**KEY SYMBOLS INVOLVED IN TRANSCRIPT**

- **T/L** – Indicates the speakers by means of T for teacher and L for learners;
- **[]** – Indicates teachers’ action or disruption in class;
- **[] []** – Indicates overlap of talk;
- **…** – Indicates long pause;
- **(( ))** – Indicates that the transcriber does not know what the utterance is (cannot hear properly).

<table>
<thead>
<tr>
<th>LESSON 1</th>
<th>ACTIVITY 1</th>
<th>TRANSCRIPT</th>
<th>DESCRIPTION</th>
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</table>
| The teacher hands out the following worksheet:  
1. Which of the following pairs of figures is congruent? Why?  
2. What can we say about  
   • the shape,  
   • size and  
   • position in space of congruent figures. | Dialogue 1:  
[00:00:15.24] [Conversation that invites learners from this class participates in the project. Confirmation, in which everybody agree to take a part of my study research.]  
[00:01:20.11] T: Ok, write today's date... thank you. Write today's date... Remember we discussed similarity and we did a revision exercise? Exercise 13.1, 13.2 with those little shapes.  
[00:01:35.29] L: (()) Wasn't it 14.2?  
[00:01:41.09] T: 14.2. Remember we did those funny, hum... (()) worksheets. Here, lines and triangles. Remember we did revision worksheets?  
[00:01:53.00] L: Oh that?  
[00:02:01.00] T: Ok and we had a look at similarity, correct?  
[00:02:01.08] L: Yes ma'am.  
[00:02:01.08] T: Ok, we'll discuss similarity. What can you tell me about similarity? ...What can you tell me...?  
[00:02:03.24] L: The shape was the same.  
[00:02:10.24] T: The shape was the same... What was very important about the similarity?  
The shape was the same, but?  
[00:02:17.28] L: They were different sizes?  
[00:02:29.22] T: They were different sizes, remember. | The teacher revises the previous material, similarity. She involves learners in discussion related with main point in this concept. The learners participate in the initiated dialogue. (In order to achieve structural understanding you need to build new knowledge based on the previous knowledge.) |
| Dialogue 2:  
[00:02:29.22] T: Now today we're going to look at similarity again. We're going to introduce a new term, congruency. Can anyone tell me what congruency is? Hopefully we're going to discover congruency.  
[00:02:40.01] L: (()) lines (()) but you get triangles (()) a line through it...  
[00:02:48.11] T: [shakes her head] You mean a line that you reflect on that line? Is that what you're thinking? | The teacher tells the learners the topic of this lesson. She introduces congruency. After that she gives the instruction to divide the exercise book into two columns. |
T: No it’s not. Ok. Congruency has to do also with sides, shape and orientation. Orientation is the position of the sides, ok?  Today we're going to look at if we can construct, make or find triangles that are congruent. Similarity, the shape was the same, the size was different. **Important with congruency, the shape is the same and the size should be the same.** We’re going to see if that is really so. Ok, if you have a look on your desk ((()) firstly you're gonna write today's date, congruency and similarity. Right. ((()) Divide the page in half. Half write congruency. One side (((()))[nods her head], that should be more than enough. One side should be congruency and the other side should look at similarity.

[00:03:55.11] Ok, then you've got a worksheet with lots of pictures. Why are you making squiggles((())

L: No, I was just writing. ((())

T: Oh, you didn't do your homework. ((()) Ok, right, you've got a few shapes, ok, on this sheet of paper. Most of us who are new to, I want to see how quickly, you to organise which ones would be similar and which ones would be congruent. It says which of the following pairs of figures is congruent and why?

[00:04:41.12] T: What can you say about the shape, the size and the position? We’re going to discuss it as a class. I want you to cut each shape out and paste it under the correct heading. You don’t have a lot of time to do this. Maybe get your friend to do one half of the questions and then you so the top half, ok? And they don't need to be cut out perfectly, because...

L: We divide this paper...

T: Uhm. But remember, what was the big thing that we were talking about? We know about similarity, so congruency, we know with similarity it's the size that’s different, what is the clue for congruency?

