helpful, mightn't it?

Kate: And (0.5) thing's he's done

(0.5)

Paul: hhh

Kate: recently. I mean:: all that- and he's given a talk to=

Jenny: °It's all in the ( ) file, isn't it°

Kate: =the school as well as everything else. >He gave a talk=

Mm

Kate: =on don't let's t- say () what he gave the talk on but=

Mmm

Kate: =em (1.0) huh

Jenny: °Well I don't= Well we all know. Heheheh heh=

Kate: 

Jenny: eheheheh Oh yes, our environmentalist might get upset= 

Kate: eh heheh

Kate: =All right I- () I can get upset, I get completely upset=

((Whispered exchange Jenny and Louise))

Kate: =about it.

Jenny: Right

Kate: -hhh But anyway it just occurs to me that it might be=

((Whispered exchange Jenny=)

Kate: =useful to

=and Louise.))

Jenny: =Yes. Could you jot down () 'We must get hold of Luke's

'CV's'= 

Kate: =No. He's got it on: em: ()

Jenny: On file, or=

Kate: =on disk and () yeah.

((Whispered exchange Jenny=

Kate: on computer.

(5.5)

Jenny: Luke's ?

Kate: hh hh hh °heheheh°

(6.5)

Jenny: How does Keith Fielding feel about Luke?

(1.0)

Kate: hhhh! (0.5) I haven't gone into it. hhh! Heheh
Paul: Why don’t you just have a list of the people he likes instead.

Kate: Heheh

Jenny: Mm

Paul: A list of Keith Fielding’s favourite things. hhh heheh!

Jenny: [ Uuhh.

Annette: Em what was the decision about Keith? I was busy writing when: er when you were talking about Keith.

Jenny: What was the question about Keith?

Annette: >It was something about- (.) w-where you were talking about< Keith=

Kate: =What?= Keith=

Annette: =em (.) Richards:=

Kate: =No Keith Fielding.

Paul: Keith Fielding. That’s another things though isn’t it.=

Jenny: Keith Fielding right.

Paul: =It’s another thing I suppose.

Kate: Yeah but she’s go- she’s got that now.

Annette: (I know but I haven’t got that down.)

Paul: ( ) we’re doing for it.

Jenny: I’ve got his ‘CV’, which is about that thick.

Kate: Mmm

Paul: What about (.) the project=

Jenny: =And the=

Paul: =which we are assisting with him. I mean- (.)

Kate: Hmm

Paul: with=

Jenny: =I (.) I had a note of it somewhere but it hasn’t=

Kate: Yes

Paul: (put down)

Jenny: =reappeared here, so we’d better put it in as a reminder to- (.)

Harry that for his name to appear. (1.0) For the research project which (he’s doing).

Annette: Could you take over from me for a minute while=

Louise: Yeah sure.

Annette: =I (.) just ( ) my orange.
Paul: She’s got to over the grange.
Louise: ( ) at-
Annette: Thank you very much. Sorry. So it was em
Louise: To remind Harry about what?
Jenny: Keith’s project (. ) here. °(Of some sort.)°
(8.5)
Kate: Uuhh
Jenny: Keep forgetting the name of it. (. ) Be nice to give it a name, wouldn’t it?
Kate: °Mmm°
(0.5)
Jenny: We’ve got a very thin little bit here called published articles.
(1.0) But we can (. ) jolly it up a bit with your contributions.
Kate: No: I haven’t done very much, but I’m (. ) and I haven’t put
down very much, but I’m (. ) and I haven’t put down any of
my recent m- (. ) sort of < (. ) stupid things I’ve written.
Jenny: °No.°
Jenny: Haven’t you done (. ) I was going to say< haven’t you done a book,
Kate: Not in the last three years- I’ve got one in preparation=
Jenny: °( )°
Kate: =WITH Sue who we could point out was an ex member
of staff
Jenny: °That’s right. Mm°
Annette: Mmm=
Kate: =Em: Sue and I (. ) produced it. Hope to produce (. ) a (. ) a
book on: hi- history and literature tasks.
Louise: So this is a book
Kate: Mm [ Together, combined.
Louise: in progress. Work in progress
Kate: Work in progress. I bet it’s down on my
‘C’ er ‘CV’ I go- I’ve- I did remember that. But I’ve written:
quite a few articles, for (. ) the ‘EFL Gazette’ and stuff >and I
can’t remember what else.<
Louise: Well that’s not (very helpful) is it.
Paul: Does the loathsome recipe book count as a book.
Jenny: °Yes. Heheheheh°
(1.0)
Paul: Book in progress.
Kate: Really? °Loathsome recipe book?= 
Paul: (Right)

Kate: =((Conversation between Kate and Paul continues, along with one, possible two, other conversations, for 4.0 seconds — untranscribable except for odd words — until the only other conversation is a whispered one in the background lasting for a few of the following exchanges.))

Kate: Really?=

Paul: =And horrible recipes, (in it).

Kate: Oh!

Jenny: Disgusting recipes of the world.

Paul: Have a ( ) gimmick ( ).=

Kate: =And where- and what what does what it it has to have.

Annette: Yes em () class tasks

Paul: Just things that make your ( ) stomach churn as you=

Annette: and em ( )

Paul: =read it. It’s meant to be sort of ( ) um=

Kate: (It’s more) (avoid them.)

Paul: =sound, I mean like ( ) monkey brains wouldn’t ( )

Kate: Turn a=

Paul: No.

Kate: Hair.

Kate: Yeah.

Paul: Things like em=

Jenny: =Keith had quite a few to offer didn’t he=

Paul: =er=

Jenny: =from South America.

Paul: South Pacific kava which is ( ) chewing a root and then you spit it into a bowl and everybody drinks it. Heh

Kate: ( ) Well I’m I’m I get the kind of thing.

Jenny: And ( ) Greek stomach soup.

Kate: Uuh. Scorpions’ tails. That sort of thing.

Paul: M:-------------: don’t know whether< scorpion soup would just be ( ) em I don’t know (likely). It’s got to be- it’s got to=

Louise: Crunchy?

Paul: =make you want to throw up.

Kate: Right. Sort ch=

Paul: =Tongue. How to prepare tongue, that’s quite nice. ( )

Jenny: hhh!=

Paul: =Especially when you take the skin from the back to=

Kate: =the front.

Paul: =Cold brains and that=

Kate: =sort of thing.
Jenny: Mmm
Annette: °Mmm°=
Kate: =Yeah I- I've actually just seen one of those I'll f= I'll find
you some.

[ I know. Brilliant.
Kate: Mmm
Paul: What a shame. Thought I was going to be first.
Kate: No. I'm- not recipe book I'm a but recipe for (cold)=
[ ]
Paul: Yes.
Jenny: =Oh right=
Kate: =(brains) and- oh no I th- I'm sure it's going to be first.
It's wonder ful. (0.5) -hhh oka::y () we've got=
[ ]
Paul: Heheh heheheh
Kate: =() bedtime reading
[ ]
Jenny: Harry's article on (transfers of activities, ()) and our ()
publications in the teachers' newsletters, is all we've put here.
(.) I was only today handed a publication (.) and
[ ]
Kate: >What about-<
the Bologna one, is out. Jenny's Bologna one, and the previous
one (.) also::
Jenny: That- (.) probably fell into the previous three year group.
Kate: Mm
Jenny: I'm sure.
Kate: N:::o I don't think so: and I-
[ Oh ]
Jenny: (2.0)
Kate: Well >can you just put< 'British Council Bologna publications
Jenny;' and I'll look them up.
[ Mm
Kate: (5.0)
Jenny: And Kate will submit a list.
Kate: No she won't. She's no idea what she's written.
(0.5)
Jenny: That's (.) extremely unhelpful.
Kate: I'm not (.) being very helpful. >I mean< it's much (.) better=
[ hhh hhh hhh
Kate: =that you people should be doing it °than me." Anyway these
are (.) all things that I've had to do (.) on the back of an
envelope prior to the five minutes' notice because (.) nobody
else would.
Jenny: Mmm
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 (. ) hiccupping."  
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
Annette: Well- we haven’t had time. Teaching full time you can’t er=

Jenny: Mmm

Annette: = (0.5) do that.

Jenny: Well the other areas a- are reasonably full so (0.5) it doesn’t=

Kate: Well=

Jenny: =have to be: () active in every area °do we.°

Kate: =You’re- () well i- () you hav::e () >sort of:< ()

years when you wo- do, and years when you don’t.

Jenny: Mmm

Annette: Uhuh

(4.5)

Annette: Okay. Perhaps=

Kate: =That’s not bad.

Annette: No.

Jenny: It’s (a good collection) anyway (isn’t it).

Kate: Just it’s- a- a

Paul: Huh

Jenny: Heh

Annette: Is that end of: point number one do you think.

(1.0)

Jenny: °(It’s em ())°

Kate: Yuy

Annette: Yeah. Okay.=

Jenny: =Part two.

Paul: Right!=

Annette: =Number two, the answerphone.

Paul: Hah hah hah hah hah hah (0.5) ’hh it’s changed- I think it’s I- I=

Paul: Further to

Jenny: =think it’s () a disgrace that Harry isn’t here (0.5) for this em

Kate: Mm

Jenny: Do you want this minuted?

Paul: Yes. Absolutely.

Kate: hh hehah

Jenny: Hahah

Annette: Right.

Paul: Harry is the person who demanded action on this and he’s not here to °actually°

[ ]

Jenny: To err see the action, right=

Annette: =No=

Paul: =°I think it’s a very poor show ()

[ ]

Jenny: So with regret
Louise: [ ]

Paul: Hehehehheheheh

Jenny: Further to

Paul: ·hhh heheh

(1.5)

Jenny: The point=

Paul: =·hhh=

Jenny: =whatever it was in the last (. ) staff meeting minutes.

Annette: Yes:

Jenny: Action has been taken on the answerphone

Paul: hhh hah hah hah

Jenny: and we have now purchased (. ) a wonderful new answerphone which records messages.

(General laughter.)

Kate: Well that is (. ) actually=: very good since (. ) is it- a- (. )=

[]

Louise: A great advance.

Kate: =presumably a recording of the enrolment=

[It tells you how many friends you’ve got=

Kate: =(. ) from Milan.

Paul: =doesn’t it.

Jenny: Yes that was its first message.

Paul: ‘You’ve got (. ) no (. ) friends.’

Kate: Heheheheheh (. ) ha:ha:hahah=

[ Hahahah

Paul: =>That’s what it says when it says you’ve got no messages.=

Kate: =‘YOU (. ) HAVE (. ) NO (. ) MESSAGES,’ MINE (. ) SAYS=

[ Yeah

Kate: =(. ) EXACTLY THAT.

Paul: (exactly)

Paul: It should say ‘You have NO friends.’

(General laughter.)

Kate: ‘Thursday (. ) eight (. ) forty four (. ) a (. ) m (. )’=

Paul: =‘Nobody (. ) wants to talk to you.’

Kate: Heheheheheh

Kate: =‘Yes,=’

(0.5)

Paul: ‘You’ve been away for two weeks and you’ve got no messages.’

(General laughter — quieter but more extended than last.)

Paul: ‘It’s very sad to come back off holiday and=’
Jenny: It does seem to function well and do the job
and=
Louise: =Good. Much better than the old one.

Kate: [ ‘The (. suicide (. pills (. are (. in

() the (. drawer.’ Heheheh

Jenny: Yes. It is a bit peremptory I find but
[ Mmm=

Kate:

Annette: =Mmm

Louise: It’s an electronic voice.

Jenny: It’s the same woman who’s on the ‘BT’ (. announcements=

[ >Oh is it?<=

Jenny: =I’m sure who says (. ‘YOU HAVE A FAULT!’

Paul: hhhhe heh

Annette: Heheh

Jenny: ‘You (.) have (.) dialled wrongly. Try (.) again.’

[ "Heheh"

Annette: =Keep ( )

Paul: [ >And a man says ‘Please replace the handset and try=

[ Yehes. ( )=

Jenny: [ Hehe=

Kate:

Louise: =again.’

Jenny: =( )

Kate: heheh

Louise: ‘Please replace the handset “and try again.”’

[ 

Kate: Sounds frightfully similar.=

Louise: =Her intonation patterns are terrible.=

Jenny: Mmm

Annette: Mmm

Kate: The:: lady who- (.) who has the same (.) thing in the car park in

( ), sounds cheerful on sunny days,=

Jenny: =Mmm=

Kate: =depressed on: (. rainy days. I don’t know how she manages

it. Since she says the same thing every time.

[ Heheheheh

Annette: Heheheheh

Jenny: =Yeah.

Kate: hhhh! Heheh

Annette: >Is it some sort of recording or ( )
Kate: =Yes.
Jenny: =Yes.
Annette: =I was thinking it must be a summer and a winter recording.
Kate: Heheheh \textit{(that's right.)}= Light sensitive but-
Kate: Ha heheh
Annette: Hahah yes.
Paul: ( ) the speed, it sort of slows down if it's (.) if it's=
Jenny: =Mmm=
Paul: =dull.
Louise: =Mm.
Jenny: =>That'd be it.<
Kate: =>Anyway< 'You (.) have (.) a (.) new (.) answermachine.'
Paul: True!
Annette: Yes.
Jenny: Yes. It's wonderful. It works.
Louise: "Wonderful.'
Kate: Okay.=
Jenny: =>I don't know< if it's of any interest (.)
Kate: ((Coughs.))
Jenny: hhhh A ( ) to anyone< but I also bought some carpet
this morning.
Annette: Have you?
Jenny: "Yes."
Kate: (This is you say.)
Annette: ( )
Louise: Does that come under 'AOB'.
Kate: ( )
Annette: Yes. That's
Louise: Is that 'AOB'?
Annette: off the back of a lorry?
Jenny: Off the back of a lorry.=
Annette: =Heheh.
Kate: Mmm Yes.
Paul: Heh heh heh heh
Jenny: You're a bit worried about it aren't you.
Paul: What's it what colour is it?
Louise: Heh
Jenny: Same as room one.
Paul: °Oh°
Kate: No I'm not worried about it at all.
Jenny: Mm No.
Kate: Leave it to you.
Paul: So this lorry’s had two tragic accidents then.
Kate: [   ]
Annette: Mmm
Jenny: =Uuhuh.
Annette: Mmm
(1.5)
Kate: As they do.
(1.0)
Paul: Heh (.)-hh.
(1.0)
Paul: So that we can perhaps stay in room: (. two and the rest on=
[ ]
It sounds rather (. posh doesn’t=
Paul: =(
Annette: =jt. Hahah
Kate: Mm?
Louise: Fell off the back of a lorry.
[   ]
Paul: An offer on two the horrible colour.
[   ]
Annette: I’ll put ‘Kate has purchased some new carpet for the school.’ And this is=
[   ]
Oh (. right.
Annette: =for room:: two=
[   ]
Kate: Mmm
Jenny: =two and the back staffroom right.
[   ]
Annette: and
(4.0)
Kate: And that would-
Jenny: Back staffroom desperately needs (.)
[   ]
Kate: (che- cheer them up a bit)
Annette: *Yeah*
Kate: Em=
Jenny: =a carpet .=
Kate: =liaised with Harry as well to see what= 
Jenny: =Your Harry or our Harry?
[   ]=
Kate: Our Harry
Jenny: =Your Harry=
Annette: =Heheheheh
Kate: Em to see what (. if- any tips he has for the: (. inspection: (.)
bits and pieces. (0.5) Because (. it might be useful from- (.)
last time around. For us (. in Inkham, we had a (. em (0.5) we
didn’t have Marianne Tanner she came
Jenny: That was years ago wasn’t it?
Kate: Mm. Four years ago I think.
Helen: Three years. (.) Three years ago “she was”
Kate: Last but one.
Jenny: “Yes see if we can remember what she said.”
Kate: =Mmm=
Jenny: =It could be important too.
Kate: I can.
Jenny: You can remember what she said. (.) Can you say anything
more (of) what she said.
Kate: Yeah. E:em (1.0) she’s very keen on:: e- (0.5) staff meetings
and interaction, (,) e; (.) Tannerget: (.) between (.) teachers, that sort of thing, (,) em (,) not so interested in: formal systems
like (,) em Eurocentre=  
Jenny: =Mm=
Kate: =had. So I think we should suit her- (0.5) very well  indeed.=
Jenny: =Very keen on (,) enthusiasm of the staff and that sort of=
Kate: =Mm=  
Jenny: =thing. All bounce around being enthusiastic •hh and she;
Kate: and (1.0) whoever it was >can’t remember who it was.<
Jenny: Whose names but you know her well. “Tell ‘em.”
Kate: “Marianne, Mari, Mari ( )”
Jenny: Yeah.
Kate: Uuhh.
Kate: They’re both keen on: overhead projectors.
Louise: Oh right. Well we’ll make sure we use those  then.
Annette:  
Jenny: Dust those.
Kate: Yeah.
Annette: My worry is that everyone’s going to want to use them.
Jenny: Yehe=  
Annette: =And after that day
Louise: We’ll have to have a register  though.
Jenny: =don’t worry everybody will get a go.
Kate: =don’t worry everybody will get a go.
Louise: Timetable it? (You can’t)
Kate: ( )
Annate: Usually there’s no: e;=  
Louise: (No)
Annette: =no problem at all, because we’ve got so few in the=
[ No: I never mind a problem. ]
Louise: =school that
[ Except in- () there was one missing the other day
from my room.= ]
Paul: =Which was the one I wanted to use then yeah.=
Louise: =Yes.
Kate: The- the ( )
[ Oh it was in your room. ]
Louise: =Yes.
Annette: I pinched it.
Paul: Oh it’s all right I pinched it back.
Louise: It was you was it because I’d used it=
Heheheheh
Annette: =just before, and I said I was sure there was one=
[ ]
Louise: =there. Paul said ‘No there isn’t.=
[ ]
Annette: =Yes. There was.
Paul: =I looked round for it and it had gone.
[ ]
Kate: Well if you’re really desperate we can always () whisk one up from Inkham. Em
Annette: Mm [ That’s an idea. ]
Jenny: °Actually.°
Annette: Mmm
Kate: Em () there is () a note of () caution I should (0.5) sound.
Jenny: Mmm=
Kate: =E:em () I don’t quite know how you get over it. Em but Keith
Morro::w () was one of the people who put the Bell resources
centre into place.
Jenny: Mmm
Louise: Mm
Kate: E:mm:
Louise: °Uuhh°
Jenny: Mm
Kate: so he’s going to be: (0.5) em () looking at the resources,=
Jenny: =Mmm=
Kate: =em I think it might be a very good idea to produce a little sort
of thing about why a school of this size doesn’t need that sort
of resource, why you actually () focus them on going to the
Kate: library for themselves, on self help in every possible way, that you keep deliberately a minimum back up (.) resource for people to use that you really would rather they didn’t (.) sit in the resource centre.

Louise: °( )°=
Kate: =You would really rather that they used all the resources of the city=
Jenny: =°Town yeah.°
Kate: Yeah. Can you do the- do you think=

Louise: Mm
Kate: =Mm. That’s a neat way of putting it isn’t it.=

(J’l’s there.)

Kate: [ ]

Jenny: [ ]
Yeah.

Kate: You see what I mean= [ ]

Annette: Mm
Annette: =Mm=
Kate: =if- if you present it (.) as a

Paul: ( )
Louise: As a positive.
Kate: as a really positive (.) thing that you’ve decided on.

Louise: Mmm

Jenny: Mmm
(0.5)
Annette: °Mm. Yeah.°=
Jenny: =Could you just jot (.) that down.=
Annette: =>Shall I< minute this. Because I haven’t minuted about=
Kate: Mm

Annette: =the: (.) examiners er
Jenny: Could you
Louise: °You can’t really can you.=
Jenny: =minute it in a way that it’s to remind me but Helen won’t
Kate: Could you just-
Jenny: =type it up.
Kate: Resource centre. Sorry- say (.) em (.) just something like=

Kate: °Yeah°
Kate: =Problem with resource centre:; (.) er must note why: (.) we do it as we do.

Annette: Uhuh
Kate: °Okay.°
(4.0)
Kate: REMOVED
Kate: REMOVED
Jenny: REMOVED
Kate: REMOVED
Jenny: REMOVED
Kate: REMOVED
Jenny: REMOVED
Kate: REMOVED
Louise: REMOVED
Annette: REMOVED
Jenny: REMOVED
Louise: REMOVED
Annette: REMOVED
Jenny: REMOVED
Louise: REMOVED
Annette: REMOVED
Jenny: REMOVED
Kate: REMOVED
Jenny: REMOVED
Annette: REMOVED
Jenny: REMOVED
Annette: REMOVED
Jenny: REMOVED
Kate: But it's no- no I mean about the resources, it's no point in=
    Yeah.
Kate: =pretending
Annette: No.
Kate: that we are a Bell school for that.
Jenny: >Wouldn't do any good.< Mm
Louise: Mm
Jenny: No.
Kate: Or Eurocentre.=
Annette: No eh
Louise: (=)
Jenny: °No:°
Kate: Mm
Jenny: Needs ( )
Annette: °Mm°
(2.5)
Jenny: Mm because I noticed that came out when Sue Sheerin did the 'FIRST' audit here as well.=

Kate: [ ]

Mmm

Jenny: About hierarchy.

Kate: Mmm

Jenny: She wa- she was taken aback by our peer observation. (0.5)

Kate: Said it should be

Annette: Mmm

Jenny: mg observing everybody.

Kate: Yes. T- the (.) we've had- we've had terrible battles.

Jenny: Not all of us observing each other.

[ ]

Kate: Mm

Annette: Mmm

Kate: Mmm

Helen: You written yours up yet?

Susan: Yeah I've not- ((coughs)) I've not er (.) written it on the (.) sheet but I'll (.) I was gonna show it to Harry, but he's not=

[ ]

Helen: Fine.

Susan: =here.

Jenny: Yeah. Great.

Kate: Passives?

Annette: Hehehehehehe=

Susan: =You heard about today.

Kate: Heheh. I'm not er I don't (?) er know your every thought.

Susan: Heheheheheheh

Jenny: No Kate rang yesterday while I was

Kate: Heheh

Jenny: covering your class that I lost.

Susan: Hahahahahah

Jenny: "Did the same with ( )."°

Susan: hhh heh

Kate: I'm awfully sorry but I'm probably going to have to go in

about

Jenny: Okay.

Kate: five minutes.

Jenny: Can you give us any more (?) deep thoughts about

Marianne Tanner before you go.

Susan: ((Sneezes.))

Kate: Bless you.

Annette: Bless you.

Kate: Em (0.5) well- it- she's just incredibly nice and very modest, and doesn't think people remember her. And (.) w- was: em the head of an inspectorate for (.) together with er ((name)) for a bit, and has put (.) some of the better things in (0.5) em (.) place, is very practical, (.) em (.) but goes a lot by atmosphere. (0.5) Things like that and she's a really nice person.
1551 Jenny: (1.0)
1552 Paul:
1553 [Mmm]
1554 Kate: And I remgember (1.0) em (. ) something she said abou- she said about Pen Inkham well- (. ) 'We have only ONE criticism,' em (. ) so we looked and she said (. ) 'Could have more coat hooks!' Heh!
1559 Jenny: Heh heheheheh. Can't feel too bad about that can you.=
1560 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 comp- (. ) how (. ) the 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 know project work
1572 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 people to put the 'S' on things and (. ) em you know (. ) and blue tack all over the walls >which Jenny will love,< e:m (0.5)
1581 Jenny: En 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 >she was< absolutely spot on (. ) about a class that didn't go well in Pen Inkham. (. ) And (. ) the profile was given to her of the class's board method (. ) it was pretty well predicted that things might go wrong (. ) and she went (. ) back and saw it with another teacher in the afternoon, and said (. ) 'Yeah. Your profile was exactly right, it wasn't anything to do with the 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
Louise: Mm
Kate: But I'll look it up.
Jenny: Be realistic about problems yes=
Kate: =And I'll look up the inspection: if you'd like.
Jenny: [ ]
Kate: =Oh yes.
Jenny: Was she the reporting inspector do you remember?
Kate: Em no I think Mary- (. ) no I'm not sure. That she was. Because she can't
Jenny: [ ] But she can't unfortunately this time, I thought
Kate: =Oh!
Jenny: Shame. (. ) But his reports (. ) haven't read too badly.
Kate: =No. Well (. ) they should be all right.
Jenny: ( )
Kate: "Yeah"°
Jenny: °He's all right.° Give him plenty to eat at lunch time. (.5) 'hh
Kate: hhh heh!
Jenny: (1.5)
Kate: °Big man.° Anything more? That's seen to the admin bit. We were going to go on to an academic bit after that.
Annette: Have our academic staff meeting, yes=
Kate: =Pooling (. ) teaching materials.
Kate: Right. Well that's the sort of thing that (.5) if you're done I'm going to float off then. I'm sorry to be so (brief).=
Jenny: °No°
Kate: =I'd love to have joined in the academic bit as well.
Jenny: °Thank you.°
Kate: (1.0)
Jenny: °Well next time.°
Kate: But (. ) nice to see everybody, and I hope to see (. ) some more people at (. ) the next two teachers' clubs.
Jenny: Yeah=
Kate: =There's one to one (. ) on the fourth of May,
Jenny: That's the freelanc(.)ers' one (isn't it).
Kate: The freelancers do it- mm (nineteen er,) one to one (. ) thing, and there's Gwynneth Fox on May the eighteenth.
Louise: And she's talking about research (. ).
Kate: Yeah. And em I apparently it went down an absolute treat=
Jenny: Yeah.
Kate: =at () em () Milan.
Louise: Uhuh
Annette: Mm=
Jenny: =She's always popular (at ) isn't she?
Kate: They're very good yeah.
Jenny: =She certainly was< in ( ) and in good
form.
Kate: Mm
Paul: Well I like her now because she puts () 'FALSE' down first
rather than 'fawlse'.
Jenny: Heheheh yes
Kate: Uhuh.
Paul: Cobuild
Kate: °Mm°
Jenny: °Yes°
Kate: And the more you: () er the mo- the m- the closer you get to
her the more she will em () er em () give you dictionaries and
things. She's also extremely pro-Quillham as you know.
Jenny: Yes. We know.
Kate: Heh=
Jenny: = (! been given her.)
Kate: Heh () cheers! everybody. ( )
Paul: Bye bye.
Louise: Bye=
Annette: =Bye=
Susan: =Cheers.
Jenny: (I presume you got it.) ((Spoken in hall on the way to the front
door.))
Kate: ( ) ((In hall.))
Jenny: (Yes.) ((In hall.))
(10.5)
Paul: REMOVED
Louise: REMOVED
Annette: REMOVED
(1.5)
Louise: We'd better wait for Jenny before we go on to the next bit I
suppose.
Paul: This is the academic bit now, isn't it.
Annette: Yes.
Louise: Mm. Right.
Jenny: ((From hall.)) See you later Kate. Good luck. (Returns.)
(4.0)
Paul: Heh. What? Are you whispering? (3.5) >I don’t know what you’re saying.<
Annette: Is it- is that the end of the: (.) the official staff meeting.
Jenny: We’re on to the academic bit now. On (.) the materials pool.
(2.0)
Paul: But er no other k- °Keith°
Jenny: He wants this. (.) °Does he want that as well?°
Keith: Mmm
Jenny: Mm
(5.0)
Paul: How many of us: em:=
Louise: =I’ve got something that I can (.) talk about, but it’s not (.) because I’ve (done it) for thee (.) ( course).
Paul: Well do we want to do it rather than postpone it. Again.

[ The notes.]
Louise: Well isn’t there (something)
[ ] Shall we have a >sort of< ten minute break,
Paul: (Okay.)=
Jenny: =Have a coffee and come back to it.
Annette: Yes.
Louise: Yeah that’s what I did.

((Tape stopped. Resumes at the end of a discussion between Jenny and Susan on the subject of bluck tack and sticking a poster to the wall, then...))

Louise: Shall I start then.
Jenny: Yes. Please do.

[ ]
Louise: Uuhh? Yes? Em (.) this is taken from a little book and is pretty much as
Keith: (.) recording.
[ ]
1738 >Excuse me.< Is it ((the
Paul: tape)) on?
Jenny: °Uuhh.°
Louise: Yes.=
Paul: °Oh. Sorry. >(Go on.)<°
Louise: Pretty much as (.) em it appears in the book except I modify it a little bit, (.) but it’s on phrasal verbs, °I didn’t say that. (.) To begin with. °Em but it’s done in the form of a quiz, (.) a- (.) copy for everybody hgre.
Susan: Thanks.
(2.5)
Louise: Level is: mmm probably upper intermediate to advanced.= 
Paul: >(Thank you very much.)<
Louise: =(1.5) and I think the principle (0.5) could be: (0.5) adapted.
Round situations, () I haven’t yet done it myself, but () I do-
() think you could work on this and do () or similar to this=

Jenny: Mm

Louise: =(0.5) E:m:
Paul: °( )°
Louise: It’s () I find it motivating. I’ve used it () mmm four times? ()
°I think.° (0.5) And the way I do it, () is not as- is suggested
in the () book, (0.5) but everyone gets a copy of () what you’ve
get in front of you. () Sometimes with the score in there and
sometimes ngt. I put it there for () economy of er

Jenny: Uhuh
Louise: paper. (1.0) in the book it appears with a list of phrasal verbs
first and then you look at the phrasal verbs and then you do
the quiz. I don’t like doing it like that at all, I just give
everybody () a copy () of this quiz, put them in pairs, or
threes, if there’s an uneven number, and get them to focus on
each question in turn () and say () what they do, or what they
would do. I also encourage them to have a conversation about
it. Not just to say ()

Jenny: Mmm
Louise: ‘I choose ‘A’,’ or ‘I choose ‘B’.’ I tell them I don’t want that.
Because if they do that () then of course they’re not repeating
the phrasal vgrb. () Naturally they do: () need some=

Jenny: Mmm
Louise: =input () em () in vocabulary occasionally, () a lot of it () can
be explained from the context. And if you’ve got a group of
students who are used to working out the () context () they
can probably answer () every one of these questions (.0
without recourse to a dictionary. Upper intermediate level,

Jenny: Mmm

Louise: Maybe they ask () to look up one or wo, or I monitor () and
they then- () you know if they need help I step in. Or if I
discover they’ve got the wrong end of the stick, they’ve
misunderstood something, () I step in. (1.0) E:m () so that’s
the first stage then, () that they deal with each question in turn
and () try to develop some sort of conversation () about each
one. (1.0) i don’t do the scoring next, sometimes they- if it
appears on the same sheet they want to score and they want to
know () the answer. But the next session is a whole group ()
the next () stage I should say, is a whole group () session,
where they exchange information. (1.0) To avoid a lot of
repetition, I also () focus on () them () using () phrases for
agreement such as () ‘So do I’, ‘So would I’, or () ‘Neither do
I’ as is appropriate. (0.5) Get () or ask individuals to () er
(0.5) comment. Not necessarily >in the same< order, you
Louise: know one that I think there's been a lot of discussion about, I might choose first. Er () so for example number=

Jenny: °Uhuh°

Louise: =TWO (. ) that usually provokes quite a lot of discussion. (0.5) So (. ) I would start on that, ask one person to say (.0) what they would do. Ask them all to listen carefully and instead of (. ) repeating the answer just say 'Well so would I.' Or 'Well I would() if' and agree or disagree and (. ) focus. E:n until I've got a different (0.5) >and if anyone has a< different answer, then I would ask them for their opinion. (1.0) E:m (. ) °what else.° (0.5) E:r then I say I suppose the last stage is to (0.5) ask for the scores (. ) I sometimes keep it quiet >and say well< 'I'll read the () results,' which are very brief. Em only a paragraph each. And then (1.0) °Oh where have I got them. Somewhere. E:n (. ) °just a couple of sentences about (. ) each one. Three (. ) scores (. ) thirty five to fifty, twenty to thirty and ten t- to twensty. ((Clears throat.)) And maybe follow up with a discussion about (. ) how honest were they? Ans wering. The questions

Jenny: °Mm°

Annette: Mmm

Jenny: Uuhh

Louise: or do they think the rating is accurate, e:n (. ) did they expect to be rated (. ) as being more impulsive or less impulsive. (0.5) E:n (. ) the phrasal verbs themselves, a number of them at upper intermediate level certainly (.0 e:n (. ) are ones I think are useful to know. One or two are unusual, and I point that out at the gnd, (0.5) which ones I think (. ) would- (. ) you shouldn't really bother (. ) trying to remember that = Give into=

Paul:

Louise: =really so

Paul: temptation. °Heh° heheh

Louise: That's a very good one (to use)

Annette: Yeahheheheh!=

Jenny: Most useful.

Annette: Heh

Louise: But things like em (. ) 'chew it over.'=

Paul: =Oh yeah.

Louise: E:n (. ) maybe 'splash out' (. ) isn't used very much.

Paul: Mmm °mm°?

Jenny: °mmmm°? mmm?

[ ]

Jenny: Em yes I would argue with that.
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 (.) and
1885 week, and I also have (.) I’ve just written down comments
1886 that= here I have word processed the (.) teaching notes (Teacher’s things)
1887 [ ]
1888 Jenny: =go with it=
1889 Louise: =Mm=
1890 Jenny: =but I’ve left it at home. °‘I’m sorry.’° But I think that should
1891 be tippexed out because obviously ‘drop in (.) on=
1892 [ Mmm
1893 Jenny: =somebody’ (.) means you visit them (.) unexpectedly.
1894 [ ]
1895 Louise: °Yeah.°=
1896 Jenny: Should mean (.) ‘unexpected’.
1897 Louise: °So it’s really- it’s redundant.
1898 [ ]
Jenny: tautor-
Jenny: Tautor
Louise: Tautological.=
Paul: Although people do say it though.
Jenny: Mm
Louise: Yes but I mean
Jenny: Mmm. It's nice to home in on it (.) without=
Paul: Oh yes
Jenny: having them expect to give it as a clue, isn't it.°
Paul: Yes.
(1.5)
Louise: So that's about it.
Annette: Mm
Jenny: Well that's nice.
Annette: Mmm. Thank you.
Paul: Because i- it's using, (.) you have to confront meaning,
Louise: Yes=
Paul: =in order to do the task.
Louise: Yes=
Paul: Which is (.) yes.
=]
Annette: Mmm
Jenny: Mmm
Paul: Okay.
Annette: Where is this from? Which book.
Paul: Em it says at the bottom if you look for it.
Louise: It is I've got there.
Jenny: Exercise two.
[ Oh yes.=
Louise: I haven't got a (label) or a typewritten thingy for it.
Annette: Thank you.
Annette: Heh Heheheheh
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 >which I say< I don't like doing that.
Jenny: Mm
Louise: I'd rather (. ) have an activity
Jenny: Mm
Paul: Mmm
Louise: Where they use it and they focus on- without=
[ ] [ ] [ ]
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 forty eight in the book. I think there are fifty, -hhh (. ) I maybe use two or three of them. Because only two or three are=
1958 [ ]
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 areas where you (. ) you ask people to give their views of things.
1966 Louise: Mmm
1967 Paul: Things where you used (. ) the (. ) vocabulary.
1970 Louise: Mmm=
1971 Annette: =Mmm
1972 Paul: Em a- I-I- got one one education, where it talks about (. ) compulsory or (0.5) er (. ) educational vocational training.
1974 Jenny: Uuh
1975 Ask people to give their views on it. In order to give 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 list where you just
1986 [ ]
1987 Louise: Yeah.
1988 Jenny: Yes.
1989 Annette: Mmm
1990 Paul: >In fact< you don’t actually do what Redmond says, you don’t (. ) do anything with it.
1992 Louise: No:. No.
1993 Paul: (That was good.)
1995 [ ]
1996 Jenny: And you can confuse them very easily if you learn a list of (just) phrasal verbs
1997 [ ]
1998 Louise: Right.
1999 Annette: Mmm. That’s it.
2001 Paul: And (thing i-) also (.) you know don’t say ‘A, B, C.’
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: Mmm=
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.=
Louise: =Uhuh=

Annette: While Paul's still writing.=

Louise: =Uhuh=

Annette: =E:m (0.5) mine is: (.) not really a language (.) e:::rr (.) thing, it's-

it's more a task (.) or activity. And it's based on (.) one that I

know some of you know from 'Intermediate Matters', the em

it's a (.) a newspaper article about a (0.5) a crash of an accident.

And er the students have to read the newspaper article, and

then make a radio news broadcast (.) from it. And (.) I

remembered using that and it working very well, and I

thought (.) you should be able to do this (.) with lots of

newspaper articles about (.)

Jenny: Mm

Annette: Em (.) an event, "you know" a fairly dramatic event, (.) if you

could. And e:m hh (.) just after I'd been thinking about that

the: (.) ((name of local jewellers)) robbery (.) came up, and I

though 'Right I'll try it with that. So I (0.5) em:m (0.5) took

that newspaper article, and (.) basically used it in a very

similar way, e:m (1.0) first of all it was (.) really just looking at

the (.) the headline and the photograph. And (.) e:m (.) and

under the photograph it- it says 'Not what she seems,

this lady: >blah blah blah< is the armed robber in drag.' (.) So

(.) immediately from that and the (.) the headline, er::rr (.)

there's (.) quite a lot of vocabulary they can predict. E:m (.) so

it's (.) starting off with a prediction exercise first of all, (.) er

((Tape ends and is turned over.)) But quite a lot of the

vocabulary does come up in the prediction exercise, and I

think the teacher can (.) make sure a bit more comes up, with a

few (.) er relevent questions. E:m (.) then (.) they read the story

and em (.) it is fairly difficult the text I think (.) e:m it would

have to be (.) good intermediate upwards (.) that could tackle

it. E:m (1.0) and (.) I the do a- a quick fire question session just

to make sure they've understood the er (.) >sort of< main ideas

(.) in the story, em (.) and then I get them to work in pairs (.)

and they have to- (.) write down the events in the order in

which they happened and there's a lot of jumping round in the

text then. E:m (.) because it (.) you know it doesn't in (.) in

order of the events. (0.5) E:m (.) so again they're recycling all

the (.) vocabulary etcetera. E:::m (0.5) then I point out (.) some

of the collocations, and in fact I've (.) made a list of (.) some of

the collocations, e:m and (.) but I let them use the text, to find

the other half of them you wouldn't (.) recognise immediately.

