

The Dortmund Historical Corpus of Classroom English (DOHCCE)

36 Transcripts of English as a Foreign Language Lessons
Conducted in German Comprehensive Schools Prior to
the Communicative Turn (1971-1974)

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Edited by Jürgen Kurtz
Justus Liebig University Giessen, Germany



„Ausgangspunkt und Ziel aller Untersuchungen ist der konkrete Englischunterricht in seinen eigenen Formen und Forderungen.“
(Heuer, 1967, p. 9)

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Preface

About a decade ago, my extremely influential academic teacher and esteemed mentor, the late Helmut Heuer (1932-2011), asked me to drop by his office at the University of Dortmund, on short notice, when I happened to be in town. I had just received my first professorship in Teaching English as a Foreign Language (TEFL) at Karlsruhe University of Education at that time, after about ten years of working as a high school teacher in Dortmund, one of Germany's largest cities. Since he had left me completely in the dark why he wanted to see me, I thought he was simply going to wish me good luck, and provide me with some further valuable advice, as he had done so often in previous years.

When I arrived in his office two weeks later, he immediately drew my attention to a pile of three old cardboard file folders, presented in a rather ceremonious fashion on the tiny table where he used to invite students to sit with him during his office hours. I must admit that the three folders did not look particularly interesting to me. They were stuffed to their limits and covered with dust. One of them had almost fallen apart. When he urged me to open them, I recognized that they were filled with English as a Foreign Language (EFL) lesson transcripts, written on a typewriter, dating back to the early 1970s, with hand-written remarks scribbled here and there. The paper on which the approximately forty transcripts were written had turned yellow with age so that some parts were difficult to read.

“It may not be obvious, but this is a treasure trove for research on learning and teaching English as a Foreign Language,” I remember him saying to me in German, referring to the pile as the unpublished ‘Dortmund Corpus of Classroom English’. “I would very much like you to have it,” he continued, adding that “there might be a time when you wish to take a closer look at it.” In the following conversation, he gave me some very general information about this specific collection of classroom data, emphasizing that all lessons had been conducted in comprehensive schools (i.e. in non-selective lower secondary schools for children of all backgrounds and abilities) in the federal (West-) German state of North Rhine-Westphalia between 1971 and 1974.

Since our meeting was crammed between two of his classes, we did not have sufficient time to talk about the origins and the genesis of

the corpus material in all the necessary details. So I sincerely thanked him and took the material with me to Karlsruhe. Mainly, perhaps, because this was my first professorship and everything was excitingly new and challenging, I somehow lost sight of the folders, keeping them stashed away in a safe place in my office.

In March 2011, I was appointed Professor of Teaching English as a Foreign Language (TEFL) at Justus Liebig University (JLU) Giessen. While thinking about ways to enhance evidence-based or data-driven research in the field of foreign or second language education in the widest sense, I came across Olaf Jäkel's work at the University of Flensburg. As a linguist interested in how English as a Foreign Language is actually taught in classrooms in Germany nowadays, he had just published the "Flensburg English Classroom Corpus (FLECC)" (Jäkel, 2010) which comprises a total of 39 transcripts of English lessons given by pre-service student teachers in primary and lower secondary schools in Northern Germany, most of them in parts of the federal German state of Schleswig-Holstein.

This reminded me of the 'treasure trove' I was still sitting on, the unpublished lesson transcripts Helmut Heuer had so generously passed on to me so many years ago. I contacted Olaf Jäkel on this and was pleased to hear his positive and encouraging feedback to my initial thoughts about creating a digital version of the old documents. We agreed that making this historical collection of classroom data available to the international research community in a computer-readable format, publishing it as downloadable open access material on the Internet as well as a print-on-demand corpus, would be of considerable interest and value to anyone interested in or involved in researching authentic foreign or second language classroom discourse world-wide, both from a diachronic and synchronic perspective. I am grateful to him for co-funding the digitization of the classroom data, and for his generous support with publishing the book online and in print.

Scanning the original corpus material and converting the images into manageable and more easily searchable text turned out to be no longer possible. So the entire corpus material had to be retyped again manually. Ilse Braun, my indispensable and indefatigable secretary here at JLU Giessen spontaneously agreed to do this extremely time-consuming and tedious job. I owe a great debt of

gratitude to her for having gone through the ordeal of typing everything into the computer by hand, preserving the corpus material in its original form as an exceptional piece of corpus-oriented classroom research in Germany as closely as possible.

Reconstructing the setting in which the initial ‘Dortmund Corpus of Classroom English’ was assembled turned out to be both fascinating and difficult. Based on evidence from a variety of sources, including personal correspondence with participants directly or indirectly involved in the project, it soon became clear that the corpus project was launched in turbulent times, i.e. in the context of the ubiquitous school and education reform controversy which had been raging in former West Germany since the mid-1960s. At the heart of the controversy lay the polarizing issue of what constitutes equality of opportunity and effectiveness in education. Fierce political battles and scholarly conflicts over the crucial need to restructure the German school and education system of the time eventually led to a large scale, funded experiment with comprehensive schools which has come to be known as the (West-) German *Gesamtschulversuch*. The complex process of setting up and implementing the first experimental comprehensive schools was accompanied with extended research (*Wissenschaftliche Begleitung*). The pre-digital corpus project represents a remarkable example of such accompanying research.

There is a sizable body of literature available in German today documenting and examining the large-scale school experiment which began in 1968 and ended in 1982. However, much of the published material focuses on general issues related to the definition and interpretation of comprehensiveness in secondary school education, the general and specific structure, aims, and objectives of comprehensive schooling, the link between structural and curricular innovations and reforms, the development and implementation of adequate curricula and instructional designs, and the efficiency and effectiveness of the newly established comprehensive schools as compared with traditional German secondary schools. Comparably little has been published to date illustrating and examining how (subject matter-) learning was actually organized and promoted in those new experimental schools, as for instance in the EFL classroom. I would like to thank Egon Heyder and Ulrich Nehm for generously sharing their personal reminis-

cences with me and for providing me with some valuable, previously unpublished pieces of information.

Konrad Schröder (University of Augsburg) drew my attention to EFL corpus research projects carried out in Germany in the early and mid-20th century. I am indebted to him for his valuable help. Laurence Kane (TU University of Dortmund) who has so tremendously contributed to my professional knowledge and ability, both as a former EFL practitioner and a TEFL scholar, spontaneously agreed to help me with editing my writing. I wish to express my deep gratitude to him, simply because without his expert assistance and experience it would have been far more difficult if not impossible to complete the manuscript for publication under the given time constraints.

Last but not least, I sincerely wish to thank my great team of research and student assistants at JLU Giessen for the time and effort they put into reading the many hundred pages of the digitized corpus time and again, providing thorough, thoughtful, and detailed support whenever I needed it; in particular: Nora Benitt, Franziska Burghardt, Roger Dale Jones, Anneki Mütze, Miriam Neigert, Barbara Schwenk, and Juliane Witzenberger.

Introduction

Jürgen Kurtz

The Dortmund Historical Corpus of Classroom English (DOHCCE) is a computerized duplicate of a hitherto unpublished collection of classroom transcripts compiled by a small research team headed by Helmut Heuer at the former Ruhr University of Education, Dortmund in the early 1970s.¹ It comprises a total of 36 originally typewritten and systematically annotated paper transcripts of EFL lessons conducted in several comprehensive schools in the federal German state of North Rhine-Westphalia between 1971 and 1974. All lessons were held before the inception and widespread uptake of the communicative approach in Germany², in the context of a unique experiment with comprehensive schools which was accompanied with extensive, mainly government-funded research (for a brief review of the overall school experiment, written in English, see Leschinsky & Mayer, 1990, p. 13-37; for detailed outcome reports in German see BLK, 1982 and Fend, 1982; for more recent accounts of the history of comprehensive, non-selective schooling in Germany, see, e.g., Herlitz, Weiland & Winkel 2003; Bönsch, 2006; Oelkers, 2006).

In order to facilitate a broad understanding of the original purposes, intentions, and scope of the classroom research project that led to the development of the pre-digital ‘Dortmund Corpus of Classroom English’, especially for interested readers who are not familiar with the history of education, schooling, and foreign language education in Germany, it is important to review briefly the circumstances under which this pioneering corpus took shape about forty years ago:

Germany was still divided into the Federal Republic of Germany (‘West Germany’) and the German Democratic Republic (‘East Germany’). In ‘East Germany’, education and schooling were con-

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1. In 1980, Ruhr University of Education at Dortmund (*Pädagogische Hochschule Ruhr, Abteilung Dortmund*) merged with the former TU Dortmund (*Technische Universität Dortmund*) to form the University of Dortmund (*Universität Dortmund*). In 2007, the University of Dortmund renamed itself TU University of Dortmund (*Technische Universität Dortmund*).
 2. In Germany, the ‘communicative turn’ in foreign language learning and teaching is often associated with the seminal works of Piepho (1974, 1979). For a recent review of communicative language teaching from a German perspective, see Kurtz (2013).

trolled entirely by the all-powerful Socialist Unity Party of Germany (*Sozialistische Einheitspartei Deutschlands, SED*). Guided by the tenets of Marxist-Leninist ideology, the education system was unified and linked to central economic planning.

After primary school, students attended one particular type of state school, the ten-year general polytechnical secondary school (*Allgemeinbildende Polytechnische Oberschule; POS*). A strictly regulated and carefully selected number of students were later given the privilege to enter the extended, two-year secondary school (*Erweiterte Oberschule; EOS*) which prepared them for higher education. Admission to this type of upper secondary school was based on academic performance, social background (preferably working-class), on individual political and ideological commitment, and on loyalty to the regime. At any rate, graduates from the general polytechnical school could also obtain the higher education entrance qualification during their apprenticeships. Most students started vocational training after tenth grade, reflecting the regime's need for a skilled 'socialist' workforce, modeled on the ideal of an all-round, harmoniously developed socialist personality (see Hahn, 1998, p. 137-158; Herrlitz, Hopf, Titze & Cloer, 2005, p. 197-234).

Given the historical context, it is not surprising that learning Russian as a first foreign language was compulsory in former 'East Germany'; some students also took English, French or other languages as additional foreign languages at the upper grade levels.

The West German educational system, on the other hand, was decentralized, highly diversified, and largely selective. Responsibility for education, science and culture (cultural sovereignty) lay not with the federal German government in Bonn, but with the eleven federal states or *Bundesländer*. Education policies, school curricula, teacher education and teaching materials differed considerably from state to state, and school-leaving certificates obtained in one German state were not necessarily or automatically recognized in other states. However, in contrast to 'East Germany', where vocational training and general education were considered to constitute a 'pedagogical' whole, a clear distinction was made between vocational and general education in 'West Germany'. In the general education system, three basic types of secondary school were firmly established in all of the eleven federal states, i.e. the

Hauptschule, the *Realschule*, and the *Gymnasium*. Each of these schools led to the attainment of specific school-leaving qualifications (i.e. after grade 9 or 10 for students in the *Hauptschule*, usually after grade 10 in the *Realschule*; after grades 12 or 13 for students attending a *Gymnasium*).

After four or six years in primary school, West German students were selected for one of the three above mentioned type of secondary schools by their parents, largely based on a primary school teacher's recommendation. The five or six-year *Hauptschule* was conceived of as the least demanding. It was designed mainly to provide students with a basic general education and prepare them for vocational training. Students with a school-leaving certificate from a *Hauptschule* were nevertheless eligible for upper secondary education, e.g. at a *Gymnasium*, if they met the admission requirements after tenth grade. The six-year *Realschule* was designed to provide a broader education, usually for students who had performed at an average level in primary school. A school-leaving certificate obtained from a *Realschule* qualified students for vocational training or higher-level vocational schools, but also for transfer to a *Gymnasium* (if they met the grades necessary for progression). By tradition, the nine-year *Gymnasium* provided the academic track. Covering grades five to thirteen it led to the *Abitur* certificate, the general university entrance qualification (see Hahn, 1998, p. 113-136; Herrlitz, et al., ⁴2005, p. 171-196; Kehm, 2010, p. 103-115).

Learning English from fifth grade onwards was compulsory in most West German secondary schools. *Realschule* students were given the opportunity to learn an additional language from seventh grade onwards, usually French, or to choose a different additional school subject such as home economics or technology. At the *Gymnasium* all students were required to learn at least two foreign languages. Starting in seventh grade, students usually took either Latin or French, in ninth or eleventh grade yet another foreign language, for instance Spanish.³

3. At a different type of *Gymnasium*, students started learning classical languages (Latin, Ancient Greek, etc.) before taking a modern foreign language (English, French, etc.). But the vast majority of students attended a *Gymnasium* at which English was taught as the first foreign language from grade 5 onwards.

Toward the middle of the 1960s West Germany entered into a reform phase which Hahn (1998) refers to as a “reluctant process of modernization” (p. 113). Spurred by Picht’s dark vision of a German education catastrophe (1964) and the fear that Germany’s economic competitiveness and international reputation would be at risk if existing talent reserves (*Begabungsreserven*) (including girls, children from rural areas, from the working-class, and from the Catholic population) were not tapped into more fully, the educational structures inherited from the past were increasingly called into question (see Tillmann, 1988; Hahn, 1998, p. 121; Herrlitz, et al., ⁴2005, p. 173). Fundamentally, the heated scholarly, political, and public discussion revolved around a number of highly complex and interrelated issues. Existing or perceived inequalities in educational opportunity and attainment, disadvantages for children and youth from less privileged social backgrounds, patterns of social/cultural selectivity in the traditional, tripartite school system, negative consequences of early selection after primary school, the time-honored hierarchical structure of the school system and its characteristic division into various educational paths, as well as the permeability of the education system as a whole (i.e. horizontal mobility) all played an important role in the debate.

Non-selective schooling in state comprehensive schools appeared to be a promising option for reform. ‘One school for all children’ soon became the rallying cry for radical reformers who wanted to abolish the existing, three-tier secondary school system altogether and set up a new, thoroughly researched comprehensive school system in its place. The totalitarian character of the communist school and education system in ‘East Germany’ meant that copying the general polytechnical secondary school (*POS*) was out of the question; nevertheless, as Leschinsky & Mayer (1990) point out “the issue of introducing comprehensive schools touched off fierce political conflicts that occasionally assumed the character of outright religious war” (p. 16).⁴ Thus, when the Education Commission of the West German Council on Education (*Bildungskom-*

4. For a detailed case study of the heated political discussions surrounding the implementation and exploration of comprehensive schooling in the West German state of North Rhine-Westphalia, see Middendorf (1987). For a brief summary of the discussion surrounding comprehensive schooling in the heyday of the reception of Marxism in Western Germany between 1970 and 1974, see Fend (1982, p. 41-44).

mission des Deutschen Bildungsrates) recommended changes in the structure of school education (see *Deutscher Bildungsrat, Bildungskommission*, 1970), it did not go so far as to suggest abolishing the traditional, tripartite secondary school system. Instead, it recommended introducing comprehensive education on an experimental basis (as a fourth possibility). However, premature concerns about a potential leveling-out of educational outcomes in this new type of school environment led to serious disagreement on the desirability and nature of comprehensive schooling in ‘West Germany’. In consequence, some German *Bundesländer* began developing integrated, often one-site comprehensive schools; others opted for experimenting with a cooperative model (i.e. tiered schooling arrangements with close cooperation between the tiers; as one-site or split-site schools). These developments brought the three traditional German secondary schools together more closely (see Hahn, 1998, p. 123-124).⁵

It was in this heated and contentious climate that the small research team around Helmut Heuer embarked on an empirical classroom research project that would eventually evolve into one of the first corpus-based studies of instructed EFL learning conducted in German secondary schools. As Freyhoff (see 1975, p. 7-10) points out in his final report on the work of the larger, multidisciplinary research unit which had been established at Ruhr University of Education, Dortmund to back up the experi-

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5. Because of its immense complexity, it is not possible to describe the highly controversial education reform debate which flared up in ‘West Germany’ in the mid-1960s in detail here. At any rate, on November 27, 1969 the Standing Conference of State Ministers for Education and Culture in the Federal Republic of Germany (*Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (KMK)*) took up the recommendation by the German Council on Education (*Deutscher Bildungsrat, Bildungskommission*) to set up and thoroughly evaluate a limited number of experimental comprehensive schools in ‘West Germany’. The pilot program was coordinated by the Federal and State Commission for Educational Planning and the Promotion of Research (*Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung (BLK)*). In 1982, the body submitted a comprehensive report about the pilot scheme (see BLK, 1982). This marked the end of the experiment (see Mitter, 1991, p. 158). For an exemplary, much more detailed review of the history of comprehensive schooling in the German state of Hesse, which also reflects nation-wide developments at that time, see Dörger (2007). For a schematic overview of the basic structure of the German school system today, see KMK (2012). The summary shows that comprehensive schools are now fully established, as a fourth pillar of secondary school education.

ment with comprehensive schools in the state of North Rhine-Westphalia between 1970 to 1974 (*Forschungsgruppe zur Wissenschaftlichen Begleitung des Gesamtschulversuchs NW an der Pädagogischen Hochschule Ruhr, Abteilung Dortmund*), the whole research project, which included various smaller subprojects (such as the EFL corpus project conducted in the so-called *Sektion Englisch*), was launched with the following general objectives: a) to assist experimental schools in developing adequate curriculum frameworks (*Rahmenlehrpläne*), b) to provide expert support in the overall process of creating applicable instructional models (or teaching units) for a broad range of school subjects, c) to systematically monitor, discuss, and evaluate teaching and learning practices in close cooperation with teachers, schools, and representatives of the North Rhine-Westphalian Ministry of Culture, and d) to help explore and evaluate the implementation of a wide range of differentiation models and strategies (e.g. banding, streaming or tracking, and setting).⁶

Since substantial experience with large-scale school experiments was missing, the larger multidisciplinary research unit set up in Dortmund adopted a strategy that would include everyone involved in the various subprojects as active and equal participants (including the involvement of practitioners as active research partners). This remarkable and at the time truly innovative strategy was officially referred to as ‘System of Cooperation for the Experiment with Comprehensive Schools in North Rhine-Westphalia’ (*SdK – System der Kooperation für den Gesamtschulversuch Nordrhein-Westfalen*). It was intended to pave the way to fruitful cooperation between all agents involved, based on mutual respect, trust, and on the sharing of professional expertise between university scholars and their research teams, principals, teachers, repre-

6. A second interdisciplinary research unit was set up at former Westfalen-Lippe University of Education, Münster. In the first two years of the project (1970-1971), the responsibilities and tasks allocated to the two North Rhine-Westphalian research centers in Dortmund and Münster were roughly the same, except that the experimental schools the research centers cooperated with were different. Following a very controversial decision by the Ministry of Culture in 1972, accompanying research conducted in Münster had to be focused on interdisciplinary issues (e.g. in-service teacher training and counseling, assessment, and flexible differentiation), while the Dortmund research unit was assigned the task of developing, implementing, and evaluating curricula for various school subjects (see Regenbrecht, 1975, p. 63-66).

sentatives of the ministry, education authorities, and parents, to name some of the most important. Today, large research projects conducted in schools are inconceivable without establishing such a cooperative platform. The same holds true for today's (usually much smaller) participative-emancipatory action research projects in which teachers carefully study and reflect their own teaching practice, often in cooperation with scholars doing research in their particular field of interest (see, for instance, Burns, 2005; Mitchell, 2011, p. 693-697).⁷

However, as promising as it looked on paper, the 'System of Cooperation' did not work out as expected or hoped for in everyday practice. A number of controversial issues arose due to the diversity of interests, goals, values, and priorities amongst the various reform and research partners. In very general terms, the strategy did not fully meet the expectations of the different participants involved in the project at various levels (for further details, see Freyhoff, 1975, p. 10-15).