L: Think it’s uhm...

T: They’re the same.

[00:05:28.27] T: They’re the same. Ok, so it doesn't have to be cut out perfectly. Cut out the shapes separately you can put them on top of each other and see if they are the same size. Quickly, cut and paste.

[00:05:42.05] L: So ma’am congruency ((()) shape is the same and size is the same and similar?((())

T: Yes. Nice, that's right, you've got it. Njobulo, maybe you should do....

Mr Davies: Hello!

T: Morning mister Davies. How are you?

Mr Davies: Fine, thank you [laughs]

T: You do the top and you one do the bottom and one do the top. Ok, one does the bottom. You just do the bottom. Ok and then you can finish off the rest of our
Dialogue 3 – Group 1:

<table>
<thead>
<tr>
<th>Time</th>
<th>Speaker</th>
<th>Audio</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:06:19.20</td>
<td>L:</td>
<td></td>
<td>So mam, that is similar and that congruent?</td>
</tr>
<tr>
<td>00:06:36.05</td>
<td>T:</td>
<td></td>
<td>‘Cause the shape is the same, just a different position.</td>
</tr>
<tr>
<td>00:06:48.00</td>
<td>T:</td>
<td></td>
<td>Now you put them on top of each other(())and now which one(())</td>
</tr>
<tr>
<td>00:06:53.23</td>
<td>L:</td>
<td></td>
<td>Cut out the shape like this?</td>
</tr>
<tr>
<td>00:07:07.10</td>
<td>L:</td>
<td></td>
<td>Ok, same shape, different position. Do I say anything about position? Are they allowed to be in different positions to be congruent? (()) It is tight...</td>
</tr>
<tr>
<td>00:07:08.00</td>
<td>L:</td>
<td></td>
<td>‘Cause the shape is the same, just a different position.</td>
</tr>
<tr>
<td>00:07:09.28</td>
<td>T:</td>
<td></td>
<td>They’re congruent.</td>
</tr>
<tr>
<td>00:07:15.06</td>
<td>L:</td>
<td></td>
<td>Yes ma’am.</td>
</tr>
</tbody>
</table>

Second group:

<table>
<thead>
<tr>
<th>Time</th>
<th>Speaker</th>
<th>Audio</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:07:16.02</td>
<td>T:</td>
<td></td>
<td>Sinhle, would you like to work with them?</td>
</tr>
<tr>
<td>00:07:18.22</td>
<td>T:</td>
<td></td>
<td>You are doing different ones. You cut out this and you cut out this. (())</td>
</tr>
<tr>
<td>00:07:26.01</td>
<td>T:</td>
<td></td>
<td>You cut out those and ...(()</td>
</tr>
<tr>
<td>00:07:32.18</td>
<td>L:</td>
<td></td>
<td>Hey? She’s doing it the quick way, because now look here. Page, what you are now going to do; you’re going to take two shapes...</td>
</tr>
<tr>
<td>00:07:51.03</td>
<td>T:</td>
<td></td>
<td>... and I put them on top of each other. So which one is that? Can I make them fit onto each other? Can I (()) Can I get them to fit onto each other? So there you should stick G1 and G2. (())</td>
</tr>
<tr>
<td>00:08:04.06</td>
<td>L:</td>
<td></td>
<td>Congruent? No, similar?</td>
</tr>
<tr>
<td>00:08:05.06</td>
<td>T:</td>
<td></td>
<td>Similar is size doesn't matter, shape must be...</td>
</tr>
<tr>
<td>00:08:09.15</td>
<td>L:</td>
<td></td>
<td>The same</td>
</tr>
<tr>
<td>00:08:13.11</td>
<td>T:</td>
<td></td>
<td>The same</td>
</tr>
<tr>
<td>00:08:17.17</td>
<td>L:</td>
<td></td>
<td>Ma’am can we (())</td>
</tr>
<tr>
<td>00:08:19.27</td>
<td>T:</td>
<td></td>
<td>Quick, quick...</td>
</tr>
</tbody>
</table>

Third group:

<table>
<thead>
<tr>
<th>Time</th>
<th>Speaker</th>
<th>Audio</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:08:25.12</td>
<td>L:</td>
<td></td>
<td>Can you cut out...</td>
</tr>
<tr>
<td>00:08:29.12</td>
<td>T:</td>
<td></td>
<td>Right, have you cut out those two arrows... now you told me they were congruent. Ok, cut it down the middle there for me. ...And you said they’re similar. You said they were similar just because their... the position was different, hey? Now you’ve</td>
</tr>
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</table>

First group: The learner asks a question. The teacher answers with a question. **New kind of interaction.** The learner answers but he does not get the final answer. So the teacher continues to ask the questions and lead the discussion until he gets the final answer.

Second group: The teacher gives the instructions most of the time.

Third group: The teacher uses the move **Clarity** to help learners to find the answers. She never provides straight answers.
got... can you put those two arrows on top of each other that they are identical?

Yes.

So is it similar or is it congruent?

Congruent.

So where’re you going to paste it. On the right side ((I) draw the lines ... So they’re congruent, not similar?

Well done, yes. They’re similar shapes, but they're different sizes. So that one tricked you, Rodney? Be very careful what you say...

Fourth group:

You got those, [cough], Sinhle, just cut them roughly out. You don't need to cut them out completely perfectly, perfectly...

Right, why have you decided 7.2...?

Why?

Because they've got the same...

You’ve found another one.

[The learners are cutting and stick the shapes in different column].

H1 and H2.

H1 and H2. Where you going to stick it?

Yes.

But they’re still similar? Because it’s not the same shape and the same size.

Still ((I))

Their pieces they should stick in their books and your pieces you should stick and finish it at home. Ok. I just want everybody, a worksheet to be complete. So whoever did the first shapes, they’ll tell us what they discovered, a, b and c and you’ll tell me d, e and f and you will tell me the others.

Fifth group:

You don't happen to have extra glue?

Probably in my drawer. They’re two Lucien... Sarah, why’d you put those two up there? The wheelchair, where have you pasted the wheelchair?

Yes, but I want to know why she put them under congruent? They don't look the same to me. ((I))

Oh, no no ... different pictures. ((I)).

Ah, ah, ah.

They are they're facing...

In another dialogue the teacher asks for explanation of learners’ actions. She would like to understand learners’ thinking. The teacher elicits information by asking the questions. The move **Confirm** is also used in this dialogue.
L: No it's not
[00:12:03.16]T: She must tell me why she put it there. She's got s reason why she did. She must give me the reason why she put it under congruency.
[00:12:06.19]L: They fit, they're same, and they're just different positions.
[00:12:12.08]T: The positions change.
[00:12:14.17]L: It's the same thing. If I put it back to back they're exactly the same.
[00:12:16.08]T: I don't know, you tell me.
[00:12:23.04]L: (())
[00:12:35.14]T: Ok, well done. Did you find (())
[00:12:37.15]L: Ye (())
T: Similar? What did we say similar was?
[00:13:15.21]L: Similar is both the same but differ ent sizes.
[00:13:36.06]T: Don't worry about alphabetical order. Njobulo that took long. Are you nearly finished with all of them? Have you done all of them already? Oh, you're so fast.
[00:13:41.01]L: Are these the same?