But e:m (2.0) when they use the text to find the (.) the answers

to the missing bits of the collocations they do tend to

remember them then. E:m (.) and then following on from that,

the- the next stage in the recycling process is making the (.)

radio news broadcast. Where one student would be (.) em

(0.5) the news reader, one would be (0.5) a reporter (.)

interviewing (.) one would be (.) a witness, and possibly one (.)

could also be em (.) a shop assistant. In the shop when it
Annette: happened. (1.0) Er (.) and depending on numbers of students
obviously you can have (.) em (.) groups of four (0.5) however
many groups of four there are, and they can each do their own
breakfast, and (.) then I record all their (.) broadcasts, and then
the final stage really is em (.) er a feedback stage where (.) em
(0.5) I follow and idea (.) that- that I first (.) thought of with-
when the students were giving presentations on video, em
where you don’t want them to criticise each other’s
presentations, but you focus they’re to focus on the best bits

Paul: Mm

Annette: so the feedback session is er saying (.) ‘What did you enjoy
most about that broadcast,

Paul: Mm

Annette: what bits of information did that group include that you
perhaps haven’t thought of. Or (.) was there anything that was
funny or (.) dramatic in (.) what (they) did

Susan: [Do you video it or (.) tape it did

Annette: =Em (.) usually just taping, on cassette. Yes. (1.5) Em (.)
and (.) that’s really it.

Jenny: [How long does (it) takes of a lesson.=

Annette: =Em (.) yes. To do all the: e.m (1.0) the broadcasts (.) and
record them. Yes and get the feedback=

Jenny: Mm

Jenny: =Mmm=

Annette: =would take two lessons I would think. You could do it in
two long lessons.

Jenny: Yes.

Louise: (You’re having (.) three.) It’s three ( ) Three=

Annette: [ ]

Yes.

Annette: =Yes=

Louise: =I mean prepared (.) with ( )=

Annette: [ ]

Yeah.

Annette: =Em

Jenny: Depending on the level of the group.

Annette: [It’s (.) that’s right it’s you’ve
just got to be a bit careful it doesn’t drag on too long.=

Jenny: =Mmm=

Annette: =If- if they seem to be very interested yes, I think I have=

Annette: [ ]

Mmm

=done it over three lessons. Er (0.5) if they’ve obviously and
they’re obviously enjoying em (.) what they’re doing and have
got involved in it. Then I would yes. E:m (.) but the only=
Jenny: problem with this: at the moment is: em (. ) that I'll need to get a copy of (. ) and I'll need to: er get permission to (. ) use it.

Annette: Mmm

Annette: Because >at the moment< I know we're not allowed to use

Paul: Of course there is a (. ) a rather (.5) >sort of< long winded way around it. You can actually rewrite it yourself.

Annette: Yes but I still think I've got to get (. ) I'll have to (. ) type something underneath saying (. ) 'Reprinted with permission of the "Quillham Herald"'.

Paul: No what I mean is rewrite it slightly.=

Annette: =Oh=

Paul: =Adapt it slightly.

Jenny: Mmm

Annette: Oh I see.

Paul: Er I mean and then em (. ) you could have it (. ) working=

Annette: Mmm

Paul: =on (. ) different levels.

Annette: Mm

Louise: Uhuh

Annette: Yes. Yeah.

Paul: I had to do that! with a story I started. Somerset Maugham=

Jenny: I think

Paul: =story with (. ) with one of your group it started it was so=

Louise: Mmm

Paul: =difficult, em because they were giving up I had to rewrite the rest of the story. I wrote for sixteen pages of it. I'd only=

Jenny: =done four pages.

Paul: =hh hh

Annette: Heh eheh

[ heheheheh

Jenny: You should get it published. Heheh heh=

Paul: Yeah.

Jenny: =(0.5) send it into 'OUP' or something.

Paul: Yeah.

Annette: Yeah.

(1.0)

Jenny: "Well. Good."

Louise: (Is it as) good in principle as it ( ) to recycle.=
Annette: [ ] [ ]

Jenny: Mmm

Louise: =I wonder whether it was a: (.) you said it was (.) not really a language thing, but I imagine (.) they have to have an awareness of tgnse usage if they’re going to:=

Annette: =Yes.

Louise: (Put the things) in the broad chron ological (.) order.

( )

(In the past.)

Annette: Yes. I think er (.) it does. It’s not really focusing on one=

Louise: Mmm

Annette: =particular area of language, but it- it certainly (.) covers e:m (.) the present perfect and the past.=

Louise: =Uuhh.

Annette: Simple past.=

Louise: =Uuhh=

Annette: =the collocations (.) er (.) are the important thing,

Paul: What kind of collocations have you got there?

Annette: =Em well ‘in drag’ is one of them and

Jenny: Heheh

Paul: Heheheh

Annette: Em ‘the information leading to his arrest’ re- ‘arREST.’

Jenny: °Heheh°

Annette: And the police are ‘offering a reward.’ E:m (.) ‘display cabinet’, °in a shop.° Em (.) number plates. Is one=

Jenny: Mm

Annette: =that they (.) hardly ever know. Car number=

Jenny: °Yeah°

Louise: Mmm

Jenny: Mm

Annette: =plates. (.) And e:m (3.0) ‘contact (.) the police on the- on their direct (.) line.’

Jenny: Mmm

Louise: Because they often they don’t know ‘on’.=

Annette: =No. That’s right.

(2.0)

Paul: It’s a strange (.) headline isn’t it?

Annette: Mmm

(1.0)
Paul: 'Two hundred >and fifty thousand pound< armed raider in
drag.'

Annette: Yes.

Jenny: Yes.

Louise: Mmm

Paul: It- it's (.) actually doesn't really make sense, does it?

Annette: Well it's tried to get

Annette: No. But it's tried to get obviously the: er (0.5) °e:m°=

Paul: =three most important things about it into one headline.

Jenny: Mmm

(2.5)

Annette: And they still haven't found them.

Jenny: No!

Louise: Only gross ineptitude. They were following them=

Annette: Yeah::h

Annette: =(( ) the twenty third of June.

Louise: Mm

Louise: They were about thirty seconds behind them up the road=

Annette: Yeah.

Louise: and they still lost them.

Annette: Yeah.

Louise: You saw them didn't you?

Annette: Yes I saw them. That was the other thing that's always=

Susan: What!

Annette: =at the end of this episode. 'I saw this happening.'=

Louise: Yeah.

Annette: =Hehehehe

(1.0)

Louise: Yes. Well while they were busy inside the- one of the shop
assistants who had been outside doing the window display.

Annette: Isn't that right?

Annette: Mmm=

Louise: =Rang the police. So the police arrived, (.) and=

Annette: Somebody rang the police and

Louise: =they still lost them. They changed cars at Snitterfield or
something didn't they ( ).

Annette: Mmm. Yes. That's right.

Louise: And they lost them.

Susan: Was it on 'Crimewatch' or something.
Annette: were driving it's (.) not surprising

Susan: Something similar

Louise: The police can drive like that too! They've got powerful cars.

Annette: No but-

Annette: Yes I know but it wasn't (.) the: it wasn't just the speeed, but it was really dangerous driving. >For example< when they=

Louise: Mmm

Annette: =came out of em (.) "what's it called?"

Jenny: Pear Street.

Annette: Pear Street. They didn't even look if anyone was coming,=

Louise: =Mmm=

Annette: =they just went (.) round the corner at (.) thirty miles and hour or something,=

Louise: =Mmm

Helen: Not (.) thirty miles an hour! Heheheh

Annette: Whereas (.) the police car ( )

Helen: He heheheheh

Hahahahah

Jenny: Heheheh

Helen: =Heheheh

Paul: (No I mean )

Annette: The police car actually had to stop and check if there was anybody coming before they could zoom out.=

Paul: Yeah


Annette: Em

Annette: =Heheh

Paul: Well I mean they've got to drive so often.

Annette: No. they (.) they

Louise: ambulances either. One came down Main Street the=

Annette: (There was )

Susan: Yeah

Louise: =other day and I bet he could have killed somebody the way he was driving.

Jenny: Mmm. That's the way they pick up ( ) isn't it.
Paul: They’re not supposed to do that.

Annette: That makes me ( )

Susan: Yeah.

Jenny: No I know they’re not supposed to

[ ]

Paul: No I mean they are but they’re not supposed to stop and look “you know” so=

Annette: =Yeah.

Louise: Yeah.

Annette: Well they did and but it wasted them () or valuable time=

[ ]

Paul: Mm

Annette: =I think.

Jenny: Yeah but can you imagine the implications if they whizz=

[ ]

Louise: Mm

Jenny: =out that corner and knock somebody over.

[ ]

Paul: Mm

Annette: Yeah. Exactly.

[ ]

Jenny: Mm

Louise: That’s true.=

Jenny: =That would be on the news wouldn’t it.=

Louise: =Even so, they should still be able to catch some body=

[ ]

Paul: Huh

Annette: ( )

Louise: =on the road.

Susan: Heah! Hahahaha!

Annette: Well they were good () em::

[ ]

Louise: ( )

(2.5)

Annette: Mmm good half minute () behind them coming down the road and then (0.5) they did have to stop at the bottom. (0.5) >you see< they weren’t even- they didn’t even know the police I suppose which way they’d gone.

Louise: No

Annette: E::m () >in fact< there was one lady standing at the bottom,

Susan: HEH! Heh ‘They went that way.’

[ ]

Annette: ‘They went that way.’ Exactly that. Yes.

Susan: She was a stooge was she that ( )

[ ]

Annette: Heheheheheh Well she and I were busily trying to remember the number, the registration
Annette: number=
Jenny: "Yes."=
Annette: =of the: er () car.
Jenny: Mmm
Susan: Cor. The excitement in Quillham ( )
[ ]
We both got out our pgs,
[ ]
Jenny: Amazing.
Susan: I'll have to read the article just out of interest.
Annette: Yehees.
Jenny: "Yeah"
Annette: Anyway that's that's the end of=
Paul: Heheh
Jenny: =Yeah=
Annette: =my () heheh () thing.
Jenny: It always gets students involved >I remember< that one
doesn't it?
Louise: Mmm
Annette: Yes. Yes it's- yes it seems to em=
[ ]
Jenny: "Local interest" [ ]
Louise: "Yes it's good"
Jenny: =Mmm
Louise: "being local"
Jenny: Mmm
Paul: Right EM () "I suppose I can distribute that (so people=
[ ]
Annette: That's it.
Paul: =can see it.)
Jenny: One each?
Paul: Yeah.
(1.0)
Jenny: Thank you.
Paul: Err
(2.0)
Jenny: Okay. Thank you.
Paul: The reason why () er I-I- I've () done this it's on countables
and uncountables because when Susan was () asking about ()
exercises on countables and uncountables practice=
Jenny: =Mm=
Paul: =and we felt () they were all very similar to each other.
Annette: Mm
Jenny: They're always it's food in the fridge
[ ]
Louise: Mmm
Paul: >Normally it's food in the fridge.=
Louise: Yeah
Paul: =Em=
Louise: =And it's very difficult and I-
Jenny: [ Mmm=
Paul: =When I was looking for something, I actually found this () in 'Check your English' that well known () two volume set.=
Jenny: [ Mmm
Paul: =we have.
Jenny: Mmm
Louise: [ ] I know the one.
Paul: And this actually: () is 'Check your English' number <two ()
even though you might think it might be in number one.
Jenny: [ Ah. That's what it says on the bottom here of mine.
Annette: (1.0) "(It's on mine here.")
Paul: I know it's all right, I'm going to ( )
Annette: [ Heheheh
Louise: No acknowledgements though.
Annette: Uuhh
Paul: No I mean I haven't (.)
Louise: Uuhh
Susan: Hehehe heheheh
Annette: "Heheh"
(1.0)
Paul: Right I've- () you can write it in if you wish. It's again it's=
Jenny: [ Heheheh
Paul: =something to do it's a worksheet.
Louise: Right, it's a worksheet-
Paul: =Er it's basically something more imaginative () for practice ()
em () than you normally find, so that's why I used it. As you can see, it's fairly self-explanatory. () Er there are er () eight health points, (0.5) em which the students have to () basically () expand into 'how much' or 'how many' questions. And the first two are done for you.
Jenny: Huhuh
Louise: Number five?
(0.5)
Paul: E:m () Wh- What you have to do,
Louise: () it's
Paul: Yeah- what you have to do is some of them aren't ideal and
Paul: you have to actually (.) say 'Not- some of these (.) how=

Louise: °

Paul: =much how many questions,=

Louise: =Mmm=

Paul: =are not the obvious question you’d ask.

Jenny: No:.

Louise: Mmm=

Paul: =And with- with a couple of them, for example

Jenny: You could though. ‘How much sport do you ( )=

Paul: [Oh yeah. You=

Jenny: =(

Paul: =could. Yes you can.

Louise: (Yes)

Louise: Yes. °( sport )°

Paul: For example (.) ‘Walk to work’ is obviously=

Jenny: That’s a hard question isn’t it?

Paul: =‘how often’, but if you say ‘how often’ you can’t give the=

Jenny: Yeah.

Louise: =answer. So=

Louise: =Yeah=

Paul: =you you have to actually with a couple of them, you have=

Jenny: Yeah

Paul: =to: er (.) sort of (.) be a bit hands on,

Jenny: Mmm=

Louise: =Mm=

Paul: =and say ‘Well how would you you ask this as a how much

how many question,’=

Annette: =Mmm=

Paul: =and that’s what you have to insist. The questions have to be

how much how many.

Annette: =Mmm=

Louise: =Mm=

Paul: =Otherwise it doesn’t exist- i- it doesn’t work at all.

Annette: Mm

Jenny: Yeah.

Louise: Mm

Paul: Er And I don’t know why number seven’s in the wrong place.

Because you’ve got five six eight seven.

Susan: Heheheheheh

Annette: Mmm

Paul: (That’s the) interesting thing. EM: (0.5) Er so: y- you get

students working- (.) working in pairs, (.) em (.) obviously
Paul: they've seen the first two examples, and you have to explain (.)
er (.) that they have to- (.) e.m (.) when the answer comes they
have to tick the right box.

Jenny: °Uhuh°

Paul: Er but you can sort of leave that aside until after you've done
the first stage which is actually preparing (.) e.m (.) the other
six questions.

Jenny: °Uhuh°

Paul: And this is when you can monitor students quite carefully to
make sure they're getting the right grammar,

Jenny: Mm

Paul: Em (.) and then, em (.) I- I've left here (.) em (.) room for two
more (.) questions to ask.

Jenny: Mm

Paul: Make sure they ask questions about health.

Louise: Yes.

[...

Annette: Heheheheh

Paul: Because I think the first time I did it (.) e.m (.) each of them
asked (.) one question (.) that had nothing to do with
health. 'How many times do you go to the=

[...

Annette: Mmm

Paul: =cinema. That's health

[...

Jenny: What do you mean?

Annette: Heheheh=

Paul: We'll if if they say- but it's supposed to be about health.

Louise: Mmm=

Paul: =Supposed to be fairly (0.5) fairly em (.) relevant. (0.5) E:m
(0.5) once they've done that in pairs then they ask each
other, and this is where you've got to really make sure=

[...

Louise: Mmm

Paul: =that they're ticking the right box. Because (.) w- w- the basic
point about this is in order to do it you have to address the
grammar at each stage=

Louise: =Mmm=

Paul: =I mean you can't put (.) 'a little' if it's em countables for=

[...

Louise: No.

Paul: =example.

Louise: Mmm=

Paul: =Which is 'c'. So they have to tick the right box.

Annette: °Uhuh°

Paul: So you can- you can monitor. how closely they're in control=

[...

Annette: Mmm

Paul: =of it so

[...
Annette: Mmm
Paul: It's quite nice for control.
Jenny: Mm
Paul: Ehm... it doesn't allow (...) students to go wrong, and if (...) they do go wrong it's- they're- (...) clearly wrong.
Jenny: Uhh
Paul: Ehm (0.5) So- em (...) once you've made sure that they've ticked the right boxes, you can have a feedback session.
Jenny: *Uhh*
Paul: And you can get students then too: express in (...) full sentences what the other person said. >And they have to <=
Jenny: *Yeah*
Paul: =readjust slightly, (...) e:m (...) like 'He doesn't smoke any cigarettes.'
Jenny: *Uuhh*=
Paul: =E:m (...) Or 'He doesn't smoke very many ciga- he smokes=
Jenny: *Mm*
Paul: =a lot of cigarettes.'=
Jenny: *Uuhh*=
Paul: =And those are things that- (...) you can actually-
Jenny: Mmm=
Paul: =They can remember that these things do belong in sentences, and in note form they >don't always< look exactly the same.
Annette: Mmm=
Paul: =And you can write those things on the board. And they soon catch on if they haven't caught on.
Annette: Mmm=
Paul: I think (Jaffy) caught on with the 'a lot of.' (...) when I did it with him.
Jenny: Uhh
Paul: He suddenly remembered '<Oh yes, it's a lot of
(%) cigarettes'. EM (...) and 'doesn't very many,' rather than=
Annette: *Mmm*
Paul: ='He smokes not very many.'
Annette: Mmm=
Paul: =If they want to say 'He smokes not very many cigarettes.'
Jenny: Mm=
Annette: Mmm=
Paul: =Er but then they soon (.) realise (.) that 'He doesn't smoke very many cigarettes' and that's an=
Louise: doesn't [ ] [ ] [ ] [ ]
Annette: Mmm [ ] [ ] [ ] [ ]
Jenny: It looks=
Paul: =important step.
Jenny: =good. Yeah.
Annette: Mmm
Louise: Or ‘He smokes none.’
Paul: E:m
Jenny: Uhhuh°
(1.5)
Paul: Yeah. (. ) Well=
Annette: Or (none )
Louise: Mmm
Annette: Yeah=
Paul: =That’s a that’s a ( ) dodgy area> I think<=
Annette: Yeah
Louise: =Yes.
Paul: You should see the explanation for ‘none’ in (. ) ‘Intermediate
Matters’, it’s extremely dodgy.
Jenny: Uhhuh
Annette: Mmm
Paul: =[
Em (0.5) it says ‘none’ means ‘not any’. And ‘no’ means ‘not
any’.
Annette: Mmm
Paul: hhhhh
Louise: °Right.°
Jenny: Uhhuh.
Annette: °Heheh°
Paul: Er and then the- it’s er it’s quite useful, if you want to then
practise (. ) ‘not enough’ (. ) ‘too much’ and ‘too many’.
Jenny: Mm
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.
Jenny: Uhuh
Paul: You can say the (. ) there are things here that- (. ) people do too
many (. ) (often) the- they they >for example< smoke too many
cigarettes=
Louise: °Mmm°=
Paul: =or t- do things too much. Or do things not enough. So=
Louise: Mm
Paul: =they GO through their partner’s em (. ) questionnaire and
they highlight things which are (. ) ‘not enough’, ‘too many’
Jenny: Mmm=
Paul: =kind of things.=
Louise: =Mmm
Paul: And then you can ask them to report back and they get a
chance to be able to use not- ‘not enough’,
Louise: Uhuh
Paul: ‘too much’, ‘too many’ (. ) properly. And I- I use it as a test
Paul: teach.
Jenny: Uhuh=
Annette: =Mmm=
Paul: =You know, to see if they can actually do it.=
Jenny: =Mmm=
Paul: =And usually (.) they catch on quite
Jenny: Mmm
Paul: quite easily. Even if they’ve never actually done- (-) done=
Jenny: Mmm
Paul: =it before, they find they can do it. And finally:, you’d use it
as a sort of free practice. Anything else in your own life=
Jenny: Uhuh
Paul: =which you don’t do enough of. Or do too much of. °It=
Jenny: Mmm
Paul: =seems (.) to work quite well.
Jenny: Uhuh. Isn’t that nice.
Louise: Yeah good.
Annette: Yeah. It’s good.
Paul: E:im (.) it’s only the first two that’s one thing I hate about it is
they only give you the first two,> so I have to-< (.) write out
the rest of this chart. It would be much more use=
Jenny: Mm
Paul: =friendly if you had the whole thing. But I had to sort=
Jenny: Mmm Yeah
Paul: =of put lines in it. So em
Jenny: Uhuh=
Paul: =I’m sorry I haven’t em (.) I wrote it on here, but not on there.
(Because you’ll want it on (.) ( )
Jenny: Mmm. Yes. Mm
Louise: Yes. Thank you very much.
Annette: Thanks.
(2.0)
Susan: Is it from ‘Check’ what?
Paul: ‘Check your English’=
Susan: ‘Check your English’
Louise: °(the phone or something) is it? Something here.
It’s here." (1.0) MacAndrew and Blundell.
Susan: Who?
Louise: Mac (.) Andrgw, and (.) Blundell.
Annette: Er ‘Mac’ is ‘M’ ‘A’ ‘C’ (1.5)
[ 2748
Susan: Is it one (or two.)
Paul: It’s two.
Louise: ‘Check your English Two’
(1.0)
Paul: Isn’t ‘Blundell’ with one ‘I’?
Louise: Double ‘I’.

Annette: No two.
Louise: Perhaps I should have said Blun (.) dell.
Susan: Mm=
Annette: =Oh yes. Heheh
(1.0)
Susan: Mac (.) Andrgw.
Annette: Say it then.
(0.5)
Susan: °Blundell°
(1.5)
Paul: And that’s it.
Louise: I think that’s it.
Jenny: Okay?= Paul: =Is there ‘AOB’?
Louise: Oh did we have any ‘AOB’?
Annette: We had- no we had ‘AOB’- Oh! is ‘AOB’ for the academic staff meeting “at all”.
(0.5)
Louise: No.
Annette: No=
Paul: =No=
Annette: The next (.) perhaps next date.
Paul: Yes I reckon we should do it (.) when I’m on holiday.
( ]
Annette: When Harry’s here.
Annette: Hehehehehehe
Paul: Oh you’re on holiday, too. °She’s on holiday for.°
Annette: E:rn (.) No. Only the first week.
Paul: Oh
Annette: Of next (.) course. Em when: do >you think< it should be?
E::r (0.5) Easter weekend ( into the next) course
[ ]
Louise: Well we don’t want it in the first week of
the next course do we?
Paul: Third week. Something like that.=
Annette: =Third week. Yeah?
Louise: Yes.
(1.0)
Annette: Right. Em: when does the next course start?
Paul: Heheh yes
Louise: It starts the eighteenth of April.
Annette: Eighteenth of April,
Susan: ((Loud sigh.)) ( it’s for.)
Annette: Eighteen that’s one week two weeks, May. So Friday the=
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.
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    [    
0028 Ed:  Well=
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:hh. 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 know (.) 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
Jenny: make sure this gets conveyed.
Ed: Mmm
Jenny: Er (. ) I don’t know how well liaison goes on at that end, (0.5) I
know some of the (. ) mistakes they’ve made in getting
accommodation information through are not that (kind of job
but)
Ed: "Mm"
Jenny: But yes it’s probably worth finding out to make sure. (0.5) But
apparently he went with great (. ) thanks and (. )
Ed: Yeah.
Jenny: praise and everything.
Paul: Who
Jenny: Despite (. ) Thomas
Jenny: Mm
Jenny: "Mmm"
Paul: Er I - I mean i- it could have been; (. ) real problems about loss
of face, it could have been that.
Jenny: Mmm. I felt
Paul: Em
Jenny: he was worried about his status ( )
Paul: But he- he- he- he didn’t
work well within the group after- you’d bear me out on this.=
Mmm
Paul: =He he was I felt sorry for anybody working with him.
Jenny: Yeah he
Paul: I think he felt a little bit like
Ed: Mm
Tape snarled. The conversation on the Poles continues and
includes the following:
Ed: I mean he’s the president of the Chamber of Commerce "hh
heh 'hh hh" and er George was the director of the Chamber=
Jenny: Mm
Ed: =of Commerce, and I just think generally that
Paul: very appreciative.
Ed: Mmm=
Jenny: =Mmm=
Pual: =(Some.) Again this is ( ) to reason.
Jenny: Yes George was incredibly nice to me when I (=)
[Er]
Jenny: farewell to him. ( ) with him he was very good. (=)
[ ]
Paul: And I had a chat with him.
Jenny: =(Gallant), °and°
Paul: And he said he he (. ) he's really got a lot from the course. (=)
[ ]
Paul: he he (. ) he's really got a lot from the course. (=)
[ ]
Jenny: =Yes.
Paul: Because I asked him and he's ( . ) he was very (. ) very (. )=
[ Mm]
Jenny: =clear about it. (=)
Paul: =Mm=
Jenny: =Mm=
Paul: =and >kind of< ( . ) >you know< ( . ) sort of ( just ) (. ) just (=)
[ Mm]
Paul: =by a strange person. (=)
Jenny: =Mmm. I think yes they ( . )
Paul: It was strange rather than: sort of em (. ) aggressive I felt.
[ ]
Jenny: ( . )

07.40 Tape completely snarled up — changed. (Difficult to estimate time lost but assume over four minutes.)

12.00 They agree to leave the group until tomorrow. Annette asks what they will do with the ungraded people. Jenny suggests that they be tested and proposes a test-teach day for the rest. Paul says this doesn’t allow much leeway and asks how high the top group will be. There is the problem of Junko, who has been here for such a long time and has therefore covered so much of the commonly used material.

16.00 Jenny has prepared a timetable based on the results of an earlier meeting. She has prepared something on similar lines for Spring Course III. Paul: 'That's very brave of you.' Jenny says it will give the team something to work on (she won't be here after the first week of this forthcoming course, Spring Course II). Ed raises questions about whether his timetable will be full or half. Jenny can promise at least a half timetable to replace Harry while he's on holiday, but the rest depends on the students they get. Ed tries to find out when Louise will know her arrangements (this will affect him) but Jenny is unable to provide details of this.
Jenny introduces the subject of rooms:

E.m(.) and the other thing(.) we haven’t decided is rooms(.) that people should be in. (0.5) This course. Whether we want to change, (1.0) stay the same, (.) or I [Paul: I (.) could stay the same.]

Annette: Yes I might have to change depending on numbers.

Jenny: [Size.]

Jenny: Mmm=

Annette: =So perhaps tomorrow I’ll start in (.) seven, continue in seven, Mmm Annette: and then depending on (.) how many I’ve got. Extra. (0.5) Em (.) where else is available? Th-you’re in: er

Paul: I’m in one.

Annette: One.

Paul: *Yeah.*

Annette: And you’re in

Ed: Five.

Annette: Five. Right. So I can move up to two (0.5) I’ll move up to=

Jenny: ( )

Paul: I would just=

Annette: =two if

Paul: =like to keep the continuity for the people who are there, I=

Jenny: Mmm

Paul: =mean if there’s I mean if there’s a crisis then obviously=

Annette: Mmm

Jenny: Mmm

Paul: =I’ll move out and

Annette: No it’s- that’s fine because I’ll start in seven, and if necessary I’ll move to two.

Paul: When I was up in: (.) I- on the top landing there was no unpleasant (.) odour.

Jenny wanted Helen to present a report on her first aid course but she’s disappeared (probably because she knows she has to do this, jokes Jenny).

Jenny then asks if anyone is interested in a course at Bournemouth which they’d agreed to consider. Nobody wants to go and the general feeling is that it’s not worth it.

Annette goes to get Helen. They’re back in about a minute and
Helen gives a quick summary. She enjoyed the day and describes some of the things they did.

Annette alls for any other business and Annette brings up the subject of Chul Soon who wants details of a college. Jenny promises to look up what details she has. At this point she declares the meeting closed, but discussion continues.

Paul says that he and Harry have been invited to a meeting and may need cover:

Paul: I suppose there is one other thing. Em Harry and I (.) were (0.5) or invited to (.) what was it? Harry? On the seventh of April.

Harry: °( )°

Paul: Which is a Friday.

Harry: A setting meeting wasn’t it.

Paul: It’s not a setting’s meeting, fe-

[Or pre-setting.

Harry: It’s sort of a revision of the exam meeting.

Paul: When we’re having yes the revision ( ).°

Harry: Em (.) with- whither you know (.)

whether the exam.

Annette raises another issue of cover which arises because both her boys have to be at the hospital. They agree that nothing can be settled now but it’s noted.

Jenny reminds them about the need to suggest dates for the British Council inspection.

Paul: ‘Is this A.O.B?’ Jenny says ‘A.A.O.B’ Harry wants to raise something. Harry: ‘Have I missed it?’ Jenny says yes he’s missed it because he’s writing up A.O.B.

Harry: E::m (.) just a few things that (.) I want to get off me desk, basically.

Paul: Oh hhh=

Jenny: =Is this speaking in (.) your role as academic manager.

Harry: Yes:

Jenny: Right.

A discussion of BBC English materials follows. They settle on
using a transparent jacket. Harry goes on to announce the arrival of other materials, then:

Paul: Can I ask (. . .) when (. . .) when is (. . .) when are Intermediate Ma-
Intermediate Matters going to be (1.0) em (. . .) designated as (. . .)
as class sets rather than (. . .) skills books. *Are we going to*

[ One of the tasks of the (. . .) academic manager (. . .) is to investigate which
Paul: Mmm
Jenny: books (. . .) could be adopted as class sets.
Paul: Yeah.
Jenny: Yes. And I presume at that point (1.0) he would say
Paul: Because I’m going to reach=
Jenny: =hands off (. . .)
Paul: I’m going to reach a crisis point quite soon given
the nature of the group I’ve got.

Paul goes on to explain that this problem partly arises from
taking skills extracts from books which are class books. Jenny
points out that this does provide a way of piloting books. Paul
and Annette agree but Paul notes that you can’t then pilot it as
a coursebook.

Paul asks whether they’re going to use the needs questionnaire
they talked about last time. They can put it together quickly.
They agree to do this. Jenny thinks it’s a good idea. The talk
about books continues.

The issue of exams is raised and attention focuses on
attendance at centres and oral assessment. They discuss First
Certificate assessment procedures and ways of generating
genuine interaction:

Paul: ...I don’t see any (. . .) reason why they can’t do that.
Jenny: Seems quite logical. Yeah.
Harry: A: h that’s why they can’t do it.
Paul: Much of this is addressed to Ed as a First Certificate marker.
They discuss papers and practice tests and Ed relates an
anecdote about a markers’ meeting.

Harry says that nearly all books now have a piece of paper in
the front of them with details of units and comments on. He
reminds people to add their comments.
Ed mentions the problems of referring to the records to find out what students have done. All agree that it’s very difficult and Paul admits he’s more or less given up doing it. He says that ideally it would go onto a computer. Annette has her list of work already covered for Junko, and Paul says she’s going to be ‘a severe problem’ because of the time she’s been at the school. All agree. Harry suggests it might be easier to get together to establish what she hasn’t done. Everyone agrees that Ed’s suggestion of individual student records (which they all keep anyway) is a good one. Annette points out that they did actually formalise it for the Japanese males. This leads them on to a particular student whose identity is jointly established via a discussion of his dress — a mustard coloured jacket and socks featuring prominently in the discussion.

Harry passes on a plea for help from someone who has to present a talk to the teachers’ club on the subject of ten minute fillers at the end of lessons. Harry asks for ideas he can pass on and there is a general discussion of how the session might go. This broadens out into general issues in dealing with such sessions and finally they begin to collate suggestions:

1. ‘HEM’ (?)
2. Ghosts
3. Word mastermind
4. Coffee potting
5. ‘Botticelli’
6. Charades
7. Pirate
8. ‘Categorically speaking’
9. Whiteboard scrabble
10. ‘Target’
11. Buzz
12. Spot the phrase
13. Password/spies
14. Team sentence building
15. Combining sentences

They go on to discuss the payment of mileage for visits to the teachers’ club and Harry talks about his plans. Annette then adds ‘putting sentences together’ to the list and they discuss this. Jenny: ‘I only learnt the word ‘ampersand’ two weeks ago.’ Harry then points out that the problem inherent in such activities is that if they work well they inevitably take more than ten minutes. They discuss this and Annette suggests adding a card game to the list.

The topic shifts to CVs (needed for the coming British Council inspection) and who’s handed them in.
The subject of Ed’s problem with editing on the computer arises from the need to produce CVs. Jenny, Annette and Harry explain how to handle this.

Annette and Jenny discuss Chul Soon and the reduction in his allowance from his father. Meanwhile Keith and Harry carry on discussing computers. Harry makes tea and the exchange on the subject of Chul Soon stops. Annette urges Jenny, who has a debilitating bug, to go home and get some rest. There’s a brief description of the effects of the bug.

The fact that this is being recorded is raised and Keith reassures everyone that he won’t make anything public without their permission. Ed returns and says he’s managed to solve his computer problem. He offers chocolates around.

They discuss students from the Swedish and Polish groups. Jenny remarks on the difference it makes to have a keen student as compared to the sort of student who comes along expecting everything. The general feeling is that, with a notable exception, the recent Polish group came with very much the latter attitude — which made them hard work. There’s a general discussion of the difference between positive and negative groups.

Paul returns, explaining that Katsuko wanted a reference but there was some confusion arising from a pronunciation problem.

Louise arrives and asks after Jenny’s health. There’s further discussion of the bug. Paul tells of a friend who went to the doctor with what he thought was the bug only to discover that he had pneumonia.

They move on to discuss the role of the academic manager and why it’s important to have one.

The conversation breaks up. Louise and Jenny discuss a student issue while Annette asks about the source of some of Paul’s materials. Various topics to do with students are briefly covered. Paul asks Annette about her daughter’s cross country and there are various comings and goings. Further talk about confidentiality. Helen comes in and admin matters are discussed. People are preparing work so there’s less conversation. Harry tells Helen that photos have come back. There’s a discussion of how Keith will describe Helen’s job. They settle on ‘Registrar/Welfare Officer’. Keith checks on other details of staffing. There’s a general discussion of the difficulties they face and the difference between technicalities and realities. Jenny: ‘It depends at what point you’re looking
0401 at the school, whether it was (. .) pre management set up or (. .) post academic management.’
0402
0403
0404 107.00 General conversation around subject of which books they’re going to adopt as class sets.
0405
0406
0407 108.00 Helen says that it sounds as though ‘one of our Thais’ has arrived. They discuss his whereabouts.
0408
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 paper he’s not> necessarily good enough< for my group.
0418 (1.0)
0419
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 have to talk with him at least.
0424
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 group in the middle.
0449
0450 Harry: HeheheHEHEheh...
Helen introduces another student who sometimes tends to go 'completely to pieces' (Jenny). Helen has had trouble understanding her on the phone this morning.

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

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

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

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

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

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

Annette: Mmm (1.0) Yeah.

(0.5)

Harry: We'll give it a try out and

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

Harry: "see whether"

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

Harry: Yeah, you might as well have a

Annette: but it'll be (.) good practice for them reading it and (.) will provide a bit of discussion I think as well.
Harry: ( )
Annette: Although maybe ( . ) maybe I’ll wait ( . ) until later in the day for mine, because ( . ) if I’ve got some new people coming in after their test, (0.5)
Harry: Mmm
(0.5)
Annette: In fact >this is going to be a point< with everybody, ( . ) e:m (0.5) if you do it with your group ( . ) and then you find you’ve got one of the Thais or ( . ) one of the new people in, (0.5) e:m ( . ) that person ( . ) will miss out. (0.5) And ( . ) in a sense that person is ( . ) those people are most important because they’re ( . ) they’re all new.
(0.5)
Harry: Yes. ( . ) (1.0)
(1.0)
Annette: E::m (2.5) so we might need to do it later in the day.
(1.5)
Harry: Mmm. Unless somebody a- somebody came in and hadn’t ( . ) done all the things they’d ( . ) doing, ( . ) (1.5)
Annette: Mmm
(1.5)
Harry: “Yeah.” ( . ) ( . )
(1.5)
Annette: Mmm ( . )
(1.5)
Harry: (>Some of them<) give it back in. I know it’s better when= ( . ) Yes.
(0.5)
Annette: =your ( context is ) ( . ) ( . )
( . )
(0.5)
Harry: =your ( context is ) ( . ) ( . )
( . )
Annette: Yes.
(0.5)
Annette: I think I’ll leave it till second lesson=
(0.5)
Harry: =Mm.
(0.5)
Annette: Em:::
(0.5)
Harry: ‘YES I mean there’s probably not ( . ) “er ( . )” ( . ) (0.5)
(0.5)
Annette: Because i- it will also
( . )
(0.5)
Harry: Depends on the make up of the group though “doesn’t it” I mean “( )” the people you’ve got ( . ) “.
( . )
(0.5)
Annette: Yes that’s right.
(0.5)
Annette: But with- if it’s one of the: ( . ) er Thais for example, it might also help to er ( . ) introduce them to the group.
(0.5)
Harry: Yeah.
(0.5)
Annette: E::m because they’ll be finding out what other people in the=
( . )
(0.5)
Harry: That’s true.
(0.5)
Annette: =group want to do and why they’re learning English and a bit about their background
(0.5)
Harry: True.
Silence again, (c17 mins) then Paul starts a conversation with Harry about text in his coursebook: ‘They just don’t exploit it for its intrinsic worth.’ Harry responds with a suggestion about how something could be exploited and mentions some exercises he’s got.

Silence again.

Paul strikes up a conversation with Keith on the same subject. He’s not happy about the mechanical selection of texts based on the sorts of exercises they have in mind. Then they produce fairly predictable exercises. He believes that it’s important to begin with an intrinsically interesting text. He says:

It’s a- (?) it’s still a relic of: () Cambridge () multiple choice questions. There’s no question of intr- (?) I mean why do you read things, you don’t read things to find eight words that=

That’s-

=you don’t know for God’s sake.

