25.04.2019 Duration of session 2. Total (18.92 min)

(17:48 min - group work) Recording I

(1: 44-presentation) Recording II

SB-G2-S2 (School B - Group 1 - Session 2)

Recording I

(00:03) MLA girl addresses HLA boy who flicks through his notebook: “We are not to work on a sheet of paper, but in our notebooks…” (she pauses looking at HLA boy who still flicks through his notebook and does not pay attention) “…in our notebooks.” (and she taps on the desk a little with her fingers, but HLA boy does not react) “Cine on, give me that sheet of paper a little” (stretches out her hand to MLA boy who holds a handout with tasks)

(0:12) MLA boy tries to take the sheet of paper and reaches out across the desk: “Give it to meee! Give me that sheet of paper.” (but MLA boy keeps the sheet of paper with him and looks at the tasks)

(0:15) MLA boy: “You won’t get it now. Wait.” (leaning on elbow)

(0:22) In the background, the teacher is heard giving instructions to group 1 regarding the work: “Listen here... Each of you is to solve the first task...” (transcription SB-G1-Ses.2)

(0:32) MLA boy: “Everyone will do two.” (shows two fingers, holds the handout and looks at MLA girl)

(0:33) MLA girl nods.

(0:35) HLA boy: “Wait… Let me see.” (HLA boy takes the handout, puts it in front of himself and starts reading, and MLA boy starts leafing through the notebook)

(0:39) MLA boy starts rewriting the tasks from the handout in his notebook.

(1:03) HLA boy, after reading the handout, says: “Everyone has to come up with one task.” (scratches his head) “I can help you.”

(01:06) LLA girl grabs her forehead with her palm as she looks at HLA boy, but doesn't comment.

(01:08) MLA girl: “Who to?” (she looks at HLA boy) “Give me that...” (and then points to the handout that is with MLA boy)

(01:12) HLA boy takes the handout, but MLA boy says: “Wait” (and holds the paper because he is rewriting the tasks)

HLA boy: “She didn’t say we should start…” (and repeats getting into MLA boy’s face) “She didn’t say we should staaart!”

(01:27) MLA boy takes an eraser and starts erasing what is written in the notebook.

(01:29) LLA girl: “Skip 116.” (thinks of the task) (LLA girl heard the teacher saying this, because the task is multiplication with the transition, and so LLA girl turns to take her notebook from the bag)

Pupils wait for the teacher to come to the group

(1:51) The teacher approaches the group and takes a pencil from MLA boy: “Have you finished any? Have you started solving them?” (She crosses out the task 116x2 on the handout with the pencil, because it is multiplication with transition)

(01:53) HLA boy: “No.”

Teacher: “Come on.”

(01:53 - 2:17) MLA boy: “I wrote two, and B (HLA boy) told me she didn’t tell us we should start” (looks at the teacher)

Teacher: “Yes, yes. There is no need to wait... I gave instructions to all groups.” (she leaves the handout in the middle of the desk) “So, everyone in the group solves two tasks...” (points to the handout with her finger) “…and then, for the second task, everyone has one example for which they need to think of the text of the task, and the third one is… So, it’s like that.” (the teacher leaves the group)

During the time the teacher explains

(2:05) LLA girl flips through her notebook while the teacher speaks.

MLA girl rewrites the tasks from the handout.

MLA boy and HLA boy look together at the handout in front of them.

(2:15) LLA girl looks at her pencil case, then pauses, reaches out to take a pencil from MLA boy’s pencil case and quietly says: “Can you give me a pencil A? (name of MLA boy)” (MLA boy does not react because he rewrites the tasks)

(02:22) MLA girl leans over the desk and rewrites the task from the handout placed between MLA boy and HLA boy.

(2:24) HLA boy: “423…” (starts reading the task on the handout) “I’ll do it first.” (and he starts writing)

(02:29) LLA girl looks at the handout and rewrites in her notebook.