As both of the final reports on the work of the regional, multidisciplinary research units established at Ruhr University of Education, Dortmund (see Freyhoff, 1975) and at Westfalen-Lippe University of Education, Münster (see Regenbrecht, 1975) indicate, a whole range of other problems began to surface during the first four years of accompanying research and development work in the state of North Rhine-Westphalia (1970-1974). These are too complex to discuss in detail here. For the present purpose it is sufficient to note that the research team headed by Heuer began collecting and examining authentic spoken classroom data at a time characterized by ambitious and well-intentioned ideals.

7. In actual fact, action research (*Handlungs- und Aktionsforschung*) was already beginning to be seriously debated and discussed at the time the experiment was taking place. According to the final report on the overall experiment issued by the Federal and State Commission for Educational Planning and the Promotion of Research (*Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung*) (see BLK, 1982, p. 101), many scholars and researchers conceived of it as a promising strategy to foster cooperation with participating teachers, but most of them had little experience with implementing the methodology in praxis.

1 The DOHCCE: Theoretical Background and Research Rationale

Jürgen Kurtz

According to the final report on the accompanying research work of the multidisciplinary research unit based at Ruhr University of Education, Dortmund, one central responsibility of the EFL research team headed by Helmut Heuer was to contribute expertise for the development und validation of an innovative curricular framework (*Rahmenlehrplan*) for EFL instruction in integrative comprehensive schools. Gathering authentic classroom data in participating schools was most probably part and parcel of the project, but the data were also collected to lay a foundation for data-driven applied linguistic (i.e. psycho-linguistic) research in EFL classrooms (*“Vorbereitung von Grundlagenforschungen; psycho-linguistische Forschung im Bereich Englisch”*; Freyhoff, 1975, p. 19).

Unfortunately, there is no further information given in this report about the theoretical background and research rationale underlying the creation of the initial, pre-digital ‘Dortmund Corpus of Classroom English’. It is therefore unavoidable to consider additional sources. Retrospectively, two of Heuer’s publications are of particular interest in this context. The first one is *“Die Englischstunde. Fallstudien zur Unterrichtsplanung und Unterrichtsforschung”* („The English Lesson. Case Studies in Instructional Planning and Research”; own translation), published in 1968; henceforth referred to as *Die Englischstunde*. The second is *“Lerntheorie des Englischunterrichts. Untersuchungen zur Analyse fremdsprachlicher Lernprozesse”* („Theory of Learning in the EFL Classroom. Studies on the Analysis of Foreign Language Learning Processes”; own translation), published in 1976, two years after the corpus project had ended; hereafter referred to as *Lerntheorie des Englischunterrichts*.

In these two remarkable and insightful little books which never really received the recognition they deserve as important contributions toward developing a substantive, evidence-based theory of instructed learning in the EFL classroom, Heuer (see 1968, p. 9-11; 1976, p. 50-100) argues that teaching English as a Foreign Language in institutional settings is always firmly embedded in a unique, highly complex, dynamic and changing environment. Research conducted in such environments is never entirely devoid

of theoretical preconceptions, of subjective beliefs in educational values, and of interpretations and judgments concerning the ‘didactics’ and methodology of optimal learning. Hence, any research project aiming at improving the praxis of EFL instruction both from within and outside of the classroom needs to be seen as a closely interrelated hermeneutic (or theory-driven) and empirical (or evidence-driven) endeavor. As Heuer (see 1979, p. 9-11) explains in some detail, any research project aiming at understanding and, in the long run, improving classroom practices needs to be context- and case-sensitive, taking into consideration (a) the large spectrum of potential pressures and restrictions arising from curricular and administrative traditions and guidelines (as, for instance, manifested in textbooks and related teaching materials and media), (b) the state of the art of research at a particular point in time, as well as (c) the different biographies, beliefs, viewpoints, and experiences of everyone involved, including scholars and teachers-as-researchers.

Within this broad, practice-oriented approach, Heuer (see 1979, p. 28) conceived of corpus-informed research as a promising avenue to address the research-practice dichotomy (or theory-practice divide). This is what he wrote about research conducted in the field of *Fremdsprachendidaktik* (literally: Foreign Language Didactics) or, more specifically *Englischdidaktik* (literally: English Didactics), and its potential to improve EFL instruction in *Die Englischstunde* (1968):

Um ein konkretes Bild der einzelnen Englischstunde entstehen und die einzelnen Details deutlich werden zu lassen, soll hier von der Stundenwirklichkeit ausgegangen werden. Die Darstellung soll nicht normativ sein, sondern deskriptiv. Die einzelnen Unterrichtsbilder beruhen auf Tonbandaufnahmen, die durch Protokolle und Stundenbeobachtungen abgestützt werden. Die Unterrichtsbilder sollen durch linguistische und psychologische Interpretationen erhellt werden. So wird eine Anwendung der Unterrichtsforschung auf den Englischunterricht versucht. (Heuer, 1968, p. 10)

(In order to create a concrete depiction of a particular English lesson and to convey its details, I wish to set out from the reality of the classroom. The manner of representation is not meant to be normative, but descriptive. The individual depictions of les-

sons are based on audio recordings, supported by lesson protocols and observations. The lessons described are to be illuminated by linguistic and psychological interpretations. This way an attempt is made to apply classroom research to the teaching of English as a Foreign Language in schools). (Heuer, 1968, p. 10, own translation)

It is important to point out here that in *Die Englischstunde*, Heuer examines just a handful of previously observed and broadly transcribed EFL lessons. Thus, it would be inappropriate to consider this book as a ground-breaking contribution to EFL corpus research in Germany (see also Heuer, 1976, p. 28). It should rather be seen as an early, pioneering attempt to place more emphasis than before on studying the classroom as a social community, and on empirically investigating the specifics of interaction in EFL classes. Heuer's *Lerntheorie des Englischunterrichts* (1976) draws on a much larger body of audiotaped and systematically transcribed spoken classroom data, i.e. on parts of the pre-digital 'Dortmund Corpus of Classroom English'.

Still, from the perspective of investigating EFL instruction in institutional contexts, *Die Englischstunde* is unique, especially because of its underlying hermeneutic as well as empirical approach. As already mentioned, Heuer considered this particular approach to research to be one of the most promising ways of gaining a better understanding of actual learning and teaching processes in instructed EFL environments, foreshadowing the current debate on the optimum mix of qualitative and quantitative research, i.e. 'mixed-methods research' (see, for instance, Creswell & Plano Clark, 2011).

Heuer's approach to research is all the more remarkable because he aimed to capture classroom realities at a time in which it was, technologically speaking, far more difficult to accomplish than today. He clearly saw the limitations of research based solely on tape-recordings of classroom interaction (see 1976, p. 29). Thus, he suggested collecting additional classroom and classroom-related data in many different ways, for instance, in research diaries and journals, lesson protocols and commentaries on personal observations. Nowadays, this is current standard and good research practice (if, for instance, looked at from the perspective of triangulation). From a historical perspective, the hermeneutic-empirical

approach is to be seen as a cornerstone of combined theory-driven and evidence-based, data-informed qualitative EFL research.

If taken as a pioneering example of pedagogically motivated corpus research in Germany, the ‘Dortmund Corpus’, in its original format as a goal-driven, paper-based collection of classroom data, is in conflict with some current views of the history of research on foreign language learning and teaching in German schools. As, for instance, Gnutzmann, Königs & Küster (2011, p. 5) argue, research carried out in the related fields of *Fremdsprachendidaktik* and *Englischdidaktik* was largely anecdotal in the 1960s and 1970s, based on unsystematic accounts of teachers’ and researchers’ individual classroom experiences. From this angle, it was primarily the inception of German *Sprachlehrforschung* (literally: Language Teaching Research) in the 1970s, which, funded substantially by the German Research Foundation (*Deutsche Forschungsgemeinschaft*; *DFG*), brought about significant change in the quality of research (in terms of more sophisticated research methods, data collection procedures, etc.):

Die Fremdsprachendidaktik der 60er und 70er Jahre des vorangehenden Jahrhunderts darf als eine erfahrungsbasierte Rezeptologie angesehen werden: Aus der Sicht erfahrener Praktiker erfolgte der Blick auf fremdsprachliches Lehren und Lernen, wobei die dabei gewonnenen Einsichten und Überlegungen gleichzeitig als nachdrückliche Empfehlung für die Gestaltung des Unterrichts angesehen wurden und wohl auch werden sollten. Mit der Entstehung der Sprachlehrforschung in den 70er Jahren einher ging eine demgegenüber stärkere wissenschaftliche Fundierung sowie eine deutlich veränderte Sicht auf den Forschungsgegenstand. (Gnutzmann, Königs & Küster, 2011, p. 5)⁸

8. In fact, this overly broad and in parts distorting view has been perpetuated for many years. For another recent example, see Hallet & Königs (2010, p. 11).

(*Fremdsprachendidaktik* of the 1960s and 1970s can be viewed as an experience-based receiptology. Research on foreign language teaching and learning was based on experienced practitioners' views. The insights and considerations gained this way were conceived of as strong recommendations for instructional design – and were intended to be accepted as such. With the advent of *Sprachlehrforschung* in the 1970s came a much stronger scientific foundation as well as a significantly different view of the object of research). (Gnutzmann, Königs & Küster 2011, p. 5, own translation)

From this point of view, German *Sprachlehrforschung* is to be credited with the empirical turn in foreign language teaching and learning research and with a more rigorous approach to research methodology and design, not the much longer established discipline of *Englischdidaktik*. Looking at the corpus material that is now made available in digital format, this assertion is difficult to sustain. However, since Gnutzmann, Königs & Küster (2011) did not know about the unpublished, pre-digital 'Dortmund Corpus of Classroom English' when they wrote this, it would be unfair to criticize them for their assertions.

1.1 The DOHCCE Viewed from a Corpus-Linguistic Perspective

According to McEnery, Xiao & Tono (²2010), there is an increasing consensus among corpus linguists that a corpus is “a collection of (1) *machine-readable* (2) *authentic* texts (including transcripts of spoken data) which is (3) *sampled* to be (4) *representative* of a particular language or language variety.” However, as they go on to say, “while all scholars agree upon the firsts two qualities, there are differing opinions regarding what can be counted as representative” (p. 5). O’Keeffe, McCarthy & Carter (2007) argue along similar lines. Whereas, on the one hand, they state that “a corpus is a collection of texts, written or spoken, which is stored on a computer”, on the other hand, they point out that a corpus “must represent something and its merits will often be judged on how representative it is.” Viewed from this standpoint, “any old collection of texts does not make a corpus” (p. 1). However, Claridge (2008) emphasizes that representativeness “is problematic enough for modern corpora, but the problem for historical corpora are multi-

plied” (p. 246). Additionally, Hunston (2008) points out that it is “a truism that there is no such thing as a ‘good’ or ‘bad’ corpus, because how a corpus is designed depends on what kind of corpus it is and how it is going to be used” (p. 155). In a similar vein, but focusing in particular on the question whether the world-wide web could be considered a corpus, Kilgarriff & Grevenstette (2003, quoted from Cheng, 2012, p. 35) state:

(Many linguists) mix the question: ‘What is a corpus?’ with ‘What is a good corpus (for certain kinds of linguistic study)?’, muddling the simple question, ‘Is corpus x good for task y?’ with the semantic question, ‘Is x a corpus at all?’. We define a corpus simply as ‘a collection of texts’. If that seems too broad, the one qualification we allow relates to the domains and contexts in which the word is used rather than its denotation: A corpus is a collection of texts when considered as an object of language or literary study. (Kilgarriff & Grevenstette, 2003, p. 334)

Heuer (see 1976, p. 29) was well aware of the problems of representativeness and generalizability arising from classroom-based research carried out in one particular regional area of Germany only. As he points out in *Lerntheorie des Englischunterrichts*, statistically valid random sampling and maximum variation sampling were neither considered possible nor desirable in the specific context of the North Rhine-Westphalian school experiment. Generally speaking, the project depended to a large extent on teachers’ individual interests and their willingness to participate. Extending the project any further than this was simply not possible at the time.

Due to these restrictions, the DOHCCE is perhaps too small and unbalanced to be conceived of as a corpus, if viewed from a present-day corpus-linguistic perspective (for a brief summary of the central quality criteria of contemporary corpus construction and design, see Mukherjee, 2002, p. 47-51; more recently, see Cheng, 2012, p. 30-32; for an interesting discussion of corpus size and language learning, see Aston, 1997; for more extensive accounts of corpus use in language education, see, e.g., Aston, Bernardini & Stewart 2004; Hidalgo, Quereda & Santana, 2007). However, as Heuer (see 1976, p. 29) points out, he never realistically thought of this collection of EFL classroom transcripts as representative of a broader variety of instructional contexts. Thus, it would be unfair

to judge his pioneering (regional) project from this perspective.⁹ Rather, the DOHCCE needs to be seen as a contextualized ‘corpus x for task y’, or, in this case, as an object not for linguistic or literary, but for language pedagogical research in the field of *Englischdidaktik*.

Since the original ‘Dortmund Corpus of Classroom English’ on which the DOHCCE is based was created for clearly defined purposes and goals (i.e. EFL syllabus design and implementation, materials development, and error analysis, to name the most outstanding)¹⁰, it would be overly simplistic to view it as a crudely assembled ‘shoebox-’, ‘snapshot’- or ‘DIY’ (do it yourself)-collection of EFL classroom data (see McEnery, Xiao & Tono, ²2010, p. 3). As a paper-based, special interest corpus, annotated with hand-written (broad) phonological and pedagogical information, it should rather be seen as an early example of a ‘didactically’ motivated for-

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9. Nonetheless, the pioneering character of Heuer’s corpus project is quite obvious, especially if one takes into consideration the current uncertainty in corpus linguistics about the origins and purposes of corpus-informed language pedagogical research. The following two quotations are intended to illustrate this uncertainty. Whereas in the year 2006 McEnery & Xiao stated that “the corpus-based approach to linguistic analysis and language teaching has come to prominence over the last two decades” (²2010, p. xvii), McEnery, Xiao & Tono (2011) point out that “the corpus-based approach to linguistics and language education has gained prominence over the last four decades, particularly since the mid-1980s” (p. 364). In the same vein, Braun, Kohn & Mukherjee (2006) argue that “the use of corpora and corpus technology for language learning and teaching purposes has been on the agenda of researchers, lexicographers and pedagogues for more than two decades now. From the 1980s onwards corpus-based observations of language use have informed and influenced (...) teaching materials and reference works, particularly in the EFL context” (p. 1). Similarly, Flowerdew (2011) contends that “applications of corpus linguistics to language teaching began in the late eighties and early nineties” (p. 327; see also Farr, 2010, p. 620-629). Since the pre-digital ‘Dortmund Corpus’ was created almost a decade earlier, the history of corpus research and language pedagogy will have to be rewritten in parts (see also footnote 10).
10. According to Lüdeling & Kytö (2008), this aspect is of fundamental importance: “Many agree that the decisive factor in corpus design is the purpose a corpus is intended to be for” (p. ix).

eign language classroom discourse corpus.¹¹ As Koester (2010) points out, smaller, more specialized corpora have one distinct advantage over larger corpora: “they allow a much closer link between the corpus and contexts in which the texts in the corpus were produced” (p. 67). For this advantage to be effective, however, the particular context needs to be made sufficiently transparent. If viewed from this perspective, the original corpus material is certainly inconclusive.

In contrast to corpus research that focuses primarily on learner language, the pre-digital ‘Dortmund Corpus’ was created to study goal-oriented, carefully planned and orchestrated classroom discourse or ‘talk-in-interaction’ (see Schegloff, 2007)¹² within a particular context and era of language teaching (i.e. audiolingualism, audiovisualism, and the compromise method). However, apart from broad phonological transcriptions of learners’ mispronunciations of certain words, there are only sporadic comments included in the corpus which could help to illuminate the specific classroom situations and the particular socio-affective atmosphere in which the exchanges occurred.

Two fundamental questions arise from this. First, what impact did the ‘Dortmund Corpus’ ultimately have on EFL curriculum development and syllabus design for comprehensive schools in the federal German state of North Rhine-Westphalia and, perhaps, elsewhere in ‘West Germany’, at the time? Second, what might its po-

11. Leech (1997; as cited in McEnery & Xiao, 2011, p. 374-375) attributes great value to the development of such corpora. Without knowing about the unpublished corpus material gathered in German comprehensive schools years before he states: “To bridge the gap between corpora and language pedagogy, the first step would involve creating corpora that are pedagogically motivated, in both design and content, to meet pedagogical needs and curricular requirements.” In fact, the development of small, pedagogically motivated corpora of learner language has quite a long history in Germany. For instance, in his doctoral dissertation “Studien zur frühen Fehlerforschung in Deutschland”, Breitzkreuz (see 2009, p. 196-234) refers to the Riehlschul-Fehlerkorpus (Riehlschul Error Corpus) (1921) which Hermann Weimer (1872-1942) used to analyze learner errors occurring in English as a tertiary language (L3) instructional environments at that time. An equally interesting and important example of early corpus-based research in Germany is Legenhausen’s study of learner errors, published in 1975. It is also necessary to refer to Mindt’s empirical grammar research in this context (see, e.g., Mindt 1986, 1987, 1992).

12. The term ‘talk-in-interaction’ is only borrowed from American Conversation Analysis (CA) here. It is not used to suggest that the ‘Dortmund Corpus’ was approached or analyzed from this particular research perspective.

tential value be today, if viewed both from the perspective of contemporary applied corpus-linguistic as well as foreign language pedagogical research? (in this context, see also Connor & Upton, 2004)

As to the first question, there is sufficiently reliable evidence showing that the corpus project contributed substantially to the development and implementation of a context-sensitive curriculum and syllabus for teaching and learning English in comprehensive schools in former ‘West Germany’. As the Freyhoff report (see 1975, p. 37-40) shows, Heuer and his EFL research team frequently reported on progress, making numerous suggestions which ultimately led to the development and implementation of the first comprehensive school EFL curriculum in the state of North Rhine-Westphalia.¹³

The second question relates to the uses and potential value of the DOHCCE today. In view of the paucity of digitized historical EFL classroom data, the DOHCCE could be used to gain a better understanding of how English as a Foreign Language was actually taught at the time (i.e. before the communicative turn in the theory and practice of foreign language learning and teaching), and to figure out how and to what extent instruction is really different in EFL classrooms in Germany today (and, perhaps, elsewhere in the world).

However, more generally speaking, it needs to be stressed that “the use of corpora in language pedagogy is a topic causing ongoing debate” (McEnery, Xiao & Tono, 2010, p. 195).

Therefore, future users of the DOHCCE are advised to carefully consider its historical (political, social, general educational, and foreign language pedagogical) background, placing particular attention to the purposes and goals of the original, paper-based ‘Dortmund Corpus of Classroom English’.

13. See *Rahmenplan für den Lernbereich Englisch an Gesamtschulen in NW*, 5.-6. Jahrgang, April 1972; 7.-10. Schuljahr, Juli 1974; *Vorläufige Richtlinien Englisch, Gesamtschulen in Nordrhein-Westfalen* (Kultusminister des Landes NRW, 1977); *Richtlinien und Lehrpläne für die Gesamtschule, Sekundarstufe I in Nordrhein-Westfalen. Englisch* (Kultusminister des Landes NRW, 1980). Further publications of importance are Heuer (1971, 1972, 1973) and Heuer & Heyder (1971).