That’s it. It’s almost as if (0.5) if you look for a text=

= Mm=

=to use it in a book, you don’t ever read the text in the way that you would normally read a text.

[ No.

And what comes out of it therefore is not natural.

Yea::h I mean it’s it’s just not as interesting either.

It becomes just an exercise in doing things. Just gut-gutting=

[ Yes.

=it for anything but it’s true

Yeah.

meaning. hhhh

Yeah.

hhheh text as hhh not just >sort of< (?) I mean it’s got a=

Yeah.

=meaning of its own.

“Yeah.”

Take out the vocabularies and ad(.)dress the meaning.

(Mm (1.0) Oh yeah (?) you’re absolutely right.

(5.0)

“Yeah.”
0601  Paul:  (3.0) I mean th- they pay lip service to sort of pre reading (.) they say. Here. (0.5) Er (.) ‘What is the person in the photograph 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 texts ought to be able to do something with them. (3.5) ( ) looking for texts can hhh-hh
0612  Keith:  Yeah. °Yeah.° But that’s interesting isn’t it I mean why- why- when you look for a text it strikes me then that what you’re saying is you don’t look for texts. (0.5) What they get out of it you look at a text because it’s interesting.
0616  Paul:  Absolutely.
0618  Keith:  Mmm=
0619  Paul:  =WELL I mean you know e- I mean if you for a text that’s interesting then people are going to want to read it.=
0620  Keith:  =Yeah. Yeahyahyeah.
0622  Paul:  I mean (1.0) I w- we were discussing this at the Inkham examiners’ meeting a couple of years ago, (.) for the: O- (.) well bo the: Preliminary and the Higher, you know- (.) do you know exam?
0624  Keith:  Not well but I know it. I mean I’ve seen you know
0627  []
0628  Paul:  (. ) that em (1.0) i- it’s a shame that a lot of the actual texts in the exam are incredibly boring.
0630  Keith:  Right.
0632  (1.0)
0633  Paul:  And er (.) >some people said< (.) ‘Ah yes but they (.) you know they have to (0.5) er (.) get used to reading boring texts,’ >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 read texts which other people would find boring, (.) but you know (.) they don’t (.) read (.) texts because they’re boring, I mean=
0643  Keith:  =Yeah=
0644  Paul:  =you c- an- and even- even if they do you can- (.) you can- (.) practise your strategies (.) for reading (.) well interesting texts!
0647  Keith:  =Yeah. (0.5) Yeah it’s something I’ve found choosing to=
0649
0650  Paul:  If they-
Keith: =read a text because it's boring I mean it's >sort of< like a=
Paul: If-
Keith: =contradiction in terms, 'Oh I'll read this it looks boring.'=
Heheh
Keith: =You know it's-
Paul: >Well I was thinking <>you know<> you can do your skimming and scanning and infgring et cetera and=
Keith: [ ]
Paul: Yeah
Keith: =all these kind of things, >but I mean< use stimulating texts.=
Keith: =Yeah.
Paul: I mean that's the way to deal with (this a) and then if you- if you're a () in a- an unf- a- () have the misfortune of having to read boring texts for the rest of your life,
 Keith: Yeah.
Paul: e::m=
Keith: =At least you've had some H Ehinterest along the way. Yeah I can a- () you know what an interesting text looks like yeah.
Keith: [ ]
Paul: If you then ( ) >you know you can be< thoroughly bored with it. (0.5) And er
Keith: [ ]
Paul: It's interesting though that you say I mean you know you pick a text () because it looks interesting, e::m and () therefore () the books=
Keith: [ ]
Paul: ("Yeah.")
Keith: =(), that would be most likely to appeal would be those with interesting () texts, () >because you can do< an awful lot with interesting texts.
Keith: [ ]
Paul: Absolutely. Yeah. Mm=
Keith: =And yet () they don't seem to picking on them °(for )°
Keith: [ ]
Paul: Well the- they're not I mean () the texts themselves may very well be interesting but (0.5) e::m y- I mean I- I'm looking for something which is- which is=
Keith: =exploiting the interest in the text. °Right.°
Keith: [ ]
Paul: exploiting (that well) and () it's not here yet so I have to do all the work.
Keith: Yeah.
Paul: Mm. And I think it's just a wasted opportunity, it's all about vocabulary and no- () no ad- addressing the sort of- the total meaning of the text.=
Keith: =Yeah.
Paul: No one chose to respond to it in a- (.) a natural way.
Keith: Yeah.
(0.5)
Paul: I mean (2.5) I mean that’s what w- (.) hhhhhyou should
develop reading by doing naturally. (2.0) Harry r- you can- (.)
find some interesting exploitative (.) questions ( ) =
Harry: Heheheh
Paul: =(0.5) It’s such a shame because they’re a:ll
Harry: Is that in their
Paul: it’s all of these, all (.) from this these three series of (them).
Keith: [ ( ) ] [ ( ) ] Is that the workout?
Paul: Yeah.
Harry: °I thought it was er (0.5) (it was) (.) ( ) this time.
Paul: M- well ( ) new) oh sorry. °Make a list of the advantages
and disadvantages of being Boris Becker.
Harry: hhhhh >HEHEhahahahHAH
Keith: Heheheh=
Pau: l=Hahahah
Keith: Ha::h
Paul: And then
Keith: °ha::h°
(1.5)
Paul: °Find out if the text mentions the same >thing<‘ oh we’re
going to get a bit closer I suppose. And then vocabulary
com(.)prehension, (.) and then it’s all vocabulary it’s vgrv very
vocabulary oriented.
Keith: Mmm
Paul: I mean vocabulary is obviously important
Keith: Yeah. But=
Paul: =But (.) you know (.) I mean (.) if you’ve got an interesting text
that you (.) re-e- re- reacting to >and you need to< confront the
vocabulary, you know and
(0.5)
Keith: Yeah that’s it (.) you’ve got to do that because you’re not- you-
but you do it for the reasons that you would naturally do
it for in reading that
Paul: [ ( ) ]
(°Yeah.°)
(0.5)
Paul: It’s the first certif-
Harry: Yes I think I think it’s always tricky when they (.)
after the event (.) they go back over vocabulary. Especially if
they’re doing these things like (.) asking them to guess the
meaning from the context.
Paul: Mmm. (1.0) And half the time you can guess the=
Harry: meaning anyway.
Paul: Yeah. They >will always< choose or you might know your
    (They will have it.)
Harry: =(. ) will probably know it, and that
    Yeah.
Paul: Mmm=
Harry: =gets them hhhh ( ) 'You know they must be quite easy=
    *Mmm*
    hhh words. But quite apart from that ( ) >one reason is<
    if they're reading it themselves, and if it's an important word,
    they can look it up
Paul: Mmm.
Keith: Yeah.
Harry: And if you're reading it in class,
    Yeah.
Paul: Yeah=
Harry: =I mean if you're reading it out or all together on (this) then=
    Yeah.
Paul: somebody's going to ask you: ( ) so what do you say? 'Er ( )
can't tell you that ( ) because there's a question about it=
    Yeah.
Harry: =later.'
Paul: Yehehah that's it. 'Hang on till we answer the question
    'about it.' ( ) Yeah.
Harry: It's very unsatisfactory.
Keith: It is.
Paul: I mean there are some times when you can justify that
    when actually ( ) they don't have to know the word.
Harry: Yeah.
Paul: Because often- that's often the case. ( ) And they don't have
    to know ( ) you can- yeah answer the question=
    Yeah. As- as a ( ) in itself.
Paul: =without doing the=
Harry: =Mmm
Paul: and come back to it. Here's another one, hhh this is a su-
superman comes down to earth with a proposal for- ( ) the
    times th- (0.5) eh 'Before you reading ( ) before you read,=
    Mm
Harry: =in groups answer the questions. Who is superman? Who is
Paul: Clarke Kent? Who is Lois Lane. (0.5) That's your pre
reading. And then find out (.) one two three and then (.)
match the:: w:ords (.) with their equivalents on the right.

Keith: Yeah.

Paul: ·hhhh

Harry: Quite (.) possibly do it without reading the thing anyway.

Paul: Khh hhhhh

Keith: [ Yeah.

Paul: (0.5)

Keith: Makes you want to split!

Harry: hhHAH!

Keith: Hahah

Paul: Make a list of the advantages >and disadvantages of being< Boris
Becker.

Keith: Yeah ( ) yeah=

Harry: =Hehehehe=

Paul: =He's got ginger hair. Vast wealth.

[ Hehehehehehe:he::heh yeah.

Keith: Conversation continues, considering different books and the
complexities of course book design. Moves on to attempts of
coursebooks' attempts to reconcile different syllabus types and
the problems of this. Broadens out to consider number of
factors which coursebook writers need to juggle.

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

Paul: You know the answer Harry don't you? (.) Is to write our
own book again!

Harry: Yeah.

Paul: ( ) be published this time.

Harry: Hahahah

Paul: hhh

Harry: Or get more than half way. Heheheh

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

[ E:m

Paul: =did one on sports and games didn't we?

Harry: Yeah. E:m (.) it wasn't that- actually we were trying not to be
too text based.
That’s right.

Harry: 
E:rm (0.5) I think one of the problems with that was that we got
hypnotised by the problems actually. =

Paul: 
Yeah.

Harry: 
Hehe We set off (.) worrying about (.) heh the pro- the potential
problems

Paul: 
It also seemed quite obvious to me

[>without getting< anything down.

Paul: 
that (approach ) we really(.) believed in from the start (as
it happened).

Harry: 
Yeah.

Keith tells an anecdote of a colleague’s experience of
coursebook writing. They move onto the idea of a listening
book and a list on the wall (various contributions) of possible
discussion topics. They discuss this and joke about some of
the strange ‘jobs’ associated with one of the contributions and
then move onto discussing the ways in which anecdotes could
be used as the basis for listening practice. Keith tells them
about a collection of related newspaper articles he once tried to
build up.

This leads onto the subject of ‘Brookside’, a ‘soap’ which is
currently in the news. At this point Ed joins in. Ed jokes
about some of the incidents while Paul defends the quality of
the writing, arguing that it strikes a balance between
‘Coronation Street’ and ‘Eastenders’. The topic is explored
fairly extensively, the disagreement between Paul and Ed
continuing and ranging over a number of topics.

After a brief silence the topic shifts to Harry’s hobby which is
collecting early rock LPs and in some cases selling them on.
Harry has a book listing current prices for LPs which Paul is
looking through in order to discover whether any of his
records are worth anything. Ed leaves fairly early on in the
discussion. Eventually Paul finds one of his old Beatles LPs,
which turns out to be worth relatively little. ‘Great stuff this,
Steve’ he announces after further reading. They discuss a rare
Bob Dylan record then Paul and Keith compare notes on
fanatics they once knew. At one point Jenny pops in to
announce that someone needs help with some sushi. Paul,
Harry and Keith continue the discussion, which focuses on the
nature of Harry’s hobby and their experiences of buying or not
buying second hand articles which turn out to be worth a lot
more than they paid for them.

The conversation then moves onto to the nature and quality of
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.

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.

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.

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.

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.

Payment for the sandwiches is sorted out. Helen and Jenny then begin to discuss the forthcoming social programme and all the exciting things Jenny will miss on her forthcoming holiday.

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.

Back to sandwiches, after Paul warns Jenny (?) about the
danger of part of the contents of her baguette being forced from it.

Brief comments on health before the conversation returns briefly to cooking and then, following a short pause, the sandwiches. Everyone agrees they’ve enjoyed their sandwiches, then chocolates are offered round and coffee is made. Various exchanges take place while this is prepared. A tape is also played until the correct place is found, then the discussion turns briefly to making coffee.

Paul is considering how a mistake occurred in a composition from one of his Japanese students. He decides that ‘tit’ is meant to stand for bird.

The social programme crops up again and the topic shifts to Coventry, Keith’s home town. He relates a couple of anecdotes from local history then the phone rings. There’s a brief discussion of contact details provided by the school in the light of recent changes to phone codes.

Paul says that when he was in Inkham with Harry at the weekend Harry managed to get away in time to buy bread. This is probably what he’s out doing now. Buying bread is very important to Harry.

Jenny returns to the staffroom and announces she’s managed to get through to the local college with details of the exams that Chul Soon has to take there. She says she feels sorry for him because his allowance from his father is so small. The conversation then broadens out to discuss other jobs which students have taken and how this has helped their English.

The topic drifts to Cantona, a soccer player who is in the news because of a pending court case arising from his attacking a spectator. They discuss his intellectual credentials and the behaviour of the spectator who was attacked. Paul raises the issue of racism at football matches, which appalls him. The publicity given to this case is discussed. In discussing an article in the ‘Independent’, Paul shifts the topic to another contemporary issue, that of Private Clegg. Paul and Harry discuss the issues here and the idea of a news agenda then move on to bias in the legal system. Paul tells of an acquaintance who is following an LLB course at Coventry University purely out of interest. Keith talks about his contemporaries in Liverpool who became barristers and Paul, who was born in the area, asks for details. While they’re talking, Jenny pops in to say goodbye. They wish her well and tell her to take it easy, then return to the Liverpool and its schools, in particular the school where Keith first taught.
Helen comes in with details of entries for exams:

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 (. ) through?
1014 Helen: Dunno.
1015 Paul: Course they can.
1016 Helen: Well sometimes they shout at me if I do things like that=
1017 [ ]
1018 [ ]
1019 Helen: hhhh
1020 Paul: =and sometimes they're okay.
1021 Helen: Yeheh. Sometimes Pauline shouts at you and sometimes=
1022 [ ]
1023 Helen: I know:
1024 Paul: =Pauline's okay,
1025 Helen: Mm=
1026 Paul: =>she's a bit< moody.
1027 (4.0)
1028 Paul: Huh!
1029 Helen: Right. (1.0) Well if she says anything >I shall say< 'Paul says'
1030 Keith: A::h haha yeah.
1031 Paul: It's only estimates for God's sake!
1032 Helen: I know but she's s- cos (. ) we hadn't got any once, (. ) and she
1033 phoned me up >and she said< 'You haven't put your estimates
1034 in.' I said (. ) 'There isn't anybody.' =>She said 'You just< got to
1035 send in njl return (then).' (0.5) °I mean° (. ) another time I r- I
1036 rang up and er (. ) said I'm sorry I couldn't get it in the post in
1037 time I'm ringing up' >and she said< 'O::h that's oka::y' you
1038 know you'==
1039 Keith: Yeah.
1040 Paul: =[ ( ) (. ) she's (. ) she's funny li- (. ) well when is- when is
1041 the actual exam?
1042 (0.5)
1043 Helen: S:geventh (. ) 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.
Helen: [ ] [ ]
  (I ) Yeah.

Keith: =Yeah.

Helen: Yeah.

Paul: Or writing them.

Keith: [ ]
  Making ( 'em)

Helen: Hehehehehehe

Keith: Heh

Helen: Haven't bought them all yet. He hehehe

Keith: [ ]
  hhh

Paul: Hahah (. ) Just get different handwriting. I’ll help you.

Helen: Heh hehehehehe

Keith: [ ]
  Hhhah heheheheheh (. ) hhh (0.5) ( )

Paul: E::m (0.5) so that's

two weeks so:

Helen: Yeah.

Paul: The Poles can’t do it, (1.0) the::: (. ) return Poles can’t do it,

"(which is looking at)° these people (. ) e:m (1.0) tch (. ) there’s

the question of Junko, and Katsuko, (1.5) well tha- we can’t say

now

Helen: °Mm°

((Helen leaves.))

When Helen has left, Paul gives an example of inefficiency in
the administration of exams. Keith talks about the way Aston
University is administered and Paul asks him about his time
there. Keith responds with a potted history.

Keith asks how long the study day lasts and Paul explains that
they tend to be open ended, with most of the work taking
place in the morning. He explains that this is perhaps not a
good example because it’s between courses with virtually no
change of students. Things are much livelier in the summer.

Jenny's illness and the absence of Louise also make it unusual.

Annette pops in to say goodbye.

Keith explains the sort of things he wants to do in terms of
further taping and interviews and Paul explains how he and
Harry tend to interact:

"Harry and I talk to each other in a very sort of shorthand way
... and the way we- we have jokes with each other ... we know
when we're both being in sort of joke or tongue in cheek
mood, and some- some outsiders don't pick it up at all, and
then you can say apparently shocking things ... I think we'd
make quite a good double act wouldn’t we?

After a short silence, Keith completes his description of research plans, especially plans to talk to Harry and Paul at length. Keith also describes the general focus of his research and the planned programme up to writing up.

This leads on to general issues of relationships between schools and the treatment of teachers. Paul presents some of his views on relations between managers and teachers and Keith reciprocates with his experiences at Aston. Paul explains that one of the problems in their own relationship with the Inkham school is a difficult mix of the personal and the professional. There’s also a problem of becoming out of touch if you’re not in the middle of things. A sudden rolling up of the sleeves can lead to difficulties because it’s all too easy to get in the way.

The topic returns to Keith’s data collection and the need to complete the project. Paul asks further questions about Aston and its Vice-Chancellor. Keith responds to these and outlines Aston’s plans for expansion. Paul talks about the pressures to do more than simply teach and the expectation that teachers will attend conferences, committees, teachers’ meetings etc.

They move on to discuss approaches to writing and Paul relates his own experiences of writing for radio. He explains the different in status between commissioned and freelance writers. They talk further about ways of settling down to write and the distractions from it.

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 () Tgm came down as well so I
0025 looked up and said, ‘(Tom,) the dog’s whining.’
0026 Paul: Heheheh
0027 Annette: ‘Where is she?’ -hmm! 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 er (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.°
Harry: And e.m

Paul: I mean (.) basically how- how people who have been

teaching for a while how they (.) cooperate with each other,

how they work. Really.

Annette: >How they work.<

Paul: That's what- it's what he's researching on for the ( ) .

Annette: Mmm

Harry: His (.) research area. (1.0) So he sort of comes along to staff

meetings and things.

Susan: Yeah.

Harry: °With us and-°

(0.5)

Paul: And he listens

Harry: He records off- off the cuff

Paul: (out) of: ordinary (.) yes it's

the off the cuff comments that he keeps watch for and he

comes back to y- back at you ( ) and says 'I've=

[ ]

Harry: Yes he (sort of)

Paul: =noticed that'

[ ]

Harry: 'I- you- you said' hehehehehehe 'Youwah!'

Annette: Hehehe•••heheh

Paul: it's ok- it's actually interesting. °I mean°=

Harry: Mm

Paul: =[

Annette: Heheh

Paul: It's interesting for us (.) because (.) the kind of thing he's

researching are the things that we sort of (.) don't realise we're

doing half the time. °And he (.) o points it out (.) what

happens.

Susan: Oh okay.

Paul: What ( ) interesting. (2.0) I have to say that because the

tape's running.

Harry: Hehehehehe

Paul: But it is, *genuinely.*

(1.0)

Harry: And occasionally he does er (1.5 second break in tape) er he's

just done (.) he's just about to do a lesson now, and sort of (.)

(analyse it).

Susan: Yeah.

Harry: That's why they've gone off to talk about it. (1.5) (Er but it's

just about an insight) into the class, and some of the features

°of the°
Susan: "Uuhh"

(9.0)

(After a brief and unclear concluding comment from Harry, there is a shift to a new topic beginning with Annette’s ‘I don’t suppose it opens.’ Most of the exchanges in this are unclear.)

Harry: How was Abdullah this morning.

(1.0)

Linda: Oh er well- I think we’re getting somewhere today we’re doing (.) you know sort of ‘between’ ‘next’ and ‘over’ that sort of thing and it’s

Harry: Uuhh

Linda: You know he’s (.) he’s been okay so we’re doing sort of starting with the furniture, describing rooms and that sort of thing. And that’s (.) (for beginners. That’s why it’s good.)

Harry: Right. So he’s not a hopeless case then.

Linda: So em I’ll (.) try and get through this, but if not I’ll leave it for a while. (0.5) Until tomorrow.

Paul: Is he bright?

Linda: He is quite, he’s very pleasant.

[It’s very likely to be Susan, at the moment.]

Harry: Hehehe heh.

[Well Susan when he was-

Linda: =(Seeming) a bit cheeky.

Harry: Because it’s from this book here, em which is- which is in fact mine but I don’t know whether your go- (.) you use this. Er

Paul: Yeah we we have got that one

Linda: You have got that one. (.)

Okay it’s- (That might be good.)

Harry: You can whisper this.

Linda: If the- (.) and these are quite because it’s quite varied you know (.) different things that- (.)

Paul: >Sort of<= different (cone binding speeds ) >sort of=

Linda: y you know structure connectors and

Paul: =thing< for the

Susan: How much do you aim to get through in a lesson. In your hour and ten minutes, how much do you (.) get=

Linda: Em well-

Susan: =through.
Linda: But really, you know we go off at a tangent sometimes as well and (you know really) because it- (.) we were talking about families yesterday and he brought in photographs of his family. "His ( )"

Susan: Yeah.

Linda: "that sort of thing and we were all talking about that, you know, Yemen that sort of thing." So ehm (1.0) I- I have been working through the book for this time, but it's- sort of boring to see whether it's em (.) you know (0.5) just sort of left= [Limited=]

Harry: =it. So I've skipped (.) I've skipped up to unit=]

Linda: =amount of ideas you can get out of that sort of thing.

Linda: =five which is agony.

Susan: From 'Headway'?

Linda: Yeah. Yeah. Which is like furniture and (.) the ( ) room which ties in with this, which (.) tied in with (.) all these prepositions that we've been doing "and so on". So we're going to start (the unit and then) (.) continue with this. So: I probably won't finish this one (.) today so I won't- (.) I'll leave this photocopied stuff with

(2.5)

Susan: Right. Because I mean you know that I was teaching with

Linda: Mmm

Susan: Fiona last week,

Linda: Right.

Susan: We got through an awful lot of stuff.=

Linda: =Did you?=  

Susan: =Yeah. Well it's an hour and a half (.) so:

Linda: =Yeah.

Susan: I had to have an awful lot of (.) things for her to do,

Linda: =Yeah.

Linda: Yeah.=

Harry: =Yeah you'll probably find you're covering less with Abdullah.

Linda: Yes.

Paul: Well we were- that whole issue was useful. (Fairly)

But I (started)

Paul: Ah well well you're going to do that then.

Linda: Yeah.

Susan: HHHHHH! 'Oh! We've finished that already have we?'

Linda: And er

Linda: Yeah. Heh=
Susan: =Ehm! Hehehe heh
[ (You can a sort of)
Harry: Heh -hhe hh
Susan: No well you'd never find- () you never find little islands=
[ ]
Paul: =where you can actually relate to him about things so
every thing really (even) like the family is a good idea.=
[ ]
Susan: [ ]
[ ]
Paul: [ ] [ ]
[ ]
[ ]
Linda: Yeah.
[ ]
Linda: =Yeah=
Paul: =A good example of that.
Annette: We've lost the white ball again.
Linda: =at least, so
Paul: =The white
[ ]
In the Yemen was. [ ]
Annette: Ball, whiteball. [ ]
Harry: Ball, whiteball. [ ]
[ ]
Anneke: [ ]
What again!
Linda: Yeah I think it's stuck in the tube. [ ]
Linda: ( ) it's such a desert, and (something=]
[ ]
Paul: =Mm
Linda: =
Harry: Could be. [ ]
Susan: [ ]
Oh very ( ) in parts.=
Annette: =They don't know what to do about it so
Paul: =I wouldn't think think about () trying to get through
Linda: =Mm
Paul: =
Linda: No. And and this- so if you've got that book you can
just go: () as f- as fast or as slow y- as you think you have to.
And it- () you don't obviously have to prepare too much
because () it's all there for you. The teacher's book, which is
"you know"=
Susan: =Mm
Linda: >You know< you can just look at that (because the word part's ready anyway, if you want to just)

Susan: [ Uhuh

Susan: Or e:m (.) have you star- have you done (.) any of this at all?

Linda: Well just- I (kept eliciting) h- his vocabulary for (.) bits=

Susan: Or just the picture.

Linda: =of drawing. Em, (0.5) but- (.) but yeah. That's EM- (.) he knew 'telephone', 'stereo', video', but he didn't know 'sofa'=

Susan: =Oh=

Linda: =or 'armchair'. (1.0) He knew 'lamp', and something else, so (2.5)

Susan: Well this is- this is- this is nice. Mm

Linda: I- I- ( ) Yeah I li-like the er (.) I've done the=

Susan: ( 'Headway')

Linda: (=)

Susan: (11.0)

Susan: (What were you going to do with him next?)

Linda: E:m (.) well we're going to continue with that, and then it's (.) it's (.) this is >sort of< more reading, and (.) er comprehension, and then it's like the layout of the rooms, going to describe rooms with him, and then I was going to do this- (.) that he would (.) draw a room where I couldn't see it and then (.) he would tell me and I would try and draw what he was describing in that

Susan: Yeah.

Linda: "Sort of" (1.0) eh I- I think (it) "sort of"

(5.0)

Harry: It does actually communicate because you've got- you've=

Linda: Yeah.

Harry: =got something- (.) he's obviously found something that=

[ (If he-)

Linda: =he ( for.)

[ Yeah.

Susan: He said that he had teachers (.) English teach- (.) an English teacher in Yemen for about six weeks, and then there was some (.) fighting that- (.) all the English people left=

Harry: =Uuhuh.

Linda: So

Harry: Oh yes (they ).

Paul: ( finish it.)

Linda: "It's a bit" (2.5) Em (2.0) I also take- (.) Oh (.) and he needs vocabulary building as well and so I've used this (book for)

Harry: exercises. (1.0) I can also ( ) (when I) do this.
Harry: though isn’t it?
Linda: Yeah=
Harry: =Even though it is gld.
Linda: You kno- (.) you don’t really sort of have to think
of (continually) doing he same theme, you can just sort of=
[ ]
Harry: >No it’s not<
Linda: (.) think ‘Okay, let’s let’s think about doing something else,
and (0.5) and you’ve got all the- (.) words here, and you’ve got
to ( ) (2.5) But that’s (.) it’s (.) a little bit< safer, (.) I
think. (5.0) "(Yeah. here.)" This: (.) this is another book,
with er- parts of the body. (1.0) ( ).
(7.0)
Harry: There’s (.) quite a lot of material around,
Linda: Yeah. There’s games and things
[ ]
Harry: ( ) which I don’t mind helping=
[ ]
Susan: Are there any listening=
Harry: =with.
Susan: =things?
Linda: E:m (.) well there’s a tape with
Susan: Oh yeah, (.) this. (0.5) But you thought they weren’t familiar
( ) with ( ).
Linda: No.
Susan: "Yeah."
Linda: "Some of (.) the things (.) in this (bit)."
(2.5)
Susan: What about things that say ‘Work in pairs’, how do you deal
with all these bits?=
Linda: =Yeah. You sort of don’t ( that) (.) or (.) of=
[ ]
Jump over them. Or- (.) or in in=
Linda: =course
[ ]
Harry: =some cases you can (.) you can do it with one of you.
Paul: Sometimes you- (.) it works with you doing it.
[ ]
Linda: it’s a ( ) it.
Harry: =Yeah.
Linda: Yeah.
Paul: If you get good quality pair work off them, I mean a bit like
what you were talking about with the em (1.0) like=
[ ]
Linda: An-and is it my ( )?
Ed: Yeah. It’s something (to with Harry.)
Paul: =when you were talking about room, I mean
describing his
Susan: Yeah.
Ed: ('Cos you've got a sort of- (.) you've got to ( )
[ ]
Paul: I mean if you had two people you'd have a thing for each other
Ed: Em=
Susan: =Mm=
P:
Paul: =so after (this-) if you just take the other role,
Linda: Yeah that's right,=
Susan: =Yeah=
Linda: =and just=
Paul: =so:
Linda: Yeah.
(0.5)
Paul: It's finding that there's genuine communication going on like-
(.) having them tell about (. ) each other's (room). Yeah and
that (. ) makes it (. ) more interesting.
Harry: Mm
Linda: Do you want a (list of-)
Harry: If it's something like-
Linda: ( )
Harry: 'Discuss your problems in learning English,' obviously=
[ ]
Susan: "(Yeah. Thanks.)"*
Harry: = you can't.=
Susan: Yeahhhht!=
Harry: "Heheheh" (1.5) But (. ) you know, often it works.
Paul: Mm
(0.5)
Linda: ( Harry)
Susan: You'll have to tell me which bits
Harry: Stapler?
Linda: Staples.
Harry: (Change the=)
Linda: = ( )
Paul: ( )
Ed: It's one more s- (. ) "I think she wants it."
(3.5)
Linda: Thank you.
(5.0)
Harry: Do you have any commitments (.) ( ) in the foreseeable
future?=.
Linda: =No. "No (work)."*
Harry: Right. It's a good ( ) from our point of view.
Paul: "You've got a ( )."*
(7.0)
( Loud nasal laughter from outside the staffroom.)
(2.5)
(Louder nasal laughter from outside the staffroom.)

Paul: That's our local Kenneth Williams impersonator, "I think=

Linda: [ ]

Paul: =() (in the hall)."

Linda: [ ] It's (adjacent to the ).

Jenny C: I did yesterday, yes () sheets from here.

Linda: Yeah it's a bit-

Jenny C: Most of it, yeah.=

Paul: =What's his writing like?

Linda: A- er- it's not bad=

Paul: =Not bad.=

Linda: =at all.

Harry: No, considering

[ ]

Linda: And his pronunciation is good, but () I thinks that's ()

usual with A-Arabs they- () they're very good at=

[ ]

[ ]

Harry: =pronouncing.

Linda: Uuh. (0.5)

Linda: His writing is fne.

Paul: ((In exaggerated Arab accent.)) No problem.

Linda: You know when you were saying that the (pronunciation)=

[ ]

((Extremely loud burst of laughter from outside the staffroom.))

Linda: =( ) speech isn't it?

Harry: Wrong way round isn't it?

Jenny C: Yeah.

Paul: Does sound like Kenneth Williams, doesn't it?

Harry: Mm (1.5) Pardon? >(Who is it ?) h-hh

Paul: I think it's one of the Thais.

Harry: A:h

(1.5)

Paul: "Heheheh" (0.5) Excuse me, can I just get=

Linda: =Sorry.

Paul: =em () this.

(15.0)

Susan: You can't do () three hours of heavy () exercise=

[ ]

Paul: =exercise.=

Susan: =exercise.=

Harry: =No, you want a (bit of ).

[ ]

Linda: No.
And as I say, you know — you- (. ) you- (. )
Building in other directions.

Yeah= Yes, (you could) that way.)

=he's interested for example in ( main book) that=

Another Bullock. Bullock.

=would be interesting to talk to him. To talk about.

( ) Helen >I mean<

Uuhh. Mmm

>Yeah that< is (. ) one of the advantages of (. ) one to=

( go off.)

=one is that you don't have to have such a rigid sort of

Yeah.

That's it, I mean- (. ) and you can see that he's just getting
through it and you think (. ) 'Oh no it's not ( )' just to=

((In the background, someone — Ed? — begins to
play through tape to be used in forthcoming lesson.))

=make sure it (. ) (. ).

Yeah.

And you constantly check out if he understands it himself.

(1.0)

And you can do that without (. ) being conscious that

somebody somewhere else in the class is sort of twiddling=

Yeah.

Yeah, it's em-

I mean that's one thing I do find with this doing it on a

master (. ) is that (. ) we can really (. ) exactly what they

want.

Yes.=

=I mean it's- it's

Mmm. Mmm. (0.5) And then it can be hard going (. ) you
know, when they're so: (. ) you know

Yeah=
Linda: =it’s (1.0) you know it’s (..) it’s often quite difficult to explain
what they’re (..) trying to- (.).

Susan: Yeah=

Linda: =You know, trying to say. And (..) but (next week) he has=

Ed: (Do you know how=

Linda: =a- (..) he’ll be having this (..) having this sort of (.)=

Ed: =to say ‘thank you’ in Chinese.

Linda: =dictionary, which will help.

(37.0)

(During this time, sporadic conversation continues further
away from microphone and mixed in with a tape recorder
which is being played. The tape recorder stops.)

Harry: It’s very similar to:: er (..) the other Yumi that’s now in the
class,

Linda: Oh right.

Harry: er he was in more or less the same position although actually
his English was sort of (..) more English than Abdullah.

Linda: = "Mm"

Susan: = "Mmm"

Harry: = "It was just a case of (0.5) (recording) to the back of the=

Linda: =(corridor) "sort of thing." Em; (0.5) but I was available so I
did a couple of (..) one to one lessons with him. (0.5) And er:
(1.0) he was saying- (..) he wanted (..) lots of ( ),

Linda: = "Mmm="

Harry: = I spent ages trying to convince him that this was (..) not what
he wanted, and not what he needed.

Linda: = "No;"

Linda: = "No that’s right."

Harry: And then he sat pointing to this *of course* (..) ‘What’s this! I
want to know about this!’ Heheh.

Linda: Oh Goohd.

Harry: The phonemic chart!

Linda: hhhhhhh;=

Harry: >Heheheh< he had enough trouble with letters! Heheheh

Linda: Hhhhh

Susan:

Paul: Heheh=

Susan: =( )

(0.5)

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:  Yehees.  '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 hoohooh hah.  So how did that happen?
0579  Paul:  I read this thing from 'Blueprint' I thought 'Oh that looks
0580  interesting,' and (. ) sort of I've just found this for reading (in
0581  this ngw), 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 brillitant.  (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.))
Transcript: Staffroom Talk Swan School 15.2.95

0001 Ed: My: God it’s quiet in there.
0002 Harry: Hhhhh
0003 Ed: It’s like working in a library 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.
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: ( .) 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 [Annette: On
0042 Harry: =you know about.
0043 (0.5)
0044 Ed: Broadly attractive?
0045 Harry: Mmm=
0046 Annette: =Is:: em=
0047 Ed: =Heheheh=
0048 Annette: =Is: em () she’s er () starting next Monday? Is this the=
0049 [ ]
Harry: I thought so, yeah. Heheheheh
Annette: =one?
Harry: Yeah.
Annette: Right. And- we’ve got her grading test have we?=
Harry: =Yeah it’s up there. ( ) will want to talk about it on=
[ ]
Annette: Fine. And=
Harry: =Friday.
Annette: =she seems to be mine. (0.5) Right! That’ll be nice. E::m (0.5)
any: (.) more coffees up here?
Ed: Nnot for me.
Harry: Oh yes please. I boiled the kettle then forgot to do anything
else about it.
Annette: That’s John’s=.
Harry: =I know it’s Paul’s yeah. This is mi::ne.
[ ]
Annette: Whose is that one?
Harry: The (blue) one.
Annette: That’s yours. It’s hot. Okay=.
Harry: =And beyond that I don’t know.
Annette: °Okay.° (0.5) Shafi and Chul-Soon have just done a brilliant
em dialogue. We were doing a (.) dialogue about making an
arrange- (.) making arrangements, and er (.) there were quite a few
difficult expressions in it like er (.) er (.) ‘Would Thursday be
convenient,’ or something, and they they remembered it=.
[ ]
Ed: ( )
Annette: And I wrote down a skeleton on the board afterwards of: er of
just things like ‘Thursday’, and (.) ‘yes’ ‘no’ etcetera. And e::r
(1.0) I think one of them said you know ‘Can you make
Thursday,’ and the other said ‘No,’ but would Tuesday be
convenient,’ They remembered it really well! And all the=
[ ]
Ed: Heheh
Annette: =others in the group laughed in amazement that they (.) they
could do it so well=.
Keith: =It impressed them.
Annette: Yes they were very impressed. °Heheh° (1.00 E::m
Harry: Yeah. Those two probably were. °I mean°
Annette: Yes, they tried really hard the- (.) they’re yes: (.) I think so=
[ ]
Harry: ( Shafi’s )
Annette: =too. And that they’re very good at role play excercises, they
really (.) throw themselves into it and er (1.5) and make up (.)
all sorts of er (.) have all sorts of good ideas,
(1.5)
Ed: ( ) I suppose it’s not er=
Harry: =How’s he getting on this morning.
(1.5)
Susan: Right. He didn’t get on to that exercise that last one you gave
Susan: him.

Harry: Oh all right.

Susan: We did the em (. ) hairdresser one.

Harry: (2.0)

Susan: [ ]

Harry: ( ) it was er (. ) bit more of the same (really).

Susan: Mm

(4.0)

Annette: Harry, I think a couple of little granules of sugar might have fallen in your (. ) as I took the spoon over for my coffee.

Harry: Did it?

Annette: 'Heh heh'

Harry: We'll I'll try it but er (. ) and get back to you.

Annette: Hehehe heheheh

[ ]

Harry: Heheheh

(4.0)

Harry: That will be all right thank you.=

(15.0)

Susan: I did a- (0.5) a video sort of just- kind of er (. ) leads into it (. ) 'cos it talks about< (. ) days and months and I do- and I (. ) realise when (Adalyzed) doesn't know what a month is and (0.5)

Harry: Good.

(3.0)

Susan: All the names of them "and things." (3.0) So (. ) next.

(3.0)

Harry: Yeah. B- hh hhh "big thing."

Susan: Finally, (1.0) he probably knows it, off by heart, and understands it totally. Heh!

Harry: Yeah. (0.5) Yeah I mean in sense it is only a word. I mean one- once he's understood that it's the same as 'can be' in=

[ Yeah.

Susan: =the past.

Harry: Yeah.

Susan: Yeah.

Harry: ( ) particular case. "Then you're okay. It gets a bit tricky when he (0.5) (want's to learn about ) things like (. ) 'could I' and em 'could you'. >"and so on."< (. ) At some point,

Susan: Mmm

Harry: He's going to (. ) put two and two together and think (. ) 'Now hang on!' hhhhh heheheh.
Susan: ‘Why don’t they say (.). ‘Can I?’