(02:34) MLA girl stretches out across the desk and takes the handouts, turns it towards herself and starts reading it.

(02:40) MLA boy extends his hand: “Let me see... Put it here.” (he points to the middle of the desk)

(02:41) LLA girl snatches the handout from MLA girl’s hand and puts it in front of herself, starts reading.

(02:42) MLA boy grabs his forehead.

(02:43) HLA boy raises his head and looks for the handout. He looks at LLA girl and holds out his hand: “Hey... Look... Give me the handout.”

(02:47) LLA girl looks at HLA boy: “We’re to solve the first one.” and leaves the handout a little further from her desk.

(02:49) HLA boy, MLA boy and MLA girl go to take the handout at the same time.

(02:50) HLA boy: “Giiive meee the handout!” (looks at MLA boy who grabbed the handout)

(02:52) HLA boy snatches the handout from MLA boy’s hand: “We can’t work like this. Put it in the middle.” (and he puts the handout in the middle of the desk)

(03:07) LLA girl starts to take the handout and HLA boy quickly puts his hand on it.

MLA girl reacts: “It’s better for you, because you are on that side.” (the handout is turned towards MLA boy and HLA boy)

(03:10) HLA boy takes the handout in his hands: “I’m doing the first one.”

(03:12) MLA girl: “Well, put the handout…” (points to the desk)

(03:14) LLA girl: “…or tell us.” (stands next to MLA girl and looks in the direction of HLA boy, then approaches MLA girl)

(03:17) HLA boy: “Three times two is six, two times two is four and four times two is eight.” (writes in the notebook)

(03:23) LLA girl, from a semi-sitting position, leaning on the desk, looks at MLA girl: “Have you written it? Calculate it now?”

(03:26) MLA girl looks at LLA girl, then closes her eyes, sighs deeply and exhales without saying anything.

(03:31) MLA girl takes the handout and brings it closer to the middle of the desk.

(03:39) LLA girl copies from MLA girl, and MLA boy copies from HLA boy

(04:05) LLA girl takes the handout and puts it in front of herself.

(04:09) HLA boy: “V, (name of LLA girl) don’t just take it for yourself” (and stretches out across the desk and takes the handout) “We agreed to put it in the middle.”

(04:13) LLA girl:” Yes, in the middle and to you.”

(04:16) HLA boy: “Here” (he puts the handout in the middle but facing HLA boy and MLA boy)

(04:17) MLA boy takes the handout, but HLA boy puts it back on the desk.

(04:21) HLA boy: “Here... It’s in the middle now.”

(04:32) LLA girl gets up from her seat, looks at the handout and then lowers her down to a semi-sitting position looking at MLA girl: “It’s as if we mustn’t… I mustn’t even look the task and have to copy it from you.” (She copies the task from the notebook of MLA girl who is sitting next to her)

(04:38) HLA boy: “Well...” (stops and rubs his eyes with his hands)

(04:56) While writing the task, MLA girls stops and looks to the side: “Three times two is… is...” (and gently hits her hand with the other hand and then writes)

(05:00) While copying from MLA girl, LLA girl says: “Three times two is six.”

(05:05) The teacher comes to the group: “Come on, solve the tasks now... We don’t have time to waste.”

Pupils work individually.

(05:54) HLA boy turns to MLA boy: “Don’t write... We need to come up with the text.” (and she addresses the whole group) “Do you want me to come up with the text first?” (looks in the direction of MLA girl)

(06:00) MLA girl lifts her head from the notebook and looks at HLA boy: “Everyone is to come up with it for themselves.”

(06:02) HLA boy: “No… The first one comes up with it... For example, I come up with a text…” (looks at MLA girl) “Do you understand?”

(06:08) MLA girl leans her head on her elbow, looks at HLA boy: “Yes.”

(06:09) HLA boy: “And then we dictate to the others.”