1.2 Corpus Specifications

Based on the originally typewritten ‘Dortmund Corpus of Classroom English’, the DOHCCE comprises a total of 36 digitized transcripts of EFL classroom discourse or ‘talk-in-interaction’ (approximately 140,000 words). Since the paper transcripts included in the historical corpus are numbered from 1 to 40, a question arose about the whereabouts of four seemingly missing transcripts (originally numbered 8, 10, 14 and 29). According to Heyder (personal communication), transcribing all of the audiotaped material was impossible at the time, due to the poor quality of some recordings. This is why the above mentioned four lesson transcripts were not included in the original, paper-based ‘Dortmund Corpus’.

In order to preserve the historical corpus in its original format, the 36 digitized transcripts included in the DOHCCE have not been renumbered. The only change that has been made is that all digitized classroom transcripts have been rearranged according to (a) year of recording, (b) grade, and (c) date of recording.

It is of additional interest that in his *Lerntheorie des Englischunterrichts*, Heuer (1976, p. 28-29) refers to a total of 33 transcripts of English lessons only, conducted in twelve experimental comprehensive schools in large cities and smaller communities in North Rhine-Westphalia between 1971 and 1974 (i.e. in classrooms in Bielefeld, Bochum, Dortmund, Düsseldorf, Essen, Gelsenkirchen, Kamen, Kierspe, Leverkusen, Mühlheim, Münster, Oberhausen, and Wulfen). Thus, the corpus material on which the DOHCCE is based contains three more transcripts than referred to in Heuer’s *Lerntheorie des Englischunterrichts*. Interestingly, the Freyhoff report (see 1975, p. 39) refers to only 31 transcripts, indicating that more data were gathered at the time than were actually used or, perhaps, considered necessary for the research project (perhaps, due to data saturation).¹⁴ Table 1 summarizes the distribution of transcripts contained in the DOHCCE per grade and year:

14. Since no further descriptive and explanatory information on the obvious discrepancy between collected and used data is available, it is, unfortunately, no longer possible to shed more light on this.

	1971	1972	1973	1974
Grade 5		4		2
Grade 6	1	2	3	2
Grade 7		1	6	3
Grade 8			1	4
Grade 9				5
Grade 10				2

Table 1: Distribution of transcripts per grade and year

Detailed information on the actual realization of the audio recordings and the subsequent process of transcription is scarce. This is all that is available, indicating that the research project was carried out with limited financial resources:

Während der Tonbandaufnahmen war ein wissenschaftlicher Mitarbeiter ... anwesend. Die Transkription wurde von einer studentischen Hilfskraft vorgenommen, die über spezielle phonetische Kenntnisse und ein sehr gutes auditives Wahrnehmungsvermögen verfügte. Abhörschwierigkeiten gab es bei gelegentlichem Durcheinandersprechen der Schüler, die dann als solche in der Transkription kenntlich gemacht wurden. Wichtige Informationen zum Verständnis der unterrichtlichen Situation wurden mit Hilfe von Kurzprotokollen eingefügt. Die Transkribierung erfolgte orthographisch und bei Aussprachefehlern phonologisch (*broad transcription*). Pausen wurden ... durch Gedankenstriche gekennzeichnet. (Heuer, 1979, p. 29)

(One research fellow ... was always present during the tape recordings. The transcripts were produced by a student assistant with specific phonetic knowledge and very good perceptual capacity. Difficulties with speech intelligibility occurred when students occasionally talked across each other (speech overlap); these were marked in the transcripts accordingly. Important information contributing to a better understanding of a particular instructional context was inserted by means of brief notes. Standard orthography was used to transcribe the spoken data, except for pronunciation mistakes: these were transcribed using the nearest phonological transcription (*broad transcription*).

Pauses ... were marked with a dash). (Heuer, 1979, p. 29, own translation)¹⁵

One essential contextual factor influencing the thematic orientation and the procedural infrastructure of classroom talk-in-interaction in EFL settings is, of course, the textbook (including related materials and media such as the workbook or audio recordings). According to Heuer (1979, p. 29), the following EFL textbooks were used in the participating schools: 'English for you' (Knippschild et al., 1975), 'English H' (Friedrichs et al., 1970), 'How do you do' (Orton, 1970), 'Look, listen and learn!' (Alexander, ²1969), and 'Passport to English' (Capelle et al., 1972). Unfortunately, except for a small number of transcripts which include contextual information on the materials and media used in those particular lessons, in most cases textbook-related information is not made available. Since all EFL textbooks mentioned above are either largely audio-lingual, audio-visual, or traditional in nature (which means that they are based on the compromise method, combined with, perhaps, a few additional elements of the audio-lingual method), it is reasonable to assume that this is reflected to a certain extent in the structure of the transcribed classroom exchanges.

The appendix attached to the DOHCCE lists important abbreviations and the most commonly used descriptive notes and explanatory comments embedded in the original source material. Since all of these (raw) meta-data are in German, English translations are provided for the international research community.

15. However, most pauses occurring during the audiotaped lessons are actually marked with three dots (...) in the paper-based corpus, and some pauses in the original corpus are also marked with an indication of length (measured in seconds).

2 The DOHCCE

2.1 Transcripts of Audiotaped EFL Lessons (1971)

2.1.1 Grade 6 (December 10, 1971; #1 in the Pre-Digital Corpus)

- 1 Stundendokumentation Nr. 1
2 Datum: 10.12.1971
3 Klasse: 6. Jg. [29 Schüler/innen]
4 1. Phase [Tafelskizze aus English H 2, S. 5]
5 L. Now, let us begin.
6 [20 Sek.]
7 Now, look at the board. Look at the board.
8 [37 Sek.]
9 Uta.
10 S. This is a map.
11 L. That's fine. Okay. Go on telling 'That's a map'.
12 S. That's a map of England.
13 L. Yes.
14 [9 Sek.]
15 S. In the map there ... some ... some ...
16 L. Towns?
17 S. Towns.
18 L. On the map there /are/ some towns.
19 Now, once more. Once more.
20 S. On the map there are some towns.
21 S. On the map there are some towns.
22 S. In Puddlefield there are /blæks/ family.
23 L. Correct! Correct!
24 S. In Puddlefield there is a house.
25 L. Fine.
26 S. It's the Pim's house.
27 L. Yes.
28 S. I can /zi:/... I can see the Thames.
29 L. Yes. Go on.
30 S. I can see [äh] London.
31 L. You can see London. Now show me London.
32 Come here and /ʃu/ London.
33 S. [an der Tafel] /θiz/ is /lʌndən/.
34 L. Yes, that's /lʌndən/. Go on.
35 S. I can see /wels/.

- 36 L. Yes, show me /wels/. Come here. [S. zeigt Wales].
37 Mm. [zustimmend] Now!
38 S. I can see Liverpool.
39 L. Yes. Now, show Liverpool.
40 [S. zeigt Liverpool]
41 Mm. [zustimmend]
42 S. I can see ...
43 [S. zeigt Manchester]
44 S. I can see /bəˈmɪŋˈhæm/
45 [S. zeigt Birmingham]
46 L. Ute.
47 S. I can see Puddlefield.
48 L. Yes, you can see Puddlefield. Come here.
49 [S. zeigt Puddlefield]
50 S. I can see Sheffield.
51 L. Yes.
52 S. I can see ... North[?]hampton.
53 L. Northampton. /ˈnɔːθˈhæmpən/
54 S. Northampton/s/.
55 L. No, Southampton. Once more, Southampton.
56 S. I can see Southampton.
57 L. Yes, come here and show it.
58 [S. zeigt Southampton]
59 S. I can see /ˈɪŋˈlænd/.
60 L. You can see England. Now, can you show me
61 England? Can you show me England? Come here.
62 [S. geht zur Tafel] Is it right? Is it right? Is it right?
63 S. No.
64 L. Come here [S. zeigt England] Yes, that's right.
65 That's right. That is only England. [L. zeigt
66 England] And the whole? And the whole? ... What
67 is this country? [L. zeigt GB]
68 S. Great London.
69 L. It's Great Britain. Once more.
70 S. It's Great Britain.
71 L. Yes, it's Great Britain.
72 S. I can see the Thames.
73 L. Yes, once more.
74 S. It's [?] Britain.
75 L. Great Britain.

- 76 S. It's Great Britain
77 S. This? Scotland.
78 L. Yes. Scotland is over there. You see? In the north
79 of England. Now ... on the map there is a country.
80 In the country there is a town. Once more.
81 S. On the map there is a country. In the country
82 there's a town. In the town .. L. [unterbricht] ..
83 fine ..
84 S. [weiter] there is a house, and in the house is the
85 /fami:ljə/ the Pims.
86 L. It's the Pim family. Now! It is quite right. In the town
87 there is a street. In the street there is a house. In the
88 the Pim's house. You understand? Now, once more,
89 once more. Once more.
90 S. This is a /kauntri/. In the /kauntri/ there is a town. In the
91 town there is a street. In the street there is a house, the
92 Pim's house.
93 L. Fine. Now. On the map there is a country. Once more.
94 S. On the map there is a country.
95 L. Go on.
96 S. In the country there is a town. In the town there is
97 a street. In the street there is a house. That is the
98 [äh] .. Pim's house.
99 L. Fine. Once more. Once more. Uwe.
100 S. In the country-town [?] is a street. In the street is a
101 house. That is the Pim's house.
102 L. Yes. Once more. [9 Sek.] Anja.
103 S. That is a map. On the map there is England. On
104 England there is Puddlefield.
105 L. [leise] .. in England ..
106 S. .. in England there's Puddlefield. In Puddlefield is a
107 ... is a street. On a street is a house.
108 L. .. in the street ..
109 S. .. in the street is a house. In the house there are the
110 Pims.
111 L. Okay. It's right, too.
112 S. This is a /mæps/. The map is English. And on the
113 English map there is a town and the town /neims/
114 is /'pudlfield/.
115 L. The name of the town is.

- 116 S. The name of the town is.
117 LS. [gleichzeitig] Puddlefield.
118 L [unterbricht] No, there is ...
119 S. [weiter] a street, and in the street there is a house.
120 And that is the Pim's house.
121 L. Yes. You know the country is this. [zeigt auf der
122 Karte]. England is a country. Wales is a country.
123 You understand?
124 S. This is a map. On the map is a country. The
125 country is /'iŋlənd/. In England [hier richtig] ... are
126 many towns. One town name is Puddlefield. In
127 Puddlefield is a street. The street's name is Garden
128 Street. In the Garden Street is a house. It's the Pim's
129 house.
130 L. Yes, the name of the street is Garden Street. Now,
131 please open your book, page five. Open your book,
132 page five.
133 [10. Sek.].
134 2. Phase [vgl. Lehrwerk English H, Bd. 2, S. 5]
135 L. Can you read it? ...
136 S. [liest die obige Passage aus dem Lehrbuch]
137 [Fehler: /'kauntri/ /frainds/ /laif/]
138 L. Now, correct please!
139 S. Live.
140 L. They live. No, once more the word 'country',
141 'country'.
142 S. Country.
143 L. Gerd, once more.
144 S. Country.
145 L. Country.
146 S. Country.
147 S. Country.
148 S. Country.
149 S. Country.
150 L. Once more.
151 Ss. [10 Schüler sprechen reihum: 'country']
152 L. Yes. I will read it once more. On this map [etc. liest die
153 Passage aus dem Lehrbuch] Now, once more ...
154 Sabine.

- 155 S. On this map [etc. liest die Passage aus dem Lehrbuch].
 156 [Fehler: /'kauntri/ /frend/]
 157 L. Yes. Now, once more. Can you correct the mistake?
 158 S. /fraind/.. /frind /
 159 L. Friend. That's right. Country. Once more.
 160 S. Country.
 161 L. Country.
 162 S. Country.
 163 L. Yes. Once more.
 164 S. Country.
 165 L. Here, Uwe!
 166 S. [Unruhe in der Klasse]
 167 L. Pay attention. Country.
 168 S. Country.
 169 S. Country.
 170 S. Country.
 171 S. Country.
 172 L. Yes. Now, once more. Read it once more. ... Irene.
 173 S. On this map [etc. liest die Passage aus dem Lehrbuch]
 174 [Fehler: /laif/]
 175 L. Where do you?
 176 S. Live?
 177 L. Yes. Now, once more. ... Susanne.
 178 S. On this map [etc. liest die Passage aus dem Lehrbuch]
 179 [Fehler: keine]
 180 L. Now, once more. Fine. Uwe.
 181 S. On this map [etc. liest die Passage aus dem Lehrbuch]
 182 [Fehler: S. liest: in the Puddlefield]
 183 L. Correct! One mistake. One mistake.
 184 S. This.
 185 L. They live in? ... they live in?
 186 S. Puddlefield.
 187 L. Yes. Yes. They live in Puddlefield. Now, once more.
 188 Bernd.
 189 S. [liest die Passage]
 190 [Fehler: S. liest 2 mal ,the' anstelle von ,this']
 191 L. There were two mistakes. Two mistakes.
 192 S. /'kauntri/
 193 L. Ne [!], country was right.
 194 S. On this map.

- 195 L. On this map. And? Marina.
196 S. In this [betont] /'kauntri/
197 L. In this country. You said: the.
198 S. In this country.
199 L. Yes, that's right. Now, once more. Gerd.
200 S. [liest die Passage]
201 [Fehler: /'kauntri/ /hous/ /zei/ und ,they' anstelle von
202 ,there']
203 S. They.
204 L. They. They. Gerd. They.
205 S. They.
206 L. Yes. And more mistakes. ... Yes?
207 S. House.
208 L. Yes.
209 S. Country.
210 L. Country.
211 S. Country.
212 L. Yes.
213 S. There.
214 L. Yes. ... There is a /ha:l/, a street please. Yes?
215 3. Phase [Flanelltafel: Lehrer bzw. Schüler agieren mit
216 den Elementen]
217 L. Reinhard.
218 S. That's Peter and Betty. ...
219 L. Can you tell me more? Tell me more.
220 S. That is Peter and that is Betty [zeigt vom Platz auf die
221 falschen Personen].
222 L. [fragend] That is Peter and that is Betty? [S. korrigiert
223 sein Zeigen]. [L. agiert] Now. What does Peter want?
224 What does Peter want? Monika.
225 S. Peter wants chickens.
226 L. Peter? Correct!
227 S. Peter wants chicken.
228 L. Yes, that's right. Peter wants chicken. Betty?
229 [L. agiert]
230 S. Betty says, I don't want chickens.
231 L. That is right. Betty?
232 S. I doesn't chicken.
233 S. I doesn't want chicken.
234 S. Betty doesn't /tʃɪk/ like chicken.

- 235 L. Betty doesn't?
236 S. Likes?
237 L. Ne, ne.
238 S. .. /wəunt/ chicken.
239 L. Betty doesn't want chicken.
240 S. Ja, want.
241 L. Now.
242 [L. agiert]
243 S. Peter says, I.
244 L. Ne, ne. Peter says not. Peter says. Peter?
245 S. I want cheese. Betty doesn't.
246 L. Peter?
247 S. .. wants cheese. Betty doesn't want cheese.
248 L. Yes. Go on. What does Peter want? Frank.
249 S. Peter want cheese.
250 L. Peter?
251 S. .. wants cheese.
252 L. Yes. Betty?
253 S. Betty doesn't /wəunt/ cheese ... [L. agiert] Dietmar.
254 S. Betty like jam.
255 L. Betty?
256 S. Likes jam.
257 L. Come here.
258 S. [agiert] Peter?
259 S. Peter doesn't like jam.
260 [L. agiert]
261 L. Right. ... Anja.
262 S. Betty likes ham and eggs.
263 [S. agiert]
264 L. Betty wants ham and eggs. Peter?
265 S. Peter doesn't /want/ /egz/, ham and eggs.
266 L. Fine. Now. What does /pi:tə/ want? What does /pi:tə/
267 want? Uta.
268 [L. agiert]
269 S. Peter wants sugar.
270 L. Come here. What? And Betty? And Betty? ... and
271 Betty? Frank.
272 S. Betty doesn't want sugar.
273 L. Betty doesn't want sugar.
274 [L. agiert]

- 275 L. Marita.
276 S. Peter wants sweets.
277 L. Come here.
278 [S. agiert]
279 L. Betty? ... Betty? ... [Gelächter] Betty? ... Look here,
280 please. ... Petra.
281 S. Betty doesn't want /fwi:ts/.
282 L. Yes. ... Betty? ... Christiane.
283 S. Betty wants salad.
284 [S. agiert]
285 L. Peter?
286 S. Peter doesn't want salad.
287 [L. agiert]
288 L. Johannes.
289 S. Betty wants icecream.
290 L. Fine. Come here ...
291 [S. agiert]
292 L. Peter? ... Peter? Thomas.
293 S. Peter doesn't.
294 L. Go on.
295 S. Peter doesn't want.
296 L. Fine. Yes. ... Gerd.
297 [L. agiert]
298 S. Betty /wəunts/ cornflakes.
299 L. Come here ...
300 [S. agiert]
301 L. And Peter?
302 S. Peter doesn't want ... cornflakes.
303 L. Fine.
304 4. Phase [Tageslichtschreiber: L. agiert]
305 L. Now, /pi:tə/ has /'birsdi/. Peter wants a record. What
306 does Peter want?
307 S. Peter /wəunts/ a /'rekəd/.
308 L. Fine. Once more. Thomas.
309 S. Peter wants ...
310 L. What does Peter want?
311 S. Peter wants records.
312 L. Wants?
313 S. Record.
314 L. Correct him.

- 315 S. Peter wants a /'rekəd/.
316 L. That's right. Peter wants a record. Betty? ... Betty? ...
317 S. Betty don't wants a record.
318 L. Betty?
319 S. Don't wants.
320 L. Correct!
321 S. Betty doesn't want a /'rekəd/.
322 L. Fine. Now, Peter wants a camera.
323 [L. agiert]
324 L. What does Peter want? ...
325 S. Peter /wo:nts/ a camera.
326 L. Once more.
327 S. Peter /wonts/ a /'kaməra/.
328 L. Once more.
329 S. Peter wants a camera.
330 S. Peter wants a camera.
331 S. Peter wants a camera.
332 S. Peter wants a camera.
333 S. Peter wants a camera.
334 L. Yes. Once more.
335 S. Peter wants a camera.
336 L. Mm. [zustimmend] What? And Betty? ... and Betty? ...
337 and Betty?
338 [L. agiert]
339 L. Rainer.
340 S. Doesn't /wəunt/ a /'kaməra/.
341 L. Betty doesn't.
342 S. /wəunt/ a /'kaməra/.
343 L: Yes, that's right. Once more.
344 S. Betty doesn't want a /'kaməra/, a camera.
345 L. Once more.
346 S. Peter.
347 L. No, Uwe. [gemeint war ein anderer S.]
348 S. Betty /wəunt/ a .. Betty doesn't /wəunts/ a camera.
349 L. Betty doesn't?
350 S. .. a camera. [äh], [äh] /wəunts/ a camera.
351 L. Betty doesn't?
352 S. .. /wəunt/ a camera.
353 S. .. /wəunt/ a camera.
354 L. Yes. Now, Peter wants a stamp album.

