

**Teacher**

You have a little card in front of you that looks just like this. What I'll get you to do, whether it's strict or not, is to mark six points on this grid, and mark on where the lines join. Don't mark in a space, you want to mark on the cross. Ben.

**Student 1**

[Overspeak] on the bend, miss?

**Teacher**

Ben, take a seat at the front, thank you. So you can mark any six points on the grid. And mark in the middle of the cross. Jessie, bring that up to the front, thank you. Jessie?

**Student 2**

She doesn't have one. It's stolen. Disappeared.

**Teacher**

Jessie – Jessie, you've been given instruction, I've asked you to come to the front and bring that with you. Jessie?

**Student 3**

Can I get you to repeat what the problem is? Miss...

**Teacher**

Jessie, come now, or you'll be at lunchtime.

**Student 3**

Miss, can I get you to [overspeak 01:08]?

**Student 4**

Miss, how many ones to do, one has to [overspeak]?

**Teacher**

Okay. Give us the balloon.

**Student 5**

Can I get it back?

**Teacher**

At the end of lunch you may.

**Student 5**

Okay.

**Teacher**

Thank you.

**Student 6**

Hey, look what I found.

**Teacher**

Okay. So. You need to pick six points on this graph. And then write the coordinates for them. So just a quick revision: positive X is this way and negative is this way. So if I pick a point – I'm going to pick this point here – I count the X value first. And this is what I write in my bracket. So it's X, then Y...

**Student 7**

Three X, miss.

**Teacher**

So it's going to be one, two...

**Student 6**

Three.

**Student 7**

Two.

**Teacher**

I just count across from zero, one, two, and it's positive, so I just write two, and then I count up for my Y – up or down for my Y. Here I go up one...

**Student 7**

One, positive one.

**Teacher**

So it's a positive one.

**Student 7**

One.

**Teacher**

That's how I wrote my coordinates.

**Student 7**

It's easy.

**Teacher**

So can you write your coordinates for your six points? We need some actual [02:06] sheets.

**Student 8**

Where do we write them?

**Teacher**

So just write them maybe down the side or along the bottom.

**Student 8**

What side...?

**Teacher**

Wherever you can fit them.

**Student 7**

Miss, do we write the number three or four down that's...

**Teacher**

You don't need to just yet.

**Student 7**

Why not?

**Teacher**

You can if you'd like to.

**Student 7**

Okay.

**Teacher**

But you'd need to be caught up on the rest of the work first.

**Student 9**

Where do we start from? Yeah, I don't get it.

**Teacher**

So pick six points, just mark them on the grid, so where any lines join you can mark six points.

**Student 9**

In anywhere?

**Teacher**

Yeah.

**Student 10**

Can you please help me? [Overspeak]

**Student 11**

It's your choice.

**Teacher**

Yeah, that's it. And if you're having a little bit of difficulty with the coordinates we are going to be practicing that, so don't worry.

**Student 12**

Hey, miss...

**Teacher**

One moment.

**Student 13**

What's a moment, miss?

**Teacher**

If you'd like a dictionary at lunchtime, Dillon, we can look it up then.

**Student 13**

No, you said, "One moment."

**Teacher**

Okay, yeah. Sorry, who was that?

**Student 13**

[Overspeak] one minute?

**Teacher**

Yes.

**Student 13**

She's looking.

**Student 12**

How would I do this one?

**Teacher**

Okay. So what's your X value? X is this way. Zero, one, two, three.

**Student 12**

It would have been negative.

**Teacher**

Yeah, three, negative three.

**Student 13**

Do they fill like the whole thing up there [overspeak]?

**Teacher**

All right. Now, the winner who will get – the winner who will get a minute off detention time – we’ll see. We’ll see how we go. Be good, and then we’ll let you know. All right. The winner gets a minute off detention time. You need to get three points. I’m going to start calling points, and I’m going to do it like this. I’ll go, “Okay, three-six,” which is going to be this point.

**Student 11**

Three-six.

**Teacher**

If you have that point, [could it be 03:45] crossed over. If you don’t, wait for the next one.