(06:10) MLA boy touches the pencil case: “Where’s my eraser?” (Looks at LLA girl)

(06:12) LLA girl reaches out, takes the handout, puts it in front of herself and throws an eraser at pupil MLA boy.

(06:16) HLA boy: “Cooome on V. (LLA girl)” (looks at LLA girl)

MLA girl takes the handout that is in front of LLA girl and puts it in the middle of the desk

(06:22): “So, let’s do it this way.”

(06:25) MLA girl: “Wait until I copy from it.” (leans over the handout and rewrites the tasks)

(06:27) HLA boy: “You don’t have to wriiite!” (he points to the handout with a pencil) “You have to come up with a text… For example…”

(06: 32) LLA girl looks at HLA boy: “Come on, you can help... What text to come up with?” (she gathers her eyebrows, narrows and then wide opens her eyes, and at the same time turns the eraser between her fingers)

(06:36) HLA boy says: “With eggs.” (looks down and writes in the notebook)

(06:45) The teacher comes to the group: “You all are also to solve this handout... meaning that you should also solve these tasks in the handout.” (points to the tasks requiring from them to come up with texts involving the given numbers)

(06:47) HLA boy: “Are we supposed to write the texts of the tasks?” (points to the notebook with his finger) “The ones we come up with?”

(06:51) MLA girl: “You can see it yourself.”

(06:52) HLA boy: “Well, I…” (He then continues writing down trying to come up with the texts for the tasks) “Emir is…”

MLA boy looks at the HLA boy’s notebook.

(07:01) MLA girl takes an eraser from LLA girl and erases what she wrote in her notebook.

(07:11) As she erases, MLA girl looks at HLA boy: “And maybe not all of us did these tasks.”

(07:24) MLA girl takes the handout: “I’m doing them now.” (looks at the handout) “You haven’t done this one either.” (referring to the first-level of the task) “Here, I’ll do this one.” (and she calculates on the handout)

(08:05) The teacher approaches the group, stands behind LLA girl and MLA girl and then lowers herself down closer to LLA girl’s notebook.

(08:08 MLA girl: “Here you are V.”) (LLA girl’s name) “Solve these ones.” (hands over the handout to pupil LLA girl and shows with a pencil which tasks)

(08:11) The teacher leaves the group.

(08:13) LLA girl: “For these two, right?”

(08:15) MLA girl nods: “Yeah.”

(08:17) MLA girl gets up and leans towards HLA boy: “Say the task.”

(08:21) HLA boy reads the text of the task he came up himself: “Emir had one hundred and two candies…”

(08:30) MLA girl: “…had …” (and leans towards the HLA boy’s notebook) “…102…” (and writes it down)

(08:40) LLA girl: “Here, you work.” (hands over the handout to pupil MLA boy)

(08:44) HLA boy turns to MLA boy: “Don’t work on the handout!” (and runs his hand over his hair)

(08:45) MLA girl: “Teacher told us to work.”

(08:48) HLA boy just covers his face with his palm and runs his hand over his hair again)

(08:49) LLA girl looks at HLA boy: “Caaandies.”

(08:50) MLA boy: “You did everything, what should I do?” (leaning on his elbow he looks at the handout)

(08:54) HLA boy: “Well, to…” (looks at MLA girl)

(08:55) MLA girl: “Well, I gave it to V…” (LLA girl) “…to work and she did everything.”

LLA girl looks wide-eyed at HLA boy, and HLA boy looks at her.

(08:59) HLA boy takes the handout and puts it in front of him: “Then no one knows which one of these is correct and which ones are not...”

(09:02) MLA girl stretches across the desk to HLA boy: “I did these two.” (indicates on the handout with a pencil)

(09:08) HLA boy looks at the handout: “Come on, 909...” (looks at MLA girl) “It’s nine hundred and ninety. This one of yours isn’t correct.”