- 355 [L. agiert]
356 L. Peter wants a stamp album.
357 S. Peter wants a stamp album.
358 S. Peter wants a stamp /ælb /.
359 S. Peter wants a stamp /æɪ /... /ælb /.
360 S. Peter wants a stamp album.
361 S. Peter wants a stamp album.
362 S. Peter wants a stamp /ælbʊm/.
363 L. Album.
364 S. Album.
365 S. Peter wants, wants a stamp, a stamp album.
366 S. Peter wants a stamp album.
367 S. Peter wants a stamp album.
368 S. Peter wants a stamp album.
369 L. And Betty? ... and Betty?
370 [L. agiert]
371 L. Shut the book. Shut the book. And Betty? ...
372 S. Betty doesn't /wɒnt/ a stamp album.
373 L. That was right. Once more. Anja.
374 S. Betty doesn't want a stamp /'ælbʊm/.
375 S. Betty doesn't want a stamp album.
376 L. Now. [L. agiert] Peter wants a book of detective stories.
377 You know a murder, killer. You understand?
378 [Gelächter der Ss.] She wants, he wants a book of
379 detective stories...
380 S. A book of /de'tektɪf/ [äh] ..
381 L. Detective stories.
382 S. Detective stories.
383 S. A book of de .../di /
384 LS. [gemeinsam] /'tɛktɪv/
385 S. .. stories.
386 L. Detective stories.
387 S. /di'tektɪf/ stories.
388 L. Detective stories.
389 S. /di'tektɪk/ stories.
390 L. No. Detective stories.
391 S. /dɪ'tektɪf/ stories.
392 L. Yes. A book of detective stories.
393 S. A book of /dɪ'tektɪf/ stories.
394 L. Irene.

- 395 S. Peter wants a book of detective /di'tektifs/
 396 LS. [gemeinsam] .. stories.
 397 S. Peter wants a book [Lärm], a book of ...
 398 L. Detective.
 399 S. Detective stories.
 400 L. Bernd. A book of? ...
 401 S. A book of detective stories.
 402 L. Detective stories.
 403 S. Detective stories.
 404 L. Bitte! [auf S. zeigend]
 405 S. A book of /di'tektim/ stories.
 406 L. Detective stories.
 407 S. /dit'ektim/ stories.
 408 L. Detective stories.
 409 S. /dit'ektim/ stories.
 410 L. Detective stories. Detective stories.
 411 S. /di'tektifs/ sto, sto ...
 412 L. A book of detective stories.
 413 S. A book of /'teklif/ sto ...
 414 L. Detective stories. I'm writing the word. Perhaps
 415 you can better say it. [schreibt]. You see? A book of
 416 detective stories. Now, once more.
 417 S. A book of detective stories.
 418 L. Once more.
 419 S. A book of /dit'ekt'ektif/ stories.
 420 L. Fine.
 421 S. A book of /dit'ektif/ stories.
 422 L. Alright. It's difficult. Now. The last one. [L. agiert]
 423 Peter wants a radio. What does Peter want?
 424 S. Peter wants a radio.
 425 L. Yes.
 426 S. Peter /wounts/ a radio.
 427 S. Peter wants a radio.
 428 S. Peter wants a radio.
 429 Ss. [gleichzeitig] Peter wants a radio.
 430 L. Yes.
 431 S. Peter wants a radio.
 432 S. Peter wants a radio.
 433 L. Yes. Now, once more. Tell me what does Peter want?
 434 ...

- 435 S. [äh] ? /soɡz/
436 L. That's not right.
437 S. Peter want a record [richtig!]
438 L. A?
439 S. Record.
440 L. /'rekəd/?/ Yes. Once more. What does Peter want?
441 S. Peter want a /'rekəd/.
442 L. What does Peter want?
443 S. Ach so. Peter want a ...
444 L. What does Peter want?
445 S. A stamp /ælbʊm/.
446 L. A whole sentence.
447 S. Peter want ... wants a stamp album.
448 L. That's right. What does Peter want?
449 [L. agiert]
450 S. Peter wants a /'kamərə/.
451 L. What does Peter want?
452 [L. agiert]
453 S. Peter want a /'radio/.
454 L. Peter?
455 S. Peter want a radio.
456 L. Peter?
457 S. /wəʊnt/ a radio.
458 L. Peter?
459 S. /wəʊnt/ a radio.
460 L. Correct him!
461 S. Wants a radio.
462 L. Once more.
463 S. Peter wants a radio.
464 S. Peter wants a radio.
465 S. Peter wants a radio.
466 S. Peter wants a radio.
467 L. Now, what does Peter want?
468 [L. agiert][Lachen]
469 L. Here, Petra.
470 S. Peter wants a book of /'tektɪf/ stories.
471 L. Yes. Alright. Once more. [äh] Christiane.
472 S. Peter wants a book of detective /'stɔːr/.
473 L. Sto ...
474 S. ... ries.

- 475 L. Yes. Once more.
 476 S. Peter/wəunts/ a book of /di/, detective stories.
 477 L. Yes.
 478 S. Peter /wəunts/ a book of ..
 479 [Wortsalat – Gelächter der Ss.]
 480 L. of de...
 481 S. ... tective stories.
 482 S. Ausgegangen. War zu heiß.
 483 L. Yes.
 484 S. Peter wants.
 485 L. Now, please.
 486 S. Ventilator laufen lassen.
 487 [Tageslichtschreiberbirne durchgebrannt – vorzeitiges
 488 Ende der 4. Phase].
 489 5. Phase [vgl. English H2, S. 5]
 490 L. Open, oh yes ... Open the books, please ... Open the
 491 book, please, page six, ... open the book, page six and
 492 then begin to write. Open your exercise books and
 493 begin to write the first exercise: Tomorrow is Sunday.
 494 Peter's birthday. He wants a ... [...] Now stop your
 495 talking. Take out the books, the exercise books, open
 496 your book, page six and take the first exercise: Peter
 497 wants a [?] for his birthday. Peter wants a camera for
 498 his birthday, and so on. Yes? Begin to write. [...] And ...
 499 and then you open your workbook, if you're ready
 500 you open the workbook, page one, the first and the
 501 second exercise.
 502 [Ss nehmen Lehrbücher und Workbooks heraus und
 503 bearbeiten die Übungen schriftlich. L. geht in der Klasse
 504 herum und kontrolliert bzw. hilft.]

2.2 Transcripts of Audiotaped EFL Lessons (1972)

2.2.1 Grade 5 (February 7, 1972; #3 in the Pre-Digital Corpus)

- 505 Stundendokumentation Nr. 3
506 Datum: 07.02.1972
507 Klasse: 5. Jg. [34 Schüler: 17/17]
508 Thema: Orders (lehrbuchunabhängig)
509 L. Now children [äh] stand up please.
510 S. I'm stand [?] up. [S. stehen auf]
511 L. Sit down again.
512 S. I'm sitting down. [alle Schüler]
513 L. Fine. Stand up.
514 S. I'm standing up. [alle Schüler]
515 L. Are you standing or are you standing up now?
516 S. I'm standing. [alle Schüler]
517 L. Yes, you're standing. Now, sit on your tables.
518 S. I'm sitting on my table. [alle Schüler]
519 L. Fine. Daisy, go to the door. Daisy!
520 S. I'm going to the door.
521 L. Fine. [äh] Frank, go to the window.
522 S. I'm going to the window.
523 L. Thank you. Daisy, open the window.
524 S. I'm going [Lärm]
525 L. Oh, stop that. Thank you, Daisy. Boys stop that.
526 Sit down correctly. [Schüler setzen sich]
527 S. I'm sitting down. [alle Schüler]
528 L. Now you are sitting down. [Lärm] Michael and
529 Charly. Stop that, please. Daisy, once again.
530 Go to the door.
531 S. I'm going to the door.
532 L. Fine. Open the door.
533 S. I'm open .. /oupiŋ/ the door.
534 L. Once more. I'm opening the door.
535 S. I'm /oin/ .. opening the door.
536 L. Fine. [äh] Sit down on your chair. [L. hilft]
537 I'm going to my...
538 S. I'm going to the chair. I'm sitting down.
539 L. Fine. Thank you. [äh] Oliver, please shut the door.
540 It's cold inside [L. hilft] I'm..

- 541 S. I'm shutting the door.
542 L. Yes. And now say what you do.
543 S. I'm going to my chair.
544 L. Good.
545 S. I sitting down [L. flüstert, daß S. sich gleichzeitig
546 hinsetzen soll.] I'm sitting down.
547 L. Fine. Oliver thank you. Susan, go to the blackboard.
548 S. I'm going to the blackboard.
549 L. What's she doing?
550 S. She is going.
551 S. She is going.
552 S. She is going.
553 S. She is going.
554 L. Is she going now?
555 S. She is standing.
556 LS. [gleichzeitig] Now, she is standing.
557 L. Yes, alright [äh]. Susan. Please, take a piece of chalk
558 [L. hilft] I'm ...
559 S. I'm taking a piece of chalk.
560 L. Thank you. Now write down your name.
561 S. I'm writing your ...
562 LS. [gleichzeitig] My [name?].
563 L. What's she doing? What's she doing? Oliver.
564 S. She is writing down her /naim/, [äh] name.
565 L. Fine. Thank you, Susan. Now, go to your chair.
566 S. I'm going to my chair.
567 L. Sit down.
568 S. I'm sitting down.
569 L. Thank you. Oh! It's very cold here. Charly, please shut
570 the window.
571 S. I'm shutting the window.
572 L. Yes, alright.
573 S. I'm sitting down.
574 L. Thank you.
575 S. I'm sitting down.
576 L. I'm?
577 S. I'm sit. ...
578 S. .. ting [anderer Schüler]
579 S. Sitting. [Lärm]
580 L. What's he doing?

- 581 S. He's sitting.
582 L. He's sitting. Yes. Is Susan standing? Look. Is Susan
583 standing?
584 S. No, she is sitting.
585 L. Susan, stand up, please. Is Susan sitting now?
586 S. No, she is standing.
587 L. Fine. Alright. [äh] Thank you. Sit down again.
588 Ralf. Run to the blackboard.
589 L. What's he doing? What's he doing?
590 S. He's running to the.. [L. fällt S. ins Wort]
591 L. He's running to the blackboard. Fine. Please take the
592 sponge. Take the sponge. I'm...
593 S. ... taking the sponge.
594 L. Clean the blackboard.
595 S. I clean the black, blackboard. [gleicher S.]
596 L. Fine. Put down the sponge.
597 S. I'm put down the sponge. [gleicher S.]
598 L. No.
599 S. I'm putting.
600 L. Right. Go back to your chair.
601 S. I'm going to my chair.
602 L. Fine. Thank you. Now children, listen. When I say:
603 Stand up. Sit down. [S. stehen auf und setzen sich]
604 Stand up. Sit down. Open the window. Shut the door.
605 Write your name. Open your books. Take your pens.
606 And so on. These sentences are orders.
607 S. Orders. [alle S.]
608 L. Yes, they are orders. Listen. Go to the window.
609 Shut the door. Open the window. Write your name
610 down. Stand up. Sit down ... are orders. Look!
611 [L. schreibt] They are orders. An order is: Go to the
612 blackboard. Now, can you say some orders? [Name?]
613 I want to write down an order now.
614 S. Sit down.
615 L. Fine Oliver. Sit down is an order.
616 L. [Name?]
617 S. I'm going.
618 L. Is that an order?
619 S. Nein.
620 L. No, it's not an order.

- 621 S. I'm going to the chair.
622 L. Is that an order?
623 S. No.
624 L. No, it's not an order. Listen. Lucy.
625 S. I'm standing.
626 L. No, it's not an order. Now. Look at the blackboard.
627 Sit down. Go to the chair. Open the window and so
628 on. Now help me. Harry?
629 S. Open. [Lärm]
630 L. Once more.
631 S. Open the window.
632 L. Fine. Another one. Betty.
633 S. Standing up.
634 L. Not standing. Once more.
635 S. [flüstern] Stand up.
636 L. [Pst] Betty you know.
637 S. Standing up.
638 L. [?] blackboard. I will write it down. Oliver said the
639 order: Sit down. [L. schreibt] Now, Oliver say it once
640 more.
641 S. Sit down.
642 L. I'm sitting down. The answer is: I'm sitting down.
643 That's the normal sentence. It would be? I'm ... sitting
644 ... down [L. schreibt] Alright? Now, another. Another
645 order would be .. go to the door. Bert, please go to the
646 door. Hey, what are you doing?
647 S. I go to the door.
648 L. Oh, no, Bert. Listen. Go back to your chair. Go back to
649 your chair.
650 S. I'm go to the chair.
651 L. No, it is not correct, Bert. Listen what .. listen what
652 Robert says. Robert please, go to the door.
653 [S. macht L. auf Fehler an der Tafel aufmerksam]
654 L. Oh yes, alright, excuse me.
655 S. I'm going to the /tʃɛ:/, [äh] door.
656 Ss. Door.
657 L. Fine Roger, [äh] Robert, no Roger. Now, once more.
658 Go to the door.
659 S. Hab ich Dir doch n' paarmal vorgesagt.
660 S. I'm going to the door.

- 661 L. Vielleicht hast du ihn damit verwirrt, Rolf, ja?
662 [Lärm – S. sagt sinngemäß, er habe es richtig gesagt,
663 da der andere es falsch gesagt habe.] Bert, please go to
664 the window.
665 S. I'm going to the window.
666 L. Yes, alright. Now it's .. now it's correct. Go to your
667 chair.
668 S. I'm going to the chair.
669 L. Fine. Sit down.
670 S. I'm sitting down.
671 L. Yes, alright. Now listen. You say an order and I will do
672 what you want. Roger, sit down again first.
673 S. I'm going to [äh] my chair.
674 L. Alright.
675 S. I'm sitting down.
676 L. Fine. Now begin. You give orders. Oliver.
677 S. Go to the blackboard.
678 L. I'm going to the blackboard.
679 S. Take the sponge.
680 L. I'm taking the sponge.
681 S. Clean the blackboard.
682 L. I'm cleaning the blackboard. I won't do that but I
683 must. I'm cleaning the blackboard. Yes. Is it correct
684 now.
685 S. Oh no. [einige Schüler]
686 L. These were two. Fine, thank you. I'm cleaning the
687 blackboard. [Name?]
688 S. Put the sponge in the box.
689 L. I'm putting the sponge in the box.
690 [L. flüstert] Some orders. Doris.
691 S. Taking a piece of chalk.
692 L. It's not correct. Say: Take a piece of chalk.
693 S. Take a piece of chalk.
694 L. I'm taking a piece of chalk.
695 S. Going to the blackboard.
696 L. Not going. You must say: Go to the blackboard.
697 S. Go to the blackboard.
698 L. I'm going to the blackboard.
699 S. Write down your name.
700 L. Fine, once more, very loud.

- 701 S. Write down your name.
702 L. Oliver, stop that, please. I'm writing down my name.
703 Thank you, Doris. Now it's your turn. Come on.
704 Charly.
705 S. Open all the windows.
706 L. All windows? Oh dear. I'm going to the window.
707 Charly, let's say: I open one window. Alright? I'm
708 opening the window. Thank you. I'm shutting the
709 window. Alright. Thank you. And another order.
710 Come on. Susie.
711 S. Going to the door.
712 L. That's not correct.
713 S. Go.
714 L. Fine. Go.
715 S. Go to the door.
716 L. Alright. I'm going to the door.
717 S. Open the door.
718 L. Fine. I'm opening the door.
719 S. Shut the door.
720 L. I'm shutting the door. Another order. Come on.
721 S. Sit down [L. zu anderem S.]
722 S. You're running to the blackboard.
723 L. Is that an order? Listen. Pay attention, Harry.
724 S. Run to the blackboard.
725 L. Once more.
726 S. Run to the blackboard.
727 L. Oh, I'm running to the blackboard. Alright. Go on,
728 Jenny.
729 S. Going to Oliver.
730 S. [anderer Schüler verbessert] Go to Oliver.
731 L. Pst. Jenny.
732 S. Go to Oliver.
733 L. I go, I'm going to Oliver. I'm taking Oliver's
734 pencil-case. That's all. Thank you. Another one
735 of you.
736 S. My pencil-case.
737 L. Oh yes. [S. lachen] [Pst.] Charly.
738 S. Sitting down under your table.
739 L. Oh Charly. Is that right? Sitting down?
740 S. Sit down under your table. [Ss. lachen]

- 741 L. Now, I do it. Look, I'm sitting. I'm sitting down under
742 the table now. [Ss. lachen]
743 S. Ich seh aber noch was!
744 S. Standing up.
745 L. No, that's wrong, that's wrong.
746 S. Stand up.
747 L. Once more, Charly?
748 S. Stand up.
749 L. Thank you. I'm standing up, but now I'm standing
750 again. Alright. Another order. You know some orders.
751 Bert.
752 S. I'm going to ... Go
753 L. Is that correct? I'm going?
754 S. I'm going to the chair.
755 L. Are you really going to your chair?
756 S. No.
757 L. Help Bert. Help him. You will say that I shall do it.
758 Alright? But help him. It's not correct. Margaret.
759 S. I go to the chair.
760 L. No. Give an order. Oh, I help you. [L. schreibt] ...
761 That's an order. Go to the chair. Once more, Margaret.
762 S. Go to the chair.
763 L. Bert.
764 S. Go to the chair.
765 L. Good, another order. Jenny.
766 S. Going to the blackboard.
767 L. Jenny. Look at the blackboard. This is an order.
768 Go to the door.
769 S. Go to the blackboard.
770 L. Fine. Go to the blackboard. Another one.
771 S. Open the blackboard.
772 L. Open the blackboard. It's correct.
773 S. Clean the blackboard.
774 L. Fine. Another one.
775 S. I'm sitting on.
776 S. [flüstern] Sit down.
777 L. Susan.
778 S. Sit down.

- 779 L. Sit down. Fine. Another one. Bert.
780 [äh] Ralf ... Ralf. Pay attention. This is an order.
781 S. Go to [?] [L. unterbricht]
782 L. Thank you Ralf. Michael.
783 S. I'm sitting on the blackboard.
784 S. [einige] Oh!
785 L. I'm crazy today. [S. lachen] Ah, once more, look. This
786 is an order. Go to the blackboard. And when you hear
787 an order you do something. When I say: Michael, go
788 to the door. What do you do then? Go to the door ..
789 Michael, go to the door! What do you do? What are
790 you doing? What are you doing, Michael?
791 S. He's going to the door.
792 S. [einige] I'm.
793 S. I'm going to the door.
794 L. Fine. Now Michael.
795 Another order is: Sit down.
796 S. Ja, wo denn?
797 S. [einige] Sit down.
798 S. Wo denn?
799 S. Auf der Erde. [lachen]
800 L. Now. Michael, you are sitting now. Alright? Another
801 order is: stand up, Michael, Michael. Please give an
802 order. Give an order. Listen. Bert will help you. Bert
803 will help you. Bert.
804 S. Go, go the the ... table.
805 L. Fine. Bert, that's correct. Now, Michael, once more.
806 Give this order.
807 S. Going to the table.
808 L. No, listen to Bert.
809 S. [S. verbessert sich] I'm going to the table.
810 L. Listen. Bert will give you an order. Bert.
811 S. I'm go.
812 L. It's very difficult I think.
813 S. Go to the table.
814 L. Fine. This is an order. Go to the table. [L. schreibt] It's
815 an order. Go to the table.
816 S. I'm going to the table.

