

Scene 1

01 L: OK, now this is really a s-, this (is) getting nitty picky here. This is a sentence fragment. Um, “Although the children knew words in context, but not out of context”. And you’ve put a full stop. Now that by itself doesn’t . have much meaning. So it would have been better to put an ‘and’ or a ‘but’ and then continued the sentence there.

02 S: OK.

03 L: So what might have happened is she might have picked you up on a few of those things that might have, you know, lessened the quality of it. Um, but I think, generally, I think you’ve written very well, and, and, judging by all the ticks and the ‘excellent’s there, I don’t think it’s anything very serious. And it’s just watching for the very particular things and . proofreading to make sure that you haven’t got any sentence fragments and watching that introduction and also the conclusion. Shall we have a look at that other one on the family, because

04 S: OK.

05 L: I think that was a little bit of a concern, wasn’t it?

06 S: Yeah, this one (I) had . difficul(ty).

07 L: Now, what was the problem with that? There were a few problems with that one, weren’t there?

08 S: Yeah, it was finding u-, up about, um, the implications, the implications of . what the demographics had, and the family structures had on, you know, teaching.

09 L: Right.

Scene 2

01 S: It was defining saying that you couldn’t really define a . family, and then going into . the changes

02 L: Right.

03 S: And then the

04 L: Yeah.

05 S: ‘Cause how I structured it was how I went . through the paragraphs [HRT].

06 L: Mhm.

07 S: So

08 L: But be careful, because your subheading here was ‘Implications’ at the end, and now you’re coming back to th-, what the family is and that it’s hard to define, and I think you’ve already really done that in the, in the stage before.