[ ]

Harry: and sort of go (.). ‘That’s not in the (.). that’s not in the past.’ (1.0) Heheh (3.0) So that- “you can” tackle that one head on at some point.

(3.0)

Susan: It’s just a polite request isn’t it?

Harry: Yeah. (.). “Yeah.” (1.5) And I think- (.). actually there was a reason why it’s in the past tense but er (0.5) it’s a bit too subtle for him. Heheheh

Ed: What is it?

Harry: Well basically I think that- (.). there’s a sort of function in English: (.). whereby: (.). you make things sound more polite (.). by: (.). introducing doubt into them.

Susan: hhhhh

Harry: It’s (.). a little pet theory of me own.

Susan: Oh I see.

Harry: There’s lots of: (thinking) where possibly you’d do so and so.

Susan: Mmm=

Harry: =And ‘I wonder if’ er:

Susan: ‘If you would.’

Harry: Yeah and that- that sort of thing. Yeah. It’s the same with ‘will’ and ‘would’.

Susan: Mm

Harry: ‘Why why would you’ always (.). sounds more polite than ‘Why will you’. (2.0) And I think it relates to the (.). the same business like with e.m second conditionals.

Susan: Uhuh

Harry: Where you use the past tense to show unreality.

Susan: Yeah right.

Harry: Yeah? (1.0) And I think there may be a (.). a single (function going on) if you change ‘can I’ to ‘could I’; (0.5) you make it more remote (2.0) less real, (2.5) more hypothetical.

Susan: Yeah I can agree with that one.

Harry: Yeah?

Susan: Mm

Paul: (I think it’s ) reason for (.).

(2.0)

Harry: That’s what I’ve always told advanced students “anyway”.

Susan: HEEhhh heheh

Harry: Well not all of them.

Susan: “Heh” Well if you can (.). convince your self well I suppose you can convince them.

Harry: Yeah. (1.5) Well as I say the- the presence of er (.). so many other (0.5) doubt (.). elements in: in that kind of (.). ultra polite (0.5) request.

[ ]

Susan: Tchh! Why (.). is (it) polite?

(0.5)

Harry: “Ah (.). that’s another question.” It’s ingrained.
SUS: Mmm
HAR: °It's a° (0.5) conditioned reflex.
SUS: Hhhhh
HAR: (1.0)
HAR: Which is presumably why you apologise to a lamp post.
SUS: hyyyyyyyyyy=
HAR: =Heheheh!
HAR: (0.5)
HAR: I have.
SUS: .HHH! HOHOHAH!
HAR: Walking along the street not looking, thump into a lampo=
[H
HAR: .HHhh
HAR: ]
HAR: ‘Oh sorry!’
SUS: .HHH hhhheheahahahah (0.5) hh hhh
HAR: Heheh
HAR: What did the lamp post say? (0.5) E:n o but I mean (.:) it's
SUS: some kind of national trait isn't it we're renown:ed (.:) or at=
[H
SUS: Yeah.
HAR: least we used to be for out civility I >don’t know what's
SUS: happened< to it. (0.5) Mmm! Delicious.
SUS: Heheheheh HAhah
HAR: [Hehehehehehehehe
SUS: .hhHH hh
HAR: (2.0)
SUS: Can- (1.0) Chocolate’s nice on the outside, but it’s (.:) the
SUS: insides that are-
HAR: Yeah they are a bit er a bit sickly. I’ve had one already=
[H
SUS: (junk.)
HAR: =actually °it’s° (0.5) °heheh°
SUS: >Actually< it’s~ (.:) you want one with nuts on or do you want
SUS: one with nuts on.
SUS: °Don’t mind.°
HAR: (0.5)
SUS: °>(Yeah.)<° (2.0) Mmm. Suitably sickly. (6.0) Oh how can
SUS: you not like them?
HAR: hhh hhh
HAR: [It’s the inside I’m afraid.)
HAR: °Mm°
SUS: I like chocolate.
HAR: (5.0)
HAR: So you’re going to eat round the outside of that one Hehehe=
HAR: Hehehe=
HAR: =heh(it’s the worst)=
Susan: =heheheheheheheheh
Ed: =Eat right the way round it.
[ ]
Harry: Hehehe hh
Susan: Heheh
Harry: Hah
(10.0)
Harry: Well that sort of basic survival stuff is probably worth doing with him if he's not aware of it. "You know things like<".
ask for information, (;) 'Can you tell me: () what (are
the ."
Susan: Mm
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
hh
Ed: What present did you er (.) (get from)
[ ]
Harry: might cloud the waters a bit.
Ed: Abdullah (.) anything nice?
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.
(0.5)
Ed: Mmm
(1.0)
Susan: You know,
Harry: The Birthplace Trust.
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!"o
[ ]
Ed: Oh right.
Harry: What was it? I mean what was it for?
Susan: I don't know!
(1.5)
Harry: You asked the question Ed.
(1.0)
Susan: You get he-
[ ]
Ed: (Both) times.
Susan: What was it? I mean do they em does he: like () know what=
[ ]
Ed: E-
Susan: =that is or what?
Harry: The- who's it for?
[ ]
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 Ed: gesture.
0304 Susan: =and I just thought it was just I thought ‘Blimey I’ve only
taught you for three days. (1.0) But then maybe it was I don’t
know. I’m a bit worried about that.
0306 Ed: Did you notice also that he’d shaved his beard off. (.) After
the first day. You know. Sea change.
0307 ((General laughter.))
0308 Harry: Oh >he actually< gave you a present “did he”?
0309 Ed: I didn’t recognise him (new). Next day I thought
0310 [ 
0311 Susan: a:
0312 Ed: In one day.
0313 Susan: No that (.) was two days. I think it was a-
0314 Ed: I thought he was a new student.
0315 [ 
0316 Susan: [ 
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 there’s- before we came to the
video, somebody said ‘Oh er (.) he’s shaved his beard off.’
And it suddenly clicked it was him I’d been wat- looking at.
0322 And >it was< kind of staring I w- ‘What’s >he staring at me
for?’
0323 Susan: Heh
0324 [ 
0325 Ed: hhh It was him.
0326 Susan: Maybe it was his er (.) amazing weekend >he had< in London.
(1.0)
0327 Ed: I’m m- (.) three.
0328 Harry: He had a week with a class, er (.) this is his third week “yeah”.
0329 Susan: Right so presumably in his first week in class he had a suit on
as well. (.) Then.
0330 (5.0)
0331 Ed: Yeah he came in his suit to the video heh wore it.
0332 Harry: Ah yeah we: he wasn’t here for the whole of that (.) first=
0333 [ ]
0334 Ed: hhh heh hhh
0335 Harry: =week because there was all the business about the train
wasn’t there?
0336 Ed: Heheheh hhh hhh
0337 Harry: You know about that. “Did he tell you about—” missing the=
0338 [ 
0339 Susan: Yeah yeah.
Harry: =train.

Susan: =Yeah. He's told me this 'already.' (0.5) hhhhhheheheh -hhh that must be quite worrying on your- (.) on your first day bhhhh!

Harry: Heheheh

Susan: -HHH (0.5) HHH! >Especially as-< (.) I mean it would be worrying if er (.) if you were an English person because you know the reputation of British Rail, the reputation of er (0.5) of the passengers I think- (i.e.) it's going to get ha- half inched.

Harry: Mmm

(22.0)

Harry: Keith's going to have a fascinating tape to listen to, isn't he?

Susan: =Heheheheheheh heheheh

(1.0)

Harry: Long silences. (1.5) He'll probably think we're (.) passing coded messages to each other.=

Ed: ='Oh (.) hello (.) Helen,'

Harry: ((To Helen, who has just entered.)) Yes the er tape's on.

Ed: 'are you (.) all right.'

Harry: Heh

Susan: °Heheheh°

Helen: (My last) comment. I see. Any more? °Heheheh°

Harry: Hahahahahah

(3.0)

Ed: 'Have there been many telephone calls.'

Harry: hhhhh

Ed: Heheheh

Ed: 'They can last half an hour.'

Helen: ( )

Helen: Mm

Ed: Heheheheh

(0.5)

Harry: Not saying. Heheh

Ed: °Heheheh°

Harry: On the grounds that she may incriminate herself.

(2.0)

Ed: ((Imitating policeman's voice.)) Anything you say may be taken down (0.5) and used in evidence

Helen: Why is this running anyway?

Harry: He just er: "I mean" (.) puts it on at breaks just in case any interesting little snippets emerge I think. Heheh

Ed: Why oh why oh why=

Helen: ( unlikely.)

Harry: From an academic point of view, of course.

Helen: Of course yes.
Ed: Tomorrow and tomorrow and tomorrow
Harry: You'll be all right now John's here.
Ed: =creeps in this "petty="
Paul: =What? °I just took a ( ). Oh God!°
Harry: I just commented on the fact that heheh (.) we'd been
        [                  ]
Helen: °Heheh°
Harry: =sitting here in silence for about five minutes.
Susan: Sorry?
Harry: There's a huge gap on the tape
Paul: waiting for Paul to come in.
Susan: Is it?
Harry: Yeah.
Paul: Right.
Helen: What do you want for lunch Paul?
Paul: What do I want for lunch.
Helen: Mm
Susan: What's on at- does anyone know what's on at the theatre at the
        moment.=
Harry: =I told you the time would come ( ) a lift.
Ed: [                  ]
        E::r (.) well it's (.) coming up to the=
Paul: [                  ]
Susan: Heheheh
Ed: =e::r Shake speare season. Last week was the ( ) =
        [                  ]
Harry: °Heheheh [                  ] Shake=
Susan: Oh!
Ed: [                  ]
Harry: =speare season?
Ed: Yeah until the spring. The clo- (.) you know they kinds of=
Paul: E::m
Ed: =prepare for the nxt
(0,5)
Susan: Oh right well that's cool and that means I can get to see (the)
        [                  ]
        So there are some
Harry: things on. (.) There's a ballet, (.) which has finished=
        [                  ]
Paul: Tuna and sweetcorn.
Ed: =now,
Susan: °Mm°
Helen: ( )

there's opera.
(0.5)

Opera.

Yeah so: and there's plays.

I just don't know what to have.

There's an (op) Shakespeare. Not- not- not the Royal Shakespeare Company. (1.0) "It's (.) different things."

(0.5)

So there's nothing actually on- (.) this weekend.

"There will be."

There will be something.=

There'll probably be something.

(Whereas) at least

Yeah=

= in the- (0.5) Stratford?

Yeah.

Mm

(0.5)

Yes, there's a programme somewhere. Don't we have a programme here? "For the (0.5)"

(Just in time) for the visitors

season.

"I thought we did."

Mmm

Probably on the notice board.

Probably.

I've got one at home. Bring it in if you want.

"So have I."

If I remember.

[Should have put one up somewhere shouldn't we really.

We need a sownalgowganisah

[Yeah you should- (.) Oh is that your responsibility?

[Hehehe hehehh. Not supposed to be either (.) the one who's (.) putting these things up.

Eddie Izzard's been on.

"Hehehe"

Did you go?

Yeah.

>I saw him in Cambridge< and he's quite good.
0551 Susan: ·hh hhh=
0552 Ed: Hehgh
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’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
to really ( )’. Often to do with em (.) >things like< (.) like‘dy::ing’ (.) to go on holiday,’ or ‘I’m dying to go to the toilet’
0562
0563 Paul: ‘I’m dying’
0564
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 slowy
0572 opening her dictionary, and I say ‘What >are you looking=
0573
0574 Harry: hhhhh 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 ·hhhh 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 hehhhh
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 Cleese routine (that way)
0600
Paul: I thought he was very good actually.
[Wha?]
Susan: Eddie Izzard. Was he wearing a dress and stuff?
Paul: No no he was just wearing (0.5) he was just wearing sort of:
em (1.0) what looked like a trouser suit. (1.0) He was wearing
red, and em

Ed: Helen do you want a chocolate?

Paul: he had (.) sort of:
Helen: Is there a ( ) =
Paul: =heegled=

Ed: =Yeah.

Paul: boots,

Ed: A day late but better late than never.

Paul: But to me you could have (.) i- i- you =

Helen: =he didn’t particularly look like on TV actually but it=

Weahhh [ ] ( )

Helen: Thank you!

Paul: =was- (.) slightly flamboyant (.) dress. Was he wearing a dress
when you saw him?

Susan: Yeah I mean it was- I think it was one of his first performances
after he’d decided that he was going to let everybody know
about it all whatever. And he just did nothing but talk=

Ed: "Yeah,"

Susan: =about it the whole performance.=
Paul: Really? Oh that’s a shame.

Susan: Well it was- (.) it was all right I mean you know jokes about it
and stuff but it was just like ‘Well okay we’ve heard all=

Paul: Mmm

Susan: =those, come on come up with something else.’
Paul: Oh he did a he did his full (0.5) his full (.) act. (0.5) He did a
LITTLE bit about it.

Susan: Mm

Paul: Which was quite funny; about er (.) people’s reactions when he
walks into a shop wearing (.) make up and a dress or
something.

Susan: Yeah.

Paul: And about what goes through people’s minds. (0.5) Goes
through the average shopkeeper’s brain ‘I have no information
on this.’

((General laughter.))

Paul: And they even do irrational things like ‘Quick hide the toffee
crisps.’
Paul: I do yes. (I'm yes that that's right.)
[ "Yes> (Is that wrong!)<
]
0603
Harry: Heheh
0605
Ed: Heheh
0606
Harry: Ha Ha Ha
0608
Susan: Hahahah
0609
Paul: = 'Oh I'm sorry I thought I was just'
0610
[ 'All these years and he's using it
right.'
]
0612
Susan: Heh hahahah=
0613
Harry: 'By all means go and check it. *yeah*.'
0614
Paul: Em,
0615
(2.0)
0616
Paul: And er and (.) so I'm saying (.) *No!*
0617
Harry: HEHEHeheheh (.) ° (.) °
0619
Paul: And er (.) I say 'Ne next time (.) just say (0.5) er (.) 'How do you use it?' But rather than sa- s- she just broods on these
0620
things and it's so: it's awful because you can see she just- you- you just lose her. For five minutes. And we're doing fairly=
0621
Keith: Yeah.
0622
Paul: =basic stuff you see- fairly ordinary stuff not- not at all=
0623
[ Yeah.
]
0624
Keith: =difficult. But she gets these obsessions with something.
0625
Paul: Hehmm
0626
Paul: And if you point out (.) a different tense to her (.) >she starts
0627
going< (.) hhhhh hh she goes into (.) think mode.
0629
[ ]
0630
Harry: hhh
0631
(General laughter.)=
0632
Paul: 'You can see it happening. ° (0.5) And e:r (.) you know (.) 'I have started volleyball training.'
0633
[ Ke
th (one thought) you kn
ow they're not allowed to write in
0634
Paul: And you say (.)
0635
Keith: °Yeah."=
0636
Annette: =these books.=
0637
Paul: =you- you- you notice that ( ) been starting but I've=
0638
[ [ [ ]
]
0639
Keith: ( )
0640
Annette: Yes.
0641
Paul: =started.
0642
Annette: And- and- obviously got to photocopy (1.0) something.
0651 Paul: And she goes
0652 [ ]
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 (.) 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!' It's not so much that she's kind of locked onto it so she's- it's
as though she's kind of got- she feels as like as though er- em a
précipice in front of her, and then unless she gets that=
[ ]
Yeah. [ ]

in front of her

Ed: =she just stops.

[ ]

Ed: And makes sure (.) she knows=

It really is=

Paul: =a: a terrible strategy. (.) Because it's quite obvious (.)
>that- that-< that she can understand.

Harry: Yeah.=

Paul: =I- if she:

Keith: Yeah.

Paul: If she stopped worrying about it she could understand it.

[ ]

Harry: Mm

Keith: Yeah.

Ed: Yeah.

Paul: A:nd I say you know- i- if you keep (.) ( eye) to a=

Keith: Yeah.

Paul: =about things.=

Harry: =Mm=

Paul: =You're never going to be able< to find a way of expressing
yourself. (0.5) I'm always exhausted by the end of it.

Paul: (0.5)

Harry: hhh

Paul: Yes. Even me.

(0.5)

Keith: hhhheheh

((Tape ends.))
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. E: (.) th: (.) 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: =this ‘bond’, it says ‘money’ and ‘stocks and shares’ or  
0035 something. “And lots of meanings.”  
0036 Keith: Hahahaha:h=  
0037 Annette: =And I said ‘No no,  
0038 Keith: =this ‘bond’, it says ‘money’ and ‘stocks and shares’ or  
0039 something. “And lots of meanings.”  
0040 Keith: =it’s it’s (.) James Bond,’ >I mean< I pointed to the name on the  
0041 board and he said ‘O:sh 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
Annette: Yes?

Susan: Look (. ) ( ).=

Annette: What em (. ) colour mug (. ) do you normally have.=

[ .

Susan: =colour coded ( ).=

Annette: *Right.° (0.5) °Yes.°

(0.5)

Susan: But I don’t mind being different.

Annette: Heheheh=

Keith: =Heheheh

(0.5)

Annette: This is em (. ) Paul's great idea about six months ago; that we should all have our own mugs.=

Keith: =Colour coded mugs, yeah.  

Annette: Made-

Annette: Made life much easier (. ) because we could tell (. ) who had a
coffee and who hadn't.  

Keith: Heheh

(2.0)

Annette: But the trouble was we always forgot whose (. ) whose colour was what.

Keith: Heheh (. ) heh

Susan: Oh (. ) I'd like tea, please.

Annette: Oh yes. (. ) Sorry.=

Susan: =Sorry.

Annette: Tea in the red.

(33.0)

((In the background — corridor? — Ed continues a conversation with a student which began when Annette started her James Bond story.))

Annette: Em Keith, (. ) did you hear em Mak had been asking Harry this morning er (. ) about MBA courses.

Keith: No.

Keith: I didn’t. No. Harry mentioned that he’s interested.

[ .

Annette: Right.=

Keith: =And er I’ll er (. ) yeah.

(1.0)

(1.0)
Keith: °Yeah.°
Annette: (0.5) Harry was: so you'll probably get (some   ) questions
about=
Keith: =Right. Yeah.=
Annette: =‘MBA’ courses in particular. (0.5) It seems to be a very Thai
ting thing to do. We’ve had (.) three: or four even five Thais
who’ve come the last few years and they’ve >all got it< fixed
in their mind (.) that they’re going to do a Master’s, and they
want to do an ‘MBA’, (   ) and er=
Keith: =It’s a difficult one to- to pick up because
Annette:          And er >yes, and I don’t think they
          [         ]    [   ]
only really know what’s: (.) what they’re doing
Keith:   [   ]    [   ]
Annette: No: Because people doing it are
Keith: (. ) actually in (. ) business usually.
Annette: Mmm=
Keith: =You know, it’s not for people who haven’t got any
Ed: Yeah.
Annette: Who wants a one to one now.
Ed: (1.0)
Annette: Well >I don’t know< (. ) Yumi just said she wants to change
class because (1.0) basically she says she doesn’t like Grace.
Ed: (Grace) but
Annette: Doesn’t like what?
Ed: (    student.)
Annette: Oh:
Ed: She keeps- (. ) when she says something she keeps cutting her
off.
Annette: O::h I see.
Ed: I haven’t noticed.
Annette: Oh (2.0) What er (. ) nationality is Grace.
Ed: Spanish but she doesn’t sh- not at all doesn’t dominate the
class.
(3.0)
((A conversation between Keith and Susan on the subject of his
work at Aston has been taking place throughout the foregoing
and continues through what follows.))
Helen: Annette, (. ) are you teaching next lesson?

Annette: E:::r no.

Helen: I wonder if you can help me with a problem.

Annette: Mmm

Helen: On the answerphone this morning there’s (. ) em (. ) a student (. ) saying that he wants to do a business course as from next Monday, which obviously (. ) he can’t do, but he wants us to ring him back.

Annette: Right.

Helen: Em (. ) he sounds (. ) his name sounds German so=

Annette: =Right.=

Helen: =if it’s a case of me speaking in German,

Annette: Right.

Helen: Er I thought (you) might (be able to) do it->it’d be better coming from you< because you’d (. ) be able to

Annette: Yes=.

Helen: =tell him what sort of business courses we’ve got.

Yeah. Ygs.

Annette: Right.

Helen: See if you can change his mind about dates.

(1.0)

Helen: Because it would be

Annette: =Okay er=

Helen: Impossible (. ) wouldn’t it (. ) next week.

(1.0)

Annette: Yeah. Certainly would. Impossible until Louise gets back really.

Helen: Mmm

Annette: "From em:" (1.0)

Helen: Well you could do it from the fourteenth of:: March.

Annette: Mm

Helen: At the moment.

(1.0)

Annette: Is that when:: (. ) wha- what’s (. ) the (position tomorrow).

(1.0)

Helen: Well there was (. ) this thing on the: (. ) er this is the start of the next course.< And on the timetable Ann::es (. ) em (. ) made plans in case a (teaching ) came in.

Annette: Yeah.

Helen: I’ve just looked at the enquiry for that (. ) and that was made on the second of February. And we’ve not heard anything.

Annette: Mmm

Helen: So:: I’m ass- (. ) assuming that’s not going to happen.

(1.0) And em: (. ) we don’t know at the moment whether this
Annette: enquiry is interested in combination or ( ).
Helen: No. (This one ) This one asked about class size.
(0.5)
Annette: Right.
(11.00)
((Includes a couple of brief exchanges, one finishing a
conversation and one where Keith points out to a newly
arrived Paul that the tape recorder is running.))

Annette: Has: em (0.5) has K.L. gone?
(0.5)
Susan: Oh right. °(That’s °)
Paul: Yes.
Susan: Hehehehe=
Keith: =( )Hehl Heheh
Paul: Yeah she: er (.) she left em (.) well I don’t know when she left
but it was after about er (.) forty minutes or so.
[ ]
Annette: Oh. Mmm
(0.5)
Susan: What’s ‘K.L.’ stand for?
Annette: Em:: I don’t know. Oh Kate that’s right. Kate Liddy. She=
[ ]
Paul: Kate Liddy.
=apparently hated her (.) two names so (.) she’s always been
called ‘K.L.’
Keith: Right.
Annette: It gets very confusing because (.) the students (.) are meant to
call her K.L. as well, and of course they don’t understand this.
Well I mean it is a strange idea calling someone just by initials.
(1.0)
Keith: It’s like the American er (.) er (.) film (.) sort of < studios in the
Paul: Mmm
Keith: forties isn’t it. Where everyone was called by their initials.
Annette: Oh right.
Keith: ‘D.J.’or=
Annette: =Yes.
Ed: My doctor used to call me by my initials. ‘J.A.B,’ ‘jab’. Which
was quite (.) appropriate really.
Annette: Heh hehe heh
Keith: It was really wasn’t it. Must have put the wind up
you when you walked in though. ‘AH JAB!’
[ ]
Annette: Yeah.
((General laughter.))
Paul: Early lunch.
Ed: It’s ( ) isn’t it. When you keep eating.
Annette: What did em:
Annette: what does 'J.R.' stand for?
Ed: Mmmm
Annette: Was that his name or
Ed: 'Jolly Rotter'.
(0.5)
Paul: E:rn it was from he was the eldest wasn't he so presumably
he (0.5) he: er was named after his father.
(0.5)
Keith: So if we () could work out his father's name
[ Heheheheh
Ed:
Annette: Yes () then we'd know=
Paul: =Well his father was Jock.
[ If that's any help.
Keith: Jock. So Jock
Ed: Strap=
Harry: =()
Paul: Jock is () probably:
Keith: Oohohah 'Jock Strap'
Paul: Jock is probably () I don't know what Jock stood for though.
(1.0)
Annette: Yeah. (1.0) What Jock was an abbreviation for.
(1.0)
Paul: Well er () i- it could have been less well a () a diminutive form
of another name.=
Annette: =Yeah.
Paul: What is Jock a () short for.
Annette: John? Or Jack=
Paul: =John. Joshua, or
[ No. Jack's just short for
Annette: Jack is short for () John,
Paul: Jack is short for () John,
Annette: Yeah.
(2.0)
Keith: °(Got to)
Annette: Yes I er () I hadn't thought about it before but it's er
[ Interesting conversation. [ How can
Paul: Jack be short for I mean I know it is but () it's still the same=
Sus: Yes.
Annette: amount of letters.
Paul: Oh I know.
Annette: Yeah.
(0.5)
Keith: Can't actually be short for () can it I suppose it is
because Jack actually () Jack John () yeah Jack is shorter than...
Keith: John because it doesn't take so long to say it.<n
Annette: Na::h ha  hahahah
Keith: Hahahahahah=
Annette: Sorry no.
Keith: Just trying to come up with (.a reason, you know.
Paul: What about Johnny?
(1.0)
Keith: Yeah it's a sho- what you mean-
Annette: Yeah (it's a).
Keith: short for Jock.
Paul: Yeah.
Keith: hhhheheh yeah.
Annette: It's this (. diminutive thing isn't it? That
Paul: Mm
Keith: Yeah.
Annette: Because in German (.e::r (. the diminutives are always
longer. Because they add
Paul: Mmm
Annette: 'c.h.e.n.'
Keith: 'Chen' yeah.
Annette: or 'lein'
Keith: 'Liebchen' >something like that.<=
Annette: = onto the end of it. (0.5) >I'd be Annchen. Annlein.
Keith: We use ette for the same reason "don't we." Kitchen
kitchenette sort of thing. ("ette" is not part of Annette's real name.))
Annette: Yeah.
Paul: Yeah it's a stupid name to call somebody though isn't it?
Keith: What kitchenette.
Paul: Yes.
Keith: It's a garmless name.
Annette: Hehe heh
Keith: Heheh
Paul: It's bad enough being called kitchen without people calling
Keith: me kitchenette.'
((General laughter.))
Keith: 'I draw the line at that.'
Annette: Heheh
Paul: 'What do you think about that, laundry?' 'We'll'
Keith: hhh=
Annette: =Heheheheh=
Keith: =Heheheheh YEAH. 'hh · hh hah · hhh a::h (2.0) Yeah. Er it's
this- er these names (. these great names that people (. dream
up of (. football teams and things like that. It must be- you
know · seem great ideas at the time but then
0351   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:  Hehehehe
0363   Keith:  That’s it. Hang ‘em a’!!! That’s the only language they
0364       understand.
0365   Paul:  I mean the first two against the wall would be Paula
0366       Collins (.) and Bob Geldof.
0367   Keith:  What for Fifi Trixbelle?
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 Trixbelle 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       [ Hehehehehe
0380   Susan:  Fifi Trixbelle!
0381   Paul:  I know somebody called ( )
0382   Ed:  [  
0383   Susan:  It’s a (separate) person.
0384   Annette:  Do you remember the Thai students we had who had (.)
0385       nicknames (.) that were names of cars. (1.0) Wasn’t it
0386       Thai students?
0387       [ 
0389   Harry:  It was (.) it was (Nonny’s) em: (0.5) m- daughters=
0390       [  
0391   Paul:  =I think.
0392   Harry:  =nickname I suppose.
0393   Paul:  Oh right.
0394   Annette:  Nicknames and- I suppose are different because=
0395   Paul:  She she started telling me this >=(because it-)< we were doing
0396   Harry:  sort of family trees or something. (0.5) We started writing
0397       them up, (0.5) ‘Come on, (.) you’ve been winding me up here.’
0399   Annette:  >hehehe<
0400   Annette:  Hehehe=
Harry: =Heh! And I- I think I (. ) jokingly said 'So I suppose the next one's called 'BMW' *you see*. And she said 'Yes.' And it wasn't 'BMW' but it was something *like that*.

Susan:  

Annette: Yeah.

Harry: *Yes that's correct.*

Susan: Hahahahah

Harry:  

Keith: I knew someone called Caradoc once ->and that was at university< and he was->what he used to do was< he turned up, the first time you met him

Paul: Caradoc?

Keith: Caradoc.

Paul: Caradoc.

Keith: Caradoc. He sat *down* and he said (. ) 'My name's Carrrradoc.'

Annette: Hehehe

Keith: And you thought 'Here's a really interesting bloke, and then you realised that *that's- yeah.*

Annette: *Was he Welsh?

Annette: Heheheh

Keith: *That's all he said. He didn't say - he had no conversations but*

Paul: Heheh=

Keith: *=he impressed people mightily (*) when he announced himself. And from that point on he sort of sat back you know (*) saying *absolutely* nothing. You couldn't get a word out=

Annette: Heheheh

Keith: *=of him.*

Annette: Heh

Keith: *That obviously was his conversation and* even knowing it=

Paul: *The bore-*

Keith: *=just affects you.*

Paul: =boring bard.

Keith: *Carrradoc.*

Paul: Caradoc.

Annette: *Yes there was< a boy at my primary school called Goljath. He- I apparently (*) shouted across the road to him one day when (*) mum and was- mum was taking me home, I said 'BYE GOLIATH.' And mum said (*) 'Don't be rude.' Heheh 'cos 'cos (*) she didn't think (*) it was his name, because this=

Keith: Heheheh

Annette: =poor boy had great thick (*) em glasses and er (*) I think mum thought I was making fun of him *yes.*
Keith: (Being sarcastic yeah.)
Paul: Thin and weedy and very small.
Annette: [Heh ye:::s.
Keith: ·hh hhhh Heh ·hh
(1.0)
Paul: (grim)=
Annette: =What a name to call someone. Goliath.
Keith: [I know yeah. °Dodgy that.°
(1.5)
Harry: Paul- () Paul and Ed. hh ·hhh Well Ed already knows.
Paul: Yeah.
Harry: (All that came out) with Nina. E:m: (1.0) she was saying that the- the two Poles
Paul: Yeah.
Harry: particularly:
Annette: °North and South.°=
Harry: =Grace,
Paul: Mm
Harry: er tend to () jump in (0.5) before she’s had a chance to () answer a question. >So there were a couple of occasions=
[Yeah]
Paul: =where< () both of you sort of specifed ()
Paul: Yeah.
Harry: Yumi or: () or Nina,
Paul: Mm
Harry: and they answered instead sort of thing.=
[Yeah]
Paul: =Yeah.
Paul: =Yeah.
Harry: So (0.5) what I’ve said to her is that I didn’t- I didn’t really want to start messing about with classes.
Paul: Oh no no.
Harry: It would have been () but () Yumi would have been the next one. And you’d end up with a Japanese speaker=
[hhh heheh]
Ed: =in one class and two Poles in the other.
[() (I could analyse it.)]
Paul: Mm
Annette: Mmm
Harry: E:m:: (0.5) but then I just talked to (Yumi) and Paul: I mentio- I-I talked to them () sort of subtly about it yesterday, I sort of went () first of all I went like that
Harry: "Uhuh."
Paul: "to Grace, (.) ‘Please.’ (.) ‘I know you’ve finished but please.’ And then (.) when I asked Yumi and (.) À- André answered, and it was ‘Sorry.’ The next time (.) I asked André and looked at Yumi and she answered. So I mean it makes=
Ed: =them aware of it.
Paul: I haven’t noticed it at si- (that) first lesson this year I think- I don’t think Grace did that at all.
Paul: Mmm
Ed: ‘I didn’t notice it.’
Harry: Still (.) I mean as long as er (.) (>) mean I (>) the stage where I saw it was a- a problem that could be contained within the class sort of thing. Really it’s a (.)
Ed: Mmm (I like-) I suggested she sit on the- you know (.)=
Harry: (I think)
Ed: =rather than next to er (.) Grace ( ). I think it’s good for him because
Paul: Well I t- yeah em wha- I don’t know whether really you should have two camps though aren’t you. I mean (I____)=
Harry: Yeah.
Paul: ‘A::h I think just sort of tell ’em to ‘Shut up!’
Harry: hheheh=
Annette: =heh
Paul: ( )
Annette: Mmm
Harry: Em (.) i- it’s obviously a cultural thing though isn’t it.
Paul: Oh it is yeah.
Harry: *(Generally )°
Annette: Yes.
Harry: before they-
Annette: Yeah.
Harry: speak and so on and obviously they work things out and the Poles are probably the opposite I should think.
Paul: It happened about twice yesterday but I mean I- I thought I made (.) people aware of it. I made the perpetrators aware of it certainly.="
Harry: =Yeah.
(2.0)
Ed: Mm
Harry: I don’t know (.) if at some stage
Ed: It’s all happening to them
Paul: Yeah in fact now and again. It-
if it continues it might
happened it happened one and a half times yesterday.
Harry: Mm
Paul: It's not really (.) you know (.) and er (.) I mean (1.0) the rest of the time there were lots and lots of questions (.) I was directing at people.
Harry: Mmm. (2.5) Yeah. (.) I don't (mind if w- if) at some stage at the moment
(1.0)
Paul: Just (.) >where does<- where does she want to: (.) moved out?
Harry: (>when it comes<)
> No no no.< No.
Paul: Just pointing it out.
(0.5)
Harry: Yeah. "Just pointing it out."
Paul: Well you can't have people speaking English in the class can you? Phew!
Harry: 'She cuts me off.'
(1.5)
Paul: Yeah.
Harry: I think >what's she meant is< she cuts in on other people.
Ed: She's like yeah I-
Annette: Mmm.
Ed: yeah she must (have tried) learned expression.
Annette: Oh yes Keith, one thing I find
in: er (.) my group >at the moment.< You know there's this=
Ed: You know (.) kind of=
Annette: =new Polish girl, em: (.) they were doing a bit
Ed: =pre prepared it.
[ Yeah.
Harry: It's quite-
Annette: em: (.) they were doing a bit of pair work this=
Ed: >I mean it's quite a useful=
Annette: =morning ( ) which I think was a=
Ed: =term ( ) And she (said to me) cut in.< She keeps
Annette: =bit embarrassing for Shafie and (her) when they're=
Ed: cutting in.
Harry: Oh cut in. Oh well yeah well yeah that's (.) that's=
Annette: =trying to work together.
Harry: =even (.) even better because ‘cuts me off’ can be sort of
Ed: =Mmm
Annette: It may be she (with) girls in general,=
[ [ ] [ ] ]
Harry: Cuts in type of thing. [ Yeah right.
Paul: =working with them.
Annette: And so:
Harry: Eh=
Paul: =[
Annette: She’s also a bit shy because she’s new,
Paul: ( )
Harry: ( ) but they’re not (.) convinced about it.
Paul: So e::r
Annette: Well I did some- I mean I (.) I said to:: I said to:=
[ No>(it’s something)< I think=
Paul: =e::r
Annette: =they’ll get round to it but it’s just something to be aware of.
Paul: Grace just the other day ((Harry called to door.))
Keith: ( with Chul-Soon)
[ Yes.
Annette: Yes.
Keith: What’s her name by the way.
Annette: E::m (.) Margaret.
Keith: Margaret.
Annette: Em: yes. She’s got a very complicated (.) Polish name like
‘Malgotchown’ or something but she’s happy with ’Margaret’. (0.5) Heheh. It’s easier.
Keith: Yeah I can cope
Annette: Yes
Keith: with that (.) just about. You know, with a following wind.
Annette: Heheh! But she’s very nice. °E::r° (0.5) and she does fit in the
group. But there’s- (.) there’s just a bit of: e::r (.) And (.) E::r
(0.5) it’s a bit stilted at the moment.=
Keith: =Yea::h=
Annette: =Partly also because er Mak (.) was away on Monday, so: there
was one person (.) not in the group. Yes.
Keith: Oh right.

Annette: It’s like with em surnames: () here.

Keith: Yeah.

Annette: Em::

Annette: I very rarely () learn the student’s surname, it’s usually only if there’s a reason that you’re- () frequently talking about that student. And you’re identifying them () by using a surname

Keith: Yeah.

Annette: E:

Keith: (0.5)

That’s it. It’s (). it’s true.

(1m 6s)

(Paul carries on talking to the student about one to one classes. There’s also a brief whispered exchange between Annette and Paul before the former leaves to answer the doorbell. Susan then tells an anecdote about Abdullah’s homework and Harry finishes with the student, telling her to ‘See how it goes.’ When she’s gone he says, ‘God Almighty!’ and there are a few laughs and muffled comments from Paul and Susan.)

Paul: Can we have a notice on the door, (.) Harry. I mean (.) it really pisses me off that (0.5) this is typical (.) it’s a typical Japanese thing, (I mean it’s just incredible (.) and everybody needs to)

Ed: Yeah.

Susan: Mmm

Harry: Yeah.

Ed: (1.0)

Once the ball starts rolling

(2.0)

Keith: ( ) the biggest signs that you can ( ).

[ ‘No you cannot switch.’

Paul:]

Harry: Yeah.

Ed: Yeah.

Keith: ( ) somewhere else.=

Paul: =‘No you bloody well can’t.’

(General laughter.)

Paul: That’s the notice- that’s what I’m trying to say to them ‘No=

[ That’s it yeah.

Paul: ]

Keith: =you bloody well can’t’ (on the board).
Keith: 'The answer to your question to your question is here.' You know
((General laughter.))
Keith: 'No you bloody well can't.' It's::
Annette: Harry, have you got (.e.m
Harry: I just took it out of your desk.
Annette: Right. Have you
Harry: I'll just keep on using it now.
Annette: Yes.

Keith: No I i- I can do without it really.
Annette: Maybe.
Harry: Oh maybe. (.) Are you using it?

Keith: (I'm gonna be-) no. No. (.) Are you did you plan to use it now. Because I can do without it.

Harry: No not now. No
Keith: Oh well- then in that case (.) yeah. (I'll get you when I=

Annette: (= the lesson.
Keith: =you haven't e::r turned it on to what you want yet. Right=
Harry: No I haven't.

Annette: (= it should be on
Keith: (Well-) (.l) ist it.
Annette: on ours. Hehe hehehehe:s

Keith: Panicked!
Keith: Er it's er that side is it? It's er:

Annette: It's the:: er no. It's the other side.