- 817 L. Yes, now you do this ... but I must say: You are doing
818 this. Sit down.
819 S. I'm sitting down.
820 L. Good. But the order, Michael, the order is: sit down.
821 [L. schreibt] Alright now. Daisy stop that please.
822 One order from every table. Now. [Think] and give an
823 order.
824 S. [?]
825 L. Yes you can ... [informiert sich in Deutsch, ob S.
826 untereinander sprechen dürfen]
827 S. [?]
828 L. Yes you can.
829 S. [Sprechen laut miteinander]
830 L. You are ready? Alright
- 831 S. [sprechen laut miteinander]
832 L. Are you ready? Thank you ...
833 S. [sprechen laut miteinander]
834 L. Alright. Are you ready?
835 S. [sprechen laut miteinander]
836 L. Alright ... Are you ready? Are you ready? Are you ready
837 now? Alright. Let's begin here. Let's begin here. Listen
838 to the orders.
839 S. Run to the /saidbod/
840 L. No, I don't. No, I don't. [S. lachen] [äh] Give another.
841 S. [äh] Run to the [äh] ... was heißt Aula auf Englisch?
842 L. I don't. I will stay here in this classroom.
843 S. Clean, clean the [äh] blackboard.
844 L. I will do this. Listen. I'm cleaning the blackboard.
845 Thank you. Now your order.
846 S. I'm take, I'm take.
847 [S. klopft auf den Tisch. Unruhe]
848 L. Please listen to this order.
849 S. Take your pencil-case.
850 L. Oh, I've forgotten my pencil-case. Can I take my pen?
851 S. Ja. [zustimmend]
852 L. I'm taking my pen. Alright. Now you.
853 S. Writing your name.
854 L. That's wrong.
855 S. Writing your name [derselbe].

- 856 L. No.
857 S. [derselbe] Write your name.
858 L. Fine, Roger. I, I'm writing my name. [L. schreibt] [Pst.]
859 It's your turn.
860 S. I'm go to the cupboard.
861 L. Is that right Susan? ... Margaret?
862 S. Go to the cupboard.
863 L. Fine. Helen, once more.
864 S. Go to the cupboard.
865 L. I'm going to the cupboard. Alright. Now, your table.
866 Jenny?
867 S. Go to the table. [hohe Stimmführung, als ob sie
868 fortfahren will]
869 L. I'm going to my desk, yes. Another one? Alright.
870 Thank you. Now you.
871 S. Go to the blackboard.
872 L. I'm going to the blackboard.
873 S. [gleicher S.] and clean the whole blackboard with a
874 sponge.
875 L. I'm cleaning the whole blackboard with a sponge
876 [Name]. Thank you. [Name?] your order.
877 S. I'm, I go to.
878 S. [einige] oh.
879 L. Doris.
880 S. Go to that table.
881 L. I'm going to this table here. Yes, alright. And another
882 one.
883 S. Going to the window.
884 L. Is it right? Going to the window?
885 S. [einige] .. go, go!
886 S. Go to the window.
887 L. That's correct. I'm going to the window.
888 S. Open the window.
889 L. [Pst.] Ne, you can't hear this.
890 S. [derselbe] Open the window.
891 L. I'm opening the window.
892 Ss. Shut your window.
893 L. I'm shutting the window.
894 Ss. Go to the blackboard.

- 895 L. I'm going to the blackboard. Now stop this.
896 S. [ruft] Sit down.
897 L. Oh. I'm sitting down. Thank you. No, we stop this
898 here. We stop this here. Please, now another order
899 from me. Look to the blackboard. [L. verbessert sich]
900 Look at the blackboard. I was wrong here. This is a
901 boy. [L. zeichnet] He says, he says: I'm going to the
902 blackboard. [L. schreibt]
903 [leise] Billy, please shut your book. Michael, please
904 look at the blackboard. Michael, please look at the
905 blackboard. This boy says: I'm going to the
906 blackboard. But first the teacher must give an order.
907 Please give the order so that this boy is really going
908 to the blackboard. Susan.
909 S. Go to the blackboard.
910 L. Fine, Susan. Go to the blackboard. [L. schreibt]
911 Go to the blackboard. Fine. Look, what this boy is
912 doing? [L. zeichnet] Jim, what is this boy doing?
913 [S. lachen] Look, what's he doing. [S. lachen über
914 Zeichnung] Yes, It's a dog? Now. [Pst.] What's he
915 doing? Peggy?
916 S. He's running after a cat, [äh], a dog.
917 L. He's running after a dog. Yes, that's right.
918 [S. klatschen] Think of this boy. What will he say?
919 He begins with I [?]. He begins with I. Nick.
920 S. I [äh] running after Jip.
921 L. I'm running after Jip. [L. schreibt] Alright. Now, give
922 the order, give the order. He must have an order.
923 Margaret.
924 S. Run after Jip.
925 L. Fine. Run after Jip. [L. schreibt] Run after Jip. Thank
926 you. Please stop that.
927 Ss. [?]
928 L. No. Oh, yes, that's a mistake. Fine.
929 I've got some worksheets for you. Michael! ... you look
930 at the worksheets and you try to fill in the breaks. Wer
931 nicht direkt weiß, was er zu tun hat, darf sich melden.
932 Alright? ,Please help me'.

- 933 L. [ruft Schüler auf, die beim Verteilen helfen]
934 Ss. [füllen Bögen aus]

2.2.2 Grade 5 (March 13, 1972; #4 in the Pre-Digital Corpus)

- 935 Stundendokumentation Nr. 4
936 Datum: 13.03.1972
937 Klasse: 5. Jg.
938 L. At first we want to see the pictures of unit 6 'From the
939 sitting room window'. Please, show us the first
940 pictures. ... Now it's your turn. Andreas.
941 S. From the sitting room window. ...
942 L. Thank you.
943 S. From the sitting room window.
944 L. Thank you. Go on, please.
945 S. [Licht aus!]
946 L. Switch off the light. Please, show us the next
947 picture.
948 S. What's that noise?
949 L. Once more, please.
950 S. What's that /nois/?
951 L. Once more, it's not quite correct.
952 S. What's that noise?
953 L. No [?]. What's that noise?
954 S. What's that noise?
955 L. Fine, thank you. Once more.
956 S. What's that noise?
957 L. Thank you. Go on, please.
958 S. Oh, it's Jip.
959 L. Hm. [zustimmend]. Once more.
960 S. Oh, it's Jip.
961 L. Thank you. Go on.
962 S. [...] he doing?
963 L. [Name]
964 S. What's he doing?
965 L. Yes.
966 S. What's he doing?
967 L. Thank you.
968 S. He is running after the cat.
969 L. Yes.
970 S. He's running after a cat.
971 L. Hm. [zustimmend]

- 972 S. He's running after a cat.
973 L. Thank you [Name].
974 S. Come and see.
975 L. Yes. Gertrud.
976 S. Come and see.
977 L. Yes, thank you. Go on, please.
978 S. What's he doing?
979 L. Hm.
980 S. What's he doing?
981 L. Yes.
982 S. What's he doing?
983 L. Hm.
984 S. He's climbing onto the roof.
985 L. Thank you. Mark.
986 S. He's climbing onto the roof.
987 L. Yes. ...
988 S. He's climbing on the ... on the ...
989 L. ... roof. He's climbing onto the roof.
990 S. He's climbing onto the roof.
991 L. ... climbing onto the roof. Yes.
992 S. [Gelächter beim Erscheinen des Bildes] He's crazy.
993 L. Yes.
994 S. He's crazy.
995 L. Hm [zustimmend]
996 S. He's crazy.
997 L. Yes.
998 S. He's crazy.
999 L. Yes.
1000 L. Mrs. Hay. Who wants to be Mrs. Hay?
1001 S. Richard, come down at once.
1002 L. Yes.
1003 S. Richard, come down at ...
1004 L. ... at once.
1005 S. ... at once.
1006 L. Hm.
1007 S. Richard, come down at once.
1008 S. Richard, come down at once.
1009 L. Thank you.
1010 S. Mummy, look at ... poor cat.
1011 L. ... at that ...

- 1012 S. ... at that poor cat.
1013 L. Yes.
1014 S. Mummy, look at that poor cat.
1015 L. Hm.
1016 S. Mummy, look at that poor cat.
1017 L. Yes.
1018 S. Mummy, look at that poor cat.
1019 L. ... at that poor cat.
1020 S. At that poor cat.
1021 L. Yes.
1022 S. She's terrified.
1023 L. Yes.
1024 S. She's terrified.
1025 L. Hm. Go on.
1026 S. This dog is a terror.
1027 L. Hm.
1028 S. This dog is /ə/ terror.
1029 S. This dog's a terror.
1030 S. This dog's a terror.
1031 L. Go on. What's he doing? Look. Udo.
1032 S. Richard bringing the cat down.
1033 L. No, no. Sabine.
1034 S. Richard is bringing the cat down.
1035 L. Fine. That's correct. Once more. Udo.
1036 S. Richard is bringing the cat down.
1037 L. Yes. Once more. Willi.
1038 S. Richard is bringing the cat down.
1039 L. Yes. Can you say it a little bit shorter?
1040 S. Richard's bring ... the cat down.
1041 L. Once more.
1042 S. Richard's bring the cat down.
1043 S. Richard's bringing the cat down.
1044 L. Yes, and once more, [Name]
1045 S. Richard's bringing ... Richard's bringing the cat down.
1046 L. Yes, thank you.
1047 S. Jip, leave the cat alone!
1048 L. Yes, that's right.
1049 S. Jip, leave that cat alone.
1050 L. Yes.
1051 S. ... leave ... cat alone.

- 1052 L. That.
1053 S. That.
1054 L. Yes. That's enough. Now switch it off, please. Switch
1055 it off, Udo. Thank you. Switch on the light. ... We
1056 want to play the game now? Who wants to be
1057 Mrs. Hay? Mrs. Hay? Sabine. And [äh]m] Andrew?
1058 Andrew? You are Andrew. And you are Richard, yes?
1059 ... Margaret, ah yes, Margaret too. That's Claudia.
1060 You're Margaret. Come here, and you play the game
1061 now. And we are all cats and dogs, you see. Miau,
1062 miau, wau, wau, wau.
1063 S. Miau.
1064 L. Oh, what's that noise?
1065 S. Oh, it's Jip.
1066 S. What's he doing?
1067 S. He's running after the cat.
1068 S. Look, Richard's climbing on to the roof.
1069 LS. Yes, climb! Climb on the roof! Yes.
1070 S. What's he doing?
1071 S. He's bringing the cat down.
1072 S. He's crazy.
1073 L. Richard, come down at once.
1074 S. Richard, come down at once.
1075 S. Yes, I come. Look at that poor cat.
1076 S. She's terrified.
1077 S. The dog's a terror.
1078 S. Leave that cat alone.
1079 L. Thank you. Fine. Sit down. ... Once more. Would you
1080 say I? Margaret? [äh]. Andrew. Who wants to be
1081 Andrew? [Name], come here.
1082 S. Nein.
1083 L. Come in front of the class. Come on, in front of the
1084 class.
1085 [Gelächter]
1086 LS. Bow. Bow. Miau, miau
1087 S. What's that noise?
1088 S. Oh, it's Jip.
1089 S. What's he doing?
1090 S. He's climbing onto the roof.
1091 L. Oh Jip? Jip is climbing?

- 1092 S. No, he's, he's running after the cat. [Lärm]
1093 S. Come and see.
1094 S. Richard, what are you doing?
1095 S. He's climbing onto the roof.
1096 S. He's crazy.
1097 S. Richard, come down at once.
1098 S. Yes, I come. Look at that poor cat.
1099 L. I'm coming. I'm coming.
1100 S. I'm coming. Look at that poor cat.
1101 L. Yes, thank you. Thank you. Sit down. ... Now pay
1102 attention, please. ... Stand up. What are you doing?
1103 S. I'm standing.
1104 L. Gudrun.
1105 S. I'm sitting.
1106 L. Please, Udo, go to the door. What is he doing?
1107 S. He's going.
1108 L. Yes. And now? What is he doing now?
1109 S. He's standing.
1110 L. Yes. Please, go to your seat. What is he doing?
1111 S. He's going.
1112 L. Yes [ähm], please onto the table. Thomas. Climb
1113 onto that table over there. What is he doing?
1114 S. He is sitting on the table.
1115 L. Yes, come down at once. What is he doing?
1116 S. He's going to his seat.
1117 L. Yes. Please, Angelika, go to the window and open it.
1118 What is she doing?
1119 S. She's opening the ... window.
1120 L. Once more. Open it once more.
1121 S. She's opening the window.
1122 L. No, she isn't doing it now. Please, shut the window
1123 and open it once more. What is she doing? Open it!
1124 Open it! What is she doing?
1125 S. She's opening the window.
1126 L. Fine. That's right. Thank you.
1127 S. Stimmt gar nicht. Als es gesagt wurde, war sie schon
1128 wieder fertig.
1129 L. Yes, you're right. I can't help it. You are right. Now
1130 please, go to the door, Markus. What is he doing?
1131 S. He's opening the door.

- 1132 L. Yes. Go out. Go out. Shut the door, please. What is he
1133 doing?
1134 S. He's shutting the door.
1135 L. Where's Markus now?
1136 S. He is standing behind the door.
1137 L. Now we will call him. All together.
1138 LS. Markus.
1139 L. Come in.
1140 LS. Markus, come in!
1141 L. Now you are the teacher.
1142 S. Klaus-Dieter, stand up. What's he doing? Sabine.
1143 S. He is standing.
1144 S. Go to the cupboard. What colour are the cupboard?
1145 L. Is the cupboard.
1146 S. Is the cupboard. Andreas.
1147 S. The colour is yellow. The cupboard is yellow.
1148 S. Go to the ... go to the seat. Sit down.
1149 L. Thank you. And now you are the teacher. [Lachen]
1150 S. Helga, stand up. What's she doing? Eduard.
1151 S. She is standing.
1152 S. Go to the window. What is he doing?
1153 S. He is going to the window.
1154 S. Open the window. What is he doing?
1155 S. He is opening the window.
1156 S. Shut the window.
1157 S. He is shutting the window.
1158 S. Go to the blackboard. What is he doing?
1159 S. He is going to the blackboard.
1160 S. Write your name.
1161 L. [flüstert] What is he doing?
1162 S. Andreas.
1163 S. He is writing the name.
1164 L. Good. Thank you.
1165 S. Clean the blackboard. What's he doing?
1166 S. He is cleaning the blackboard.
1167 S. Go to your seat.
1168 L. Thank you.
1169 S. What's he doing?
1170 S. He is going.
1171 S. What is he doing?

- 1172 S. He is sitting.
1173 L. Thank you. That's enough. Please sit down. Now tell
1174 me. Where is Udo sitting? Where is he sitting?
1175 S. He is sitting behind at the table.
1176 L. Once more. Where is Udo sitting?
1177 S. He is sitting at the table.
1178 L. Yes, thank you. Now go to the door. ... Where is she
1179 standing?
1180 S. She is standing at the, at the door.
1181 L. Yes, once more. Where is she standing?
1182 S. She is standing at the door.
1183 L. Who is standing there?
1184 S. She is standing at the door.
1185 L. That's right. Yes, once more.
1186 Where is Bärbel standing. Barbara?
1187 S. Bärbel is standing at the door.
1188 L. Yes. Please [Name], lie down on the carpet. Lie down.
1189 Lie down. Yes. Hinlegen. Lie down.
1190 S. Hinlegen. Hinlegen.
1191 L. Yes. Where is he lying?
1192 S. I am on the carpet.
1193 L. No. Where is she lying?
1194 S. She is lying on the carpet.
1195 L. Yes. What – thank you. Please, stand up. What colour
1196 is the carpet?
1197 S. The carpet is green.
1198 L. Yes, and the cupboard?
1199 S. The cup...
1200 L. The cupboard.
1201 S. The cupboard is green.
1202 L. No.
1203 S. The cupboard is yellow.
1204 L. Yes, and the door? What colour is it?
1205 S. It's red.
1206 S. The door is red.
1207 S. The door is red.
1208 L. That's fine. Thank you, Bärbel, now sit down on the
1209 chair. What colour is the chair?
1210 S. The is ...

- 1211 L. Brown.
1212 S. Brown.
1213 L. Yes, once more. What colour is the chair?
1214 S. The chair is brown.
1215 L. Now look at my bag there. I'm putting it under the
1216 chair. Where is my bag now?
1217 S. Your bag is under the chair.
1218 L. Yes, once more.
1219 S. Your bag is under the chair.
1220 L. Yes, and now?
1221 S. Your bag is on the chair.
1222 L. Yes, and now?
1223 S. Your bag is beside the chair.
1224 L. Yes, that's right. Once more. Where is it? The bag.
1225 S. The bag is beside the chair.
1226 L. That's right. And the chair? Look. Here is a bag and
1227 there is a bag. And the chair? Where is it? .. the chair is
1228 between the bags ... between the two bags. Where is
1229 the chair?
1230 S. The chair is ... the two bags.
1231 L. Once more. Where is the chair?
1232 S. The, the chair
1233 L. Pay attention, please. Where is it?
1234 S. The chair is between the bags.
1235 L. Yes, it is between the bags.
1236 S. The chair is
1237 L. ... between the bags.
1238 S. .. the /bags/ ..
1239 L. .. the bags ..
1240 S. .. the bags.
1241 L. Yes, once more. Where is the chair?
1242 S. The chair is between the bags.
1243 L. That's right.
1244 S. The chair is between the bags.
1245 L. Yes, and where is it standing? ...
1246 S. The chair, the chair is standing on the cupboard.
1247 L. Yes, once more. Where is it standing?
1248 S. The chair is standing on the cupboard.

- 1249 L. Yes. ... I'm sitting down on my chair. And I'm
1250 [searching?] in my bag. Pay attention. There is a
1251 mouse...
- 1252 S. [Lachen]
- 1253 L. There is a mouse in my bag. Where is the mouse?
- 1254 S. The mouse is in the bag.
- 1255 L. Yes, and now? Where is the mouse now?
- 1256 S. The mouse is on the cupboard.
- 1257 L. Yes, and now?
- 1258 S. [Lachen]
- 1259 S. The mouse is sitting on the chair.
- 1260 L. And now? Where is it now?
- 1261 L. And now look at the table. Where is it? On the table or
1262 where is it?
- 1263 S. The mouse is under the table.
- 1264 L. That's right. And where is it now? Where is it?
- 1265 S. The mouse is on the cupboard-sill.
- 1266 S. Window-sill.
- 1267 L. Window-sill. What is it?
- 1268 S. It's a window-sill.
- 1269 L. And the mouse. Where is it? Thomas
- 1270 S. The mouse is sitting on the window ...
- 1271 L. ...-sill.
- 1272 S. ... sill.
- 1273 L. Yes, and now?
- 1274 S. The mouse is under the [äh] window-sill.
- 1275 L. And where is it now? [Rufen von draußen]
- 1276 S. It's a mouse.
- 1277 L. Where is it? Sit down. Where is it? Look, it's behind
1278 Barbara. Where is it?
- 1279 S. It's behind Barbara.
- 1280 L. Hm. [zustimmend] Thank you. And now, please, [äh]
1281 put it on the top of the cupboard. Put it on top of the
1282 cupboard.
- 1283 S. [Lachen]
- 1284 L. Where is the mouse? [Willi?]
- 1285 S. The mouse is on top of the cupboard.
- 1286 L. Thank you. Please, [?], put the mouse on the table and
1287 ask your class-mates. Put it on the table and ask your
1288 class-mates 'where is the mouse'?