(09:19) MLA girl: “Which one? Is it this one?” (Indicates with the pencil to the handout)

(09: 31) HLA boy looks again, indicates with his index finger and says: “Well, you haven’t done anything correctly.” (He touches his head with his palm while looking at MLA girl) “This is incorrect, 909. (Indicates with his finger on the handout)

(09:43) MLA girl: “But that’s what she did.” (points with a pencil on the handout)

(09:44) HLA boy turns to MLA boy: “Erase 909.”

(09:48) MLA boy: “It is 909.”

(09:29) HLA boy: “How come? Nine times one is…” (and counts together with MLA girl) “…nine. Zero times nine is zero, and nine…” (he looks at MLA girl) “So, it is 909, but this one with 884 is incorrect.”

(10:00) MLA girl takes the handout and looks at it.

(10:03) MLA boy: “884… Yes.” (turns to HLA boy, then indicates in the notebook)

(10:06) HLA boy tries to get the handout from MLA girl.

MLA girl backs away: “Let it go.”

(10:06) MLA boy: “Look at this…” (and takes HLA boy by his hand) “Look at this… Two times two is four, two times four is eight, and four times two is eight” (HLA boy does not listen because he is trying to take the handout from MLA girl; he gets up and goes to her desk)

(10:12) MLA girl: “And you said nothing was correct” (HLA boy takes her handout) “So you see it…”

(10:18) MLA boy: “Right.”

HLA boy sits in his seat and looks at the handout.

(10:19) MLA girl: “I solved it and I know it’s correct. You didn’t, you didn’t.”

(10:29) HLA boy: “Well, this one oh hers is incorrect.”

(10:30) MLA girl: “Which one?” (She gets up to have a look, and HLA boy turns the handout towards her)

(10:42) MLA boy: “Let me see which one… five, five, five” (refers to the task 111 X 5 and it is correct, because HLA boy thought it was nine instead of five)

LLA girl just watches and doesn’t get involved nor does she get involved in the discussion.

(10:53) MLA boy: “I will do b).” (refers to the second level of the tasks under b)). “I’ll come up with the text for b).”

(10:58) HLA boy hands him the handout: “Here you are. Do it right away.”

(11:14) LLA girl counts aloud for herself: “Zero times four is zero. Four times one is four” (and looks at HLA boy)

(11:22) MLA boy: “Wait” (looks at LLA girl) and then asks HLA boy: “What’s the name for the operation when we multiply numbers? Is it multiplication?”

(11:34) Leaning on the chair and with his hands behind his back, HLA boy confirms: “Multiplication.”

Pupils individually try to come up with the text of the tasks.

(12:09) MLA girl: “Where is that handout?” (she looks across the desk, then stretches her hand towards LLA girl) “V…” (LLA girl’s name), but LLA girl keeps the handout for herself.

(12:14) MLA girl grabs her head with her palm, leaning on her elbow and stays that way for a few seconds, then turns to LLA girl and watches as LLA girl writes.

(12:20) After spending a shorter period of time thinking, HLA boy says: “Here, I will invent A.” (MLA boy’s name) and turns to him; MLA boy does not react but continues with writing.

(12:21-12:25) MLA girl takes the handout from LLA girl, holds it in her hands and looks at it.

(12:25) MLA girl: “What are you doing?” (looks at the handout, then turns his gaze to LLA girl and at the same time HLA boy takes the handout from MLA girl.)

(12:35) MLA girl looks at the LLA girl’s notebook: “Look at this B.” (HLA boy’s name) “B…” (HLA boy’s name) “Look at this…” (MLA girl speaks while looking at the LLA girl’s notebook) “She wrote four tasks in this task.” (urns to HLA boy, points to the handout and then looks at LLA girl)

(12:44) HLA boy looks at LLA girl, almost imperceptibly waves his head to the right and to the left, but without commenting, and (12:46) looks down and writes in his notebook; LLA girl looks at HLA boy leaning on her elbow with part of her finger in her mouth, then straightens up and leans back in his chair.