Dialogue 4:
[00:13:41.01]T: Right, we've got three more minutes than we've gonna start with the next bit. Right, let's quickly stop what we're doing, ok. We have to go on to the next section. You can finish this for me for homework. Ok? We're quickly going to discuss because the majority of you have looked at all of them, except you. Ok. A, what would we say A was?
[00:14:04.12] L: Similarity.
[00:14:11.16] T: We pasted it on congruent. B?
[00:14:16.01] L: Similar.
[00:14:21.02] T: C?
[00:14:21.08] L: Congruent.
[00:14:22.18] T: D?
[00:14:27.08] T: Congruent, because if we flipped it they fit onto each other. E?
[00:14:30.08] L: Similarity (()).
[00:14:32.11] T: Ah?(()).
[00:14:34.16] L: I tried...
[00:14:38.22] T: Rodney takes them.
[00:14:42.15] T: Right, move them around, and, Sinhle?
[00:14:47.20] L: They're the same.
[00:15:00.05] T: Well done, if I move it around, Rodney, what do I find out?... They fit on top of each other see. Congruent, hey? F, we said was...
[00:15:05.06] L: Congruency.
[00:15:08.06] T: Congruent. G?
[00:15:10.08] L: Similarity.
[00:15:14.09] L: Similarity.
[00:15:16.03] T: Wow, can you tell me what J is?
[00:15:18.27] L: Uhm, it's congruent, 'cause they're both the same.
[00:15:22.15] T: What did I do to...
[00:15:25.19] T: When I, you said when I flipped them then they'll be the same. Ok. Good, and J?
[00:15:30.19] L: Congruent.
[00:15:49.19] T: They're congruent, 'cause they're exactly the same? Ok, put your hand on top of this arrow. Oh dear, we've thrown the arrows away... Oh, how could we lose my arrows? It's congruent.
[00:15:59.14] Ok, so what if we... similar, size are the same, position is normally the same, correct? Size is not the same. Size, you're sleeping, 'cause you're not correcting. Size is not the same but the shape and the position is the same, most of the time. Congruency doesn't matter on the position, I can flip it, I can slide it, I can rotate it and then I can have the same shape, but it has the same shape, size, but the position is different. Ok.

Dialogue 1:

structure, Initiation-Response-Feedback / Evaluation (IRF/E). The learners recognize most of the shapes and paste them in the right column. She provides additional information as to why the answer is this for some of the shapes.

The teacher summarises activity 1.
ACTIVITY 2

[00:16:14.19] On your piece of paper, I put two pieces of white paper on your desk. I want you to construct a triangle with four centimetres and six centimetres as two of the sides. Do you understand?

[00:16:59.06] L: Yes ma'am.

[00:17:13.02] T: Two triangles. Only one piece of paper with four centimetres and six centimetres. Let's just recap, how are we going to start odd? We're going to draw a baseline...

[00:17:16.00] L: of six...

[00:17:21.19] T: ...and a point, hey? And then we're going to make six and from the same point we're going to measure four...Draw one first. Each one of you draws one.

[00:17:30.23] L: In our...

[00:17:34.19] T: No, on the one sheet of paper, 'cause I want you cut it out. I want you to each put your triangles on top of your friend's...

Dialogue 2 – Group 1

[00:17:44.19] L: Do we draw our line 6 centimetres?

[00:17:50.26] T: ...you can anyone. Draw me a triangle one side must be six centimetres and one must be four. That's the only condition I have for you... Ok, now what are we focussing on today? We're focussing on congruency, so we're trying to construct triangles or shapes that are the same size, but have different positions.

[00:18:20.18] L: Can we take this one?

[00:18:23.29] T: Uh hum. Have you drawn a line (())? Drawn a line? Measuring on point here, you must draw one point. Right, now you need the six and you draw the six and the four, where'd you want the four?

[00:18:42.19] L: (())

[00:18:48.23] T: Ok, put your one point on the page. Ok. Now you do six and six and four and four. (()) Right, is that your six? Now, at the end of the line write six centimetres. That's small hey?

[00:19:04.22] T: Ok, but now you need four. How 'r we gonna do four?

[00:19:11.17] L: (()) Four centimetres.

[00:19:21.17] T: One, yes, so you start, the easiest is. No, no, no. You haven't got a triangle. That's just a ...

[00:19:30.14] L: (())

[00:19:34.13] T: Why are you using the protractor?

[00:19:39.24] L: (())

[00:19:40.24] T: Ok, right. Now you're gonna measure four.

[00:19:52.11] L: ...six

[00:19:58.24] T: Right then we just measure four ... ok and then joined that and you got a

The teacher explains the next activity. She tells in detail to the learners how to draw a triangle with two given sides 4 cm and 6 cm.

The teacher helps a particular learner to draw a triangle with 6 cm and 4 cm.
triangle and then cut it out. Rodney, are you battling?