- 1289 S. Where is the mouse?
1290 S. The mouse is on the [äh], on the table.
1291 S. Go on. Where is the mouse?
1292 S. The mouse is under the table.
1293 S. Where is the mouse, Barbara?
1294 S. The mouse is lying on the chair.
1295 L. Thank you. Go on. Now, Petra, put it on the carpet,
1296 under the chair.
1297 S. Where is it? ... Where is it?
1298 S. The mouse is sitting on the table.
1299 S. [unverständliche Äußerung]
1300 L. Go on.
1301 S. The mouse is lying on the carpet.
1302 L. Under the chair! Under the chair!
1303 S. Where is the mouse?
1304 S. The mouse is under the chair.
1305 S. Where is the mouse?
1306 S. The mouse is in the ...
1307 L. .. bag ..
1308 S. .. bag.
1309 L. Thank you. Thank you.
1310 L. Where is the mouse?
1311 S. The mouse is [under the table?]
1312 L. Yes, where is the mouse now?
1313 S. The mouse is standing on the cupboard.
1314 L. Yes, and look at the chair.
1315 S. The mouse is beside the cup...., the
1316 L. ... the chair
1317 S. ... the chair
1318 L. Thank you. And now? ... It's between the chair and
1319 the bag. Where is it?
1320 S. It's ...
1321 L. ... between ...
1322 S. ... between the bag and the ...
1323 L. ... chair ...
1324 S. ... and the chair.
1325 L. Yes. And now?
1326 S. The mouse is under the chair.
1327 L. Yes, thank you. Now that's enough. Please, open your
1328 workbook, open your workbook, on page forty-two,

- 1329 forty-two, I think. Let me see. Page forty-two. ... The
1330 first sentence. Put in the right word. [Name].
- 1331 S. Jip is running after the cat.
- 1332 L. Yes, once more ... Maria ... first sentence. Maria.
- 1333 S. Richard's climbing on the
- 1334 L. The first sentence.
- 1335 S. Jip running after a cat.
- 1336 L. No. Jip's running after a cat. Once more.
- 1337 S. Jip's running ... running after a cat.
- 1338 L. Once more, Claudia.
- 1339 S. Jip's running after a cat.
- 1340 L. Angelika.
- 1341 S. Jip's running after a cat.
- 1342 L. Yes, go on.
- 1343 S. Richard's climbing on to the roof.
- 1344 L. [Name]
- 1345 S. Richard's climbing on to the roof.
- 1346 L. [Name]
- 1347 S. Richard's climbing on to the roof.
- 1348 L. Thank you. Go on ...
- 1349 S. Come down at once.
- 1350 L. Thank you. Once more, Jutta.
- 1351 S. Richard, come down at once.
- 1352 L. Sentence number three.
- 1353 S. Richard, come down at once.
- 1354 L. Thank you ... [unverständlich]
- 1355 S. Richard, come down at once.
- 1356 L. [Name]
- 1357 S. Richard, come down at once.
- 1358 L. Thank you, go on [Name]
- 1359 S. Richard, it's a quarter to nine.
- 1360 L. Once more [Name]
- 1361 S. Richard, come down at once.
- 1362 L. Oh.
- 1363 S. Richard, it's a
- 1364 L. ... quarter ...
- 1365 S. It's a quarter to nine.
- 1366 L. Thank you. [Name]
- 1367 S. Richard, it's a quarter to nine.
- 1368 L. Hm. Go on.

- 1369 S. Richard, come down at once, [äh], Richard it's a
1370 quarter to nine.
1371 L. ... a quarter to nine ...
1372 S. ... a quarter to nine.
1373 L. Go on, Klaus-Peter.
1374 S. Mummy, look at the poor cat.
1375 L. ... at that poor cat ...
1376 S. ... at that poor cat.
1377 L. Thank you, once more, [Name]
1378 S. Mummy, look at that poor cat.
1379 L. Hm, Thomas.
1380 S. Mummy, look at that poor cat.
1381 L. Go on.
1382 S. Richard's bringing the cat down.
1383 L. Thank you. Gertrud.
1384 S. Richard bringing the cat down.
1385 L. No. Richard's bringing the cat down.
1386 S. Richard's bringing the cat down.
1387 L. Yes. Markus.
1388 S. Richard bringing the cat down.
1389 L. No, pay attention. Richard's bringing the cat down.
1390 S. Richard's bringing the cat down.
1391 L. Yes, go on, Barbara.
1392 S. Come on, Richard. We are late.
1393 L. Thank you. [hm] [äh] Andreas.
1394 S. Come on, Richard. We are late. We are late.
1395 L. Yes. Martin.
1396 S. Come on, Richard. We are ...
1397 L. .. late ..
1398 S. .. late.
1399 L. Go on.
1400 S. Richard and Harry are in the garden.
1401 S. Richard and Harry are in the garden.
1402 L. Yes.
1403 S. Richard and Harry are in the garden.
1404 L. Thank you. Go on.
1405 S. Andrew, Margaret, look for us.
1406 L. Thank you. [Name]
1407 S. Andrew, Margaret, look for us.
1408 L. Hm. [Name]

- 1409 S. Andrew, Margaret, look for us.
1410 L. Hm. [Name]
1411 S. Andrew, Margaret, look for us.
1412 L. Yes. Go on.
1413 S. Andrew, Margaret, look for us.
1414 L. Go on.
1415 S. Richard and Harry are behind the tree.
1416 L. ... behind the tree.
1417 S. ... behind the tree.
1418 L. Once more. Katrin.
1419 S. Richard and Harry are behind the ...
1420 L. ... the trees ...
1421 S. ... the
1422 L. ... the trees.
1423 S. ... the
1424 L. Yes, and once more.
1425 S. Richard and Harry are behind the trees.
1426 L. Hm and [Name].
1427 S. Richard and Harry are behind the trees.
1428 L. [Name].
1429 S. Richard and Harry are in, are behind the trees.
1430 L. ... are behind the trees.
1431 S. ... are behind the trees.
1432 L. Thank you.
1433 S. The biscuits are on the kitchen.
1434 LS. ... table ..
1435 L. Once more. [Name]
1436 S. ... the kitchen ..
1437 L. The biscuits are on the kitchen table.
1438 S. The biscuits are on the kitchen table.
1439 L. Yes. Once more, [Name].
1440 S. The biscuits are on the kitchen table.
1441 L. And Hubert.
1442 S. The biscuits are on the kitchen table.
1443 L. Yes, and go on, [Name].
1444 S. Richard. Daddy's in his study.
1445 L. Once more.
1446 S. Daddy's in his study
1447 S. Daddy's in his study.
1448 L. Helga.

- 1449 S. Daddy's in his study.
1450 L. Yes, once more, Sabine.
1451 S. Daddy's in his study.
1452 L. Yes, and Angelika.
1453 S. Daddy's in his study.
1454 L. Thank you, that's enough. Now, take your pencil and
1455 fill in the text, put in the right word.
1456 [Unruhe während des Umräumens der Stühle]

2.2.3 Grade 5 (November 13, 1972; #7 in the Pre-Digital Corpus)

- 1457 Stundendokumentation Nr. 7
1458 Datum: 13.11.1972
1459 Klasse: 5. Jg. [32 Schüler/innen]
1460 L. Good morning boys and girls!
1461 Ss. Good morning Mr. [Name]!
1462 L. Today we begin with Unit 3.
1463 [Es folgt die Vorgabe von Unit 3 per Tonband. Zu jedem
1464 Satz wird gleichzeitig ein entsprechendes Bild gezeigt]
1465 L. Tea's ready.
1466 Margaret: Mummy, where are the biscuits? [in the
1467 kitchen]
1468 Mrs. Hay: They're on the kitchen table.
1469 Mrs. Hay: Oh! Bring the tea-pot Margaret.
1470 Margaret: All right, Mummy.
1471 Margaret: The biscuits aren't on the table.
1472 Mrs. Hay: Well, look in the cupboard.
1473 Margaret: Oh yes, here they are.
1474 Mrs. Hay: Thank you, Margaret.
1475 Mrs. Hay: We're all here now.
1476 Andrew: No, Daddy isn't here.
1477 Andrew: He's in his study.
1478 Mrs. Hay: Please, call him then.
1479 Andrew: Daddy, tea's ready.
1480 Mr. Hay: All right, here I am.
1481 Please, put the pictures back again.
1482 Now look... look listen and repeat and speak.
1483 [ca. eine Min. Pause]
1484 TB. Unit 3 Part one. Tea's ready.
1485 TB. Mummy, where are the biscuits?
1486 L. Come on.
1487 Ss. Mummy, where are the biscuits?
1488 TB. They're on the kitchen table.
1489 Ss. They're on the kitchen table. [Ein Schüler spricht
1490 /taibl/].
1491 L. Now only the girls.
1492 TB. Oh! Bring the tea-pot, Margaret.
1493 Ss. Oh! Bring the tea-pot, Margaret.

- 1494 L. Good, and the boys.
1495 TB. All right, Mummy.
1496 Ss. All right, Mummy. [Ein Schüler spricht deutsches
1497 Rachen-r]
1498 L. All together.
1499 TB. The biscuits aren't on the table.
1500 Ss. The biscuits aren't on the table.
1501 TB. Well, look in the cupboard.
1502 Ss. Well, look in the cupboard.
1503 L. Now you: please don't speak here, only you.
1504 [Die Gesamtfrequenz der Schüler ist vermutlich in
1505 Gruppen aufgeteilt]
1506 TB. Oh yes, here they are.
1507 L. Come on.
1508 Ss. Oh yes, here are they.
1509 L. [unverständlich]
1510 TB. Thank you, Margaret.
1511 Ss. Thank you, Margaret.
1512 TB. We're all here now.
1513 Ss. We're all here now.
1514 L. Once more, Trixy.
1515 S. We all here now.
1516 L. We're all here now.
1517 S. We're all here now.
1518 S. We're all here now.
1519 TB. No, Daddy isn't here.
1520 Ss. No, Daddy isn't here.
1521 L. Well, all right.
1522 TB. He's in his study.
1523 Ss. He's in his study.
1524 L. Hm.
1525 TB. Please, call him then.
1526 Ss. Please, call him then.
1527 TB. Daddy, tea is ready.
1528 Ss. Daddy, tea is ready.
1529 TB. All right, here I am.
1530 Ss. All right, here I am.
1531 L. Come on, once more.
1532 Ss. All right, here I am [Schüler spricht in 'right'
1533 deutsches Rachen-r]

- 1534 L All right, here I am. Manfred, [äh], Richard, yes.
1535 S All right, here I am. [wiederum Rachen-r bei 'right']
1536 S All right, here I am.
1537 L Good, all right, well ...
1538 [Es folgt eine Pause von ca. einer Min.]
1539 L Well, eh ja, would you please read the sentences once
1540 more and you repeat them, come on, you'll please
1541 read them and I ask [unverständlich]..
1542 S Mummy, where are the biscuits?
1543 L Number one, once more.
1544 S Mummy, where the biscuits?
1545 L Where are the biscuits? [ähm].... Angelika
1546 S Mummy, where are the biscuits?
1547 S Mummy, where are the biscuits?
1548 L Good.
1549 S They're on the kitchen table.
1550 S They're on the kitchen table.
1551 L They're on the kitchen table.
1552 S They're on the kitchen table.
1553 L Hm.
1554 S They're on the kitchen table.
1555 S /zei/ are on the kitchen table.
1556 [Lehrer korrigiert zwar Intonation, das falsch gespro-
1557 chene 'th' in 'they' läßt er durchgehen: /z/ statt /ð/.]
1558 S /zei/ are on the kitchen table.
1559 L Yes, all right, good, go on please.
1560 S Oh! Bring the tea-pot Margaret.
1561 S Oh! Bring the tea-pot Margaret.
1562 L Yes.
1563 S Oh! Bring the tea-pot, Margaret.
1564 S Oh! Bring the tea-pot, Margaret.
1565 L Oh! Bring the tea-pot, Margaret.
1566 S Oh! Bring the tea-pot, Margaret.
1567 L Very good.
1568 S All right, mummy.
1569 S All right, mummy.
1570 L All right, mummy.
1571 S All right, mummy.
1572 S All right, mummy.
1573 L Yes.

- 1574 S. All right, mummy.
1575 S. The biscuits aren't on the table.
1576 S. The biscuits aren't on the table.
1577 S. The biscuits aren't on the table.
1578 S. The biscuits aren't on the table.
1579 L. The biscuits aren't on the table, Betty.
1580 S. The biscuits aren't on the table.
1581 S. Well, look in the cupboard.
1582 S. Well, look in the cupboard.
1583 S. Well, look in the cupboard.
1584 S. Well, look in the cupboard.
1585 L. Now you.
1586 S. Well, look in the cupboard.
1587 S. Well, look in the [das nächste ist unverständlich]
1588 L. Well, look in the cupboard.
1589 S. Well, look in the cupboard.
1590 L. Well, look in the cupboard.
1591 S. Oh yes, here they are.
1592 L. Fred.
1593 S. Oh yes, here they are.
1594 L. Oh yes, here they are.
1595 S. Oh yes, here /zei/ are.
1596 L. Please look here, please read the sentences, [äh],
1597 where are we, oh yes, here they are. Please go on.
1598 S. Thank you, Margaret.
1599 S. Thank you, Margaret.
1600 L. Thank you, Margaret.
1601 S. Thank you, Margaret.
1602 L. Good.
1603 S. Thank you, Margaret.
1604 S. We're all here now.
1605 L. Udo.
1606 S. We're all here now.
1607 L. Mary.
1608 S. We're all ...
1609 L. We're all here now.
1610 S. We're all here now.
1611 L. Claudia.
1612 S. We're all here now.
1613 L. Yes, go on.

- 1614 S. No, Daddy isn't here.
1615 S. No, Daddy isn't here.
1616 L. No, Daddy isn't here.
1617 S. No, Daddy isn't here.
1618 S. /nau/, Daddy isn't here.
1619 S. No, Daddy isn't here.
1620 L. Yes.
1621 S. He's in his study.
1622 L. [ähm]
1623 S. He's in his study.
1624 L. He's in his study. Jürgen.
1625 S. He's in hi ... He's in his study.
1626 L. Hmm.
1627 S. He's in his study.
1628 L. Go on.
1629 S. Please, call him then.
1630 S. Please, call him then.
1631 L. Angelika.
1632 S. Please, call him then.
1633 L. Yes.
1634 S. Please, call him then.
1635 S. Please, call him then.
1636 L. Go on.
1637 S. Daddy, tea's ready.
1638 S. Daddy, tea's ready.
1639 S. Daddy, tea's ready.
1640 S. Daddy, tea's ready.
1641 S. All right, here I am.
1642 L. Yes, come on.
1643 S. All right, here I am.
1644 S. All right, here I am.
1645 S. All right, here I am.
1646 L. Good.
1647 L. Now look here, please ... [ähm], look here, this one.
1648 S. /tænk/ you, Margaret.
1649 L. Thank you, Margaret.
1650 S. Thank you, Margaret. [gleicher Schüler]
1651 L. Thank you, Margaret.
1652 S. Thank you, Margaret.
1653 L. Now, this one.

- 1654 S. He's in his study.
1655 L. He's in his study. Stepheie ... [ähm], this one here.
1656 S. They're biscuits aren't on the table.
1657 L. Hm, the once more.
1658 S. The biscuits aren't on the table.
1659 L. Good, the biscuits aren't on the table.
1660 S. Isch kann überhap ga nix se'en [rheinisch-bergischer
1661 Akzent]
1662 L. This one here. The last sentence.
1663 S. Oh yes, here they are.
1664 L. Oh yes, here they are. Good. [äh], well, [ähm] Trixy,
1665 you are Margaret now. Margaret [äh]
1666 S. Mr. Hay.
1667 L. Andrew, all right, Andrew. Mrs. Hay. Angelika
1668 S. Darf ich Mr. Hay sein?
1669 L. Nein.
1670 S. Darf ich Mr. Hay sein?
1671 L. Mr. Hay, Jürgen.
1672 L. Margaret, come on, begin please.
1673 S. Mummy, where are the biscuits?
1674 S. They are on the kitchen table.
1675 S. Oh bring the tea-pot, Margaret.
1676 L. the the tea-pot, Margaret, yes.
1677 S. All right, Mummy.
1678 S. The biscuits aren't on the table.
1679 S. Well, look in in the cupboard.
1680 L. No. Well, look in the cupboard.
1681 S. Oh yes, here they are.
1682 S. Thank you, Margaret.
1683 S, We're all here now.
1684 L. Andrew.
1685 S. No, Daddy isn't here. He's in his study.
1686 S. Please, call him then.
1687 S. Daddy, tea's ready.
1688 S. All right, here I am. [Schüler spricht deutsches
1689 Rachen-r in 'right']
1690 L. Yes.
1691 S. Kann isch ma? [rheinisch-bergischer Akzent]

- 1692 L. Worksheet number 1.... Well, now Sheila gets the
1693 worksheet number 1 and you please copy the text,
1694 all right?
1695 [Es folgt eine Pause von ca. 1 ½ Min.]
1696 TB. Unit 3. Part one. Tea's ready.
1697 Mummy, where are the biscuits?
1698 Mummy, where are the biscuits?
1699 L. That was sentence number one.
1700 Number two.
1701 TB. They're on the kitchen table.
1702 L. Just a moment.
1703 TB. They are on the kitchen table.
1704 L. Please look here, sentence number one, Mummy,
1705 where are the biscuits? This is not an 'l', kein l, es ist
1706 ein i. It's difficult to read on worksheet Nr. 1. Here but
1707 it's an 'i' ein i.
1708 TB. Oh! Bring the tea-pot Margaret.
1709 S. Hier steht doch alles.
1710 L. All right yes, but I think it's better if you have it once
1711 more on the ...
1712 TB. All right, Mummy. All right, Mummy.
1713 TB. The biscuits aren't on the table.
1714 TB. The biscuits aren't on the table.
1715 [Pause ca. 1 Min.]
1716 TB. Well, look in the cupboard.
1717 TB. Well, look in the cupboard.
1718 [Pause ca. 30 Sek.]
1719 TB. Oh yes, here they are.
1720 TB. Oh yes, here they are.
1721 TB. Thank you, Margaret.
1722 TB. Thank you, Margaret.
1723 TB. We're all here now.
1724 TB. We're all here now.
1725 TB. No, Daddy isn't here.
1726 TB. No, Daddy isn't here.
1727 TB. He's in his study.
1728 TB. He's in his study.
1729 TB. Please, call him then.
1730 TB. Please, call him then.
1731 TB. Daddy, tea's ready.

- 1732 TB. Daddy, tea's ready.
1733 TB. All right, here I am.
1734 L. Well look here, look here please. Before you get
1735 another worksheet let's read again. Come on ... [äh]
1736 Heidi.
1737 S. Where are the biscuits?
1738 L. Where are the biscuits?
1739 Ss. They are on the kitchen table.
1740 L. They are on the kitchen table.
1741 S. Oh, bring the tea-pot, Margaret.
1742 L. Oh, bring the tea-pot, Margaret. Gudrun ... look here.
1743 All right, Mummy. Fred
1744 S. There are biscuits ... The biscuits aren't on the table.
1745 L. The biscuits aren't on the table. Harry.
1746 S. Well, look in the cupboard.
1747 L. Good, next one, Michelina.
1748 S. All right. Oh yes /heə/ they are.
1749 L. Oh yes, here they are. Once more.
1750 S. Oh yes, here they are.
1751 L. Hm. Next one.
1752 S. Isch?
1753 L. Ja.
1754 S. Thank you, Margaret.
1755 L. Thank you, Margaret.
1756 No, please, just one sentence. Only one sentence.
1757 Udo.
1758 S. /nau/ Daddy isn't here.
1759 L. Come on.
1760 S. He's in his /stædi/
1761 L. .. study. He's in his study.
1762 S. Please, call him then.
1763 L. [äh]
1764 S. Daddy, tea's ready.
1765 L. And the last sentence.
1766 Ss. All right, here I am.
1767 L. All right, here I am. [äh] Jürgen, Jürgen look here this
1768 one.
1769 S. He's in the ... He's in his /'ʃtædi/
1770 L. This one.
1771 S. Daddy, tea's ready.