(12:47) MLA boy: “B...” (calls the HLA boy’s name) (He starts reading aloud the text he came up with for the text) “Benjo had BAM 204 and got twice as much. How much BAM in total did he have?”

(12:50) LLA girl looks at MLA boy when she starts reading, then looks at HLA boy and smiles slightly producing a sound: “Brrrrrr” (between her lips) and continues looking at MLA boy and HLA boy in turns.

(12:56) HLA boy: “Wait…” (and then repeats the first words from MLA boy) “Benjo had…”

(13:00) LLA girl starts writing in her notebook.

(13:01) MLA boy repeats: “Benjo had BAM 204…” (He then looks at HLA boy) “…and he got…” (he waits while HLA boy writes)

(13:07) LLA girl: “How much did he have?” (She looks at MLA boy, but he does not react and looks the other way towards HLA boy while the letter writes)

(13:09) MLA boy continues to dictate the text: “…and he got twice as much.” (He scratches his eye and looks in the direction of HLA boy, not reacting to LLA girl)

(13:10) LLA girl then gets up, takes the handout from MLA girl and looks at the handout.

(13:13) MLA boy continues: “How much… How much money in BAM does he have?”

(13:18) HLA boy straightens up and leans back briefly in his chair: “…and he got…” (looks in front of himself, at another group and not at MLA boy)

(13:21) MLA boy repeats: “…and he got twice as much.” (he scratches his nose as he watches HLA boy writing)

(13:24) While looking at HLA boy, MLA girl stands up and points to his notebook with a pencil: “Is it your third task?”

(13:26) HLA boy looks at MLA boy saying: “Twice …” (without paying attention to what MLA girl asks)

(13:27) MLA boy repeats, scratching his eye: “Twice...” (looks at HLA boy)

(13:29) MLA girl asks again, pointing with the pencil to the same place: “Is this your third task?”

(13:31) While writing down in his notebook, HLA boy waves his head right and left in negation.

(13:32) MLA girl turns his look to LLA girl and starts tapping his pencil against the desk.

(13:33) HLA boy raises his head and looks at MLA girl: “Seeecond!” (shows two fingers raised up towards MLA girl) “The task of the second…” (thinks of the second level of the task, the second in order)

(13:36) MLA girl takes the handout from LLA girl without looking at HLA boy.

Pupils do the tasks from the handout.

(14:02) The teacher: “We have five more minutes to work.” (her voice can be heard from the background of the classroom)

(14:06) MLA boy taps the desk lightly with his hand, then looks at HLA boy: “We didn’t finish even the textual one ... and not even those two.”

(13: 36-14:41) MLA girl and LLA girl solve the tasks from the handout alone, but individually.

(14:16) HLA boy: “Come on, let’s do this then. It’ll be enough.”

(14:20) MLA boy takes a longer look at HLA boy: “What’s enough” (MLA boy spins a pencil on the desk while looking at HLA boy)

(14:23) HLA boy stops writing, raises his head up and looks at MLA boy with a slightly frowning expression: “We’re done.” (HLA boy pushes the elbow of pupil MLA boy, who is sitting next to him, with his elbow a couple of times)

(14:26) MLA boy then looks at MLA girl and LLA girl: “We’ve done.” (and leans on his elbow) (14:32) “B (HLA boy) has said so.”

(14:33) HLA boy: “And we haven’t done all of them… We’ll do the last textual task.”

(14:42) HLA boy stretches across the desk and takes the handout that was between MLA girl and LLA girl, and reads the text given: “121 cm of textile is needed for one children’s dress. How much textile is needed for 3 dresses?” (MLA boy approaches HLA boy, looks at the handout and transcribes the text into his notebook)

(15:01) After reading the text of the task, HLA boy leaves the handout and begins writing: “121 times 3” (speaks aloud)

(15:03) MLA boy: “I’ve solved it…”

(15:09) MLA boy looks at the HLA boy’s notebook ... “121 times three will give 363… Yeeeah!”