Dialogue 2 – Group 2:
[00:20:03.11]L: No.
[00:20:07.27]T: But I don’t see a triangle.
[00:20:08.27]L: (( )
[00:20:17.27]T: I do see a compass that is being, hum, demolished. It's caput.
[00:20:22.04]L: (( )
[00:20:30.29]T: No, no, no don't stick yet. Draw another, try and draw another one. See how many you can draw using just four and six centimetres. Cut out first one, and then you can carry on drawing the other ones.
[00:20:38.27]L: This is four...
[00:20:42.09]T: That's it ... You nervous?
[00:20:44.20]L: Yes ma'am.
[00:20:49.20]T: Why're you nervous?
[00:20:50.08]L: ([laughs]
[00:20:53.13]T: Do I make you nervous?
[00:20:56.06]L: Yes ma'am
[00:20:58.21]T: Right, so there is four so now you can just draw in that point and then I can draw in that point. Please remember to write in six on the line on the inside of your triangle which one is six, and which one is four. Do you need some help Sinhle.

Dialogue 2 – Group3:
[00:21:15.08]L: (( )
[00:21:19.05]T: ... That point there ... And that's four centimetres yes ... Join that to that arc ... Then you finished fine... that's right...Sinhle, I think this is the most work you've ever done in my class. It's the first time that you actually behave... maths in this class works a lot better than...
[00:22:05.02]L: Ma'am.
[00:22:06.14]T: Right. Write six and then cut out. No, no, we don’t know that one. No, no, they're not. Measure it ... So we can't assume ... This one yes, that one is six ... Clever ...

The teacher helps a particular learner to draw a triangle with 6 cm and 4 cm.

Ok.
[00:22:15.08]L: ( )
[00:22:17.22]T: No! It's right! ( )
[00:22:17.22]L: No. It's not. ( )
[00:22:57.20]T: Yes, just tell me that that is four. What did I tell you, what did you have to have in your triangle? Four centimetres and a six centimetres. So, did you follow my instruction? We've got a question here. Sarah's confused. She's drawn a triangle, one side

Psychological moves. The teacher helps a particular learner to draw a triangle with 6 cm and 4 cm.
is four, and one is six. Has she done what I asked her to do?
[00:23:22.29]L: Ja.

Dialogue 3:
[00:23:23.24]T: Does the other side have to be four or six?
[00:23:26.22]L: No, it could be any length
[00:23:30.21]T: It could be any... well done. Rodney, did you only draw one triangle? Have you done two? Can you draw some more?
[00:23:35.17]L: ((()))
[00:23:47.24]T: Which one is your six’s side and which one is your four. Which side? Cut it out and I want you to compare yours with your friend. Sinhle, Sinhle focuses. You’ve been focusing nicely. Cut it out, I want you to listen... Grade nines, cut out the triangle you just made for me and compare it with your friend's. First cut out and compare. I want to see if you can find some... we all agree we can draw many. Let's see if you can find any that are the same. Ok cut it out perfectly and paste it in our book...Have you got the sides on the inside? You got the sides written in, that you know which one is the four...
[00:24:34.02]L: One is six and one is and one is four?
[00:24:38.23]T: Ok, because now if you put it on your friend’s I want your four and your six to be the same. Right, try it with Page. It’s not the same?
[00:25:00.14]L: No
[00:25:00.28]T: But I gave you a four centimetre and a six centimetres.
[00:25:03.18]L: Why are they not the same?
[00:25:09.28]T: I’m asking you.
[00:25:14.07]T: How come these are not the same? Why isn’t it the same?

Second recording
Dialogue 4:
[00:00:09.20][The teacher and the learner talking.]
[00:00:09.20]L: Are they the same?
[00:00:20.21]T: ((())) They’re the same? They're not.
[00:00:22.26]L: Slightly.
[00:00:24.05]T: Well, then they're not the same.
[00:00:28.16]L: ((()))
[00:00:32.24]T: You were copying each other. No it’s not exactly, huh? Have you looked at it?
[00:00:37.22]L: Here’s your triangle.
[00:00:44.07]T: You’ve just been very lucky. Ok, I don’t trust you, see, I’ll check on my own
way. Ok, come have a look.
[00:00:54.29]L: Are they the same?
[00:00:57.22]T: No, come have a look. Are they the same? [The teacher shows to the learners that two triangles are not the same.]
[00:01:03.13]L: No.