- 1772 L. This one.
1773 S. Thank you, Margaret.
1774 L. [äh] Richard, please look here.
1775 S. They're on the kitchen table.
1776 S. He's in his /stædi/
1777 L. He's in his study, study all together. 'He's in his study.'
1778 Ss. He's in his study.
1779 L. Study, all right.
1780 [Die Kinder arbeiten an einem 2. + 3. Worksheet.
1781 Zeit ca. 8 Min. Lehrer fordert auf, möglichst auswendig
1782 zu arbeiten.]
1783 L. Now look here once more.
1784 Are you ready?
1785 S. Nein damit noch nisch, da das kann isch noch nisch
1786 so rischtisch, weilsch das auswendisch schreibe.
1787 S. Herr S., ischab das nisch auswendisch.
1788 L. The ... then take worksheet 2a. If the other one is too
1789 difficult you take [äh] 2a.
1790 S. Wieviel hammer noch?
1791 L. Five minutes, well, two minutes.
1792 S. Fünf Minuten.
1793 S. Two minutes.
1794 L. Please stop writing now and look here. There's
1795 another lesson and we can do it in our next lesson.
1796 Please look here once more. Stop writing now
1797 Dagmar, look here. Let's let's read it again, [äh],
1798 Dagmar, come on. Sit down. Tea's ready.
1799 Now listen. Mummy, where are the biscuits?
1800 Once more.
1801 S. Kann isch mal?
1802 S. Kann isch mal?
1803 L. No, please listen. Go on.
1804 S. They're on /zə/ kitchen table.
1805 L. Say 'the'. They're on the kitchen table.
1806 S. They are on the kitchen table.
1807 L. Yes ... [äh] Gudrun.
1808 S. All right, Mummy.
1809 S. Well, look in the cupboard.
1810 L. All right, thank you.
1811 S. Well, look in /ə/ cupboard.

- 1812 L. Look in ‘the’ cupboard. Look in the cupboard.
 1813 S. Look in the cupboard.
 1814 L. Jürgen.
 1815 S. All right. Here they are.
 1816 L. Here they are.
 1817 S. Here they are.
 1818 L. Go on.
 1819 S. /θænkə/ you, Margaret.
 1820 S. We a.... We are now ...
 1821 L. Listen: We are all here now.
 1822 S. We are all here now.
 1823 L. Yes, go on.
 1824 S. No, Daddy isn’t here.
 1825 S. Daddy, tea’s ready.
 1826 S. All right, here I am.
 1827 L. Good, well. Everybody reads one sentence. One
 1828 sentence for everybody. Come on. You begin, Jürgen,
 1829 look here. All right, mummy. Our neighbor.
 1830 Come on. Don’t sleep.
 1831 S. [äh] They’re on the kitchen table.
 1832 L. Richard.
 1833 S. [äh] ... Thank you, Margaret. Thank you, Margaret.
 1834 L. Stephanie.
 1835 L. Yes, you are all right. Thank you, Margaret.
 1836 L. Stephanie.
 1837 S. We are all here now.
 1838 L. We are all here now, Trixie.
 1839 S. [unverständlich]
 1840 L. Angelika.
 1841 S. /ðə/ ... /ðæran/ the kitchen table.
 1842 L. Listen: They are on the kitchen table.
 1843 S. They’re on the kitchen table.
 1844 L. Aha, yes ... All right, Mummy. Go on.
 1845 S. Thank you, Margaret.
 1846 L. Thank you, Margaret.
 1847 S. /wɛ:ə/ /wɛ:əs/
 1848 L. Dagmar, can you help him?
 1849 S. We’re all here now.
 1850 L. We’re all here now. Once more.
 1851 Angelika. Stop that noise.

- 1852 S. Daddy, tea's ready.
1853 L. Your neighbour, Look here.
1854 S. /a:l/ right here I am.
1855 L. All right here I am. They're on the kitchen table,
1856 Angelika. Hello, yes you.
1857 [Ende der Aufnahme]

2.2.4 Grade 5 (November 15, 1972; #9 in the Pre-Digital Corpus)

- 1858 Stundendokumentation Nr. 9
 1859 Datum: 15.11.1972
 1860 Klasse: 5. Jg. [23 Schüler/innen]
 1861 L. Where is Kitty, where is Kitty now, Maggy?
 1862 S. She's at the door.
 1863 L. Is she on the door?
 1864 [Das Folgende ist wegen technischer Störungen unver-
 1865 ständlich. Aus den Wortfetzen läßt sich jedoch schließen,
 1866 daß der Schüler antwortet: No, she is not ,on' the door,
 1867 she is ,at' the door.]
 1868 [Das nächste ist wieder verständlich]
 1869 L. [äh], ah, Kitty go back to your chair. Ok, stay here,
 1870 get up. Where is she now? ... Hm? Where is she now?
 1871 Susan?
 1872 S. She is at the table.
 1873 L. At the table, and now sit down Kitty. Where is she
 1874 now? Yes.
 1875 S. She is on the chair.
 1876 L. Ja, well, she's sitting on the chair. [Es folgt wieder eine
 1877 unverständliche Stelle aufgrund technischer
 1878 Störung.] This is a pencil-box, this is a book.
 1879 [der Lehrer stellt die Federmappe auf das Buch]
 1880 Where is the pencil-box now? Ben?
 1881 S. The pencil-box is on the book.
 1882 L. On, yes, ok. And today we'll start the new lesson,
 1883 lesson 25. So open your books, lesson 25. ... Ok...
 1884 In the lesson there is Sue, father and a ...
 1885 S. ... postman.
 1886 L. Postman, a postman, yes, and the postman ... the
 1887 postman he always /brings/ you letters. This is a letter, a
 1888 letter, a postman and a letter. What is it? What is this?
 1889 Karin.
 1890 S. [unverständlich]
 1891 L. Loud.
 1892 S. /zə/ letter.
 1893 L. This is one
 1894 S. .. one letter.

- 1895 L. It is ..
1896 S. .. a letter.
1897 L. It's a letter, yes, good. What is it?
1898 S. It's a letter.
1899 S. It's a letter.
1900 S. It's a letter.
1901 L. ... letter I should
1902 S. .. letter.
1903 L. Letter, yes, and ... well, let's start ...
1904 Picture number 1. Sue 'There's a man at the door,
1905 dad.' 'There's a man at the door, dad.' Mary?
1906 S. There's ... there's a man at the door, dad.
1907 L. Good, Billy?
1908 S. There's a man at the /doa/, dad.
1909 L. Good, Sylvia.
1910 S. There's a man at the door, dad.
1911 S. /ɛ:əz/ a man ... at the door, dad
1912 L. There's
1913 S. There's
1914 L. Susan.
1915 S. There's a man /a:nə/ door, dad.
1916 L. Where's the man, please, on the door?
1917 S. He is at the door.
1918 L. Yes, there's a man at the door, dad.
1919 L. Susan, come on.
1920 S. He's a ...
1921 L. There's ...
1922 S. There's a man at the /doa/, dad.
1923 L. Good. Number 2. Father: 'Who is it, Sue?'
1924 S. Who is it Sue?
1925 S. Who is it Sue?
1926 S. Who is it Sue?
1927 L. 'Open the door!'
1928 S. Open the door!
1929 S. Open the door!
1930 S. Open the door!
1931 L. 'Who is it, Sue? Open the door!'
1932 S. Who /'iziz/ Sue? Open the /doə/
1933 L. Is it ...
1934 S. Is it ...

- 1935 L. Yes, who is it? Ah, Bob, oh Bob!
- 1936 S. Who is it?
- 1937 L. Now Bob.
- 1938 S. Who is it ...
- 1939 L. Sue.
- 1940 S. Who is it, Sue
- 1941 L. Hm?
- 1942 S. Open the /doə/
- 1943 S. Who is it, Sue? Open the door!
- 1944 L. All together.
- 1945 Ss. Who is it, Sue? Open the door!
- 1946 L. Number 3. Sue: 'It's the postman, dad.'
- 1947 It's the postman, dad ... Ralf.
- 1948 S. It's the postman, dad.
- 1949 S. It's a /paustmæn/ dad.
- 1950 L. It's not a postman, it's ... the postman.
- 1951 S. The postman.
- 1952 S. It's a ...
- 1953 L. No, it's the postman.
- 1954 S. It's the postman, dad.
- 1955 L. Mm, Mike?
- 1956 S. It's /zə/ postman ...
- 1957 L. .. dad.
- 1958 S. It's the postman ...
- 1959 L. .. dad. It's the postman, dad.
- 1960 S. It's the postman, dad.
- 1961 L. Good.
- 1962 S. It's the /paustmæn/, dad.
- 1963 L. Sofort mal 'ne Frage zwischendurch: Warum muß es
- 1964 heißen ... Warum ist es 'the' postman und nicht 'a'
- 1965 postman?
- 1966 S. ‚A‘ heißt ‚ein‘ ... ‚a‘ heißt ‚ein‘.
- 1967 L. Ja .. und ‚the‘?
- 1968 S. Der Postmann.
- 1969 L. Der Postmann, kommt ja immer derselbe. [der Rest ist
- 1970 unverständlich] It's the postman, dad. All together.
- 1971 Ss. It's the postman, dad.
- 1972 L. Good. Postman: 'Good morning Sue'.
- 1973 S. Good morning, Sue.
- 1974 S. Good morning, Sue.

- 1975 S. Good morning, Sue.
1976 L. And Sue, what did Sue say?
1977 S. Good morning.
1978 S. Good morning, Sir.
1979 L. Well, she doesn't say Sir ... she says.
1980 S. Good morning Mr. ...
1981 L. Mister Postman? Good morning postman.
1982 S. Good morning postman.
1983 S. Good morning postman.
1984 S. Good morning Sue, good morning postman.
1985 L. Ja, good.
1986 S. Good morning Sue, good morning postman.
1987 L. Yeah.
1988 S. Good morning Sue, good morning postman.
1989 S. Good morning Sue, good /mɔːrniŋ/ paustmæn/
1990 L. Good. Number four. Picture number four. The
1991 postman: 'There's a letter for your mother and
1992 there's a letter for your father.' There's a letter.
1993 [unverständlich]
1994 S. A letter.
1995 S. A letter /lɛtə/
1996 L. There's a letter for your mother and there's a letter for
1997 your father.
1998 S. There is a letter for the mother...
1999 L. .. your ...
2000 S. .. your the mother ...
2001 L. ... nicht 'your the mother'..
2002 S. ... and ...
2003 L. There's a letter for your mother and there's a letter for
2004 your father.
2005 S. There's a /lɛtə/ for your /mʌzə/ and there's a /lɛtə/ for
2006 your /'fɑðə/.
2007 L. Nicht /'fɑðə/ father. Ok.
2008 S. There's a letter fo ... for your [das Weitere ist
2009 unverständlich]
2010 L. Zerlegen wir den Satz mal [unverständlich]
2011 There's a letter for your mother ... There's a letter for
2012 your mother.
2013 S. There's a letter for your mother.

- 2014 L. Mother, yes, Sylvia.
 2015 S. There's a letter for your /mʌðʌ/
 2016 L. Wie kommen die komischen Dinger hier bloß
 2017 [unverständlich] Letter.
 2018 S. There's a /lətʌ/
 2019 L. Ja, for?
 2020 S. ... for your mother.
 2021 L. Good. There's a letter for your mother. Mike.
 2022 S. For the letter ...
 2023 L. There's a letter for your mother.
 2024 S. There's a letter for the mother.
 2025 L. Your mother ... your mother.
 2026 S. There's a letter for your mother.
 2027 S. There is ...
 2028 L. .. there is ...
 2029 S. .. there's a /lətʌ/
 2030 L. ... for?
 2031 S. .. for your mother.
 2032 L. And there's a letter for your father, and there's a letter
 2033 for your father ... Mary komm.
 2034 S. And there's a /'lətʌ/ for your /'fʌðʌ/.
 2035 L. Father. [Name unverständlich]
 2036 S. And there's a /'lətʌ/ for your /fa:ðʌ/
 2037 S. And there's a /'lətʌ/ from the father.
 2038 L. There's a letter for your mother and there's a letter for
 2039 your father ... Rolf.
 2040 S. There letter.
 2041 L. There's.
 2042 S. There's a letter for your mother and there's a letter for
 2043 your /fa:ðʌ/.
 2044 L. Good, yes.
 2045 S. There's a A letter for the mother and there's a ...
 2046 letter for the father.
 2047 L. [Die ersten Worte sind unverständlich] ... nicht ,the',
 2048 not for ,the' father, for your father 'für deinen Vater'.
 2049 There's a letter for your father.
 2050 S. There's a /lətʌ/ for your /mʌzʌ/ ... there's a /lətʌ/ for
 2051 your father.
 2052 L. Ja, Tom
 2053 Na, Tom?

- 2054 S. /zɛ:əz/ a /lətʌ/ for your /mʌzʌ/ there's a /lətʌ/ [äh] and
2055 /zɛ:əz/ a /lətʌ/ for your father.
2056 L. Good. – [unverständlich] – Und was sagt die Sue
2057 dadrauf wohl? Sie hat die Briefe gekriegt. Was sagt sie?
2058 S. Thank you postman?
2059 L. Ja, good. Thank you, thank you po thank you. ...
2060 Number five. Sue goes to father and says: Dad, there's
2061 a letter for mum and there's a letter for you.
2062 [Name ist unverständlich. Er könnte 'Gus' lauten.]
2063 S. There There's a letter for mum and there's a letter
2064 for you.
2065 L. Ja, Susan.
2066 S. Dad ...
2067 L. ... there's ..
2068 S. .. there's a letter /for/ mum and there's a letter for you.
2069 L. Good, yes.
2070 S. Dad, fo ...
2071 L. ... there's a letter.
2072 S. ... there's a letter fo .. for mum and there's a letter for
2073 you.
2074 L. Ja, [äh], Billy.
2075 S. /zɛ:əz/ a /lətʌ/ /fəɪ/ mum and /zɛ:əz/ a /lətʌ/ /fəɪ/ you.
2076 L. Good. And father, picture number six, father says:
2077 'This isn't a letter, this isn't a letter.'
2078 S. The isn't a letter.
2079 L. This, this, this isn't a letter.
2080 S. This isn't a letter.
2081 S. This isn't a letter.
2082 S. This isn't a /lətʌ/
2083 S. This isn ... isn't a letter.
2084 S. This isn't a /lətʌ/
2085 S. This isn't a letter.
2086 L. 'It's a bill', it's a bill.
2087 S. It's a bill.
2088 S. It's a bill.
2089 S. It's a bill.
2090 S. It's a bill.
2091 L. [Name unverständlich]
2092 S. It's a bill.
2093 S. It's a bill.

- 2094 L. This isn't a letter, it's a bill. Marion
 2095 S. This isn't a /lætʌ/, it's a bill.
 2096 L. A bill.
 2097 S. It's a bill.
 2098 S. This isn't a bill ... [Gelächter]
 2099 S. This isn't a letter it's a bill.
 2100 L. Aha, den Witz, den muss man natürlich versteh'n.
 2101 ,Bill' ist ein neues Wort.
 2102 S. Rechnung.
 2103 S. Rechnung.
 2104 S. Der macht so'n entsetztes Gesicht.
 2105 L. [lacht] Ja, nicht? Wenn man ein Auto repariert hat,
 2106 oder 'n Kühlschrank oder sonst was – [unverständ-
 2107 lich] ... dann kommt 'n paar Tage später 'the bill' ...
 2108 'the bill' yes.
 2109 Ss. Ah....
 2110 L. .. the bill.
 2111 S. Rechnung.
 2112 L. This isn't a letter it's a bill. Ok, let's have – [unver-
 2113 ständlich] ... I say it /fɜːrst/ and you say it all together.
 2114 Number one. Sue: There's a man at the door, dad.
 2115 Ss. There's a man on the door, dad.
 2116 L. On the door?
 2117 Ss. At the door.
 2118 L. Fliegen, die können auf der Tür sein ... not a man.
 2119 Number two. Father: Who is it, Sue?
 2120 Ss. Who is it, Sue?
 2121 L. Open the door!
 2122 Ss. Open the door!
 2123 L. Number three. Sue: It's the postman, dad.
 2124 Ss. It's the postman, dad.
 2125 L. Good morning, Sue.
 2126 Ss. Good morning, Sue.
 2127 L. Good morning, postman.
 2128 Ss. Good morning, postman.
 2129 L. There's a letter for your mother.
 2130 Ss. There's a letter for your mother.
 2131 L. And there's a letter for your father.
 2132 Ss. And there's a letter for your father.
 2133 L. Thank you.

- 2134 Ss. Thank you.
2135 L. Dad, there's a letter for mum.
2136 Ss. Dad, there's a letter for mum.
2137 L. And there's a letter for you.
2138 Ss. And there's a letter for you.
2139 L. This isn't a letter.
2140 Ss. This isn't a letter.
2141 L. It's a bill.
2142 Ss. It's a bill.
2143 L. Ok. Und nun unser altes Spielchen. I give you some
2144 sentences. I say some words and you say the picture
2145 number, alright. ... It's the postman, dad... It's the
2146 postman, dad. Sarah.
2147 S. Picture number three.
2148 L. Yes, good.
2149 Who is it, Sue? ... Pat.
2150 S. Picture number two.
2151 L. Yeah. This isn't a letter.
2152 S. Picture number six.
2153 L. Yeah. There's a letter for your mother.
2154 There's a letter for your mother.
2155 S. Picture number five? /faif/
2156 L. No, not five, not five, Maggy.
2157 S. Picture number four.
2158 L. Four. Ja, of course number four, number four, picture
2159 number four, good. I think that's a ...
2160 Open the door!
2161 Open the door! Kitty.
2162 S. /'piktʃənəmbə/ two.
2163 L. Yes. Jetzt andersrum nochmal was. Wer ist es Sue?
2164 Wer ist es Sue? Bob.
2165 S. Who is it, Sue.
2166 L. Öffne die Tür! Peggy.
2167 S. Open the door.
2168 L. Yes. Das ... Dies ist kein Brief... Dies ist kein Brief...
2169 Hartmut.
2170 S. This isn't a letter.
2171 L. [Name unverständlich]
2172 S. /zis/ .. this isn't a letter.
2173 S. This isn't a letter.

- 2174 S. This isn't a letter.
 2175 L. Es ist eine Rechnung.
 2176 S. It's a bill.
 2177 L. [äh]m..., I show you the next now. You can try to
 2178 [Es entsteht eine kurze Pause. Der Lehrer hängt vermut-
 2179 lich die Bilder mit dem dazugehörigen Text auf.]
 2180 Ok.... Oh, here's the text ... Picture number one ...
 2181 Who can read it? Look at the pic... picture number
 2182 one, Sue.
 2183 S. This is ...
 2184 L. No, this is not this.
 2185 S. There's ...
 2186 L. Yes.
 2187 S. There's a ma ... man at the /'dɔ:ʌ/. Who is it? Open the
 2188 /'dɔ:ʌ/. It's the postman, dad. Good morning, Sue.
 2189 S. Good morning /pou/ postman.
 2190 L. There's a letter.
 2191 S. There's a /lətʌ/ for /ju/ mo mother and a letter.
 2192 L. No, look at the text. There's a letter for your mother
 2193 and
 2194 S. .. and ...
 2195 L. Hä, what is it? ... what is it? Mary.
 2196 S. ... and there's a and ..
 2197 L. Ja, and there's ...
 2198 S. .. there's a letter for your /fa:ðʌ/.
 2199 S. Thank you.
 2200 S. Dad... dad there a /lətʌ/ for mu for mum and a /lətʌ/
 2201 L. ... and there's ...
 2202 S. ... and there's a letter for you.
 2203 L. Ja.
 2204 S. This is a ... this is isn't a /lətʌ/
 2205 L. Once more. This ..
 2206 S. ... is... is...
 2207 L. This ...
 2208 S. .. isn't a /lətʌ/ it's a bill.
 2209 L. Good, [äh], once more. Roland.
 2210 S. They ...
 2211 L. There's ...