**Group**

[Overspeak]

**Student 12**

Oops, I’m out.

**Student 11**

Miss, may I please go get my drink bottle?

**Teacher**

Do this and then I’ll let you go.

**Student 11**

I know how to do it.

**Teacher**

So mark your six point...

**Student 11**

I've done all. See, look.

**Teacher**

If you've marked your six points, then you're sweet.

**Student 11**

I've done heaps.

**Teacher**

Okay, guys, so first point is three-six. And what that means, we go across three, up six.

**Student 11**

I've done heaps. Yeah, and where did you go?

**Teacher**

That's one point, is three-six.

**Student 10**

I've got that.

**Teacher**

All right. Now our next point is going to be – Beck, what does this mean, two-four?

**Student 14**

Two to the right.

**Teacher**

Two to the right...

**Student 13**

And up four.

**Teacher**

... and up four. All right. I'm going to do minus one. Shawn, what's minus one-minus four mean?

**Student 14**

Minus five.

**Student 15**

Across one, down four, miss.

**Student 16**

Down...

**Student 17**

I don't know [overspeak].

**Teacher**

So the X value is a negative, so I'm going to go to the left one, Y value is negative.

**Group**

Down four.

**Teacher**

Down four, beautiful. Thank you. To actually...

**Student 16**

Six.

**Teacher**

All right. Jack, I'm going to go four-minus two. What do I do?



**Student 17**

Across four.

**Teacher**

Across four.

**Student 17**

And down two.

**Teacher**

Excellent. All right. Dylan M – one-minus three. What do I do? One-minus three, what do I do?

**Student 18**

One, minus three?

**Teacher**

X is one, Y is minus three.

**Group**

[Overspeak]

**Student 19**

Minus three is a negative [05:18].

**Teacher**

Oh, sorry, this is my coordinates. So this is like, one-minus three.

**Student 16**

What about it?

**Teacher**

So I go – I do the across, I do the X axis first.

**Student 17**

One across, then minus three [05:27].

**Teacher**

One across, minus three down? All right. Taylor, I've got five-six. What do I do?

**Student 20**

Oh, [overspeak] you go five, and then [overspeak].

**Teacher**

Yeah. Okay. Holly, can I have minus two-minus three?

**Student 21**

Two is that way and three down.

**Teacher**

Yeah, good. Has anyone got points marked yet?

**Student 11**

Yeah, I've got heaps.

**Teacher**

Yeah. Has anyone got two? If someone next to you cheats, then dob them in. Okay. (Laughter) All right. Dylan B, minus five-one.

**Student 22**

Okay go down five on the X side, one down Y.

**Teacher**

Down Y? Is that right?

**Student 22**

[Overspeak], I mean, yeah. No. [Overspeak] across.

**Teacher**

[06:24] So we're doing X, which is this way, so it's a negative, so I'm going to go to the left: one, two, three, four, five, and then?

**Student 22**

Down one. I mean, up one.

**Teacher**

Up one. Why is it up one?

**Student 22**

Because it is a positive.

**Teacher**

Excellent.

**Student 19**

[Overspeak] He doesn't believe in teachers that well.

**Teacher**

Okay. Naomi, three-two.

**Student 23**

Three that way, then up two.

**Teacher**

Yeah. Okay. Has anyone got two points?

**Student 24**

Yeah. I've got...

**Teacher**

Okay, good. You've got about a million because you covered all dots. All right. All right. Jessie T, you've got to get three.

**Student 20**

[Overspeak] easy.

**Teacher**

Jessie, what do I do?

**Student 20**

Go across one...

**Student 25**

Across one, up four.

**Teacher**

Good.

**Student 21**

[Overspeak] to put three in a row?

**Teacher**

No, no, no. Any three points. It doesn't have to be three in a row.

**Student 21**

Oh, I win.

**Teacher**

You won? Show us.

**Student 21**

I've got it [overspeak].

**Teacher**

Okay. Well, all right. Brock's the winner.

**Student 26**

Miss, Brock cheated.

**Student 21**

Oh, yeah?

**Group**

[Overspeak]

**End of recording**