Susan: (To start with.)
Harry: Junko.
Annette: Mmm
Harry: Heheheh
Annette: ( things like this .)
Paul: A::::
Harry: ( .

Keith: (. .) use it anyway.

Harry: Well I- the more I thought about it

Annette: No. But just as a back up, yes.
Keith: Yeah.
Paul: What sort of thing will happen em (.) when (you are)=
    [                        
    Yes.
    
Harry: =away. Basically are you (going to)=
I'm hoping that it will only be for the- rest of this course (0.5)
Well more than hoping, (.) assuming. (1.0) Because I'm sure
we'll (be able)

Paul: Just don't want to be opening the bloody floodgates
    that's all. I mean

Harry: No. No.
(0.5)

Paul: The slightest excuse people are going to start coming and
    saying 'Well ( )'
(6.0)

Paul: So how many are you giving her? (.) Lessons.

Harry: hhhh heheheh -hh!

Paul:    

Keith: Remembers tape. Yeah. -hh heheh

(0.5)

Harry: Er (.) sevn.

Paul: Seven?

Harry: I worked out that that (.) that leaves me: (.) free for one period
( ) every day.

Annette: Mmm that's not much though. When you=

Harry: =Which is not much.

Annette: you've got s e: :m ( . ) all the ( . ) course dirctor things to do and
 the academic management things to do, and
    [                        
    Well it's not till next-

    
    ( . ) it's- next week.

(1.0)

Paul: What about the em: Kate person?
(0.5)

Harry: We'll (0.5) yeah. E:::m ( . ) I haven't got a telephone number for
    him, ( . ) and he a sort of unknown quantity,

Mmm

Paul: this is why I decided to do it myself basically. Because
anybody that I employed at this stage would be ( . )

Paul: But he's been a 'DoS'.

[                        

Annette: "Yeah. I know."

Harry: Yeah. Oh yes. (2.0) E:m (2.5) by the time we get hold of them
(4.0) >I don't know.< (1.5) Also it's it's cheaper. (0.5) >From
the school's point of view.<

Paul: Yeah. But but I mean ( . ) I mean it's:

[                        

Annette: (I know (.)) it. We're
    compromising our (. ) standards for
Paul: I mean what happens if- now what happens if somebody's ill.

Annette: Mmm

Paul: ((Coughs.))

Harry: Hehe hehehehe

Annette: Hehh

Paul: Because we really are up shit creek if somebody's ill.

Annette: Yeah.

Paul: Yes. We've- we've streamlined ourselves to such a point=

Annette: °( )°

Paul: =now to save money that er (.) we're i- at a danger zone as far as (1.0) em:: (0.5) as far as quality's concerned I think we're getting to that stage where (1.0) everybody's so (0.5) tightly er (2.5) positioned that er (.) there's there's just no room for manoeuvre at all, is there?

Harry: No.

Paul: You're right.

Annette: Is this er (.) I missed the very beginning (of that) is this Junko?

Harry: Yeah.

Paul: No the other one then was em (0.5) (getting )

Annette: Because that one just

Harry: now was Yumi.

Annette: Judo yes.

Ed: °( incident. excuse.)°

Annette: But it's it's Judo that=

Paul: =you're going to give a few lessons to.

Annette: =it's all right.°

Paul: =it's all right.°

Harry: Yeah.

Ed: Now on Friday ( ) she was all kind of (1.0) ( ) and=

Harry: Yeah. The-

Ed: =positive. And it- it kind of rubs off doesn't it?

Harry: =these things

((Tape ends.))
Transcript: Staffroom Talk Swan School 1.3.95

Annette: E:m tonight (.) er Chul Soon can't make anything now because Chul Hung's not coming, (.) e:r (.) so he's stuck. (0.5) E::m (.) >but apparently< Kai is coming and bringing something.=

Ed: =O:h good. From a Thai restaurant?

And

Annette: E:m (.) no I think he's making it himself, e:m (.) but I think the other two Thais may (.) bring something. [ ]

Paul: ( ) told me. I mean

Annette: From the Thai restaurant. [ ]

Paul: ( ) they don't use (.) chopsticks in=

[ ]

(You should=

Harry: =Thailand.

Paul: =be eating ( ).

Harry: Hehehe

Paul: Heheh

But they sgrve you them in these these- in Thai restaurants, people in Thai restaurants ask for them,

Annette: I was em (.) telling

my students about er Shrove Tuesday pancake day.

Paul: they start disputing things. [ ]

Harry: Hehehe

Helen: Uhuh

Annette: So I asked them if any of them had

[ ] These are four ( ).

Annette: E:m none of them had had pancakes=

Susan: =(

Annette: =and it seemed

Harry: Yeah.

Annette: some of the children of the families cooked them or they'd=

I think they do with some dishes that=

Annette: heard about some of the things, so they knew a little bit=

Paul: =there are some that consist of Chinese seafood= "seafood."

Ed: Do you

Annette: =about it.

Paul: =Some of it is half Chinese.=

Ed: =Do you have a=

Annette: =And so I mentioned your (.) children having a pancake race, and I was explaining that er (.) some places do that. So I had to demonstrate (.) wh-what you do in a pancake race. hhh
Helen: Well I saw the photo finish last night and she was definitely second.
Annette: O:hh dear.=
Helen: =She thought she was third, Mmm=
Helen: =but she kept- no she was second.

[She was second.
Annette: I didn't have any because=
Helen: Least I've done the video.
Annette: ( )
Susan: :::h
Paul: Photo finish.=
Annette: =Ooh I had them last night.
Helen: Yes and she's (quite a child.)
Annette: >Actually< I only had one last night.

[Has she gone before the judges?
Helen: I was so busy making them for the children that I didn't= [ Hahahah
Susan: =have time to eat one myself.

[That's the trouble with pancakes,
Harry: Yes.
Harry: fast as you make 'em people eat 'em.
Helen: Mmm
Annette: Well in fact em: (. ) Tom was very good last night, he: (. ) made quite a lot (. ) in advance, because then you can just put them in the microwave. (0.5) E:::r°
Harry: *(Not anyway. For me.)*
Annette: E::m
Harry: I'm a bit of a traditionalist where pancakes are concerned.

[Yes::.
Annette: Yes: that's right. It's er
Helen: Heheheheh. Yes ( ) Every time you put one down it dis appears.
Annette: Yes I know. That's why it's (. ) h-helpful if you can make them in advance.
Helen: Mmm
Susan: None of that would get far if I- I got ('em though.)
Annette: Yes.

(9.0)
Ed: ((Showing awareness that the tape recorder is running;)) How did your last less on go.

Harry: Heheheh=

Ed: =Heheheheheh hh heheheh

Helen: You’re such a wit.

Annette: *( gets rid of it. Now;)*

Helen: So. Two pound nineteen.

(0.5)

Annette: Oh that’s good. Do you know I was in a supermarket last night, because I had to take Alice swimming (.)

Susan: In a supermarket!

[ ]

Annette: and the supermarket (. and the supermarket was next door, and they had some er Romanian er (. I think it just called itself Romanian country wine, one ninety nine, so I put one bought one bottle of it to take home, (. and (. we drank it last night and it was (. amazingly good.

Harry: *Yes, you can get ( ) that’s perfectly okay.*

[ ]

Annette: Yes.

Helen: But Harry told me what to buy, he said that I’ve got to look out for a Hungarian (.)

Annette: Oh right=

Helen: =Merlot, (. beginning with a ‘k’.

Annette: Oh right.

[ ]

Helen: And I searched the shelves for it.

[ ]

Harry:

Annette: And you found it.

Helen: It begins with an ‘T’.

Harry: =With a ‘k’ in the middle.

Helen: Hehehe=

Annette: =E::r=

Ed: =I’m sorry.

Annette: Right.

Helen: (Mmm)

Annette: There’s ‘k’ in it.

Helen: Mmm. So I found this stuff that was two pound nineteen and thought this’ll have to do.

Annette: Yes=;

Paul: =If it’s got a ‘k’ in it you can’t go wrong. That’s what I=

[ ]

Annette: (=always say,

Annette: Heh heheh

[ ]

Harry: Mmm. Yeah.

Helen: (Because we’re) going to put this in a cellar ( )

(1.5)
Harry: Great.
Annette: Erm (.) no.
Helen: Put this in a cellar=
Harry: =Hardly seems worth it “does it.”
Annette: No:: I wouldn’t.
Helen: We won’t drink all that tonight (.) surely.
Harry: Well (.) we’ll put some of it in the cellar.=
Annette: =Oh right yes we put some of it in the cellar=
          [ hehheh
Helen: =Mmm=
Annette: =and keep some up here.
Helen: It encourages them to drink too much if they see it in here.
Annette: In fact some- let’s put some of the white in the fridge.
Paul: [ I think what encourages them to drink too much is seeing us
          [ It’s horrible >when
Annette: they<=
Paul: =knocking it down.
Annette: Hehheh=
Paul: =( )
Ed: I’m a bit worried about Abdullah.
Helen: Is there only one
Paul: Yeah.
Ed: He can’t (hold it.) He really can’t hold it.
Annette: There’s one in there, so shall we ( ) similar (.)
Harry: Keep him away from ( )
Annette: ( )
Ed: If he has a couple of glasses he’ll be
Annette: All right. And then (.) there’s three white in
          the cellar,
Ed: staggering.
(1.0)
Harry: He may be tempted as well today because it’s the (.) end of
          ramadan today I think.
Annette: E:
Paul: Is it?
Ed: Hehah hah
Paul: Special effort today.
Keith: Heh!
Harry: They brought this up in class.
Keith: Heheh
Harry: >Wednesday< end- end of ramadan. I said er (.) when=

Annette: for that

Harry: exactly did ramadan start [for you two. Heheheh -hh

Ed: [Hehehehehehehehehehe]

Annette: (Are they different from these?)

Helen: Yeah I’ve got

Harry: -hh hhhh

Annette: according to all-

Ed: Were they (ready?)=

Helen: =>(I was) still looking for this one=

Harry: =Yeah.=

Helen: =between the< ‘k’s’

Annette: Oh right.

Helen: I thought if I bou- buy this other one, it’s probably the wrong one, (but)=

Annette: =Yes.=

Helen: =so I bought a selection in the end.

Annette: Well shall we leave those up, (.) and put those down?

Helen: Mmm. But we have no red at all in the cellar it’s (.)

Annette: Right.

Helen: it’s already used up.

Annette: Okay. E::m (.) could you open the door for me and I’ll er (.)
take them down.

Harry: Can you manage?

Annette: Yes thanks.

(1.0)

Paul: Er- (.) you can take another box down can’t you. You can=

Annette: "Heheheheheheh"

Paul: =manage. Can I take one down as well?

Helen: No it’s all right we’re leaving those out.

(1m 10s)

(There’s silence when room partly empties but there are a few odd comments as they return. Harry then opens up a new topic of conversation still on the same general theme.))

Paul: I’m coming on the choo choo.

Harry: Oh yes "it’s ( .)"=

Annette: =Are you? When you come back?
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:èw (.) times that one can—
0257  [  
0258  Annette: So:
0259  Paul: =can actually get out of this god forsaken town.
0260  Annette: °Heheheh°=
0261  Paul: =Much as I admire Quillham.=
0262  Keith: =Absolutely wonderful place!
0263  [  
0264  Annette: Yeheheh=
0265  Keith: =>Wouldn’t hear a word against it et cetera.
0266  [  
0267  Paul: Em (.) >because I mean< the transport- the public transport is so boring=
0268  [  
0269  0270  Keith: =Yes.=
0271  Annette: =But there is a=
0272  Keith: =But there is (.) a train (.) which leaves at eleven fifteen and
0273  Paul: =takes twenty two minutes to get to (.) Millington.
0274  [  
0275  Keith: doesn’t that strike you as significant though Paul that the- that you know
0276  (.) everyone else is confined (.) in Quillham by not having any
0277  trains, because they’ll see otherwise they’ll rush to get away
0278  except for those people who live in Millington.
0279  [  
0280  Paul: Hehehehehehehehehe heheheh
0281  0282  Keith: -hh hehe
0283  0284  Harry: So now he’ll probably follow all the- (0.5) all the drunks in (.)
0285  coming to Quillham for a big night out. (  )=
0286  0287  [  
0288  Paul: =be it won’t it?
0289  0290  Harry: =That’s if you)
0291  0292  Paul: (That’s if you)
0293  Harry: Heheheh=
0294  Paul: =Well actually it’s the shuttle.
0295  [  
0296  Susan: What and (choosing) that.
0297  Annette: Mmm. Is- is improvement in that third paragraph? (2.0) Em
0298  (.) I’ve made it a countable noun is that- (0.5) that’s right isn’t
0299  it.=
0300  Harry: =That’s good stuff. Heheheh!
Harry: This'll sound good on the tape.

Keith: [_____________________] on the tape.

Harry: Hehehehe hehahahahahahahahahahahah

Keith: Yeah it's

Ed: This is what it's all about.

Keith: Have some more of it ye:es.

Ed: (=)

Paul: =It's okay. I think it's (. ) it's a debatable one though isn't it.

Harry: Hhheh

Annette: Third paragraph, last sentence.=

Paul: ='There has been an improvement.'

Annette: Yes.

Annette: Er third paragraph last sentence.

(3.0)

Annette: 'A steady improvement.'

Paul: I think (. ) I think maybe because of the word 'steady' it becomes slightly

Annette: Yeah.

Paul: unsteady.

(4.0)

Harry: Yes er (. ) I see what you mean, an- an improvement I mean it certainly can be (. ) countable can't it?

Annette: Yeah.

Harry: But then it tends to be (that) instead. Rather than if-

Paul: No. Cross it out. And start again.

Harry: Nah >it's all right.<

Paul: He's sure to pick it up.

(1.0)

Annette: Dad.

Harry: ( ) Chul Soon's dad, ( ) it.

Annette: Heheh Yes this is my (. ) monthly report for Chul-Soon just to go to his dad.

Harry: So he can write back and say (. )

Harry: 'AHHRIGHT! (. ) and (. ) 'Are you sure that the word=

Annette: 'improvement' can be used as a (. ) as a countable noun =

Harry: =steady improvement.' Yes.

Harry: =with er' Haheh!
0351 Annette: (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: Yes, that’s just what I was wondering. (1.5) ‘He has shown
0367 (0.5) a steady improvement.’
0368 Harry: No that’s what you’ve already put. Here. Hehe hahahahah
0369 [ Yeah I know.
0370 Annette: I’m just (.) thinking it through again.
0371 Keith: Because it’s obvious that ‘in’ is all right. A steady
0372 improvement IN.
0373 Harry: Isn’t it (.) ‘There has been a steady
0374 [ 
0375 Keith: Oh ( )
0376 [ 
0377 Annette: And I have put (.) that, I’ve put
0378 ‘in this area (.) too, he has shown a steady improvement.’
0379 Paul: Yea::h. (.) It’s all right.
0380 [ 
0381 Keith: >Because you could say< (.) ‘There has been a
0382 steady improvement in his (.) English. “You know.”
0383 [ 
0384 Annette: In- yeah.
0385 Harry: Yeah.
0386 Keith: (That) I mean
0387 Annette: Yeah.
0388 Harry: Yeah.
0389 Keith: So yea::h.
0390 (3.5)
0391 Harry: Think I probably tend to think of (.) ‘improvement’ (.) un= 
0392 [ 
0393 Annette: Of (.) that:
0394 Harry: =uncountable when (you think of) like the process,
0395 Paul: Yeah.
0396 Harry: and ‘an improvement’ being like a sort of a step up.
0397 [ 
0398 Paul: Yeah.
0399 Paul: Yeah.
Harry: That’s the difference between that and that.

Paul: Mm

Annette: Yeah.

Paul: Yes. And this is why I- er- er- =

Harry: =Maybe the ’steady’=

Paul: =maybe ’steady’ is a bit wrong.

Harry: Yeah.

Annette: Uhuh.

(5.0)

Annette: Right. (.)

Paul: (

Annette: I don’t suppose he’ll notice.

Harry: A Korean wouldn’t notice it! Hehehehehehe

[ Yeah. No::

Annette: That doesn’t ( ). It doesn’t look as if he’ll know which=

Paul: =way up to hold a piece of paper (if it’s)°

Keith: It’s certainly not gonna

Paul: [ Heheheheheheheheh

Keith: It’s not going to ( take you too long it.) Yeah.=

Paul: Hehe

Paul: =Yeah.

Keith: An evening’s conversation around that. Yeah.

Annette: Yes hehehehe

Paul: (0.5) We were- I was reading to Harry em (.) the er (.) what was it? Em (.) (Wora- (.) not Woraguchi is it?) The agent?

Harry: Oh that agent. ( vengeance it.)

Paul: That’s incredible. You just can’t understand what they’re=

Harry: =( ) talking about.

Paul: =gibberish.

Annette: Really. °Mmm°

Paul: °Yeah.°

Harry: It’s full of- (.) it’s like a sort of ( )

Paul: Yamaguchi. That’s what it is.

Harry: That’s it. Yamaguchi. (0.5) >It’s kind of a< more of a formal letter style.

Annette: Mm m

Paul: Yeah. (.) But you couldn’t even- (.) y- you couldn’t even write it as a spoof because it’s so (.) way out.=

Annette: =No.

Paul: Mm
Annette: Mmm. The em::: (.) I remember a lesson something similar to that, when I was doing a- a German business student, and (.) he: (.) and he sold (.) 'walves', (.) valves; "hehehe"

Harry: Not wawles.

Annette: To: heheh (.) e:m (.) to various companies, e:m (.) including e:m (0.5) Japanese motor (.) companies (.) in Britain. And he had (.) this German man who had to translate (.) into German for his company (.) the Japanese faxes and letters (.) about (.) for ordering these- 'walves'

Paul: What >sort of< in English?

[...

Annette: valves

Annette: E:m (.) yes. And (.) the (.) letters were obviously written by Japanese employees=

Paul: =Mm=

Annette: =of the company (.) in Britain=

Harry: =So- so written by a Japanese person, (.) and translated into English by a German. (Is it.)=

Annette: =E:m (.) no they were written by a Japanese person in=

[...

Harry: 'hh hhh (.) 'hh hhh "hehehe"

Annette: =English,

Paul: =English, Right=

Harry: =Oh right=.

Annette: =to the German company.

Harry: A:h

Annette: To order things,

Paul: And they were awful.

[...

Harry: And then they were sent then to Germany=.

Annette: =and he had to: (.) at the German end he had to work out=

[...

Harry: =what they were

Annette: =ordering, what they wanted,

Harry: =Mm=

Annette: =and respond to them,

Paul: Which coомpanies were these? Perhaps we should send them a brochure.

Annette: Hhe heh

Keith: "Heheh yeah.

Annette: And e:r (.) it was just like you were saying then, it was=

[...

Keith: "Heheh

Annette: =very: sort of- (.) trying to write very formal letters, and it was just=

Harry: =Yeah=

Annette: =so: (.) detailed it was rubbish.
Harry: >It was probably<
Harry: lit- literally formal then eh
Annette: Mmm=
Harry: =>so the<
Annette: Yes.
Harry: form was all there but there was bugger all content.

Annette: [ It was very difficult to work
out what they really wanted. Em: (): and this poor German
guy was (:) was (going spare at)

Paul: It's just learning stock phrases isn't it.
Harry: Yeah.
Paul: And just not understanding it.
Harry: And just sort of tackling them together. Heheheh
Annette: Mmm
Annette: Yes.

Paul: I hate that. (0.5) Stock phrases (:) nonsense.
Harry: Yeah. Well you can get away with it to a certain extent but
not=
Paul: =You can do it a- (but I think) (:) you- (:) you=

but you can't compose a whole letter=
Paul: =can do it to some extent as long as you're looking at=

Harry: =Heheheh
Paul: =a letter as a whole,
Harry: Yeah.
Paul: and sort of what happens in that,
Harry: Yeah.
Paul: but just taking out a phrase you can't do it.
Harry: Yeah you need=
Pual: =You can see how
Harry: (to have an identity)=
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.
Harry: Yeah.
Paul: *So you get the argument.* (0.5) It's part and parcel of the
organisation of the letter.
Harry: *Yeah.* Quite clearly there are some coursebooks that
courage that approach.
Paul: Absolutely.
Annette: Mmm=
Paul: Well look at proficiency how it's still t-taught. And first
certificate=
Harry: And boxes of useful (:) expressions.
Paul: 'I was a little bit ushered into the room by'

Harry: Hhehe... a brick.

Paul: [ ]

Harry: Yes. Hehe

Paul: [ ]

Keith: Heheh. Heh

Paul: It's terrible.

Annette: "Mmm"

(2.0)

Paul: Schoolboy English. That's what it is.

(2.0)

Harry: Yeah. (0.5) Well (.) ( ) that in schoolboy English.

Paul: Yeah. I mean that's (.) yeah mm (.) that's what I call it schoolboy English. (2.5) Introductions and conclusions.

Harry: Yeah.

Paul: Yeah.

(2.0)

Harry: 'First of all'

Paul: 'First of all' yeah.

Harry: Hehehe=

Paul: =The thing is I always (.) the- the thing (.) that this

Or even 'festival'.

::hh=

Annette: ="Mmm"=

Harry: =hheheh=

Paul: =the most useful thing that could have been said to me at school is (.) forget about the introduction. (.) Just write it. (.) Because it (.) I don't agree with (.) struggling for (.) hours trying to formulate a smartarse introduction to (.) something.

When basically "you just start." 

Harry: Mm yeah ( ) just bang it down. Heheheh=

Paul: =Yeah. I mean if you read academic papers these days, (.) often they just go straight in. Buff!

Annette: Mmm. >But also< you can write the introduction=

Paul: = at the end.=

Annette: =At the end as well yeah. Uuhh

Annette: =you've said,=

Harry: =Yeah.

Annette: therefore you know what you're introducing.
Paul: I always tell my students if you— if you can’t (.) think of an introduction just leave it.

Annette: Mmm

(7.5)

Annette: Just watching Ed about to (.) flick something at Susan.

Harry: Oh right.

Ed: (trying Kirsty’s arm to-)

Annette: Yes.

Keith: That’s the sort of thing that needs no introduction.

Annette: That’s right

Susan: Have we got to write up yesterday’s (.) lesson.

(1.0)

Harry: The observation thing.

Susan: Yeah.

Harry: Yeah we’ll- (.) we’ll put something together. (0.5) “You all right?” (.) You got anything you want to say about it (.) particularly. Heheh.

Susan: Well I- I don’t know he wasn’t being sort= Ed being mishievous was=

Paul: =of s-

Susan: =he?

Annette: =the observation wasn’t in a ( )

Harry: It wasn’t a- it wasn’t really in a (.) in a= Just=

Paul: =sort of lesson as such.

Susan: =like schoolboys.

Annette: Yeah.

Paul: ((In a deep, schoolmaster’s voice, with an authoritarian tone.)) ‘Put it away, Ed.’

Paul: ((Laughter and from Keith and Paul. interspersed with odd, half-formed mutterings in the same tone.))

Harry: ( he’s er (.) described it.

Ed: ‘Yes you boy. Let’s all see what you’re doi-.’

Susan: Yeah.

(1.0)

Harry: 

Paul: Yeah.

Keith: ‘Let’s all have a look at it.’

Paul: Yes. ‘Open your books at page twenty two and yes I can see what you’re doing.’

Harry: Heheh hehehehehehehe
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: hhhhhahahaha=
0658 Annette: =We really (me:) () the reports are er
0659 [>As you well know.<
0660 Keith: ((General laughter.))
0661 Harry: The amount of deliberate mjsunderstanding that goes on in
0662 this staff room=
0663 Annette: =Heheh=
0664 Keith: =HEHEH HEHEH!
0665 Harry: Heheh
0666 Paul: What do you mean by that.
0667 Keith: °hh hah°
0668 Paul: °Yeah.°
0670 (1.5)
0671 Harry: °Hah°
0672 Paul: Well I- I heard you say ‘Do it to Susan.’
0673 (1.0)
0674 Susan: I beg your pardon.
0675 [Annette:
0676 ( )
0677 Paul: ‘To’ I tho- I tho- I thought you said ‘to’, () but you weren’t=
0678 [I’d like to know
0679 Annette:
0680 Paul: =obviously ( it.)
0681 Harry: We had to do that too. ‘T’ double ‘o’.
0682 [Is it
0683 Paul:
0684 Paul: A/:/:/:/:/:/::
0685 ( )
0686 Annette: Didn’t we? Susan?
0687 (0.5)
0688 Susan: Heheheheheh °Oo::h hhe:::ck°
0689 Harry: We also had to do it. () We had to do likekewise.
0690 [°Ahhhh°
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: Gahhhhh! hahaha hahahah
0698 [Annette: Heheheh=
0699 Keith: =Heheh! heh!=
0701  Harry: =Hahah
0702  Paul: "Heh"
0703  Harry: (If it'll help.) That'll appear in
0704  [          No don't start me off again.
0705  Paul:          That'll appear in
0706  [ mine. Heheh
0707  Harry: That'll be good. Eheh! Get that one (up). Flag that one.
0708  [          You sh-
0709  Keith:          Y-you should have been here a couple of days ago.
0710  [          He said that. Yeah= 
0711  Paul:          (= really.)=
0712  Paul:          =(Yeah he has.)
0713  [          It was yesterday he was saying that yeah= 
0714  Keith:          =Yesterday and Friday. 
0715  [          It's a good one.
0716  Keith:          Oh yeah. (I'm) talking about Friday (here).=
0717  [          =Yeah. YES. Yeah.
0718  Keith:          Mmm
0719  [          Our little maudlin session.
0720  Harry:          Yeah.
0721  Helen:          A::h=
0722  Keith:          =Dissension in the ranks.
0723  Paul:          Hah! Hahah. (1.5) A::h (.) that's it. Never here when it
0724  Keith:          counts. Eh (0.5) ha (2.0) "hahah."
0725  (1.0)
0726  Keith:          So that's what you did anyway.
0727  Paul:          Heh I was talking to two (in the field) yesterday, one=
0728  [          Cobble something together ( )
0729  [          Yes.
0730  Annette:          =We just (.) we just said (.) what (.) what happened.
0731  [          one is a probation officer
0732  Paul:          who's (failed) with her job, one is em (.) er researcher= 
0733  [          ( )
0734  Paul:          =(0.5) industrial relations is going to lose his job because the
0735  [          unit's going to be closed down because it's er (.) you=
0736  [          Yeah.
0737  Paul:          =know it's valuable research so they're closing it.
0738  [          Well that's it it'll
0739  Keith:          close down, yeah.
Paul: E:m (.) it's the centre of the best th- th- the most valuable
research in the whole of Europe. (.) E:m (.) and there's me and
(.) er our hobbies are (0.5) she sings, he- he does collages, and I
act, so we were trying to think of a sort of (.) group of people
(.) who can put (.) put our uses together.

Keith: Heh -hh yeah.

Paul: For a multi media travelling group, singing acting and
collaging while you wait.

Keith: (.) there.

Paul: Hehehe that's it. (1.0) It's a shame we're not all collage artists
or singers or actors (.) really.

(1.0)

Susan: Mm. ()

Harry: While I think of it.

Paul: But there's a challenge.

(3.0)

Harry: Mmm

Paul: Katsuko is still (1.0) a bit dreamy, (.) and I said (.) 'Are you a
hundred percent' (.) and she said ((non-verbal expression))

Keith: hhhhh hehehe

Harry: Hehehehehe=

Keith: =Hehehe

Annette: A hundred percent what?

Harry: She was late in.

Annette: >Hehehe<

Paul: Yeah. And (.) sh- (.) 'Yes but (0.5) I: (0.5) it's difficult for me:
to:' (0.5) and then she didn't finish the sentence.

Harry: Express myself. Hehehe

Annette: hhhhh hehe heh

Keith: Hahah

Paul: And actually (.) she's working by herself. (Y(You know)) and-
because sh- I mean sh- (.) she looks as if- (.) >she looks as if<
she's on drugs. An- and I was worried because (.) sh- I said (.)
she was looking up a word and I said 'What are you looking
for?' And she said (.) 'rambling'.

Harry: hhhhhhehehe

Paul: t huh


[ ]

Paul: And I thought may:be (.) maybe (.) something
her landlord has said to her.

Ed: We did e:::r

[ ]

Annette: Well see it wasn't anything (that had come up in=

[ ]

Ed: No=
Annette: =person.)
Ed: =last er
Paul: No no. Absolutely not.
Ed: Last week we did e::m >(this you know)< some work on types of er walking. That was what it was. ( )
Annette: O:h right.
Paul: And she suddenly thought today (.) 'That's something I've=
Annette: That she'd=
Paul: =forgotten to do.'
Annette: =look it up, yes.
Paul: Yeah. 'I could ramble.'
Annette: "Yeah."  
Paul: I reckon it's (1.0) the way she was probably sounding this morning.
Helen: Uhuh.
(0.5)
Keith: Does she know enough English to ramble to her landlady?
(1.0)
Paul: Well (.) she knows  not  enough to ramble to her landlady.
Keith: Hahahah
(0.5)
Paul: ·h·h·h·h
Keith: She has no choice in the matter, yeah.
Paul: Heheheheheheheheh she just rambles. Ah you know she's- but she's- she's okay but she's don't expect anything of her. And er (.) I was going to have them working as a group of three, and she was going ((non-verbal imitation)) so I said 'Do you want to work by yourself.' And she went ((non-verbal imitation)).
Helen: "Heheheheheh"
(2.5)
Ed: We'll I think this listening thing's getting her down
you know all (0.5) I mean it- we did an exercise yesterday where you had to pick out some pieces of=
Annette: Oh em: (.) Keith
Ed: =information,
Annette: In my group Shafie and ( ) are quite happy working=
[ the other two got five
Annette: =together now.
Ed: each.
Keith: Oh that's good.=
Annette: =Yes.=  
Keith: =That’s good.  
Annette: I think they’ve (. ) become more relaxed about it and  
Keith: °That’s good.°  
Paul: Maybe it might be worth (. ) re- recording it and sending=  
Annette: >I think it was just< shyness.  
Paul: =her to the (. ) the listening lab and (. ) listening to=  
Keith: Yeah.  
Paul: =it. And ( ) it might ( )  
Keith: Oh that’s good. If it fits I might do (that and) a  
Paul: =(seeing how she copes.)  
Keith: Mmm  
Annette: I might put them together then. To see if they can er (. ) I’ll=  
Keith: Right.  
Annette: =do the chart  
Keith: Yeah.  
Keith: individually and then (put them together) for a=  
Paul: =((Long sigh.))  
Keith: =comprehension. I’ll do one listen through for the chart=  
Annette: Yes.  
Keith: and then go on and (on) the second list (in the comprehension)  
Annette: Mmm=  
Keith: =(pre-)  
Annette: Yeah. That should be fine.  
Paul: Yeah that- that  
Annette: Because- they- I find they’re being quite supportive as a group  
Keith: =Yeah that’s good. Yeah.=  
Annette: =sort of try and help each other and em  
Keith: They’re nice though, aren’t they?  
Annette: Yes. Very nice. Yes.  
Keith: °Yeah it’s°  
Keith: (1.0)  
Keith: Right! I suppose I’d better get up and (. ) do something then.  
((Tape ends.))
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  heheheheheheheheheheh
0009  
0010 Ed: Everywhere I go (.) they get (.) you know (.)=
0011 [  
0012 Keith: Hehehehehehehehe
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
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 juices. hh hhh
0045 Paul: Organ juices. (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
was< (.). 'Pre- prepare a menu (0.5) for your friends. (1.0)
°And they had you know a list (.) of things (.) and then°
drinks. ‘Organ juices.’ ‘hhh · hh°

Harry: hh hh hh
Paul: Orange juice.
Keith: HOH HOH!=
Paul: =Organ juices.=
Keith: =Organ juices.=
Susan: =Nice.=
Keith: =(Well ) Heh! (1.0) A:::h=
Paul: =And I was- (.) d-I was saying yesterday the other one was er
(.) em (1.5) ‘Please don’t come round because I’m having a
pussy flap installed.’

Ed: Hehe hehehehehe

Keith: [ A pussy flap! Heh heh · hh
Ed: °(. )°
Keith: Hah hah=
Paul: =>What was that one< about the motorist, ‘So I stuck my
fingers up him.
Harry: Yes. It was.
Susan: [ HEEEEH! HHHAH!=
Keith: =Heheheheheahah
Harry: ‘He was travelling too fast >so what was it he was- he was on
his bike.< So I stuck my fingers up him.’
Keith: Hheh!=
Susan: Hhahah!=
Paul: =I shall be wearing a rose in my bottom hole.’
Keith: [ Heh
Keith: Hehehh!
Harry: That’s a good one, yeah.=
Susan: Heh what was that.

[ ]
Harry: ‘She will recognise me She will recognise me easily=
[ ]
I will be wearing
Paul: =because I will be wearing-
Keith: =Heh=
Harry: =wearing a red rose in my bottom hole.’

[ ]
Paul: hh hh hh hh hah HAH!
[ ]

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

Harry: hh hh=

Annette: Heheheh

Keith: Heh heh

Ed: °Just a mark (or ).°

Paul: You reckon it’s a straight line.=

Harry: What is it a workshop thing perhaps.

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

[ ]

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

Annette: work bench.

[ ]

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

Ed: Mmm=

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

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

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

which was- which could- immovable point

Harry: Mmm=

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

Paul: Heh=

Ed: =bench.

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

Ed: =Something that doesn’t

Annette: Heh heheh yeah heh

[ ]

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

Paul: =could well be that.

Paul: Heh (.) heh

Jay: >°Could be°<

Annette: Heh=

Paul: =heh

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

(3.0)

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

Harry: ( )

Paul: ‘Can you sit on that bench, Mark.’

Annette: Hhheheh

Keith: Hahah (.) hah

[ ]

Harry: hah

Annette: hah

Paul: hh hh

Harry: But don’t move.=
Annette: =Ah =heheh
Paul: =Heheh. What do you call the things that they use?
Keith: =Theodolites.
Paul: =Yeah I keep calling them troglodytes (but I hhhhh) =
[ ]
Ed: ( )
Susan: =Hahahah=
Keith: =No they’re the thing that ( )
Susan: [ ]
Hahahah
Annette: =What are they called?
Keith: =Theodolites. =
Ed: =Theodolites the=
Annette: =Theodolites. Oh right yes.
Paul: =They sound like Greek restaurateurs don’t they.
Keith: =Heheh yeaH!
Ed: (In a )
Annette: =I like those funny little things they wheel along. You know
Keith: =Oh yeaH=
Annette: =it’s er
Ed: =Yeah.
Annette: I presume they’ve got thehhhh=
Keith: =Trundle about with
Ed: =Yeah.
Annette: I always wonder whether a (.) white line’s going to appear
behind it or something.
Ed: =They’re all laser operated now (yeah).
Annette: =Are they?
Ed: =Yeah.
Annette: =Gosh.
(1.0)
Paul: No I saw a guy pushing one.
Annette: =Heheh (.) heh
Keith: =Heh
Ed: =I mean theo=
Keith: =Pushing his laser ( ) thing.
[ ]
Ed: =a theodolite thing to (2.0) and er (.) they
can do much greater distances with them.
Annette: Mmm
Paul: I saw (.) behind me there’s a sort of (.) big (.) er ( )
there’s a disused graveyard (.) right behind my house (.) that
back on two houses up, and I saw four- (.) I’d just moved into
the road (.) I was told (.) you know ‘Don’t worry, this area’s
safe they’re never going to build anything. And about two
months later I saw these guys with theodolites and I RUSHED
OUT (.) went right round >and said< ‘What are you doing
here!’
Ed: Heh
Paul: 'It's all right we're practising. We're from the er (.) the
surveyor's over the (way). They were actually=
[ ]
>Hehehehehe<
[ ]
Annette: [ ]
Keith: Yeah.'
Paul: =practising and I thought 'Christ! '='
Annette: =Yeah=
Keith: Yeah.
[ ]
Paul: I though they were real.
Annette: A motorway going past.
Ed: Well you used to see those- (.) those
[ ]
Well ( ) it's very difficult for
Paul: a motorway to go past when=
Annette: =Hehehe
Paul: It's surrounded by buildings.
[ ]
Anneet: Well you can-
[ ]
Ed: demolish (.) anything.
Anneet: [ ]
>Yeah yeah yeah.<
Paul: That doesn't seem to stop them.
Anneet: No. (.) Where's your white em: 0.5 ° (it's not much)°
(0.5)
Anneet: Oh is this my e:m=
Harry: =Yeah he's right on this one.
Ed: Am I?
Harry: ( )
[ ]
Anneet: Well done.
Ed: What's it say then. Have you got the actual ( )
[ A mark on a
Harry: stone post
[ ]
Anneet: Am I going to (part with the em)
[ ]
Paul: That sounds like- (.) that
> sounded like< 'for a change.'
[ ]
Anneet: Yes. I thought that as well there was=
[ Hehehehehehehehe=
Ed: =a slight tone of surprise.=
[ ]
Ed: =he heheheheh
[              ]
0303 Keith: Hahahahah
0304 Ed: =No offence taken, I'm sure.
[              ]
0306 Harry: (              )
0307 [              ]
0308 Annette: Heheheheheheheh=heheheheheh=
0309 Paul: =Well what do you know
[              ]
0310 Ed: Spot on.
0311 Harry: Yeah.
0312 Ed: Heheh=
0313 Harry: =(Very ,)
0314 Paul: Well (I'm sure it's )
0315 [              ]
0316 Annette: (              ) he's right yeah. Heheheh
0317 Harry: 'A mark on a stone post or other permanent feature,'
0318 (0.5)
0319 Annette: Mmm
0320 Harry: 'at a point whose exact elevation and position is known. (0.5)
0321 Used as a reference point in surveying.'
0322 Annette: Do you want to carry on now with the
0323 [              ]
0324 Paul: From the Old English 'Can you sit on
0325 that bench Mark please.' °( isn't it.)°
0326 [              ]
0327 Keith:
0328 [              ]
0329 Annette: Heheh
0330 (9.0)
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 [ ]
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: Oh 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
Harry: Heheheh=
Paul: =It's the latest group just trying to wind him up.
Keith: The ( )
Annette: "Heheheh"
Keith: comprehensive mutterings.
Annette: "Heheheh" (Look-
Helen: She's still waiting.
(2.0)
Annette: Yes it's (_) as soon as those black tights appear round the
corner Harry (_) hehe heheheh
[ ]
Harry: Heheh
(0.5)
Annette: gets worried.
Paul: Well she ( )
(((General laughter 4.5s))
Annette: Whoo watch out Harry.
Harry: Ha-
[ ]
Annette: Heheheheh right yes. He heheheh
(5.0)
Paul: If you were an Irish dancer you wouldn't see a ( )=
Harry: I think ( )=
Paul: (= )
Harry: =for a butler or s:: heheheh haha hahahah
[ ]
Annette: Well the- yeah.
[ ]
Paul: (. stupid dancing that. Sort of (straight out it's)
[ ]
Annette: Yes that was em e::r (_) pointing your toe and
Paul: it's a real (0.5) it's really stupid looking stuff.
Keith: Heh
Annette: ( a date) on 'Top of the Pops' one night. Was it=
[ ]
Paul: ( )
Annette: =em (_) because there was an Irish (_) song at the top of the=
[ ]
Paul: Oh=
Annette: =charts.
Paul: =I ( once.)
Helen: ( dance.)
[ ]
[ ]
Harry: =Yeah. Apparently number one in Ireland for the last sort of
Annette: Yeah. And the it must have come over here (0.5)=

Harry: ten years or something.
Annette: =and got in the charts.