Dialogue 5:
[00:01:07.06]T: So tell me, did we draw the same triangles with just two sides?
[00:01:11.08]L: No.
[00:01:14.11]T: Did we find two in the class that were actually the same?
[00:01:19.02]L: Yes, mine and his... pretty.
[00:01:20.26]T: Do you... pretty close.
[00:01:21.10]L: Yes Ma'am
[00:01:24.10]T: Congruency has to be ...
[00:01:25.18]L: Perfectly.
[00:01:26.01]T: Perfectly exact. Ok so they're similar.
[00:01:32.16]L: Mine and his are also similar... closer but it's not the same.
[00:01:34.14]T: That similar. Ok, so you all agree with me, if I give you two sides, I can draw similar triangles but I didn't hit it on the nail with congruent. Can you guys try...
[00:01:46.00]L: ... just a little bit(())

Dialogue 6:
[00:02:07.05]T: As the lesson progresses you'll see why, ok? Let's see, if I give you two sides, I mean two angles, I give you a sixty degree angle and an eighty degree angle. Now what I want you to do is I want you to draw your baseline... Look at me ... focus. Gonna draw your baseline, gonna draw your two arcs. Using your protractor on this side [left] of the page I'm gonna measure my sixty, on this side [right] I'm gonna measure my eighty. Make a point, join them. Join them, construct me as many triangles as you can. Using just the eighty and the sixty.
[00:02:27.02]L: So the eighty is the base
[00:02:34.20]T: No, any base, any base. Just the two arcs are the same. Draw me a baseline.
[00:02:42.21]L: Any baseline?
[00:02:45.04]T: It's your baseline. You can decide this time. Ok, it's your baseline, you can now decide. The tables confusing you?
[00:02:47.08]L: Yes Ma'am
[00:02:53.26]T: The tables ...
[00:03:03.26]L: ()

She makes the generalization that two measurements are not enough to draw congruent triangles.

The teacher explains what the next task in the second activity is. She shows them how to draw a triangle with angles 60 and 80 degrees.
Third recording
Dialogue 7:

[00:00:08.28][The teacher pays individual attention to particular learner.]
[00:00:10.06]L: How do you know what number to...?
[00:00:12.06]T: I said your baseline would be yours for this. For this one you are allowed to choose.
[00:00:13.46]L: After this one?
[00:00:15.23]T: I only want you to use sixty and eighty. Your base, you're allowed to choose.
[00:00:19.28]L: Here's my ((()))
[00:00:21.28]T: Right... did you measure it correctly? Make sure it's straight on the line. Eighty... draw ... ok... So now you draw eighty ... that line long enough? Right. Draw the other line. It's going to have to go further up, hey Sinhle? Why? 'Cause my triangle has to join somewhere, so make the line straight up. It's still not gonna meet... Ja, there, that should do it, hey? Ok, and this one here. And now what must we remember to do when we construct this triangle, what must we put inside?
[00:01:05.21]L: The measurements
[00:01:07.16][The teacher moves and helps another learner in the class.]
[00:01:12.27]T: The measurements. You sure you measured correctly. That's not eighty degrees. Let us starts again. Draw me a baseline. Ok, now the two arcs, huh uh, two arcs. ((())) Ok, draw it right there. Right, ha ah. First join, I told you you gonna get confused with where you've drawn the line. Make it go right, and now we're going to do the other part. Why are you putting git there?
[00:01:41.14]L: 'Cause there's sixty ...
[00:01:43.19]T: Yes, but now I'm measuring this angle here from this line up. So now that's where I want to go, so where's my eighty on my protractor?
[00:01:48.11]L: There((()))
Hold on, hold on, but theirs not perfect. Right, cut out your sixty and your eighty. How have you measured your sixty and your eighty?

Check it with your protractor. Right, now you join that point to that point and make sure that you close up all the points, ok? Straight, straight, there we go. And now measure. This one [left] must be eighty and [right] sixty. Ok, and cut it out.