(15:10) The teacher comes to this group: “You have five more minutes...”

(15:12) While standing next to the MLA girl’s desk, the teacher says: “Bravo!” (and taps on the MLA girl’s notebook with her bent index finger)

(15:15) HLA boy: “Here teacher, we’re done.”

(15:19) The teacher approaches HLA boy’s desk: “And have you come up with the texts for these tasks?” (Points to the second level tasks on the handout)

(15:20) MLA girl: “Yes” (pauses and looks at the HLA boy’s notebook)

(15:21) HLA boy: “A (MLA boy) and I did these ones, but we are missing one more.”

(15:25) Teacher: “Good.” (leaves the space next to the HLA boy’s desk)

(15:28) MLA girl gets up from her chair: “We did.”

(Excerpt 4)

1 (15:30) The teacher comes to the LLA girl’s desk: “Eh, what task did you come up with V. (LLA girl)… the text of the task?” (the teacher leans on the desk and lowers her eyes looking at the LLA girl’s notebook)

2 (15:32) LLA girl: “We-e-e-ll…” (pauses, then looks up a bit)

3 (15:37) Teacher: “Which one was yours (V.)?” (but teacher looks at HLA boy)

4 (15: 42) HLA boy gives the handout to the teacher: “She needs to do this one.” (points to the handout) “…111 ...”

5The teacher repeats: “111 times eight” (looks at LLA girl and turns the handout to pupil LLA girl, pointing to the task) “Come on, you come up with the text for these numbers.” (The teacher stands next to the desk leaning on the desk with the palms of her both hands) “Come on… You have numbers 111 and 8. Come on, you come up with some text to have these multiplied.” (points to the numbers)

6 MLA boy and MLA girl follow while the teacher helps LLA girl.

7 (15:55) LLA girl touches her head with her hand, looks at the teacher and smiles: “I don’t know what to come up with… Can I get some help?”

8 (16:00) Teacher: “Come on, what do you suggest to her?” (the teacher looks at HLA boy and MLA boy in turn)

9 (16:02) MLA boy looks at the teacher and LLA girl in turn: “Come on,… write this…” (He stops and looks up)

10 (16:06) The teacher says: “How many boxes… and the number of pieces is…”

11 (16:06) HLA boy stands up and takes the handout): “V (LLA girl), write it like this…”

(16:11) MLA boy approaches HLA boy: “She had …” (and he gets even closer to see the handout) “Wait. Which one is…”

(16:14) HLA boy: “Here… Amna had 111…” (and he stops) “…111…”

(16:19) Teacher: “She had 111 what in one box?” (the teacher looks at HLA boy)

(16:23) HLA boy: “111 marbles.”

(16:24) Teacher: “Come on” (looks at LLA girl)

(16:25) The teacher looks at HLA boy: “And how many of them are there in eight such boxes?” (The teacher straightens up and spreads her arms with open palms towards the group)

(16:28) HLA boy: “She can write…” (pauses)

(16:29) The teacher looks at HLA boy: “And how many of them are in eight boxes?” (The teacher slowly moves away from the LLA girl’s desk) “How many marbles are there in eight identical boxes?” (HLA boy is near the desk now) “Bravo… Come on, write it down.” (teacher leaves)

(16:41) MLA boy: “I have nowhere to write it down” (thinks of the space in his notebook)

(16:42) HLA boy: “Well, write it at the bottom.” (He looks at his notebook and then flicks through it)

(16:50) HLA boy: “Ahhh, I don’t have any more pages.” (he touches his head with his palm, then leans on his elbow and looks at the MLA boy’s notebook)

(16:55) LLA girl waits and looks at HLA boy, and HLA boy then says: “Amna had…” (looks at LLA girl and points his index finger at LLA girl) “…111…” (he turns around looking at the class as LLA girl writes)

(16:59) MLA boy says loudly: “One hundred and eleven” (looks at HLA boy)

(17:01) HLA boy glanced briefly at MLA boy and repeats: “111”

(17:05) LLA girl: “Can we write this: “Amna had 120 bruises?”