Harry: Well they ( )

Helen: ( ) some sort of award ceremony.
Paul: Did they?
Helen: Mm ( ) after that it went into the charts.
Annette: Oh right. (0.5) Yes I’ve ( ) a bit surprised seeing it ( )

Paul: Yes I think I’ve seen a bit of that.
Wasted in in- in British charts (or) obviously ( ) they’re all
up and dancing this thing.

Annette: Yeah.
Annette: That’s right.
Paul: I think that’s a bit ( ) more romantic than the er- the reel
stuff because they just ( ) stand in a little square and just kick
their legs up in the air. And those ( ) got big breasts
because of the way they stand.

Annette: Oh yes but hh
Ed: Heheh
Annette: yeah but it’s very clever.
Paul: With an ironing board down the back of them.
Keith: Heh
Paul: ( )
Annette: If one knows anything about dancing it’s very clever the fact
that they ( ) >sort of< keep their shoulders so ( ) and their=

Paul: They’re very still. Yes I know but I- I-
Annette: heads so still when they do it

Paul: Oh yes I know. I know it’s very clever but=
Paul: =I just think it’s really boring.
Annette: =around.
Helen: =Heheheheheheheh=
Harry: =Mmm
Paul: I mean=
Harry: =I can’t say it’s so clever but I’ve not actually ( ) had to ( ) it.
Paul: Yeah. I mean it’s not like- it’s not like proper ( ) you=
Paul: ( )
Harry: =know ( ) everybody ( ) doing a reel or something like that. Or
Paul: a jig. (0.5) You know it’s- it’s where people ( ) enjoy
Paul: themselves, (.) it’s not meant to be (.) enjoyed.
Helen: (wear a vest.)
Keith: There you go. Yeah.
Annette: Yeah heheheh yes:
Keith: =Anyone got a pair of black tights with them.
Annette: Heheheh
Harry: Hehe
Helen: Yeah.
Keith: Hehe
Helen: I find stockings work better.
Paul: My s-my cousin (yesterday,)
Annette: E:m (.) Ed ( )?
Ed: [Yes thanks.
Annette: That came through (.) within (.)
Paul: >I don’t know<=
Annette: = (Yes there’s a)
Paul: (one of them) was really (being)
Ed: [Quick. Yeah.
Paul: (0.5)
So you ()
Ed: Just said er (.) to Harry I don’t want to do
business English. >Heheheh< parents. (Desperately (.) >Which one was that?<)
Well it’s ( ). I used to be quite pleased=
Harry: Yes. I mean Irish ( )
[Ed: =(but given two days ) ( ) ( )=
Annette: Mmm
Annette: =One of my neighbours is er (.)
Harry: I was just (.) just saying to Keith, I think it’s (.)
it’s Keith that attracts them.
Harry: because it was from ( )
Annette: and er (.) their little (.) six year old girl has em=
P: (problem,)=
Annette: =Irish dancing lessons and ( ) and so on.
Harry: Heheheheh
Keith:
Paul: Heheh!
Keith: Heheh!
Paul: Lots of meat =
Annette: = (They've obviously) found (.) a place for it.

Ed: (But I've) not been-
Paul: = We have been doing business orientated stuff.

Keith: Well yeah.
Paul: = I think (it )=

Ed: Perhaps it's down to that. ( ) But basically=
Paul: (satisfy) anyway. ( )

Ed: = An dré is you know (2.0) being a bit of a pain. ( )=

Annette: Yeah.

Ed: Anyway (.) ( ).
Annette: What's the time ( )?
Keith: It's: (five to seven) (.) six and a half minutes to eleven.
Paul: (Are you doing )
Ed: ( )

Ed: is that (.) (probably) he's going to react now I- (.) if you do=

Harry: (sort of)
Ed: = general English now he's going (.) to say
Paul: He's a ( ) is old André.

Harry: ( ) (Well ) is the problem of the (B's)
in the ( ) I suppose (.) isn't it.

Ed: ( want a B) for two (.) camps.
Annette: Uuhh.
Paul: Well just go in there and (.) kick ass.
Ed: Hhehehe

[ Heheheheheheheheheheheheh=
Susan: What?=
Paul: = Heheh
Harry: ( ) bottoms ( )
Paul: Yes kick bottoms.

Harry: °Heheheh°
Annette: °Heheheh°=
Ed: Hah hah hah

Paul: Instead of kick bottom.
(8.5)
Paul: Well as far as I'm concerned they're getting what I'm giving them.
(2.0)
Harry: "Hahahahah"
Paul: (You it?)
Annette: Yeah.
Harry: Hehahahah=
Annette: = Good attitude ( ).

Keith: Oh yeah ( )

Ed: (What is this) ( )

Keith: ( That'll be great) ( ) Yeah.

Paul: I'm such a wag.

Annette: Because you forgot to give us our usual warning today. Heh=

Keith: Hehe heh

Harry: "Hehehehehe=

Keith: (That'll be great) ( ) Yeah.

Paul: ((General laughter,))

Annette: Because you forgot to give us our usual warning today. Heh=

Keith: I'll have to- I'll have to forget again. It's been ( )

Annette: pretty good ( )

Annette: "Hehehe" ( )

Harry: "Hehehe"

Paul: Heh

Keith: Hahah

Paul: Heh heheh

Annette: Yes, I would never have mentioned Helen's black tights had I known.

Keith: ( )

Paul: I wouldn't have mentioned ( )

Annette: Hhahhhe heheheheh

Keith: Heheheheh

Paul: Hehehe

Hahah

Paul: Heh heheh

Keith: Hhhe heheh

Harry: Heheheheh

Paul: That's on now as well.
Keith: =YEAH absolutely.

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

Ed: (0.5)

Paul: As it is.

Paul: Yeah it's the first time I've been caught out. (1.5) I mean it's

the first time I've forgotten it's on.

Keith: Heheh. >Oh really?<

Paul: Mm

Keith: O:h

Keith: (4.0)

Keith: "Hah?"

Paul: "Huh?"

(5.0)

Keith: "Hah?"

(3.0)

Harry: Did you e: m (0.5) >I was going to say< fob them off but perhaps

that's not a

Ed: I was saying you know er () it's a question of not being ab--

That's it ( )

Ed: =in- connected with business () (probably). (3.0) Er but

unfortunately I don't know how er () André's going to react

to (us but) he () made up his mind that's he's going to-

anything that's not directly connected with business he's going

to (.) hhh (.) (leave). (1.0) ( ) () He's going to make it=

Paul:

Ed: =look ( ) No there's- you know () there's

( )

Paul:

(1.0)

Paul: What's he do?

Ed: (I mean any of)

Annette: Mm=

Ed: =this kind of er () dismissive. You know 'Urrrr we::ll' (0.5)

And also=

Paul: =( )=

Ed: =e-even if it's 'Ooh'=

Harry: =(That's) more than a bit ( ).=

Ed: =And also hhhh if you do do something which >has to do

with< business, the moment he's done it (.) ((clicks fingers)) he

says 'Right. Want to do something else.' It's literally () like

eating it up

Annette: Mmm=

Ed: =one after another. And he doesn't want () ( ) he's=

[ ]

Paul: ( )

Ed: =not going to wait () for anybody else, [ ]

(He'll want to) ()

No. Just want to=
Paul: =communicate.
Annette: =you wait for the people who've paid please.
Harry: Hehe hahahahahahah=
[ ]
Annette: Hhehthhh
Keith: =Hahahahah
Harry: Heheh
Paul: hhhhhhhhh yeah.
Annette: >(At least)< you know Mak did a similar sort of thing
with me this morning, (.) I gave them em (.) a matching (.)=
[ ]
Keith: ( )
Annette: =es (.) exercise and e:x (.) no sorry< an orderi- ordering of
sentences and e:x (.) he looked at his sheet and e:x while I
was helping the other two, (.) he wrote down >one two three
four five six seven eight< (.) so that I came over to him and I
said em: (.) 'Have you said anything to Chul Soon about this?'
(0.5) 'No.' (.) I said 'Have you spoken to Chul Soon at all
about this?' 'No.' (.) I said 'Well that was the whole point of
me asking you to work in pairs.'
Keith: Heheh
Keith: Heheheh
Harry: Heheh
[ ]
Harry: It works sometimes ( ) awful.
[ ]
Annette: So I took his piece of paper away, (.) and I said 'Right. Do
it again now on Chul Soon's bit of paper with him,'
[ ]
Harry: Yesterday I mean it was the
Harry: it was the pits. They do not listen to each other.
Annette: No.
Harry: At all. It's er
Annette: Well (.) after that, (little) experience this morning, em they=
[ ]
Harry: ( )
Annette: =were- they worked beautifully together
Harry: Well they (haven't) done that for me.
Annette: em: (.) and later on in the lesson I heard him asking Chul=
[ ]
Harry: °( )°
Annette: =Soon (.) em (.) 'When do you use this word' and 'Why is this
the present perfect tense,' and- Chul Soon was explaining
very: er adequately (.) quite adequately (.) the use of the present
perfect in that particular sentence
Harry: °Mmm°
Annette: But yes you really have to watch them

Harry: Mm

Harry: Yeah. I mean yesterday was the basically the only=

Annette: E::m

Harry: =communication that was going on was er (0.5) a silly little competition between er (.) Abdullah and

Annette: Now there’s a surprise! Hhheh

Harry: Heheyah. ( )

Annette: Uhuh, (0.5) what whose t- who could do it first or was it nothing to do with er the activity “you’d given them.”

Harry: Well they’re fr- they’re forever looking at each other >and saying ‘Understand?’ Hhheh

Annette: Heheheheheheh=

Paul: Heheheheheheheh=

Harry: Heh. One upmanship going on.=

Annette: =Mmm

Harry: hhhh

Paul: “heheh”

Keith: Have they got this work ( ) or shall I photocopy it.=

Annette: =E::m (.) no they haven’t so: ygs.

Keith: Oh all right I’ll- (.) I’ll photocopy it at the unit because they’ve got that ( ) anyway.)

Ed: Yeah it’s like he’s working er ( ). He completely ignored the fact that=

Annette: No I think er ( ) around that, yes.

Ed: =(he could )

Keith: ( )

Annette: Yeah. Yes ( )

Helen: Mmm. ( ) in the

Keith: Yeah.

Keith: Okay.

Helen: David Black is here.

Harry: Oh all right.

(0.5)

Helen: “(Just in case you )”

(4.0)

Paul: “Ooooh”

Harry: “Huh”
Paul: °Hah°
Harry: °You can ( ) it ( )°
Paul: °Well you- (. ) you go and talk to him.°
Harry: >No I don’t wanna<
Helen: No: I just- ( ) thought-
Harry: Just for information=
Helen: =Yeah!
Paul: Mmm
Helen: Being the course director I thought you might be interested.
Harry: (>It’s good to know<) you can keep your finger on the pulse of
er heh=
Helen: Yeah!
Paul: Sort of thing. (.) Why not.
Helen: Whoops!
Susan: So em if this geezer turns up then or whatever his name is
Harry: Khaled. °( )°
Susan: Heh. What’s- when does term start and all that business
Paul: and what (. ) up.

Harry: [ ]
Right. E:m [ ]

Paul: If this geezer turns up when this term
starts ( )

Susan: Heheh

Helen: Yeaheheh we’ll have a holiday for him.
Susan: No is it Monday or Tuesday?
Helen: Tuesday.
Harry: °No it°
Paul: =Well when can you get here?
Susan: Heheh!
Harry: Heheh
Susan: Wednesday. >Is that all right?<
Harry: Teaching act- Teaching actually starts on
Tuesday.
Susan: °Heh°
(2.5)
Harry: E:m
(4.0)
Harry: °Bababum::°
(2.0)
Annette: Have we got a sort of timetable printed out that e:r (. ) as for
Abdullah? That says three lessons every morning with Susan.
Harry: Well no- we didn’t- (.) we still don’t really know whether he’s
coming because there’s ( )°
Annette: [ ]
No but- sorry what I meant was: have we
Annette: got the same- because it would be exactly the same timetable, do if he *did* turn up (.) we could make a copy of that.= [ ]
Harry: I’m not sure that er
Harry: =Abdullah hasn’t actually got a timetable as such, has he=
[ ]
Annette: No and=
Harry: =it’s just ( you)
[ ]
Susan: =I’ll tell you what we- I forgot to do >as well< take the= [ ]
Susan: No (= )
Susan: =( ) register? Every morning. Because you know when I went to that- (. ) observe that lesson last week
Annette:mmm=
Susan: =>(He said ‘Do you want one of these ’)<
Paul: No.
Susan: Well I saw you having one.
Annette: Uhuh
Susan: Whoops.
Harry: Yeah. Yeah and you know that I’ve added him to your
Annette: Mmm
Harry: one.
Annette: Yes.
Susan: He is actually here though he has been here every day.
Annette: Yes because in fact I’ve been putting him in (. ) er (. ) when he hasn’t been in with my lessons in the morning, (. ) with my group, I’ve put him in as one to one, (. ) or I’ve written ‘one to one’, and then Harry’s marked him in (. ) for the afternoon if he’s been in those less ons.
[ ]
Susan: That’s all right then isn’t it.
Harry: “Yeah.”
Annette: So he is actually on the register.
(3.5)
Harry: >In fact< as you correctly pointed out, there was a point I think he was noticed if *he was in there*=
Susan: =>Heheheh<hheh=
Annette: =Yes= 
Susan: =hheh hheheh
Harry: ( ) one to one.
Susan: hheh hhh
Harry: Heh!hahah hh·hheh
(1.0)
Harry: (‘ missing?’) ‘Hang on I’ll just check.’
Susan: Hhehehehehahah=
Paul: Left someone bound and gagged in the corner somewhere.
Annette: Yeah. (0.5) That primary school teacher had the right idea.
((Referring to a recent news item about a primary school teacher who bound and gagged one of her pupils.))
Susan: Hhhhh ehhh

[ 

Harry: Heh

Annette: =(For) a troublesome student.=

Susan: =hh sellotape his lggs together.

[ Second time somebody's mentioned

Harry: *that (this )*=

Annette: =Oh really?= 

Paul: =I said it to my class.

Annette: Hah

(2.0)

Harry: Heheh=

Paul: =Said em (.). 'Did you ( . ) such an (. ) incredible (. ) story of

d this (. ) teacher who bound and gagged a four year old boy in

her classroom.'

Annette: "Mmm"  

Paul: >And I said< 'I think that's a (. ) really good idea.'

Harry: Hehehehehehe

[  

Susan: Hhehehehehe .hhhhh hh

Harry: Hah  hah

[  

Annette: What did they say what was the reaction?

Paul: They- (. ) the-when they realised it was a joke they laughed.

Annette: (;;)Imitating student) HeheheHHehahahah (and so on) yes.

Harry: ( 

[ he

Paul: (;;Imitating student) Ha ha hahah ha ha

(0.5)

Annette: (;;Imitating student) Ho ho ho=

Harry: =That's Katsuko.

Annette: I can't do er (. ) Chul Soon. (1.0) Ho! (;;high pitched))

Paul: (;;High pitched and very fast)) >Hehehehehehe<

Harry: Yeah.

Annette: Hooh that's ra=  

Paul: =>Hehehehe heheh< (;;High pitched and very fast))

Annette: Heheheheheheh (;;copying Paul))

Paul: There's em: (. ) there's a character in: the er nineteen thirty=

[  

Harry: Heheh

Paul: =nine (. ) film of Hunchback of Notre Dame,

Annette: MMM=

Paul: =Who wants to hang everybody, (0.5) and he's a >sort of a (. )

sort of a< comic character

Harry: Heheh yes a

Annette: Heheh=

Harry: =bundle of fun.
1001  Annette:  ((Imitating again))>Heheheheheh<=
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
1012
1013
1014
1015
1016
1017
1018
1019
1020
1021
1022
1023
1024
1025
1026
1027
1028
1029
1030
1031
1032
1033
1034
1035
1036
1037
1038
1039
1040
1041
1042
1043
1044
1045
1046
1047
1048
1049
1050

((Recording ends))
Transcript: Staffroom Talk Swan School 15.3.95

0001 Paul: "Gahhhhhhd!" (1.0) hhhhh (0.5) "Oh dear!"
0002 Susan: "Hhheheheheh"
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 response 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: Hehhhh hah! What?=
0020 Paul: =Well I haven't got the people!: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>heheheheheh< (. ) 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 (At this point Annette responds to non-verbal signals from
0032 Keith about her preferences for coffee. Her turns, and Keith's
0033 responses, which are not transcribed, cut across what follows
0034 and occasionally mask it.))
0035 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 tgn minutes,
0043 Susan: Okay
0044 Paul: we did that, (1.0) Yeah? (We di-) we discussed that, we did
0045 that, (. ) and we've written: (. ) one sentence after that.
0046 Susan: "Hehehé"
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
Paul: the

[;

Susan: (So it was the) < (1.0) (I shopped because of hgr.) =
Paul: =No. I (shopped)
Susan: Oh (aholic).
(2.0)
Susan: Oh wow that's great. (0.5) Doesn't it make you just feel like
(what am I doing.)
Paul: Heheh
Susan: 'Let's just forget this and start something else,'
Paul: I just er I was just worried that ( ) with Katsuko=

[ ;

Susan: So >sort of< ( ) you can do.
Paul: =and- and Junko: (0.5) (and) (0.5) (slow them down
that's all.)
Susan: Right. () Is Junko the (0.5) Harry was teaching ( )=
Paul: =No no no that's the other Junko.

[ ;

Susan: (She used to ) Has she gone? No?
Paul: No no she's still here. (0.5) But she's in the top group ( ).
Susan: *Oh right.* (.) Okay.
Paul: Mm
Susan: Why did Chas- was Chas: ( ) isn't it. Chas seems
better than that °
he?°)
Paul: No.
Susan: No: hhhh=
Paul: =No >I mean< my point is if you've got somebody who's
better (up) than somebody from the group, (.) er (.) if you put
him with the group where he's much worse than everybody
°( )° Oh!
The tape is on! Ahahah () everything is going wonderful.
Susan: Hhhhh hehehehehe
Paul: :hhhh
Keith: That's ohhh that's (true) absolutely wonderful aahh. Edit out
all the rest. 'Paul said it was all going absolutely spiffingly.'
Paul: HahaHahh
Susan: Ha::h
Paul: Hhhh No I mean it was alw- there was a problem I- there
was a prob- I wasn't () entirely happy with it but I think I'm
prepared to give it a go but er () hhh! It's er
(4.0)
Paul: I mean er the pro- solving problems isn't about removing them
to another place in my opinion °sort of:
(2.5)
Keith: Can I quote you on that Paul?
Paul: Yeah.
Keith: HhhEHEHehe Heh Heh Heh
Paul: I mean (. ) it's something I've been concerned about in. (3.0) What's happening we're feeding people into the bottom of the school.

Susan: Yeah.

Paul: And we're doing that, and it's got implications for the rest of the school. We've got a sort of ceiling.

Susan: "Yeah."

Paul: We beyond (. ) which people can't go, e::r we've (. ) we've only got a certain amount of leeway in the top group, (0.5) which happens to be (. ) in my group. hhh

Keith: Heheh

Paul: And I'm er (. ) totally happy with ceilings.

Keith: ( )

Keith: Heheheh yehas ( wants to. ) (0.5) "So"

( (Jenny and Louise enter at around this point. ))

Paul: MMMM

Keith: Yeah

Paul: What's he like?

Jenny: Mmm seems okay. Coming in with sort of

Paul: (I've just) had some terrible trouble with (that guy).

Louise: Ah yeah. And er (. )

Paul: D- I mean different things as well. One of them is er (. )=

Louise: ( )

Paul: =this Cristal ( ) that doesn't really (. ) is catching on

Louise: Isn't she?

Paul: Very well.

Louise: Oh=

Paul: =And the other one is Chul Soon's: "( ) and the"

language together s:=

Louise: =Oh

Paul: basically.

(5.0)

Jenny: Susan, (0.5) we've got you a new student. (0.5) Do you want to come and meet her. "hhh hhh hhh" You've now got=

Paul: Is she rock=

Jenny: =a a group of two, and ( one. )

Paul: =bottom? Is she rock bottom?
Louise: O:h yeh.
Paul: Thank God for that. "hh" heh-heheh "heheheh"
Louise: ( ) stay in your group. Hahahah!
(3.0)
Louise: No he seems okay I mean I'd- I made no concessions because I
say to them I just ( ) go in, and I think it's important that em ()
that the language I use is the language I'd use to other people,
and em ( ) I'm not sort of slowing down and
Keith: Yeah ( )
Louise: ( ).
Paul: What- what I caught myself doing today, is em: ( ) I sometimes
( ) find myself ( ) when I think people are just sort of (0.5)
being ( ) just slow and in fact I- it's a bad habit in mg', when=
[ Yeah.
Louise: =you think it's an obvious question=
Louise: =Mm=
Paul: =with a ( ) >sort of a< blinking Japanese
Louise: ">Yeah<"o
Paul: You sort of go ( ) 'That wasn't swearing "that'was-'
Louise: Mm=
Paul: physical description.'
Keith: Hhhah! Hahahah
[ You sort of- ( ) you sort of go 'Come on!'
Louise: Yes=
Paul: =You know. And I thought- 'I can't do this today, because I
had a- ( ) I mean I was doing it with Junko,
Louise: Mm
Paul: because I said- I said ( ) 'What has just happened is the
( ), ( ) there's somebody sitting out side, em ( ) >I=
Louise: Mm
Paul: =suppose< a department store er- with fifteen shopping=
[]
Louise: ( . Yes.)
Paul: =bags,
Louise: Mmm=
Paul: =looking really miserable. What has just happened?' She's
Paul: going ( ) 'Ooh!' And I thought ( ) 'They're doing this to me'
Louise: Heh eh
[ HAHahah=
Paul: =and I thought 'No stop it' so we- it was=
Louise: =Mmm
Paul: very very supportive
Louise: Mm
Paul: "and she's going so slow."
Louise: It's desperate isn't it?
Paul: E::M=
Keith: "Yeah"
Paul: =I mean that’s- that’s hgr, an-and I think () she does that kind
of thing in new situations they tend to do that kind of
Keith: Yeah=
Paul: =so they go limp on you=
Keith: =Yeah. Yeah
[ in those situations.
Paul: Chul Soon’ll come up with sommat though won’t he given
half a chance.
Paul: Yeah.
Keith: (Or is he) nervous (sometimes he) seems nervous to me.
Paul: E::r () he doesn’t- he doesn’t like writing.
Keith: Oh right yeah. (0.5) o( )
Paul: If he- I mean he- he’ll have an idea but he can’t express himself
very well.
Keith: Right you-
Paul: I mean () I mean he’s come on an awful lot.
Keith: Yeah I was really- when I took him yeah and I thought I’d seen
him before he did seem to be er () yeah.
Paul: But e:m (2.5) I’m a bit worried about () Katsuko and Junko.
Because I felt that er () >() < consolidating quite nicely
(0.5) and er () I hope they’re going to be all right. I’ve- I’ve
actually (2.0) I’ve got () each of them working with another
( )
((At this point Harry enters the staffroom and engages Jenny,
Louise and Susan in conversation. Most of what is said is
drowned out, but the following snatches of Keith and Paul’s
conversation are clearly audible.))
Paul: ( and I don’t know or
anything,) I don’t know- () I mean I’m just trying to make it
work while they have
Keith: Yeah.
Paul: If you start () giving up,) I don’t like to
do that really (if I can)
Keith: Yeah.
Paul: G- I’ve got- () one of them is a s::: (1.0) (a woman who is) ()
practically self taught, (about ten years
...)
Keith: Yeah.
Paul: So I’ve got- I’ve got- () I mean that was one of the problems
that was slowing me down (it appeared to be very () hard to
cope with this person. ()
And I had her () in the end () sitting with Katsuko. (She
seemed very
)
Keith: Right.
Paul: ( posing a threat.) A::nd (0.5) she- she was just ()
Paul: looking at her own piece of paper,
Keith: Right.
Paul: She's practically (.). She's (there) (.). hoping that
em (.). >she's obviously< very bright.
Keith: Yeah.
Paul: Just a question of getting (.).
Keith: Yeah.
Paul: But the thing is you see that it's- this is a an intermediate
thing in itself. (1.5) I mean you've got to try and encourage
them to have a bit of nous about it otherwise they're not going
to get anywhere.
Keith: Yeah.
Paul: Mm
Keith: And you struggle all the time presumably.
Paul: Yeah.
Keith: To do it.
Paul: Because I mean (.) Katsuk- Katsuko and Junko are sort of
ready to (.). start (.). having their heads banged together you
know you could do it with a bit
Keith: Right.
Paul: And so you could make a guess here but (.). (they've become
uncertain) today, (.). and the others: (0.5) haven't quite got the
strategies so it's a bit
Keith: Yeah right yeah ( ) yeah Chul Soon is the sort of ( )=
Mmm
Keith: =(
Paul: Mmm. (1.0) Still (.). we'll see how (.).
Keith: It's a different problem that isn't it.
Paul: We've got- I've got e:m I've got two different problems
Keith: Yeah
Paul: Well I've got three different problems but of course (.). em (.)
it's two elements making three problems.
Keith: Yeah. It's interesting that isn't it.
Paul: Yeah.
Keith: (like that's sort of)
(1.0)
Paul: If you move- if we move two of the elements you- you
wouldn't really have (0.5) a problem.
Keith: But you wouldn't have a ( )
Paul: No I know I'm saying it could be- no if if they- if they were the
same (.). if they were the same level, that's only one problem.
Keith: Or if they if they were used to what goes in the classroom (.)
that's only one problem,
Keith: Yeah right.
Paul: And then so you've got the two people who know what's
going on and have got the strategies have got a problem
because they're if they're always (coming) up against (.)
Keith: Yeah
Keith: right. I see what you mean yes.

Paul: (10.0)

Eh I tell you I tell you (.) I tell you...

((Paul joins in the general conversation with his comment about duckboards and different conversations overlap, which makes transcription all but impossible. The topics covered include the following:

- Louise and Harry (?) discuss a student.
- Annette and Susan talk about Susan’s education and discover that Louise may have been one of her teachers.
- Paul mentions the ‘duckboards’ to Harry and a general conversation develops involving them and Keith. This eventually settles on a discussion of a particular student.
- Annette and Susan point out to Louise that she taught Susan in the past. (Lots of laughter in this conversation.)
- Louise and Keith discuss his forthcoming lesson. This (not transcribed) overlaps with the following conversation.
- Annette opens a conversation with Harry about the listening centre.

((All this takes up 1m 25s.))

Annette: Em (.) Harry, you know the listening centre, ( ) there are a couple of (things) that (.) e::r (.) ‘Listen to This’ ( ).

0331

was e::r ( ) e::m

0332

( .) and there’s another one missing in the ( .) lower intermediate as well. E: m ( .) have a look to

0334

see if I can find it anywhere else and I can’t,

0335

) but ( .) starting them off with the elementary stuff. I think that’s ( .)

0337

That’s ( .) I think the: lower intermediate listening

0338

(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 masked by Louise and Keith’s voices.))

0347

Annette: There’s em ( .) there’s a folder that’s got ‘Listen to This’ on the front but there’s nothing inside it. (0.5) Er
((The conversation lapses for a few seconds at this point and is
picked up again briefly before closing. The discussion
between Louise and Keith obscures much of what follows.))

Susan: Harry, (0.5) can you not go on a holiday next week. Please.
Paul: Hhhheheheheh heheheh
Harry: Anne’ll be back.
Paul: Why what’s the problem?
Susan: I don’t think it’s ( Harry ) might get- might get
a comfort blanket or whatever.

[ Heh heheheh!

Susan: ((In exaggerated baby’s voice)) ‘Ste::ve, (0.5) what do I do?:’
Paul: Well surely that’s the ( ) isn’t it? Em, °Hhhheheheheh°
Susan: Oh yea::h! Heheh
Paul: (2.5)

Paul: ·hhhh Oh HeAHAHAHAH! (.) -hhh (.) whoops.

(3.5)

Harry: Are you: aware of this other (.) Polish woman.
Annette: Yes: (.) a woman. What’s her name? Marie. Was that
Paul: No not the- no not the bloke.

[ the- the one you were looking at. No. (0.5) Oh right.
Paul: ( again then.)
(0.5)

Harry: Sounds like it. Yes. Especially in view of what you’ve just
said about the course ( ).
Annette: So he’s gone into (.) Louise’s group.
Paul: I’ve got the detritus.=
Annette: =(On that) em (.) grading test as well,
Paul: But Ke- it was better than Katie’s.
Annette: Mmm
Paul: Katie’s ( ).

Harry: Yes. ( ) emerge as a pattern actually.
Paul: °(Yes. (0.5) It is.)° (0.5) (Orally we- weak (.) weak on the
It’s certainly the case with ( ).
Annette: It’s:::: er (.) yes it’s unusual for students we’ve had in the pa:st,
the >assessment has been< the other way round.
(3.0)

Paul: E- I can’t- I mean unless- unless there’s any: if any ( )
Europeans come ( ). The rest are really crap. °( It just means they’re
twiddling their thumbs. ( catch on.)
(3.0)

Annette: E::m (0.5) so what about this Polish woman then?
Harry: Right e:m B-

[ When’s she coming?

Harry: Bloke phoned up yesterday,
Annette: Yeah.

(His conversation continues for a further 2m 2s, until Harry is called to a phone call by Helen, but almost all of it is drowned out by the conversation between Louise and Keith. The following is an extract from the conversation between Annette and Harry.)

Harry: ‘So I looked at it again and I thought why- why not. >(< Because I’m not convinced that em ( ) though it might be ready next week but I don’t think it will be actually.

Annette: No.

Harry: Especially from what ((name)) said.

Annette: Yeah.

Harry: And partly it was politics I didn’t want to prolong this:: (.) set up

Annette: Mmm=

Harry: =any longer than I needed to.=

Annette: =Mmm yeah.

Harry: But (.) if: if another person came into the class (0.5) (I might just ) (0.5) E:em (.) and that will help, ...

((Shortly after Harry leaves, Paul and Annette begin to talk about another student, while the conversation between Louise and Keith continues.))

Annette: >Do you remember< (.) what was that nice: em Swiss: girl who was here for a long time last month. She had some awful groups who: of students to be with. ( )

Paul: [Antoine- Antoinette.

(0.5)

Annette: I felt so sorry for her.

Paul: ( ) she was never in a decent group.

Annette: No.

Paul: ·hhhhhh She was with Mark the term before. Mark and somebody like him.

Annette: Yes.

Paul: Although I mean I think sh- she got to be quite fond of Mark. (0.5) In a funny sort of a way.

Harry: Sort of way.

Annette: Yeah.

Paul: She was extremely straightforward that’s the thing about=
Annette: But I I liked=

Paul: =her.

Annette: =Mark anyway, ( ) very annoying and ( .) had some horrible mannerisms but ( .) basically I felt he was a nice=

Harry: Gauche

Annette: =person and er

Paul: °( )º

Harry: °Yeah.º

Annette: Yes I was quite sad when he left ( .) year. (With the two women).

Harry: It's a bit odd that we never heard from them again actually.

Annette: Yes. Yes.

Harry: (Quite a ).

Paul: Thing about Antoinette was you knew exactly where you stood with her.

Harry: Yeah because she was ( ).

Paul: Well actually she wasn't particularly rude but she always expressed clearly ( .) what was going on. Because ( really off the cuff )

Annette: She was- I remember she was the one who said to Jenny ( ) and I'm sure ( ) the interviews ( ) the job. And Jenny mentioned something ( ) Sean, you know. What ( do you ) think he'd be like, ( ) a student.

Paul: °( )º

Annette: °Yeah.º

Paul: You're not thinking of Francis are you?

Annette: No I'm not thinking of Francis I was thinking of Francis for er e:e:m (1.0) for the yes: because of the: er

Paul: Because she's a- quite a different character.

Annette: She is yeah.

((Louise starts a conversation with Harry about a needs analysis. Steve's contribution is inaudible, and after 7 seconds Paul opens up a conversation with Susan.))

Paul: Alright?

Susan: Mm. (1.5) ( I don't know what I did ).

Paul: What about this:: ( .) have you heard any more about this Polish:: ( .) job are you

(0.5)

Susan: Em- ( .) well (0.5) oh that one.

Paul: Mm. Well I don't know
Susan: (     )
Paul: (Whatever  )
Susan: Hhhhee::hh!
Paul: >I mean< they could have just written you a nice letter and
broken it gently.
Susan: Hhhhehehehe heh
Paul: [HEH heheh. 'Hello! (It's- a- em) I'm ringing
about the job (I was )'
Susan: Hheeee heheh!
Paul: [Hahah>hahahah<ha::h
(0.5)
Annette: Em: ( ) Susan, ( ) the beginning of this next lesson
( ) you and Khaled ( ) for fifteen minutes.
Because I'll tell you why I'm asking that ( ) because I'm
going to take my two into the listening centre, and show them
exactly how it works, and
Susan: Well I'll come with you then=.
Annette: =And the sort of materials show them ( ) how to use it, ( ) yes
if you want to ( ) watch, ( ) because ( ) it might be=
[         ]
Susan: Yeah sure. That'll be good.
Annette: =quite useful for Khaled as well=.
Susan: =Yeah.
Annette: ( ) after school
Susan: Well- it might be a useful thing to do in his ( )=
[         ]
Annette: Of course, yes.
Susan: =because yesterday Harry ( really,)
Annette: Yes well
Susan: (0.5)
Annette: >I said< 'Well did you listen to the tape?' ((Imitating Khaled's
accent) 'Oh no I no listen to tape.'
Annette: Oh right=.
Susan: ='Okay, what did you do?' 'I read something.' (0.5) 'Yeah.
Alright.' HHHH!
Annette: ( )
Susan: ( Heheheh
Annette: ( )
Susan: He usually just takes a quick look at the words and ( )
Annette: [Mmm I
Susan: see.
Susan: Yeah. So I don't quite know what to do.
Annette: [Okay so that might be
Susan: quite a good idea then.
[  ]
0551  Susan: Yeah that'd be great.
0552  Annette: So if we go down to the listening centre (.) 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- yeah 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: Heheheheheh
0579  Keith: =Agai::::::n ((even flatter))
0580  Annette: ( ) get the tune right.
0581  Susan: Hhhheheheheh
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: HHHIhehehe 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 blimey! 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: Ehm 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: Ehm ( ) white please.
0016 [ ]
0017 Keith: Just ( )
0018 (11.0)
0019 Susan: Ehm ( ) 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: =Oh you can’t understand him very easily yeah. >o<
0033 There you go.<<
0034 Susan: And em- (0.5) you know it was alright today in the lesson=
0035 [ ]
0036 Keith: = ( . ) but em
0037 Susan: Oh please. Thank you.
0038 Paul: the Thai guy’s very jolly he laughed and he sort of- ( . ) he asked
0039 Susan: Khalid a question, and Khalid had a bit of a problem
0040 answering it, and then the Thai guy was laughing and saying
0041 ‘O::h it’s okay’ and patting him on the shoulder. ( ) he=
0042 [ ]
0043 Keith: Heheheheheh
0044 Susan: =was like (((frustrated))) MMMMMMMmmmmm. I was=
0045 [ ]
0046 Keith: Yeah.
0047 Susan: =thinking ‘Oh no::::.’ HEHEHeh
0048 Keith: Whoo yea::h
0049 [ ]
Susan: >I thought maybe I'd better split them up.<
Keith: So which colour (mug) do you get Paul, is it (.) grey or red I can't remember.
Paul: I prefer grey. *Grey for me.*
Keith: Is it black or white?
Paul: Er white=
Keith: =White. Except we've run out of milk I think.
(0.5)
Paul: O::h
Keith: Well this is the only milk I could find. (0.5) There.
(2.0)
Keith: I can give you orange juice.
Paul: No it's alright.
Keith: Is it okay with just a bit of milk?
Paul: Yeah.
(14.0)
Keith: There's not a lot.
(3.0)
Paul: Thank you.
Keith: Pleasure.
(7.0)
Keith: Right. Let's °°° Oh I'm sorry.
Susan: That's alright I ( ) good.
(29.0)
Paul: What a- are these out on (.) video yet these animated Sh- these animated Shakespeares presumably they must be.
Susan: Animated Shakespeare?!
Paul: Yeah the- the er (0.5) haven't you ever seen them?!
Susan: No:::
Paul: Eh cartoons or puppets, the half hour versions of er (.) quite a few of the plays, about twelve of the plays °I think°.
Susan: Really?
(4.0)
Susan: Shakespeare in half an hour. Mm really ( ).
(16.0)
((Jenny and Annette enter, finishing a conversation.))
Jenny: Yeah. Hi.
Susan: Hello.
Jenny: How did last night go? Was it good? Did they enjoy the film and?
Susan: Yeah they did. They all went round with smiles on their=
[ Yeah.
Susan: =faces.
Jenny: Really? Was it that good was it?
[ °( )°
Susan: HHAH!
Jenny: Heheheh
Susan: You know what I mean. (There was em- a bit em)
Jenny: And you obviously didn’t have any problems with locking up or

Susan: No. No. Nothing at all.