The teacher moves to another learner to help.

Like this...

Check it with your protractor. Right, now you join that point to that point and make sure that you close up all the points, ok? Straight, straight, there we go. And now measure. This one [left] must be eighty and [right] sixty. Ok, and cut it out.

There's my sixty and there's my eighty...

Sixty is there.

Ok ma'am

Right boys, have you cut out your triangle? We got one here one here and one there. Cut them out let's see if we've got congruent triangles or have you got lots of different ones? You think they're similarities?

Yes ma'am.

Why do you think they're similar?

Because the base (()).

You think so?

Yes ma'am

What do you think changes it?

Your baseline

Your baseline?

Yes ma'am

Do you think that's what's making a difference?

Ja, I think so

Let's check out your theory (())

Quickly cut out, we've got three triangles here ... have you measured
between where your eighty and your sixty was?
[00:04:56.04]L: ( )
[00:04:58.16]T: Where is your eighty?
[00:05:00.01]L: My sixty is here.
[00:05:01.04]T: No, eighty [left] and this one is my...
[00:05:10.01]L: sixty [right]
[00:05:12.21]T: Right. Working overtime today...
[00:05:15.08]L: Ja.
[00:05:27.14]T: ... 'cause if I measure my ... it's going to be forty five. You're measuring. It's gonna be sixty up to here and this ... here... this one eighty, and then you join them. Page, did you manage?
[00:05:47.24]L: I'm getting there
[00:06:01.07]T: I know it is
[00:06:04.20]L: I think so.
[00:06:08.25]T: Where's your eighty, where's your sixty? Oh. How am I supposed to know?
Sinhle, have you finished?
[00:06:13.21]L: Ma'am
[00:06:19.29]T: Here's mine and Njobulo's and they is similar ma'am.
[00:06:25.18]T: Right, for homework please.
[00:06:31.03]L: Yes ma'am
[00:06:33.17]T: I want you to draw me two triangles on a sheet of paper. If you don't have enough paper I'll give you one. I want you to use one side, write this down quickly. It actually says on your, in your worksheets...
[00:06:52.29]L: ( )
[00:06:56.27]T: Yes, then you stick them on, in your book. I want you to do one of sixty five degrees. Are you listening Rodney? Listen, sixty five degrees, ok? An angle of sixty five and one side of five centimeters. Five centimetres and sixty five degrees. Draw me two triangles for homework and paste it in your book. And underneath you must tell me, could you just draw two or could you draw many?
[00:07:26.03]L: Yes Ma'am
[00:07:27.06]T: Right.
[00:07:28.27]L: Yes ma'am. Sixty five and five centimetres.
[00:07:32.16]T: Jordan.
[00:07:33.18]L: Yes, mam.
[00:07:34.28]T: Similar, what was similar?
[00:07:38.21]L: Similar is when both shapes are the same, but different sizes
L: The same size...
T: Same...
L: Uhm, same ... ja...
T: Ah ah ah. Not (())
L: Ja, I would say exactly the same.
T: It's exactly the same. So it means that the size is the same, shape...
L: is the same.
T: But what differs? ... No
L: The size?
T: The position. The way that it's put on the page. Remember you flipped one. You called it flipping. You said if I flip it I'll have the same. Ok, what was ... collect boxes. Homework, your two triangles, ok,... yes, two triangles. The angle must be sixty five degrees and the side must be five centimeters. That's it.
L: Ma'am, what' do we do with this?
T: Keep it at the back, very safe. Don't lose it... Sixty five and the side's five centimeters. Two and paste them in your book
L: ... just put this way in?
T: Any way, where ever. Remember to paste in all your shapes. Njobulo I want your shapes pasted into your book. Ok?
L: Oh ok, all of those?
T: On the first page. Uhm, Simphiwe, all those paste them in your book hey. And my two shapes. ... Right. Please make sure you pick up all the rubbish off my floor. Jordan I've got your triangle. Now you only need to do one... Where does rubbish belong?
L: The bin...
T: [The learners clean the work place and submit maths set to the teacher.]