(17:09) HLA boy shouts: “But 111 marbles” (raises the handout) “We can’t put bruises but marbles.”

(17:15) HLA boy continues: “How many marbles are there in eight such boxes?”

Everyone within the group writes individually in their notebooks.

(17:27) MLA boy: “I’m done.”

(17:29) MLA girl, while still writing, says: “Me too… Wait.”

(17:35) MLA boy: “Teacher, we’re done.”

(17:35) At the same time, MLA girl closes her notebook: “I’m done.”

(17:38) Teacher: “Okay, now go out and bring your notebooks with you.”

(17:39) LLA girl closes her notebook while HLA boy still writes.

(17:41) MLA girl and MLA boy get up and leave the group with their notebooks.

(17:41) LLA girl sits down and opens her notebook and looks at HLA boy a couple of times.

(17:47) HLA boy finishes, closes the notebook, gets up and leaves the group.

LLL girl remains sitting in the group with her notebook open.

-------------------------------------------------- -------------------------------------------------- -------------------------

Recording II

Pupils stand in front of the chalkboard and hold their notebooks in their hands.

At the teacher's signal, HLA boy takes a step forward: “I’m B.” (HLA boy’s name) “The ones who worked with me are…” (he takes a step back and looks at the group members) “…S (MLA girl), A (MLA boy) and V (LLA girl) … Our task was to…” (HLA boy does not stand still but moves back and forth)… “Our first task was to calculate 423 times 2, and the result is 843.”

(0:17) Teacher: “It’s enough... Let’s move to the next one.”

MLA boy takes a step forward, inhales and looks at HLA boy: “I’ll do it.” (and he looks at the notebook, but HLA boy continues)

(0:19) HLA boy: “In the second task we needed to…” (he pauses and looks at the notebook) “come up with a task involving four numbers. I came up with the task… Emir had 102 candies… He got… times four… times four boxes of candies.” (HLA boy pauses as he reads and moves in place) “How many candies did Emir have? 102 times 4 equals 408. Emir had 408 candies.” (0:47)

(0:44) MLA boy looks at the teacher.

(0:48) When HLA boy finishes, he turns to MLA boy.

(0:59) MLA boy: “And I will also present the one I come up with... Benjo had BAM 104, he got BAM 104 twice and how much BAM does he have? 104 times 2 is 208.” (when he has finished, he looks in the direction of the teacher) (1:04)

(01:04) Teacher: “Thank you… (teacher calls LLA girl) “V (LLA girl’s name), you came up with what? “

(01:06) LLA girl: “Amna had 111 marbles... Errr…” (pauses and looks at the teacher, and at the same time HLA boy makes a couple of steps forward, turns to LLA girl and watches) “…in… in...” (and she looks in her notebook)

(01:15) Teacher: “In one box.”

LLA girl repeats: “In one box.” (and takes a short break) “There were eight time more of them in the second box” (looks at the teacher) “How many marbles does Amna have?” (Looks briefly at HLA boy returning to his original place)

(01:26) Teacher: “Good.”

(01:27) LLA girl continues: “Errr…” (pauses, then continues) “111 times eight equals 108.” (she looks at the teacher)

(01:33) Teacher: “Eight huuundred….” (Corrects the error)

Pupils in the group finish aloud: “And eighty-eight.”

(01:36) LLA girl makes a short facial expression by moving the lower jaw of her mouth which can be interpreted as her awareness that she made a mistake.

(01:37) Teacher: “Good, thank you.”

There is applause in the background.

MLA girl has not presented her task.