Annette: Yes my two said they enjoyed it -- very much, the film.

Susan: Yeah.

Annette: And in fact it was wonderful because I’ve been doing (.)

comparisons with them last week. And er Abdullah thought (.) last week’s one was better, and (.) Shafi thought this=

Jenny: O::h

Annette: =one (.) this week’s one was better, so we were able to bring in=

Jenny: Right.

Annette: =all our comparisons e- ‘It was more interesting.’ No the

other one was more frightening,’ or something.=

Susan: Oh!

Annette: =That was good.

Annette: So it was brilliant.

Susan: Yes. That guy ( ) Dominic? Or whatever it is.=

Jenny: =Yes.

Susan: He didn’t come.

Jenny: No. ( )=

Paul: =Dominic?

Jenny: Said he might. (.) Yeah. He’s in town again.

Paul: Oh Dominic the Ggrman.

Annette: (Dominic.)

Annette: Oh really?

Jenny: He was supposed to be coming on a business course but he
came in to explain that he can’t because he’s just changing
companies and his company won’t give him leave to do it and-
(.) e- maybe later but he’ll send his wife (.) for them.

Louise: Doesn’t it have

Jenny: To do a course. ( ) his girlfriends and his wife and=

Louise: to have been (.) a little bit-

Keith: =maybe

Jenny: =Well I’ve got this.

((Louise and Keith continue to discuss Keith’s forthcoming
lesson in the background, their conversation occasionally
blocking out the recording of other talk.))
Paul: M:is it really?

(0.5)

Annette: Well it's a shame isn't it because (he's  )

Jenny: "Yea::h"

(1.0)

Paul: When was he due? (1.0) Had he actually booked?

(0.5)

Jenny: Mm?

(0.5)

Paul: Had he booked (.) the course?

Jenny: Mmm

Paul: He had?

Jenny: Mmm

(2.0)

Jenny: So that's (  ) we seem to get ( .) cancellations and (even more) cancellations from (  ) sometimes (  ).

Paul: Uhh

Jenny: Right.

Annette: Yeah.

Jenny: "Right down." Wasn't that good to start with but it's getting worse.

(3.0)

Jenny: Oh yeah (I will).

(0.5)

Annette: Are all our ( .) are all our (  ) students the long term ones?

Jenny: No. (  ) short courses.

Annette: (I mean Shafi and ( (name)) are long term aren't they.)

(0.5)

Annette: Mmm. What about the-

Jenny: (  )

(Conversation between Jenny and Annette closes at this point.
Louise and Keith are still discussing the forthcoming class.)

Louise: Because they tend, they want to use the infinitive

Keith: Yeah.

Louise: because of their own language.

Keith: Yeah. Of course.

Louise: I don't know about Japanese but ( .) certainly ( .) the: Italian, speaker, will ( .) want to use the infinitive

Keith: Right.

Louise: And ( .) it's very strange for them to use a gerund.=


Louise: So-

Keith: =It's ( .) e:m

Keith: So this would be quite you know this (  ) about and=

Louise: I think that's excellent yes.

Keith: =then there's- the- there's prepositions which (  ) like that there, in the (  ) is that okay?
Louise: I don't know that book (.). series.
Keith: Yeah this is from er (.). 'First Certificate Master > Class<'. I=
Louise: O:::h
Keith: =d(id a copy for you anyway, (but) I'll use that. I'll do four=
Louise: =copies, so (.). I might use this when I teach and I'll give you
Keith: my copy.
Louise: That'd be lovely.
Keith: If that's okay.=
Louise: =Thanks very much useful to know these (tasks) (.). that
Keith: you're trying.
Louise: Yeah it- it (can ) useful because er (.). some (0.5)=
Keith: Yes.
Louise: =(( ) so (.). so
Keith: give more confidence and help I think.
Louise: Right. Yeah. Yeah. It didn't look to difficult to me. So
Keith: Uhuh
Keith: (With that in mind) it might >sort of< take a bit of getting into
Keith: that. We've
Louise: Mm=
Keith: =used them together,
Louise: Yes.
Keith: = it's the natural (.). That should be fairly easy.
Louise: Yes.
Keith: °( °)
Louise: °Uuhh° that's great.
Keith: Ah good.
Louise: Great.
Keith: Thanks.
Keith: (8.0)
Louise: Oh the other thing I was (.). five minutes late out so if you can
Keith: Yeah=
Louise: =Give them a little bit of extra time,
Keith: (0.5)
Jenny: Coffee everyone?
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 (.) bad
0262 [ Well not any more, I mean we’re not- (.) overlooking with Japanese any more.
0263 [ No?
0264 Annette: No:=
0265 Jenny: =°( )° It’s come the the point where I think we need a bit of a (.) drive to get some more in.
0266 Annette: Oh really?
0267 Jenny: Mmm
0268 Annette: Gosh that’s a real (.) change in the
0269 [ Mm
0270 Jenny: We don’t know what Junko’s doing yet?
0271 Paul: [ story.
0272 Annette: (0.5)
0273 Jenny: (Let’s see) (0.5) she’s having Summer One off, I think.
0274 Paul: Junko.
0275 [ ]
0276 Jenny: Yeah. Mm
0277 Annette: Yes.
0278 Jenny: °( )°
0279 [ And (.) she’s coming back for Summer Two to have one to one, (I’ve got her).
0280 Paul: >No no no no< no. Junko ((second name)).
0281 (0.5)
0282 Jenny: Oh the other Junko
0283 [ O:h
0284 Annette: Yeah.
0285 Jenny: °Okay.°
0286 (1.0)
0287 Paul: Because Junko ((second name)) has decided to do (.) First Certificate again. And she still hasn’t decided whether she’s going to stay on
0288 Jenny: Mm
Paul: Because she's due to leave, etc. due to leave at the end of=

Jenny: °(Yeah)°

Paul: °this term. This course

Annette:

Jenny: Uhuh

Annette: Where will she do First Certificate in Japan la-

Paul: She'll do it here, etc.

Jenny: Mmm

Annette: At our school?

Paul: No. At the college.

Jenny: O:(Oh)

Paul: °Yeah.°

Annette: But she may not do a course.

Paul: No but I mean she wasn't originally supposed to be doing a=

Jenny: No.

Paul: course anyway so I mean it's not as if we're losing=

Jenny: Mm

Paul: =somebody.

Annette: Mmm

Jenny: No:: we're not gaining (.) though.

Paul: °(I mean)°

Paul: No. We may gain though if she stays.

Annette: Keith, can you just pass me (the ) in front of that box.

Keith: Whoops sorry. Am I-

Annette: No you're not (.) sitting anywhere wrong, don't worry. Heh thank you. Heheh

Keith: Heheheh

Paul: I hadn't realised. I thought she was (.) summoning.

Annette: That's err (.) ( ) with it.

Susan: hhhhhh HEHeh!

Annette: Is it boiled?

Louise: °Yes °

Annette: (Means) it has- sorry Louise I've used that one for myself. I
Annette: forgot you. I didn’t realise you were done.

Susan: Now,

Louise: I needed a coffee to keep me awake

Susan: [does you think they copied each other or what?

Paul: Heheheh The afternoon to come

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

() () night or

Susan: °( )°

((While the following exchanges take place, Susan whispers odd comments relating to her earlier remark to Keith, who replies to them.))

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

Paul: How was it?


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

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

() Yes.

Annette: ( ) actually.

Paul: Heheheh

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

Annette: Oh right.

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

Newbury.

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

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

Yes.

Annette: Yes.

Paul: ‘Why don’t you do a task ‘Ordering a meal in a (.) in a (.) coffee shop.’

Annette: One in Newbury.

Louise: Mmm

Paul: Yeah. Take ’em out for ( a ).

Annette: Oh take them out for it

Louise: Yeah hehe=

Paul: =heh

Paul: =you can relax.

Louise: (0.5)
Louise: Yeah. Could be a long afternoon (I think).
Annette: Oh maybe ( ) a walk by the river. *Heh* Spotting er ( )
things in the countryside. *Yehes.*
[ Swans.
Jenny: (We) could perhaps ( the) tasks.
Louise: Ye:s.
Annette: (0.5)
Louise: The ( start a) letter ( ).
(2.0)
Paul: Or hide and seek.
Louise: Hide and seek, yes. That’s a good one.
Paul: Or hide somewhere and get your head down and then
( )=
Louise: =Hhheheheh
(4.0)
Paul: ( It’s all the way we we ( time). It’s a
Louise: Heheheheh
Paul: Like me last week.
(5.0)
Paul: I was reading the other day the ( ) of this.
Louise: Oh Jenny’s (:::) card has come.
[ Jenny’s card has come. Yeah.
Paul: (1.0)
Paul: It’s the one she says she wasn’t really having a good time.
(0.5)
Louise: Yes. That’s right.
(33.0)
((Annette and Louise read the card, occasionally muttering
words from it under their breath.))
Annette: Good heavens! It really is a
(4.0)
Paul: I think these people are on acid you know.
Annette: Hehe hehe
[ Heh heh
(6.0)
Annette: This is em:
Paul: °( )°
Annette: Jenny’s postcard, and em ( ) she said she’d ( ) written on
purpose a very negative postcard, but she never thought when
she handed it in at the hotel reception,
Paul: that they’d=
Annette: =that they would read it, and she suddenly realised ( ) what
they were doing and she said ( ) ‘It’s a joke!’ ‘It’s a joke.’
Paul: Hhhhheheh heheh heheh
Paul: That’s a pretty good logo that. Have you read it? ((Referring
to words decorating a T-shirt.))
Annette: Yes we:::ll a-
Paul: Heheh
(3.0)
Paul: (Reads words.) "(Wholly bound) by a kitchen door' or at
least it's"
Paul: Yes I know. What is that meant to mean?
Paul: As I say they're on acid. I reckon they're all on acid (these.)
Annette: That is totally and utterly meaningless isn't it?
Paul: [bought him a T shirt ( ).
Paul: Read it out to Susan.
Susan: What's that?
Paul: [This< this is a logo on the T ( )
Annette: On the T shirt that
Paul: Jenny saw (.) at the bottom
Paul: Yeah it's on the front.
Annette: [of the postcard there.=
Paul: =Yeah. On the written bit.
Susan: >What I read the postcard< ((makes rapid mumbling reading
sounds.))
(6.0)
Louise: "Would you like more coffee?"
(4.0)
Paul: No thanks.
Louise: Thank you.
(0.5)
Paul: 'Disguised,`
Louise: Yehehehes
(1.0)
Paul: 'Can we fly.'
Keith: I like those that- you know the front and the back jobs (.) that
you get.
Paul: Oh yeah
Keith: But they're mostly negative. You know
(1.0)
Annette: Where you've got to read both
(4.0)
Keith: That's it. Like you know the sort of thing >I was thinking of<
Life's just a bitch' dot dot dot and then y- they walk past you
and you look round see what the dots (say)
(1.0)
Annette: HEHEHyes=
Keith: 'And then you dig' you know=
Annette: Yeheheh heh
(1.0)
Keith: Heh that sort of thing. "Yeah." Some bits are quite
good.
0501 Susan: Strange that she didn’t buy it though. Hhhhhhhhhhehehehehhh
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
tailor ‘Drop your trousers here for best results.’
0507 Paul: Ah yeah.
0508 Keith: It’s:: (. ) a lovely one that=
0509 Annette: Hahahahahah hah oh lovely I must write that one down.
0510 Keith: *Yeah. Drop your trousers here for best results.*=
0511 Susan: =Tell you what I found once ( ) a kids’ book of quotations=
0512 [ 
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 heheheheh
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: HHAHAHAHAHah!
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: Hehehehehe
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: Hehahhehe *hehah*
0539 Paul: They said otherwise ( )
0540 [ 
0541 Keith: hhh hh hh hh hahahah=
0542 Annette: Can you just tell me that Thai tailor one, what was it?
0543 [ 
0544 Keith: It’s- it’s e:r ‘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.
Annette:  Oh is it ( ).  
Keith:  [ There's another one it's you know the alarming the maid one i- 'In case of fire please do your best to alarm]
Anniete:  Here's Luke  
Keith:  =the maid.'  
Susan:  Heheheh  
[  
Annette:  Hello Luke  
Paul:  Hi  
[  
Luke:  Hello=  
Jenny:  =This is Susan.=  
Susan:  =Hello  
Luke:  Hello how do you do. (Hi)  
Jenny:  We - Luke hasn't met Susan, (before I-) (.) Susan's in to help out a couple of very low level (.) Arabs (.) deal with life=  
[ o( ) yeah o( )  
Jenny:  (1.0)  
Jenny:  o'hheheheheheh o( )one  
Luke:  o( ) have some. o We were supposed to be teaching (.) English writing, and actually discovered they couldn't write in (.) Arabic and the first two lessons were=  
[ oOh dear o  
Luke:  =how to hold the pencil.  
((General laughter))  
Jenny:  Stick in the sand. Yeah  
[  
Jenny:  Yeah  
[  
Luke:  Heheh heh  
Jenny:  oOh God. o  
Luke:  Mm o( )  
(0.5)  
Jenny:  You know (.) Keith o( )  
Luke:  No ( )  
[  
Keith:  (We've not )  
Jenny:  Keith Richards?  
Anniete:  Yeah  
Jenny:  You've never met?  
Luke:  I don't think so no.  
Jenny:  That's extraordinary.  
Anniete:  oHeheheh o
Jenny: Because Keith's been attached to us
0603 Annette: "Heheh"
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: =Yes."
0609 Jenny: You know about that set up don't you? That- Keith's=
0610 [)
0611 Luke: =researching us as
0612 Jenny: Oh right.
0613 Luke: =researching us as
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 [)
0620 Keith: [)
0621 Luke: =And the- this is going to be a thesis (sort of thing)=
0623 Keith: =Yeah=
0624 Luke: =In the end it'll just be a pile of tapes actually because ( )=
0625 [)
0626 Luke: =That's all I'll get round to.
0627 [)
0628 Luke: =Ha::h heheheheheh yeah that's it.
0629 Keith: Yeah.
0630 (3.0)
0631 Jenny: Oh (. ) how a quality organisation operates.=
0632 Keith: =That's it. Yeah. That's the one.
0633 Jenny: (( ) said that louder than that.
0634 Annette: Yehe heh
0635 [)
0636 Louise: There's some strange ( ) ((referring to taste of coffee))
0637 Keith: And everybody laughed.
0638 Annette: Heheheheheheh
0639 [)
0640 Louise: OH: heheheheheheh
0641 Paul: Mm it's probably salami poisoning.
0642 Jenny: "O::h"=
0643 Louise: ( ) coffee.
0644 Keith: Heh heh heh hahahah
Luke: [Heh

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

[O::h Paul.

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

Louise: Yes. It is something nasty.

[O::h

Paul: Oh no it isn’t, It’s only ( )

[Would you like to )

Louise: [Let’s it first )

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

Keith: Oh the oil slick on top, yeah.

[Luke: [Oh the ( ) I think- (have you )?

Annette: Yes it’s er it’s my e.m salami.

Keith: Someone dropped a piece of pork pie in a cup of tea I was drinking once and it had a very similar effect.

[It’s er

Annette: ( )

Susan: [)

Paul: You know when you were all feeling a bit queasy yesterday ( )=

Susan: Yeah. Yeah.

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

Jenny: =I would think it was yeah.=

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

Paul: hhhh hhh hhh

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

[Heh!

Jenny: I couldn- I looked into the fridge and I couldn’t see what was-

[No it’s () because it’s in there.

Jenny: [ ( pack) O::h

Annette: (It’s starting )

[There is some garlic smell

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

[and it was only when when em: () when Susan ( )

this garlic then I suddenly
Jenny: Yeah. I could smell garlic and I thought=

Annette: Mmm.

Jenny: = the garlic's up there, (.) so why is it smelling down there.

Luke: °( garlic °)

Jenny: To keep the- (.) keep the witch away yeah.

Luke: Keep the werewolf the werewolves=

Louise: Yes.

Luke: =away or something

Louise: That's right.

Annette: Okay folks that should be a bit better now.

Luke: Heheheh

Jenny: Hope so.

Louise: You've restrained it.

Annette: Sorry about that ye:.

Paul: It's alright. I didn't ( ) I didn't taste it I couldn't=

Paul: =taste it in the coffee.

Annette: Heheheh

(6.0)

Paul: Thought you were writing on that banana for a minute.

Annette: Mm (1.0) Yes this is what working with the bottom group does for you.

Susan: Heheheheh he:h

Paul: Yeah

(1.5)

Jenny: They worked well yesterday afternoon.

Susan: Did they?

Jenny: Yeah. And they did another e- (.) whole extra page that I=

Paul: =wrote them on 'was' and 'were',

Jenny: I (heard) =

Paul: = Katsuko is going off to ( )

Susan: Yeah

Jenny: and I had to give them a little diary entry.

Susan: Uhuh

Paul: But only for four days.

Jenny: For three days (.) saying (.) what they=

Paul: ((Conversation with Annette (?)) continues in the background but is
0751 Jenny: 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 Sue: 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 [ Uhuh.
0761 Jenny: They probably set on together. Did it together. After they'd
0762 finished with me.
0763 (1.0)
0764 Susan: So: (.) I suppose I can't be too hard on them.
0765 Annette: (' ) Keith has recorded a lot of stuff
0766 on conversations so that he can er (.) analyse it all afterwards.
0767 [ Oh yeah I'm
0768 Keith: sorry yeah ( ).
0769 Luke: So if he loses his job he can (pull out )
0770 [ That's the one yeah I'm
0771 Keith: making a ( ) tape you know
0772 [ Hehehe
0773 Luke: Hehe
0774 Luke: Hehe
0775 Annette: Hehe heh
0776 [ Hehe
0777 Luke: Hehe
0778 Keith: (Like a ) you know.
0779 Luke: Mmm
0780 Keith: Yeah. That's the one.
0781 (2.0)
0782 Annette: Yes we're going to have to make you sign something in your
0783 will to say that you will destroy all these (.) cassettes.
0784 [ That's it yeah. Take it with
0785 Keith: me. It can be buried with me ( )
0786 [ Bury it with you.
0787 Annette: Yeah
0788 Keith: Hehehe
0789 Jenny: No I'm not sure that's safe enough because they could (.)
0790 exhum you.
0791 (0.5)
0792 Keith: Yeah that's true. The tapes wouldn't be ( )
0793 [ Yes. No I think they have to be
0794 Annette: ( ) destroyed.
Keith: [Yeah.
Annette: E:mm
Keith: Blan-wiped off.
Annette: Immediately: there is an account of report of his=
[Oh no. Destroyed. [HHhhhhh
Paul: [Yeah (]
Keith: =death. But it (may have )
Annette: [Yeah (]
Keith: Heh heh
Susan: Heh
Keith: Heh
Jenny: They may have made copies.
Keith: Heh yeah hah °( )° Put 'em in a vault. °You know.°
Jenny: (You'll have) to bring your will in.
Annette: Heheheh heh
[HHhhheh
Keith: (1.0)
Jenny: Where's the milk gone?
Paul: E:mm (have you got none left? Oh yes Keith, you said there's none
Annette: Yeah (but)
Keith: [Well I cou-]=
Paul: =We've run out=
Jenny: =Oh:( ) we've run out did we.
Louise: I ( ) this morning.
Susan: [ ]
Susan: When I came in em em ( ) there's was nearly (half a) bottle=
Paul: [ ]
Susan: =of milk. (0.5) There was no way that was used this morning.
Paul: (1.0)
Annette: (Put it )
Paul: [You've put it somewhere else.
Annette: I've put it somewhere.
Paul: hhh You must have put it somewhere else.
Annette: I must have done because ( ) there are only: three people with:
Paul: ( ) for ten minutes
Jenny: [Yeah I mean the- there was only a little=}
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
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 °hhhh
0880 Louise: ( ) Is it alright if I take Giuseppe in our staff room
0881 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 one: (.) 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 offers her coffee. He checks Paul's and Harry's preferences. Louise enters and Keith addresses her.

0005 Keith: Hi Louise. I've got something.
0006 Louise: =Have you?
0007 Keith: Yeah. Em 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: =And this is (for) these two and I changed the other
0021 [ 
0022 Louise: =I quite like that
0023 Keith: 'First Certificate Master Class' I mean would you- I mean=
0025 Keith: Yeah it's useful
0026 Louise: =some of the things are ( )
0027 ((At this point Annette and Paul begin a conversation about a students and the two conversations go on at the same time, making transcription difficult. Louise and Keith continue to discuss his materials and plans for the coming lesson. What follows is the conversation between Annette and Paul.))
0028 [ 
0029 [ 
0030 [ 
0031 [ 
0032 [ 
0033 [ 
0034 Paul: Em I told (the class) because I didn't actually hear him coming in or anything=
0035 in or anything=
0036 Annette: =No.
0037 Paul: I don't know em 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: Em (0.5) it- that was quite a nice thing to do because it gave him a chance to: >sort of< flex his muscles=
0042 [ 
0043 Annette: =Yes.
0044 (2.0)
0045 Paul: he was fine. (1.0) Em ( .) it was good practice for 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.
Annette: "Mm"
(13.0)
Annette: I was (that about that) because yesterday, I think he
was correcting some sentences, and the only mistake was that
the ( ) from the lot. ( ) he must have ( )
and worked it out.
Paul: Mm
Annette: Because em
(1.0)
Paul: I mean (. ) what we could do is: em (. ) maybe do this again.
E:m (2.5) before Monday (0.5) because (. ) I could follow that up
with everybody
Annette: Uhuh
Paul: sort of (0.5) I mean I could do 'not a lot of ( )'
Annette: Uhuh
Paul: Ideal for ( )
Annette: Uhuh
(0.5)
Paul: E:m (. ) (think about it.) You don't really need to- you
don't mind (giving answers to it.) It's fine.
(0.5)
Annette: Yeah.
(0.5)
Annette: ( ) see how (. ) Abdullah (0.5) em (. ) (compares). He
( ) but (. ) he's a good communicator. E::r=
Paul: =Well I mean (in the sense the whole)
Annette: Yes. Yeah. (1.0) E::m (. ) it's just whether Abdullah will be:
(0.5) em er rigid with fear within the group, or will he actually
( ) carry on to=
Paul: =Does he go rigid with fear?
((The conversation between Keith and Louise ends at this
point.))
Annette: Well he hasn't done yet, but he's never been in that situation
where he's suddenly been in a (.)
Paul: Mmm
Annette: a big group because he started off one to one, and then he's
only been one to two. (0.5) E:m (. ) that's (. ) his only
experience at the moment of learning English.

Susan: >He's a bit of- < (. ) what you
mean Abdullah?
Annette: Mmm
Susan: He's done a bit with em (. ) ( ) and Harry. In a group=
Annette: =Yes::=
Susan: =>but that was only w-< that was only with Harry and with=
Susan: =two others >wasn't it.<
Paul: =he couldn’t cope with that could he?
Susan: No, "he couldn’t." (1.5)
Annette: No but he is better than that now. But e:r  
[ Yeah and also I mean
Paul: skills is often a more difficult thing.
Annette: Mmmm=
P all: =You can often show up (.) em differences in skills lessons.  
Louise: Depends what you do of course.=
Annette: Yes: (.) he has come in now.
Louise: Right
Annette: Em (.) he’s not on peak form
Louise: Isn’t he?
Annette: No, he’s: em (.) I think he’s still suffering a bit from: (.)  
>obviously< not having had any sleep.
Paul: I mean do- (.) does he not want  
Louise: to go home. I mean
Annette: Well no, >because he’s just< (.) come in,=
P all: =Oh (.) and here especially  
[ ]
Annette: and he’s got a taxi (.) to come in, (0.5) well no when
Paul: Helen phoned up=
P all: ="Yeah."  
Annette: he answered the phone
Paul: Mm
Annette: and (.) Helen said ‘How are you?’ and he said ‘I’m much  
better,’ and (Helen) said ‘Are you coming to school today,’ and
Paul: ‘Yes: soon’ (.) and then he just turned up in a taxi.  
(0.5) "And it’s a"  
[ ]
Paul: And how do you feel about taking them as a group, are you
Annette: Yeah, I
Paul: trepidation?
Annette: E::m: (.) heheh (.) no th- I think e::r (.) I think we could try
them as a group.
Paul: Because >what we want< we could be experimenting and
seeing how they would work as a (unit) with Chun Soon.
[ ]
Annette: Yeah, for the next course.
Paul: =I don’t think there would be any problem there.
Annette: No. No I don’t.
Paul: "Yeah?"
Annette: Em (.) because Abdullah and Shafi are making (.) very good  
progress, it’s just whether Shafi’s ( ) Abdullah has
Annette: made enough (.) to (.) e:ms::
Paul: The fact that they’re communicators helps a great deal.=
Annette: =Yes it does.
Paul: I mean
Annette: And that they’re quick
Paul: That’s the trouble with with with Cristal
because Cristal ( ) a great deal and she just can’t communicate=
Annette: =No. No.
Paul: And it- that’s virtually useless in a class.
Annette: And it sounds as if she’s not (.) that (.) quick either.=
Paul: Is that-
Paul: =Is that on? ((Referring to tape recorder.))
(0.5)
Paul: Oh God!
Annette: Hehehehehehe
Keith: >Yes it is.< Sorry.
Paul: Heh. It’s all right.
Annette: Heh! Heheh
Keith: Hahah=
Paul: =Just thought I’d better watch my p’s and q’s.
Keith: Oh right!
Annette: I mean the the fact that they’re both er
Keith: Oh well heh heh
Annette: Heheheh
Paul: Heh
Keith: ·hhhh the p’s and q’s I mean
Paul: oYeah o
Annette: They’re they’re both very sharp.=
Paul: =Mmm=
Annette: =An::d (.) that will make a difference. (0.5) And it’s just a
shame that Abdullah’s not in (.) peak form today I don’t think
he is at all. But e:m (.) yeah let’s give it a try
Paul: Alright. And if he’s er (.) no (.) good then I’ll t- you= 
[ and see
Paul: =(send ) up to me and
Annette: Uhuh
Paul: and maybe I could do that with him or something.
Annette: Right. Yeah.
Paul: Okay?
Annette: Yeah. °Fine.°
(1.0)
Paul: That means you haven’t had a break.
(1.0)
Annette: I have had a break I just have.
Did you teach him?

I taught him up to the break.

Yeah.

but I-I had the first half of the lesson free because you were taking them. So

Oh when did he come in?

Em about just after ten

Oh I see

(4.0)

Ohhh

(8.0)

Hohhh Helen is speculating that they've gone bust at

Yes. Yes eh it sounds because it sounds as if we may have this group from Italy er have to talk to Jenny=

Three=

=about it. Well no it was it sounds as if they'd be fairly=

year olds.

=similar to the Argentinians.

(0.5)

Four year olds

E:

Hehehehe

Keith: Heheh

behaving like five year olds.

=Heh

Yeah

Em but only in the group you know which is and if we don't integrate them you see but the one=

huh

=of the things with the Argentinians is we tried very hard=

Huh

to integrate them into classes didn't we.

Well but we couldn't really in the end.

No but we may not even try this time which will=

Yeah. Oh yeah and I=

=will mean that they're a closed group=

=think

=I mean we tried to because

Which makes them easier to teach.

Oh yeah, I think we tried to because we felt we had to but=
Annette: =Yeah.
Paul: Y- I mean (0.5) in essence it was (.) basically the Argentineans

[ There were just too many of them.

Paul: Yeah!
Annette: E::r
Paul: (It was) Argentineans and one Junko ((second name)) in one class "it was."
Annette: °Ye::s.°
Paul: And the other classes were entirely Argentineans I think.
Annette: E::r=
Paul: =There was one mixed. (0.5) There was one (.) complete,=
Annette: =There wasn’t one (.) complete Argentinean was there.=
Paul: =I’m sure there was one complete Argentinean group.

] I don’t think there was.

Paul: Because I taught them (.) for one week.
Annette: Oh!
Paul: (0.5)
Annette: Mmm
Paul: There was one with Junko ((second name)) in,
Annette: Mmm
Paul: And e-r (1.0) and then the- w- were t- (.) two other groups (.) down the school,
Annette: Uhuh
Paul: It was just the idea=
Annette: =And I had to do a bit of swapping round, remember
Paul: Yeah. After the first week=
Annette: =Mm=
Paul: =and that- (0.5) ( people went up to)
Annette: Mmm
Paul: =Just the exhaustion of em
Annette: Yes
Paul: Having to er (.) behave like a schoolteacher
Annette: heheh
Paul: (1.0)
Annette: What with a bunch of-
Paul: ( )
Paul: Yeah. I mean it’s ( ) It’s not necessarily
[ ]
Annette: He’s just much younger than our
Annette: norm.
Paul: immaturity, it’s just that it’s the: the culture of the classroom.
Annette: Mm
Paul: You know (.) the (.) the: er (.) the idea is to do something as quickly as possible.
Annette: Yes you want to be the first to finish,
Paul: So you say 'Okay discuss the:: relevance of (. ) global global=
[ 
0303  Annette: and er
0304  Paul: =warming to er (. ) the (. ) agrarian economies of the future.’
0305  >and they sort of go< (. ) ‘Yeah< finished!’
0306  Annette: Ye hehehehe
0307  [ 
0308  Susan: Hehehehe
0309  Paul: Heh
0310  Annette: Hehe
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: Hehehehe
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: ‘Hehehe Or I just want to show the teacher that I’ve got it.’
0332  [ "Well"
0333  Paul: >And I mean and i- it’s< a perfectly natural thing that they=
0334  [ 
0335  Annette: ‘It’s right.’
0336  Paul: =do that it’s (. ) it just shows the (. ) the mentality of the
0337  classroom.
0338  Susan: Yeah.
0339  [ 
0340  Paul: Quite disturbing really, isn’t it? You know. (. ) In a sense.
0341  [ Mmm
0342  Annette: (3.0)
0343  Annette: Yes well it was almost at the stage where they used to
0344  [ 
0345  Paul: (Impractical.)
0346  [ 
0347  Annette: (0.5) their hand up when they finished. Hehehehe=
0348  [ 
0349  Paul: (But) (. ) it’s a shame
Paul: =that people feel it's all about doing things as quickly as=
[ Mm
0353 Annette: =possible before each other not cooperating particularly.
[ Yeah
0354 Paul: Not exploiting things fully.
[ there has to be only
0355 Annette: one right answer.=
0356 Paul: =Yeah.
0357 Annette: There can’t be any shades of () opinion.
0358 (1.5)
0359 Paul: Yes (and they) say 'Can I write this.'
0360 Annette: Yes!
0361 [ T-! 'Is this right.'
0362 [ Heh. Heheh
0363 Paul: All the time.
0364 -hhhh () but nice people.
0365 Annette: M mm!
0366 [ Very nice people. Very bright people too and=
0367 [ Yeah.
0368 Annette: =And () as they were here () a- after they’d been here for a
0369 certain
0370 Paul: °Yeah°
0371 Annette: time, er some of them got more into the idea a the=
0372 Paul: =Mm=
0373 Annette: =they realised the benefit of
0374 Paul: Yeah.
0375 Annette: discussing things and
0376 Paul: >Well I mean that< I () >sort of< I only had them for the-
0377 really for the week. Week and a day because of the () this=
0378 [ Mmm
0379 Paul: =(tape) thing before the jury service. ((Paul recently did jury
0380 service.))
0381 Annette: How long were they there for?
0382 [ Four weeks.
0383 Paul: Four weeks.
0384 Susan: April.
0385 Annette: Four was it. Yes. Four weeks.
0400
Paul: Yeah it was four weeks.
Susan: And you reckon you're getting a bunch of Italians ( ) \*( )
Annette: Well maybe=
Paul: Dunno=
Annette: If er (0.5) it sounds as if they've been let down over there, so
er (.) we've been asked if we'll think about having them. (0.5)
We'll have to wait until Annette comes back to (0.5) do the
costing and (.)
Paul: Keith you look as if you're sketching.
Keith: Yeah I'm just doing the ( ) thing because I wanted you
know the- sorry the 'must' and 'have to' and (the whatnots).
Paul: Oh
Keith: And the way that this does it, em I don't want to go too far
away from it by doing my own sort of thing ( ) so I'm=

[    ]
Paul: Yeah
Keith: =trying to come up with a diagram (.) that is going to do it
better than that does it, but (0.5) isn't too far away if you see
what I mean.=
Annette: =No you just looked as if you were (.) sketching
[    ]
Paul: Yeah
Keith: Oh no
no no. ( ) your bit. To go on the tape. You know.=
[    ]
Annette: Yeah
Keith: =It's just the expression on Paul's face.
Annette: Heheheh
Paul: ( )
(1.0)
Keith: Yeah the 'necessary' 'not necessary'. It's this that-
Annette: Mmm
Keith: Maybe if I'd held the pencil like that.
Annette: Yes yeah. Yehees.
Paul: I did a quick one on the board the other day which worked
better than the ones I've u- I've spent hours doing *because I*
you never get 'em right *you just think*=
Keith: =Yeah yeah that's it. Yeah.
[    ]
Annette: Mmm
Paul: (3.0)
And I thou- *you know* there's only four lines (.) *()
Paul: (2.0)
And basically because how I'd talked about it, *because I'd=
Keith: Yeah. (I know)
Paul: =talked about it one way, and then I presented it when I
talked to them. So they already understood what it was=
Keith: Right.
Paul: =was (they it to be. They already understood what-
what the notes represented.
Keith: Yeah °( °° yeah
Paul: [ So the notes were not necessarily explanatory.
(1.5)
Keith: Yeah what I was worried about was- with this was that I c- I
suddenly realised that (. ) because of the way that (. ) because of
the way they’d done it, if I followed this way it wouldn’t be
the way that I would do it (. ) and I’d end up with something
that didn’t (0.5) >at least I’d got something that< if I do it now,
() do this then I’ll be okay. I think.
((In the middle of the above turn, Annette begins a
conversation with Susan which runs alongside that between
Paul and Keith. No transcription attempted for the duration of
these contemporaneous exchanges. Time: 1m 19s.)
(3.0)
Annette: (Well) James is doing some of the trips.
Paul: Yes: (. ) I’m writing him a map.
(1.0)
Annette: Oooh! (0.5) I’ve just noticed Friday, a staff meeting for
materials. That’s- that’s ( ).
(1.0)
Annette: You- you had something didn’t you that you were- Oh that!
(1.0)
Paul: Right, was it- no that was something the other day (. ) that em I
said (. ) ‘Why don’t you use that for your pooled materials?’=
(0.5) Oh God I can’t remember what it was now.
Paul: No I can’t either.=
Paul: =No it was the options: er questionnaire. Oh yeah I’ve got
millions.
(2.0)
Annette: Mmm
Paul: Options questionnaire on how- (. ) ‘How tolerant are you’
(3.0)
Paul: Jenny’s not going to be here this year.
(3.0)
Annette: No
Paul: ((Exaggerated tones)) Oh that’s all right then.
Annette: Hehehehe
Keith: Heh
Paul: We can pretend
Annette: Yes:
Paul: Heheheheheh=
Annette: =Pretend we've done it.
Susan: Kheheheh
(1.5)
Susan: Heheheh
(1.0)
Susan: Can I ask you (.) about (.) you know that lesson you did. That I observed you teaching after lunch ( )
Annette: [ Yes:
Susan: Can I ask you about that. You know (.) because I want= [ On the story.
Susan: =that's coming up soon and I want to (.) (I'd like to )
Annette: [ I'll have to try it again, with a=
Susan: =Yes. Because it worked really well and I was wondering if=
Annette: [ Yeah
Susan: =it would work with- (.) with ( what I should do °I= [ Mmm Yes
Annette: [ can't see why not. Must talk to you about that.°
Susan: =Yes
Annette: Yes
Susan: Catch you at lunchtime?
Annette: Yes certainly. And the other thing is (.) em (.) get out the: (.) notes you wrote in your observation, because I think (.) we did each stage I think I described (0.5) what we did first what we did next what we did (.) so it would (.) em tell you the method (.) used. For teaching it. Er (.) do you know where those are?
(0.5)
Susan: They're in one of these folders.
Annette: It's the one called (.) 'Systems'. I think.
Susan: [ [ It could be on the
Paul: Yes I >( look at)< these because I've ( ) written=
Paul: [ No I
Annette: =up and I haven't put it in yet.
Paul: ((Sound of files being taken down, opened, flicked through. Muttered comments. Susan checks the time. Paul announces 'I'm going to have to rub this out Jenny, so I can put in both.' Jenny says 'Yes.' Time: 1m 33s.))
Annette: Will your two: (.) will they ne- will I need to explain: (0.5) that (name's) joining the class as well?
0551  Paul: (3.0)
0552  Annette: EM (0.5) suppose so.
0553  Paul: 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: =change today.
0558  0559  Annette: =lesson.
0560  0561  Annette: Yes.
0562  ((More turning of pages and muttering. 10 secs.))
0563  Annette: >In fact- em if 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 thgre. °Hehehe°
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  [ 0577  Annette: Yes
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 ystergday,
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  [ 0597  Keith: prioritise (.) er the staff meeting I got to
0598  transcribing the staff meeting with that coming up actually.=
0599  [ 0600  Annette: Uhuh. Right.
Keith: =You were talking about cassette recorders in the- in the classroom.
Annette: Yes and everybody's put it as number one in fact.
[Yeah.
Keith: Students in all classrooms.
Keith: Heheh heheheh
Annette: Heheh
(6.0)
Keith: Right. So it's: number two.
Louise: Room two. Yes.
Keith: Right. Stop this at this point.
((Tape ends.))
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)
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: Exciting. (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?
Annette: Em: Harry (. ) there’s this em: (. ) ( ) for (. ) Thursday, 0054
Harry: Oh right 0055
Annette: ( ) E::m ( ) ( ) Do you want a one ( ) one. It’s er ( ) ‘Everyday English’. Which 0056
is very much a (. ) self-contained (. ) bit. (0.5) Er (it tells you 0057
what’s happening (. ) strange neighbours) listening to 0058
conversations. 0059
Harry: Right. 0060
Harry: (1.0) 0061
Jenny: something with it. That’s why. Either 0062
Harry: =that or I get Keiith to do something with it which (is er) 0063
Annette: Uhuh 0064
Harry: ( ) that can relate back to that. 0065
Annette: Mmm 0066
Harry: "( ) ask him ( )" 0067
Annette: Yeah. Okay. Because also (there are some) conversations (. ) that you can work up to the situation (. ) Then I 0068
was thinking of missing out this: 0069
Harry: ((At this point Louise begins to speak and the conversation 0070
between Annette and Harry drops to a whisper in the 0071
background.)) 0072
Louise: I’ve been doing an oral thing with them >actually this morning 0073
when< e::m a simulated phone call, 0074
Keith: Right. 0075
Louise: in which they had to do quite a lot of em (. ) up and I 0076
recorded it you see (. ) I haven’t actually played it back to them 0077
because I thought that might be too much (. ) today, to do that 0078
Keith: Right=- 0079
Louise: =playing back. But they did it very well actually I thought- I 0080
went and got some back up, get that materials to help them= 0081
Keith: Right. 0082
Louise: =if they- but they didn’t need it 0083
Keith: Oh that’s great. (0.5) That’s good (. ) yes. ( ) found out 0084
what it’s all about then.) 0085
Louise: "Yes" And the- they’d say at the (end ) ‘Oh I’m so 0086
pleased that er (. ) it was a good exercise but we’ve had to 0087
concentrate very hard because we knew we had to (. ) we’d 0088
make sure too’ 0089
Keith: Right. 0090
Louise: (that ) understood. And e::m (. ) you know he 0091
thought it was a worthwhile thing "(to make him)" 0092
Keith: "Great"
Louise:  good.

Keith:  Oh that’s good. So he feels he’s got the ( ). Yeah=

Louise:  [ So:  Mmm

Keith:  =because it’ll help him >something like that<=

Louise:  =Oh I think so. He says he has to (.) do a lot of things like that. >And they’ve actually got a follow-up exercise we’ll find whether they really have understood the information because

((The conversation between Annette and Harry stops at this point.))

Keith:  Right.

Louise:  when they write the letter (.) “it will”

Keith:  Heheh. That’s when it comes out, yeah.

Louise:  become clear whether they’ve got it.

((Keith then explains what he plans to do in the lesson.

Meanwhile, a conversation develops among Annette, Paul and Harry.))

Annette:  Yes. I always ( ) number two and number three, e:m

Harry:  Yeah.

Annette:  ( )

Harry:  Yes I often sort of ( )

Annette:  Yes. Yes. Yes. I always put ‘number three’ (.) er (.) they seem to know what I mean.

Annette:  (1.0)

Paul:  Might as well call it number two ( ).

Annette:  Hehehehehehe

Harry:  Number one is the one I always have trouble with.

Annette:  Heheyeahah

Harry:  Can’t (explain) one ( one with a ).

Annette:  Yes. Yeah. And this is what they call it the base form for: in the back. The ( base form.) I call it number one now.=

Harry:  =Yeah:=

Annette:  =Hehehehehe

(5.0)

Harry:  What’s the point of it? ( )

Annette:  Yeah.

(3.0)

Paul:  Once you ( in the ).

(1.0)

Harry:  Yeah well (they have to worry)

Annette:  Yes

((Jenny enters.))

Jenny:  Is the (.) school warm enough?

Susan:  No. I’m fine.=
Annette: No.
0152 Jenny: You’re fine?
0153 (3.0)
0154 Jenny: (I ) to turn the heating up yesterday. Is the school okay today?
0155 Annette: Yes I’ve er
0156 Paul: Could be very warm tomorrow, apparently.
0157 Susan: (Is) it?
0158 Paul: It’s going to be very warm tomorrow. (1.0) Not the school I mean, the weather.
0160 Annette: Hehehehehe
0161 Jenny: Right. >Because< I was thinking as I drove (up ‘I must turn it up’), and I forgot when I got here, but it’s actually (1.0).
0162 Annette: YES.
0163 (1.0)
0164 Annette: Oh so you didn’t turn it up yesterday, I see.
0165 Jenny: (1.5)
0166 Annette: =I think maybe ( )
0167 (1.0)
0168 Paul: Are you worried you need more clothes.
0169 Annette: E:::m () possibly yes. Because I’ve got a () ( ) dress. Yes I think I (had) a shirt on yesterday.
0170 Jenny: ( ) wear it on the same ( )
0171 Annette: ( ) shirt on.
0172 Keith: Oh Yeah, purple. ( )
0173 Paul: It’s alright yes. Well I knew he was coming in today so I ( )
0174 Annette: Are you warm enough
0175 ( )
0176 Keith: So that’s it yeah ( )
0177 Paul: Didn’t want to
0178 Annette: Hehehehe
0179 Keith: Wouldn’t have done would it? I’d have gone home and changed.
0180 (2.0)
0181 Paul: °Yeah.° ( )’s our fresh air fiend at the moment.
0182 (1.0)
0183 Jenny: REMOVED
0184 Annette: REMOVED
0185 Jenny: REMOVED
0186 REMOVED
0187 Keith: REMOVED
0188 Annette: REMOVED
Keith: REMOVED
Jenny: REMOVED
Keith: REMOVED
Jenny: REMOVED
Paul: REMOVED
Jenny: REMOVED
Keith: REMOVED
Paul: REMOVED
Paul: REMOVED
Jenny: REMOVED
Keith: REMOVED
Paul: REMOVED
Paul: REMOVED
Jenny: REMOVED
Paul: REMOVED
(17.0)
Paul: I( )° am I allowed to say 'tuna and sweetcorn'?
Jenny: Hehehehehehe ³he₂he³:he³
Harry: Say what?
Paul: 'Tuna and sweetcorn.'

Jenny: 'Tuna and sweetcorn.'
Harry: Oh right.
Keith: HAHAhah yes. (.) You can censor that one if you want.

Paul: dolphin friendly tuna for me please.
((General laughter.))
Paul: 'On a baguette.' (.) Aren't (.) the French (.) lovely people.
Keith: Hehehehe

Jenny: Hehehehehehehehehe
Paul: '(Fantastic.)' ·hh heh
Jenny: 'Heheheh°
Paul: ·hh hhhh ·hh
Keith: Nothing for me thanks, Helen. °I'll er° (0.5) I'll spare tuna and everything else that's going round.

Jenny: Hehehehe
Jenny: I presume that the chicken will be ( ).
Paul: Actually could not- (.)
Paul: could- sorry could- could you ask them if it: if the: is in brine (. ) or oil. Because if it's in brine I don't really want it.
Jenny: Yeah. It's awful isn't it.
Helen: So if it's in brine what am I going to do?
Paul: Say 'No thank you I'll have something else.'
Jenny: He won't have anything.

Helen: "Yeah but I don't know"

[Paul: Oh yeah, I'll just-

(0.5)

Harry: "Have the sweetcorn."

Paul: have the sweetcorn.

Jenny: Heh. Yes.

Paul: Prawn and spring onion! That's a strange

(0.5)

Keith: What corn?

Paul: Prawn=

Keith: Oh 'prawn and spring onion'.

Paul:

Keith: Prawn

Annette: Heheheheh

Paul: Prawns.

Keith: You ( ) with it.

Harry: Have you ever done a

Paul: A ( )

Harry: an analysis of

Paul: (There's a though)

Harry: topic area (.) on your transcripts. I'm sure food would=

Paul: ( )

Harry: =come out

Keith: Oh yeah. It's (a good one.)

Jenny: Food and drink.=

Annette: =Mmm

Keith: Food and drink yeah.=

Jenny: =Yeah.

Keith: Yes definitely.

Jenny: Very high.

Keith: And reminiscences of the old days, "you know".

Jenny: Yes:

Paul: They sell (.)

[Annette: ( )

Keith: Heheheheh

Paul: You get ciabatta as well!

Helen: I said that.

Paul: I didn't hear you. "I'm sorry."=

(And ordinary.)

Helen: =Yeah

Paul: Hheh hh

Annette: Heheheheh heh
Helen: "So you can have er..."

Keith: Some things of course you can’t catch on tape. You know it’s

huh

Annette: Hahahahah

Keith: Susan climbing up the ( 

[ Heheheh that’s right.

Annette: Do you want me to move Susan?

Annette: Heheheh

Keith: ( a sketch of strong your are, breaking=

[ It seems ( 

Annette: =bones=

Paul: =Actually you sound really happy. We’ve just got a sound=

[ ( 

Keith: =effects department. (0.5) ‘Oh here comes a horse.’

Paul: ((General laughter.))

(0.5) ‘Oh here comes a horse.’

Paul: I- I’ll try that ch- cajun chicken. It’s ( 

[ Oh if he’s trying the cajun chicken I won’t.

Keith: This is the new place then.

Jenny: Yeah!=

Paul: =What do you mean chyou won’t!

Keith: Oh right.

Susan: We’ll all get a mixture and share it.

Keith: Oh right.

Paul: “That sounds quite interesting.”=

Helen: =What’s that ( 

[ Actually I’ll tell you what I would have I’d have

the chicken tikka if they ( ) sweetcorn.

Helen: I’m ( ) totally confused now.

Paul: I’m chicken tikka.

[ But

Paul: Chicken tikka.=

Helen: =Tuna and sweetcorn,

Paul: Yeah ( )

[ but if it’s in brine then you’re having

[ Yeah that’s ( ).

Jenny: Mm

Helen: something else.

Paul: Yeah I don’t- I don’t like I don’t like I don’t like it if it’s a bit=

Okay (I=

Paul: =( ). I don’t want to insult it!
Helen: =can (do it).
Paul: ( at my age it’s a bit )
Jenny: I don’t think that’s an insult.
Paul: ( )
Keith: ( )
Jenny: It depends how you say it.
Paul: Ah well (.) I’ll leave it to Helen. ( in brine.)
Jenny: ( )
Jenny: Can I have cajun chicken in ciabatta.
Paul: We ought to in brine ° (I think )°
Susan: HehhhehehEH!
Paul: I (think it gets) sort of: (.) slightly=
Jenny: =Cajun chicken
Paul: I prefer the oily texture to
Jenny: °(Maybe it has a )°
Annette: And a ( )
Susan: Do you want me to write it down for you?
Paul: Mmm?
Harry: ( ) doesn’t like the oil so much.
Paul: I’ll just have it any way I’ll have the tuna.
Jenny: Oh no I think you should ask.
Paul: Oh no.
Jenny: I do I do
Paul: No hh
Jenny: I think (.) tuna in brine is really revolting and ( ) or
something particularly if you have yoghurt dressing (.) in a
baguette.
Harry: You can always drain it.
Keith: Bit dry though.
Jenny: And it’s so hard, because you still get that awful=
Paul: ( )
Jenny: =chlorine (taste).
Paul: And er (.) are they delivering or are ( )
Jenny: Mm?
Harry: Yeah
Paul: Are they delivering or is Muggins going.=
Jenny: =Yeah.
Paul: °Mr Muggins°
Jenny: What did Muggins want in his sandwich? hhhh
(3.0)
Annette: O:h
Jenny: A:::h
(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
tikka if it’s in brine.
0405 Helen: In a baguette.
0406 Harry: ( ) in the first place. ( )
(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 yess.
0415 Paul: About Pandora’s box.
0416 Jenny: Hehehehehe hehehehehe
0417 [ ]
0418 Paul: Hehehehehe
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: Hhhhehhhh 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: :hhhhh
0441 Keith: HAh yeahhehehehe
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
Keith: a baby carrot and two petits pois. (1.0) A:h (.). brilliant.
(6.0)

((Exchange between Susan and Harry (2.0) is masked by the
sound of activities at the sink, near the microphone.))

Jenny: Annette is not in tomorrow so Harry's doing her lessons. But
he's doing ( )

Susan: But I can't (watch) if there's no one to go with me.

Jenny: I could cover you.

Susan: Oh right.

Jenny: If Helen isn't in,

Harry: "Right."

Susan: ( )

(2.0)

Harry: "Yeah."

Susan: So what about (.). will that be the first lesson.

(2.0)

Harry: E:: :m. Y::::::: not necessarily.

Susan: No.

(0.5)

Susan: No because >I mean

[ ]

Jenny: ( ) It would be better if it wasn't

because then we'd know ( )

Susan: Yeah.

(5.0)

Harry: Yeah. (So no.)

[ ]

Jenny: So I'd be coming in ( ) and also you could tell me

what you were doing with your group so I could take over.

[ Yeah.

Susan:

Paul: But em:

Jenny: Did you get that observation sheet?

Susan: Mmm thank you. (0.5) That's something to keep isn't it?

Jenny: Yes it is.

Harry: Yeah. She's given me (.). two things.

(1.0)

Paul: 'Starting ( )'. Good God I haven't started (anything
yet). That's what frightens me you see, things I've never
actually started for a long time. How do you begin?=

Harry: =Yes you sort of revise them. ( ) ( ) (Actually

present it).=

Paul: =Yeah.

Jenny: It's awful.

Harry: Although (.). yeah the tricky thing is that (.). for one of them it

won't be the first time.

Jenny: =Shafi=
Paul: =Shafi's done it before, "but (anything completely new.)"
Susan: I (last night actually) and I thought 'Oh yeah we-
I've got this cracked. The easy bits. Hhh
Harry: Heheh
Susan: But then it gets more complicated. I was just covering the easy
bits ( ).
Keith: Yea::h. It's when you accidently slip in and it's the sort of
thing that's too complicated, but once it's in there they won't
let go and they
Susan: Yeah
Paul: I always do.
Keith: Always. Yeah that's what they focus on 'No:: forget that=

Harry: Heheh
Keith: =it was a mistake' you know
Harry: Heheheheh
(0.5)
Keith: Oh yeah.=
Jenny: And giving them the (pattern) is what slows them up as I say.
Paul: Once they've got the ( ) pattern grammatically (correct) they
start ( ) where they've been perfectly ( ) okay.
Keith: Yeah. Yeah. That that's ( ) revise it

(And then they
doubt it.)
Keith: Yeah.
Harry: ( ) how they're doing it but making them aware of it
Keith: Yeah.
Jenny: Yeah.
Paul: That's em: (0.5) oh Michael Swan's idea of ( ) quality (costing)
practice isn't it.
(3.0)
Paul: He talks about the quality of practice. It's a pretty good (point)
actually (as well).
(1.0)
Paul: What's wrong?
Helen: I'm going to need the money please. It's er ( ) delivery.
Paul: A delivery.
Helen: Yeah.
Paul: You're going to need the money. DON'T LOOK AT ME and
say you're going to need the money.

(What you ought to say is)< 'I'm up to date. I pay ( ).'
Paul: ( )
Keith: ( ) yeah. Thank you.
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 bread::d    yeah. Your finger goes all the way=
0569  [ Em (       ) if it’s in oil.
0570  Helen:  
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 hehe
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  Louise: (       ) writing (       ) practice and (       ) oral
0592  bit. And I just er had them doing simulated telephone
0593  conversations sitting back to back which (       ). And she
0594  works quite well. (       ) it. And they were both
0595  communicating very well.
0596  Paul: Mm
0597  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
Jenny: Louise did I- (.) sorry=

Paul: =sandbagging thing.

Jenny: Can I have a (.) talk to you about that (.)=

[ Yes

Louise: =Susie who wasn’t Italian who was Dutch who

Jenny: And it (altered )

Paul: And it (required)

Louise: ( ) yes.

Jenny: Did y- you didn’t you want ( )

[ Copying two tapes

Paul:

Jenny: Got a (.) fax from Italy

Paul: We got two (two)

[ this morning.

Paul: extra.

Jenny: But (.) in fact Susie had fallen ill

[ Yeah.

Paul:

Jenny: So (.) ( ) didn’t have to go anywhere

Paul: e::m It’s the- it’s the

Jenny: e::m ( )=

Paul: ( ) integrated skills ( ) which is=

Jenny: =( school.)

Paul: =which is (backed) on

Louise: "Really?"

Jenny: "And I wanted to avoid"

Paul: Em (.) ( ) desk. That’s the best

Jenny: But Susie was (allowed) to be coming after Easter,

[ ( ) one.

Louise: Mmm

Jenny: So; could we suggest a school for her.=

Paul: =(I’m missing them.)

Jenny: So I came up with ( ), ()

((At this point Keith responds to Paul and a conversation develops between them. Jenny and Louise continue with their conversation.))
Jenny: and (when it) eventually came, (.) (it was) pretty advanced.

Louise: °(Oh)°

Jenny: >I was thinking< this (one actually) might work. (If we had this) Susie, (and so after two weeks )

by then Giuseppe might be (.) ( ) we could actually make a viable group.

Jenny: [ ] 

Louise: He communicates ( )

Jenny: Funny gaps but he=

Louise: =Funny gaps yes. °( )°

Jenny: That might (.) work.=

Louise: =It might work.

Jenny: ( ) and I don’t want (.) ((name)) ( ) because=

Louise: [ ] Yes.

Jenny: =she’s supposed to be in a First Certificate kind of ()

Louise: Yes.

Jenny: ( ) lower down. (.) Not really up to that kind of class.

Louise: >It’s difficult isn’t it< I mean I can say to (.) er ( because I was trying to )

((Fault in microphone cuts off taping here. Last few minutes of break talk missing.)))
Susan: They can do it.

Keith: Hhh hheh

(1.5)

Keith: Oh () cheers

(2.0)

Keith: Would you like a cup of tea or coffee?

Susan: E: I'll just have some water I think °really.° Do you know which one mine was?

Keith: Yeah. Washed the mugs.

(4.5)

Keith: °Might as well get some ( )°

(13.0)

Keith: Paul has (milk) obviously in his.

Susan: Yeah.

Keith: Harry just has it as it comes.

Susan: Yeah.

Keith: No sugar, right=°

Susan: =He has a bit of water on it as well.

Keith: Sorry.

Susan: He has a bit of water on it as well.

Keith: Does he? Ah it's (cool) then.

[ He- he doesn't like the grains. Hhhheh

Susan: Bit () 'ot. Sorry. I'm not even awake today.

(3.0)

Keith: It's interesting actually, I automatically took that as cold water.

°( )°

(25.0)

Keith: °(There it is.)°

(14.0)

Keith: °( ) stuff they don't always have (one).°

(26.0)

Susan: Is your watch fast?

(1.0)

Keith: It's twenty minutes- well twenty seconds fast actually. Twenty seconds fast, yeah that's it. Well it was last time a BBC bleeped (what) about () two days ago. (0.5) °So it might be twenty three seconds twenty two second fast ( )° hhhhh!

(56.0)

Louise: I've just left them () I'm afraid. We got onto a tricky bit on conditionals. (0.5) So:

Keith: Oh right.

Louise: I had to sort it out.

Keith: That's ok- oh I see what you mean- o:h that's okay so I'll=

[ ]

( left)

Louise: =go in () latter er:=

Keith: A bit after eleven.

Louise: Ten minutes so if I go in at five past.
Call it five past.

Keith: Five past. Is that okay? Yes.
Louise: Thank you.
Keith: Lovely. Do you want a cup of tea or coffee?
Louise: Yes I-I'll make one (.) try not to spill it down my jacket (flap).

Keith: er would dj- d'you er do you want milk?
Louise: I'm black (.) thank you no sugar.
Keith: No sugar right. Okay.

Keith: Is that okay that blue one.
Louise: Er I think that was mine actually.
Keith: Oh I've washed it so it's ( ).
Louise: Thanks very much. (0.5) i: em (1.0) I understand what er Paul means about the (.) getting things out of Ria because I was doing something you know your typical lesson,

Keith: Yeah.
Louise: I know they know in theory em (.) conditionals.
Keith: Right.
Louise: So we have a bit of (.) free practice to start and then we home in (.) supposedly >because it's< the theme of the lesson, on (.) where they need extra practice. And you try and do the actual ( lesson ).

Keith: Right.
Louise: And they don't get anything. Hhhhh
Keith: Yeah. Yeah.

Louise: "Heh" They did for one, and not for the other one.=
Keith: =(Yeah) I can believe that yeah.
Louise: And er (.) so you're sort of (.) trying to generate a bit of spark and a bit of interest like er
Keith: *(Nothing,)* No I think you know, that s-sorry *( )*
Louise: °Thank you.°
Keith: *( ) care. Which is probably why ( ) is interesting (. ) in the area.
Louise: Oh yes.
Keith: Which reminds me what I've dgne, two things ( ) about this book, looking through it, what I've done is em (.) at the front I've made up a what you call it. This fits on A- A4,
Louise: Uhhuh
Keith: like that. But I've put it in the >( )<. It's the qualities that Sherlock Holmes has got,
Louise: °( )°
Keith: for Watson. So you know like just in case anyone wants to what- what qualities do does a detective need, so I (said stick one in there because >she'll want it<) but the other (.) good thing is for business, there's a bit here sort of=

°Hello°
Kate: Hello and goodbye::: I'm afraid hehehe
[ Oh right.

Susan: Hi. Sorry.
[ I( ). Bye:. Hehehe

Harry: Before you go (.) have you got (.) a minute.
[

Kate: Yes:::

((Harry and brings up points relating to Kate's CV, which must be submitted with other CV's for the British Council inspection.))

Keith: Just- just- just for something different, it's quite interesting because er (.) (the difficult bit)
[

Harry: Some of your stuff as it's (.) on your CV.

Kate: Yes:

Keith: The problem is, the the mystery itself is pretty (hard and)
[

Harry: we haven't got
Keith: it doesn't work very well, but they actually ( ) to the text
Harry: ( ) not quite sure what
Keith: has got em:::
[

Harry: we've got.
Kate: Right. Yeah right.
((Keith and Louise continue their conversation in the background.))

Jenny: Annotate.
Kate: Mmm
Jenny: Send it back. Getting close to the definitive
Kate: A:::h
Jenny: version.
Kate: Did you remind ((name)) about her ( )? She said (.) there are (.) four or five ( )
Jenny: Good God really.
Kate: E:m she virtually said that they- that they
Jenny: So she said she's got details.
Kate: Yeah. She's got details and she would be able to ( ).
Keith: And it's a mystery.
Louise: Mmm
Keith: Strategy (1.0) e:m (.) so you actually could do (.) something a little bit different in business. I thought I'd mention that.
[

Louise: Yes.
Louise: Thank you very much. That's useful to have something ( )=
[
Keith: It's just ( ) but
Louise: =you know that's sort of ( ) ( )
Keith: [ ]
Louise: [ ]
Keith: A bit different. I mean it's a one off I mean it's a sort of lesson's worth.=
Louise: =Yes=
Keith: But a as I say the mystery itself is a bit- ( ) ( ) because the solution didn't seem to work.
Louise: Mmm
Keith: BUT APART from that it's fine. °Heh°
Louise: Heh hehehe
Keith: °Heheh°
Louise: Thanks for pointing it out.
Keith: [
Louise: [
Jenny: ( )
Keith: It's the one that Harry bought. Er it's I've decided to use it with em Ria, and I've put something in the front. (1.0) I've (put) this for a book on Sherlock Holmes=
Louise: =Uhuh=
Keith: =it's the qualities that Sherlock Holmes has got according to Watson. °So it ( )°
Louise: [ ]
Jenny: O:h right. Oh nice.
Louise: Mmm that's lovely isn't it because it has ( ) it has=
Keith: ( ) somewhere
Louise: = a nice picture °(I feel it's °°
Keith: [ ]
Louise: I thought I'd stick it in rather than a copy because the photo begins to go if you copy a copy
Keith: [ ] Yeah.
Louise: [ ]
Jenny: Yeah.
Louise: Mmm
Keith: I mean that's still okay that's >just a little bit ( ).<
Keith: Yeah.
Louise: Uhuh. It's a good er
Jenny: Yeah. Mmm
Louise: starting point.
Jenny: He's got potential this lad hasn't he?
Louise: °Oh ( °°
Keith: =Oh I wouldn't say THAT, NO::
Louise: [ ]
Kate: ( though.)
Keith: [ ]
Louise: Hahahahahahah
Keith: (Only )

Annette: Hahahaha

Jenny: So it's a surprise rush visit.

Kate: Well I didn't-

[...

Annette: Yes I (.) wasn't expecting to see you today. °Heheheh°

Kate: Well I rang in about quarter to nine and so-

Jenny: =Mmm=

Kate: =I suddenly realised that tomorrow (.) there was going to= 

Jenny: [ ] Mm yeah

Kate: =be lots on the road and em (.) I (.) ( ) as= 

Jenny: [ ] [ ] [ ] Right. ( )

Kate: =a short week.

Jenny: Very short. Seems to be getting shorter by the minute.=

Kate: =Mmm=

Jenny: °Incredible.°

Annette: Mmmm=

Kate: =So it's the first time that ((sister school)) has been closed for 

Jenny: the Friday and Monday (.) that I can remember. Em

Kate: [ ]

Jenny: Ah it is closed

Kate: Uuhh=

Annette: =on Friday? Because: em: Shafi's just told me that I- I knew 

they were planning to go to Manchester for the weekend and 

er I said 'Are you definitely going to Manchester,' and he said 

no I'm going to go to Inkham on Thursday night to see my 

cousin,' and he said 'My cousin has checked (.) to see if I can (.) 

attend classes at ((sister school)) on Friday morning,

Jenny: °Oh°

Annette: =and my cousin said yes.'

Harry: (Like ).

Jenny: Heheh

Annette: I said 'Are you sure that the school is open.' And he said (.) 

'Yes. Yes.' He said er (.) 'My cousin said they had two weeks' 

holiday,' em (.) 'ago.'

Jenny: HehehehehehEH

Annette: 'and so (.) they work (.) on Friday.'

[...

Kate: No:

Annette: Oh right well I think he got the wrong end of the STICK.

Kate: The school is completely
closed.=

Annette: =Yes. Right. Well- (.) well I'll I'll definitely er (.) tell him=
Kate: For the first time ever.

Annette: =that because:=

Kate: =The first time I can ever remem ber (). that the school was=

(He obviously)

Kate: =closed () from Thursday till Tuesday.

Annette: Uuh::h

Kate: So no:::

Annette: =°Right.° Okay. Thanks very much. ( )

Kate: he wouldn't have been able to to come in and ( )=

Annette: =anyway. Definitely.

Kate: No well e:::r (). I was surprised but I thought it's= Heheheh

Annette: =em ( ) if it's all organised and er everything.

Kate: Yes sounds as though his cousin
doesn't know what he's talking about doesn't it.

Annette: not ( )

Kate: Ask him (how not know) I think.

Annette: Heh! Yes. (He is er)

Kate: Hehehehehehehe hehehehehehehehehehehe

Annette: Hehehe

Jenny: °(I about Kate's article some.°

Harry: A:h

Jenny: °So ( °

Kate: >I mean < she hasn't got- () >I mean < she keeps firing them off at various people.

Jenny: ( )

(1.0)

Jenny: °(In that bit.)°

(7.0)

Kate: Thank you!

Harry: °Thank you.°

Jenny: °( work.)° Anything else you can (pop) up with

Harry: °( °

Kate: Well you don't want too much.
Louise: You know what I did this morning with them. ( )=  
[    
    Well this is=
]

Harry: =it. Em you don’t want to overload it with er ( ).  
[    
    No.
]

Kate: No.

Jenny: ( ) so that’s alright. -hhh  
[    
]

Kate: ( )  
[    
]

Harry: ( ) give the impression that everybody () is doing something.  
[    
]

Kate: Everybody’s doing things, which is=  
[    
    Yeah. [    
    Yeah.=
]

Jenny: =true.  
[    
]

Jenny: =Which- I think it comes through quite well actually so (.)  
[I  don’t think you’d want to change anything.]

[    
]

Harry:  
[    
]

Kate: I’ll have a look anyway.  

Jenny: Yeah.

Kate: Certainly not. In fact ( )

Annette: Bye=  

Kate: =Bye bye=  

Annette: Bye bye

Keith: Bye=

Annette: =See you. Have a nice Easter.  

Keith: ( )  

Jenny: ( ) because you always get with the  

children.)

Louise: ( )

Jenny: All with little sticky fingers and things.

Louise: Yes. Mm true.

(10.0)

Louise: ( asked me write off and buy it.) You know  

the book (.) that was advertised.

Annette: Yes:

Louise: And they (give you) a special discount if you buy twenty  

copies.=  

Annette: =That’s right yes.

Louise: I: put in an order,

Annette: Yeah
two weeks ago (0.5) and I wrote at the bottom for what it's worth, you know 'I'd be grateful if you'd send this as soon as possible,' ( ) it still hasn't arrived. (0.5) It went with a cheque.

(3.0)

Harry: °( )°

Louise: A book I ordered.

Annette: You ought to see if the: em if your cheque's been ( ) cashed [ ] I should do yes.

Annette: And if it has, create a real stink about it.

Louise: Mmm

(1.5)

Louise: I don't know when-

(2.5)

Louise: Actually we should be getting ( ) a statement any day because it usually goes up to the tenth (of the month).

[ ] That's right. Yes.

Annette: So: ( ) there'll be one soon.

Louise: [ ]

Annette: Yeah. (There will.)

Annette: >Yeah.<

Louise: I'll see if it's been cleared.=

Annette: =Mmmmm (0.5) and see when it was cleared.=

Louise: =Mmm

Anne: If it has been.

(2.5)

Louise: But I mean ( ) it's ( ) awful I mean they charge two pounds postage and packing, right. But I mean you expect (0.5) they can get things to you more quickly than that.=

Annette: =Yeah. Definitely.

Keith: You just come down.

Paul: Yeah that's me, dedicated ( )

[ ] Coffee might be getting cold I made it a bit ago.

Louis: Hehehe

(1.0)

Paul: So: actually I spent three minutes telling em (0.5) Katsuko that she's not going to Risley.

Harry: How did she take it?

Paul: Not too badly actually.

(1.0)

Louise: Is that for the shooting? Oh that's Bisley?

Paul: And Risley's a remand centre so it's Risley horticulture.

Louise: Horticulture yes.

Susan: >Is that what she-< Is that why ( ) she wants to learn English
Susan: to get into a (. ) college to do Horticulture.
Paul: I'm not sure. I mean that may be one of her plans it sounds nice.

(1.0)
Louise: Smell nice or (. ) sounds nice.
Susan: Hehe heheheh

Making banana sounds.
Keith: Heheh hah

(1.0)
Susan: HehehHEHeheh

Paul: ( ) banana sound apple sound? 'Orange sound.'

(1.0)
Louise: Must have been eating rather (. ) sloppily.

( ) and have a banana.

Harry:

Susan: Hheheh
(1.5)
Paul: No she she's not too disappointed.
(1.5)
Harry:
( )

[ ]

Paul: ( ) I said 'Are you disappointed?' >she said< (. )

((imitating gentle female voice)) 'No:::'

Susan: Heheh HHHhehehh

(1.5)
Louise: =Could I read this?
Paul: What?
Louise: Em:(.) (review of)=
Paul: =Oh! Of ('Very Rough')

[ ]

Louise: >(‘Very Rough’)<
Paul: Ye ah. ‘Very Rough’.

[ ]
Louise: Yeah. Can I read it then.=
Paul: =Yeah sure.
Louise: >I thank you!’<
Paul: Em(.) do you want me to read it to you?
Louise: No: I can manage.
Paul: hhhheheh=
Susan: HeheheheHEHeheh=
Louise: =A bit patronising isn’t it?= Paul: =We'll ( ) I think it (sounds ).

Harry:
I think it’s his writing.

[ ]

Louise: Heheh heh heheheh ·hhh=

Keith: Ha:h
Harry: =Self deprecating rather
[ 7
Louise: His notes- it’s that ( ) probably because I always complain about Paul’s writing.
0454 (1.0)
0456 Annette: Mmm
0457 Louise: And- (.) I can manage thank you.
0458 Annette: hhhhh "hehehehe"
0459 Louise: What’s this?
0460 Paul: It’s for Chul Soon.=
0461 Annette: =Chul Soon’s report.
0462 [ 7
0463 Louise: "Oh."
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) Em (.)
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 [ 7
0480 Susan: "Hheh heh" Over ten.
0481 (3.5)
0482 Louise: I experienced what you told me today about Ria.
0483 Paul: "Hhhhhha:.......: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 questions which were going to produce
0490 Paul: Yeah=
0491 Louise: =different types of conditional,
0492 Paul: Yeah
0493 Louise: and em Giuseppe was willing but there was not a thing and=
0494 [ ]
0495 Paul: Heh!
0496 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 -hh
0503 Paul: You know you've something which has a fairly rigid structure, 
0504 like you know Penny Ur 'Couples'?
0505 Harry: Uhhuh
0506 Paul: You know you discuss things,
0507 Harry: Yeah.
0508 Paul: And 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: =Mmm
0528 Harry: =it was because none of them ( ) HAHaheheh
0529 [ 
0530 Keith: HEHEHEHEHEHEH=
0531 Paul: =Oh yes (they they sit-) 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- (.) redging 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 gnd, (.) e:x: and er I asked (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 And (.) em put a wo- a woman in an empty house. And I said 
0549 i- 'I wa-I want one house empty,' 
0550 Harry: Uhhuh
0551  Paul: (1.0) and I said 'Well why have you done that?' And- (.) it's
0552  because (.) she had (.) just deferred to Giuseppe on the first
0553  three,
0554  Harry: Uhuh
0555  Paul: yeah. And didn't like what she was left with and so had (.)
0556  single sex households. And the whole thing completely (.)
0557  collapsed.
0558  Louise: Mmm
0559  Harry: Hahaha hahah
0560  [ Louise: ]
0561  Louise: [ ]
0562  Paul: >°And you think< ‘This- this should go (.) very slowly.’
0563  Louise: Yeah.
0564  Paul: It’s a sort of- it’s all these lessons which are just des igned to=
0565  [ ]
0566  Louise: (.) It (was a really) good (.). discussion.
0567  Paul: =work. You know. 'Take that (here). (.). No problem.’
0568  [ ]
0569  Harry: hhhhh
0570  Harry: Heheheh hahahah=
0571  Paul: =They just (take no notice.) (0.5) °God.°
0572  (1.0)
0573  Louise: °Mm°
0574  (0.5)
0575  Keith: We’re still on the air yeah. That’s on. It’s er we got all m- that
0576  in all its glory Paul yeah yeah.
0577  (1.5)
0578  Keith: Heh (0.5) Anecdotes from the staffroom. Heh
0579  Paul: It’s like sort of you know like sort of (.) ( ) jelly or
0580  something. It’s sort of it’s sort of
0581  Keith: Heh yeah.
0582  (3.5)
0583  Keith: ( )
0584  Paul: I mean just looking ( )
0585  [ ]
0586  Louise: [ ]
0587  Paul: =yeah (oh she) get embarrassed as well.
0588  [ ]
0589  Keith: Yeah she is.
0590  Keith: Yeah. She’s fine on her own actually,
0591  Louise: Yes=
0592  Keith: =she: she comes out (.) provided it’s topics she’s interested=
0593  [ ]
0594  Paul: Mmm
0595  Keith: =in. You know she’s ( ). I didn’t have any (.). there
0596  was no< problem this week at all really.
0597  Louise: (Is ) she likes music or something. She’s seen Phantom
0598  of the Opera (.) and Cats twice.
0599  [ ]
0601 Keith: (I didn’t know.)
0602 Keith: °A:°h ( °)º (0.5) I was trying to find out 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 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)º
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.º
0647 Louise: Even though I’m really about two minutes away (walk away.)
0648 Keith: °Okayº
0649 Paul: Hhh a walk back.
0650 Louise: °( )º walk back.
(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
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,
followed by entry of Jenny and discussion with Harry and
Keith of taping process. Keith explains the system for dealing
with transcripts. Annette checks Keith has received the tape of
last week’s staff meeting. Conversations then break up into
Annette-Susan, Louise-Harry, Paul-Jenny-Keith, with
crossovers. Difficult to transcribe apart from odd comments.
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 (.)
here,
0674
0675 Paul: Right.
0676 Jenny: but they’re just not sure about ((name)) herself, whether she:
wouldn’t be too:
0677
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
we talked about (shared experience)=
0683 Jenny: =Well a- they they’ve (.) opted out of it now they going to
leave it completely up to her, and they’re going to bring it here
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
°( )°
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.
Paul: °Mm° (1.0) But I mean you could always (.) contact me °or something.°=
Jenny: =(Contact) you anyway.
Paul: Yes.
Keith: I’ve got the photo I can pu- put together a few choice extracts
Harry: Yeheheheheh
Annette: Yeah
Keith: [
Annette: [
Paul: I-it may be i- I mean it may be that she (0.5) she needs some
kind of training to sound convincing.

((Tape ends.))