- 2212 S. There's a man at the door. Who is it? Open the door!
2213 It's the postman, dad. Good morning, Sue! Good
2214 morning, postman. There, nä, there's a letter for your
2215 mother and there's a letter for your /fa:ðΛ/. Thank
- 2216 you.
2217 L. Thank you.
2218 S. Thank you. Dad, there's a letter for mum and there's a
2219 letter for you. This isn't a letter, it's a bill.
2220 L. Ja. /'æntə:/
- 2221 S. There's a man at ... at the /'døə/. Who is it? Open the
2222 door! It's the postman, dad. Good morning, Sue.
2223 Good morning, postman. There's a letter for you...
- 2224 L. ... for your...
- 2225 S. ...your /'mΛðΛ/ and there's a /lətΛ/ for your /fa:ðΛ/.
2226 Thank you. Dad, there's a /lətΛ/ for mum and there's
2227 a /lətΛ/ for you. This isn't a /lətΛ/ it's a bill.
2228 L. Oh. Now I put ... I shut the light off and now ... picture
2229 number one. Mary.
- 2230 S. There's a man on the door.
2231 L. ... on the door?
2232 S. .. at the door.
2233 L. Yes. There's a man at the door. Once more.
2234 S. There's a man at the door, dad.
2235 L. Yes.
2236 S. There's a man at the door, dad.
2237 L. Number two. What's father saying? What is father
2238 saying? Heinz.
2239 S. Who is it? O ... Open ... open the door!
2240 L. Yes good. Who is it? What's father saying? Here.
2241 George. What is he saying? Kitty.
2242 S. It's /se/ postman.
2243 L. What did – [unverständlich] – Denkt doch an das Bild.
2244 S. Who is it? Open the door!
2245 L. Yes. Who is it? Open the door! Number three, Sue:
2246 Hm, who is it? Maggy.
2247 S. It's the post.... It's the postman, dad.
2248 L. Yes, and go on, what's the postman saying?
2249 S. Good morning Sue, good morning postman.
2250 L. Good, once more.
2251 S. Good morning Sue, good morning,

- 2252 L. [äh], doesn't Sue the same ... it's ... it's the ...
 2253 S. ... postman: Good morning Sue, Good morning
 2254 postman.
 2255 L. Good, and now number four. The postman:
 2256 S. There's a letter for mum and there's a letter for father.
 2257 L. Well, the postman doesn't say that 'There's a letter for
 2258 mum'. Sue says: 'It's for mum.' The postman says:
 2259 There's a letter.
 2260 S. There's a /lətΛ/ for you /mΛzΛ/ there's a /lətΛ/ for you
 2261 father.
 2262 L. Aha, ein ganz kleiner Fehler war dadrin in dem Satz,
 2263 den hast du zweimal gemacht. For ... for ...
 2264 S. .. you.
 2265 L. Ja, versuch es mal.
 2266 S. For your, for your ..
 2267 L. Aha, ja, There's a letter for your mother and there is a
 2268 letter for your father. Karin.
 2269 S. There's a letter, let ... letter for your mother there's
 2270 a let... letter for your /fa:ðΛ/.
 2271 L. Ok. Once more. Yes.
 2272 S. There's a letter for your mother ... your mother and
 2273 there's a letter for your father.
 2274 L. Good, once more, come on, Helen.
 2275 S. There's a letter for your mother there's a letter ... and
 2276 there's a letter for your ... /'fΛðə/
 2277 L. /'fΛðə/ das sagen sie hier in Gerne, nech, Vadder,
 2278 schick mir mal ne Flasche Bier rauf. Father, ok. And
 2279 what is Sue saying? [Name unverständlich] What's
 2280 she saying?
 2281 S. Thank you.
 2282 L. Ja, good. Number five. Sue: Dad, dad.
 2283 S. Dad, there's a letter for mum and there's a letter for
 2284 you.
 2285 L. Good, Walter, ja. Once more. Billy.
 2286 S. Dad, there's a letter for mum and there's a letter for ...
 2287 [äh] you.
 2288 L. Ja, good, Mike.
 2289 S. That's a ..
 2290 L. Dad.
 2291 S. Dad, that's a letter for ... for mother.

- 2292 L. No, Sue doesn't say mother.
2293 S. Mum.
2294 L. Oh yes.
2295 S. And a letter for you.
2296 L. And father? What's father saying?
2297 S. No, it isn't, it's a bill.
2298 L. No, it isn't, it isn't what?
2299 S. That isn't a letter, it's a bill.
2300 L. Yes, yes.
2301 S. [fragt offenbar nach dem 'that']
2302 L. [Name], es gibt zwei Wörter, eins heißt ,that' und eins
2303 heißt ,this', auf eins von beiden müßt ihr euch
2304 einigen, nicht so was dazwischendurch.
2305 S. This is ... isn't a letter, it's a bill.
2306 L. Ja, Kitty.
2307 S. This isn't a letter it's a bill.
2308 L. Ok. We need a Sue and a father and a postman. [Es
2309 entsteht eine kurze Pause, in der der Lehrer die Rollen
2310 verteilt. S1 = Vater; S2 = Sue; S3 = postman.] There is
2311 the door and here you are. Postman go to the
2312 door. Brauchst nicht [unverständlich] rauszugehen,
2313 bleibst hier stehen. Ok. And now....
2314 S. There is a man...
2315 L. [unverständlich] ... knock at the door. [knocks]
2316 S2. There's a man at /ze/ door.
2317 L. Father.
2318 S1. Who is it?
2319 L. Sue.
2320 S. Sue.
2321 S1. Open the door!
2322 S3. Good morning ...
2323 L. Sue, first you open the door. [she does]
2324 S3. Good morning, Sue.
2325 S2. Good morning, postman.
2326 S3. There's a letter for your mother and there's a letter for
2327 your /fa:ðΛ/.
2328 S2. Thank you. Dad, there's a /lætΛ/ for your mo ... there's
2329 a /lætΛ/ for you ... mo ... [äh] for you.
2330 L. Ja, now open the letter [zu Schüler 1]
2331 S1. /dæts/ isn't a letter, it's a bill.

- 2332 L. Ja, naja für's erste Mal. [unverständlich]
 2333 Give me two letters! Write two letters! Write two
 2334 letters!
 2335 S. Hier ist noch 'ne Entschuldigung.
 2336 L. Hast du noch 'ne Entschuldigung ... Two letters come
 2337 on.
 2338 S. Da hamse noch einen.
 2339 L. Ja, good.
 2340 S Da hamse doch'n Brief ... [der Rest ist unverständlich]
 2341 L. So, ok. Postman, father, Sue. [Der Lehrer verteilt die
 2342 Rollen erneut] Postman, knock at the door!
 2343 S2. There's a man on ... on ... an the door.
 2344 S1. Who is it? Who is it? Open the door!
 2345 S2. It's the postman.
 2346 L Good...
 2347 S3. Good morning, Sue.
 2348 S2. Good morning, postman.
 2349 S3. [äh] ...
 2350 L. There's ..
 2351 S3. There's a a /lətΛ/ for your /mΛðΛ/ and there's a /lətΛ/
 2352 for your /'fa:ðΛ/.
 2353 S. [sagt vor] Thank you.
 2354 S2. Aha, thank you. [Gekicher]
 2355 S2. Dad, [äh], na ..
 2356 L. There's a there's a letter ..
 2357 S2. There's a a /lətΛ/ for your mother and there's a /lətΛ/
 2358 for your father.
 2359 Ss. [Schüler melden offenbar Protest an.]
 2360 L. Ja Moment, laß sie mal eben den ...
 2361 S1. Oh, this isn't a /lətΛ/ it's a bill.
 2362 L. Ja, so Rolf, was ist dir aufgefallen?
 2363 S. Er hat'n kleinen Fehler gemacht ,for your mother',
 2364 das wäre ja seine Mutter.
 2365 L. Aha, ich wollt' gerade fragen ,Lebt die Schwieger-
 2366 mutter noch mit im Haus?'
 2367 Ss. Nein, nein.
 2368 L. For your mother. Durftest du das sagen, Gerd, als du
 2369 die Briefe dem Vater gegeben hast? Sagt die Sue da:
 2370 There's a letter for your mother? Wer war das
 2371 nämlich?

- 2372 S. Seine Mutter.
2373 L. Oder Sues ...?
2374 S. Oma.
2375 L. Ja, oder Sues Oma, nech?
2376 There's a letter for mother and there's a letter for you,
2377 or there's a letter for mum and there's a letter for you.
2378 Come on, once more.
2379 Mary.
2380 S. Sue.
2381 L. Yes and ..
2382 S. /fʌðʌ/
2383 L. .. father and the postman?
2384 Boys [offensichtlich keine Meldung]. [ähm] es gibt
2385 ja auch weibliche Briefträger, ne. [Diskussion bei den
2386 Schülern, dann Einspruch, man könne nicht
2387 ‚postman‘ sagen, wenn eine Frau die Briefe bringt]
2388 The po ... aja, what is she, is she a postman?
2389 Ss. Is she a postman?
2390 No, no.
2391 S. No she isn't, it's a post-woman.
2392 L. She is ...
2393 .. post-woman.
2394 S3. [knocks at the door]
2395 S2. There's a man at the and the door.
2396 L. At.
2397 S. Ne Frau.
2398 L. Who is it?
2399 S2. The man ... [äh]
2400 L. Who is it, Sue?
2401 S. A woman.
2402 S. A woman.
2403 S. Not a, the woman.
2404 L. Ja, das ist diese, das sind diese Milchglasscheiben ...
2405 das kann man so schlecht erkennen.
2406 S1. Who is it? Open the /'dɔʌ/.
2407 L. Open the door!
2408 S3. Good morning, Sue.
2409 S2. Good morning, /'pəʊst/-women.
2410 S3. There's a /lətʌ/ your mother and there's a /lətʌ/ your
2411 mo....

- 2412 L. ... for your?
2413 S3. For your fa ... father.
2414 S2. [äh] Thank you.
2415 There's a a /lətΛ/ for your mother.
2416 L. No, not for 'his' mother.
2417 S2. Ach so, there's a /lətΛ/ for you mother.
2418 L. No, ... there's a letter.
2419 S. There's a letter for you mother.
2420 Ss. Nein, nein.
2421 S. There's a letter for mother and there's a letter for you.
2422 L. Yes, there's a letter for mum and there's a letter for
2423 you. Give it, give it back to her, yea Mary say it again.
2424 S2. There's a letter for you mother.
2425 L. No.
2426 Ss. Nicht seine Mutter.
2427 L. Mary listen, listen Gus, say it.
2428 S. The..., there's a letter for mum and there's a letter for
2429 you.
2430 S2. There is a letter for mum and there's a letter for you.
2431 S1. It's a letter.
2432 L. It's a letter? Is it a letter?
2433 S1. This isn't a /lətΛ/ it's a /bill/ [Schüler übertreibt das
2434 Wort 'bill']
2435 [Die Rollen werden neu verteilt] [ca. 1 Min. Pause]
2436 S2. There man at the door.
2437 S1. Who is it?
2438 L. Who is it? O ...
2439 S1. Open, open the door!
2440 S2. The postman.
2441 S3. Good morning, Sue.
2442 S2. Good morning, postman.
2443 L. There's a letter ...
2444 S3. /hi:z/ a /'lətΛ/ for you.
2445 L. For your mother.
2446 S3. For your mother, here's a /lətΛ/ for your father.
2447 S2. Thanks ... There's a /lətΛ/ for mum and there's a letter
2448 for you.
2449 L. Yes, good.
2450 S. Ja hier /ded/ der is für dich [Gekicher]
2451 S1. This isn't a let ... this isn't a /lətΛ/ it's a bill.

- 2452 L. Ja, Du regst dich wohl gar nicht drüber auf. Naja good.
2453 Wir haben nächste Stunde noch mehrere Male
2454 Gelegenheit dafür ... [unverständlich] ... Eine kleine
2455 Sache ... [unverständlich] ...
2456 Read this ... [unverständlich] ...
2457 S. Ich seh nix.
2458 [...]
2459 L. Ah, Bob.
2460 S. There's a /'lətʌ/ for your mother and there's a /'lətʌ/
2461 for your father.
2462 L. Good. Once more, Karin.
2463 S. There's a le ... /'lətʌ/ for your mother and there's a
2464 /'lətʌ/
2465 L. Letter, letter.
2466 S. /'lətʌ/ for your father.
2467 L. Yes, and ..
2468 [...]
2469 L. Wilma.
2470 S. Dad, there's a /'lətʌ/ for mum and there's a /'lətʌ/ for
2471 you.
2472 L. Good. Kitty.
2473 S. Dad, there's a /'lətʌ/ for mum and there's a /'lətʌ/ for
2474 you.
2475 L. Ok., good. [ähm] and now look at lesson 26 at the
2476 next page. [unverständlich]
2477 [...]
2478 L. [äh], twenty, picture number twenty, where is the ...
2479 where is the post-woman? ... Where is the post-
2480 woman? ... Billy.
2481 S. The post-woman /is/ at the /'doə/
2482 L. Yes, jetzt möchte ich in eurer Antwort nicht den Titel
2483 oder den Namen nochmal hören. [Where is the post-
2484 woman?]
2485 S. She's at the door.
2486 L. Where is /ði:/ [äh] where's the school-boy?
2487 S. He /is/ at the /'doə/
2488 L. Yes, und jetzt kommt nämlich [äh] eine Sache, die ihr
2489 das letzte Mal, das letzte Mal falsch gemacht habt.
2490 Man versteht die Bilder nämlich nicht direkt so
2491 Man kann aus den Bildern nicht so direkt sehen, was

- 2492 gemeint ist. Wir haben ja jetzt in der zweiten Reihe
 2493 auch immer drei – that's the old man: He is at the
 2494 shop, the young woman: She is at the shop, and the
 2495 fat boy: He is at the shop. Hier kommt aber ein neues
 2496 Wörtchen dazu [das nächste ist unverständlich] ...
 2497 L. 'On'.. 'in' .. 'at'.
 2498 Ss. [unverständlich]
 2499 L. Präpositionen, Präpositionen. [Das nächste ist
 2500 wiederum unverständlich, es geht aber offensichtlich
 2501 darum, statt ,at the shop', ,near the shop'
 2502 anzuwenden] ... Aber .. they are near the shop. The old
 2503 man is near the shop and the young woman is near
 2504 the shop and the fat boy is near the shop. Say near,
 2505 near...
 2506 S. .. near ..
 2507 L. .. near ..
 2508 S. .. near ..
 2509 S. .. near ..
 2510 S. .. near ..
 2511 S. .. near ..
 2512 S. .. near ..
 2513 S. .. near ..
 2514 S. .. near.
 2515 L. Alright Is near to is near to
 2516 S. /is/ nicht to
 2517 L. is near to
 2518 S. is near to
 2519 S. is near to
 2520 L. The old the the young woman is near the shop.
 2521 S. The young woman is near the shop.
 2522 S. The young woman is [äh] near the shop.
 2523 L. So, [das nächste ist unverständlich]
 2524 In der Nähe von, nahe bei, nech, nahe, nahe bei, so da
 2525 machen wir nächste [Schluß der Stunde].

2.2.5 Grade 6 (February 7, 1972; #2 in the Pre-Digital Corpus)

- 2526 Stundendokumentation Nr. 2
2527 Datum: 07.02.1972
2528 Klasse: 6. Jg.
2529 L. Now boys and girls. Today we want to do a repetition
2530 of unit fourteen. Do you remember the name of (?)
2531 unit fourteen? [Name]
2532 S. An invitation.
2533 L. Yes, can you explain to me, what an invitation is?
2534 What is an invitation? ... Of course not in German,
2535 but in English. Udo ... Frank ...
2536 S. When you have a birthday party.
2537 L. Yes.
2538 S. then you ..
2539 L. What do you say to your friends then, Willi?
2540 S. (?) friends, you give your friends an invitation.
2541 L. Yes, that's right. What do you say to your friends,
2542 Barbara?
2543 S. Will you come to my party?
2544 L. Yes, will you come to my party? Or what else will you
2545 say? Bob.
2546 S. Are you come?
2547 L. Are you ... ?
2548 S. Are you come?
2549 L. There was a (?) mistake.
2550 S. Are you coming?
2551 L. Are you coming to my party? Yes. Or? Can you ...
2552 Nancy.
2553 S. Can you come?
2554 L. Can you come to my party? Yes. To give you an
2555 invitation? Thank you, but we don't need the text
2556 now. Put it down, please.
2557 Right. [...] Now. Let's see if you remember the
2558 dialogue 'An Invitation' (let's hear it from the tape).
2559 TB. Unit 14, page 1.
2560 An invitation.
2561 S. An invitation.
2562 L. An invitation. Jill.

- 2563 S. An invitation.
2564 S. An invitation.
2565 L. An invitation.
2566 An invitation. Doris.
2567 S. An invitation. Yes, Dawn.
2568 L. Yes, (?)
2569 S. An invitation.
2570 L. An invitation. Once more.
2571 Ss. An invitation.
2572 L. That's right. An invitation. Roger.
2573 S. An invitation.
2574 L. Joan.
2575 S. An invitation.
2576 Ss. An invitation.
2577 L. And now. Doreen.
2578 S. Are you going to James next Saturday?
2579 [Nur im Nachhinein zu erschließen]
2580 B. (?)
2581 L. You're right, Kathleen.
2582 Did you forget (?) ... Well. (?)
2583 S. Are you going to James next Saturday?
2584 L. Good. Right.
2585 S. Are you going to James next Saturday?
2586 L. Are you going to James next Saturday?
2587 S. Are you going to James next Saturday?
2588 L. Betty.
2589 S. Are you going to James next Saturday?
2590 L. Mike.
2591 S. Are you going to James next Saturday?
2592 L. All together.
2593 S. Are you going to James next Saturday?
2594 L. Frank.
2595 S. No, I'm not. Why?
2596 L. I think you're right.
2597 S. No, I'm not. Why?
2598 L. Yes. Mary.
2599 S. No, I'm not. Why?
2600 L. Good. [Name?]
2601 S. No, I'm not. Why?

- 2602 L. [Name?]
2603 S. No, I'm not. Why?
2604 L. Peter.
2605 S. No, I'm not. /vai/?
2606 L. No, I'm not. Why? Bob.
2607 S. No I'm not. Why?
2608 L. All together.
2609 Ss. No, I'm not. Why?
2610 L. Wulf?
2611 S. [?] Harry will be /'fifti:n/ on Saturday.
2612 L. Good. Judy.
2613 S. Harry will be fifteen on Saturday.
2614 L. Hm [zustimmend]. Barbara.
2615 S. Harry will be fifteen on Saturday.
2616 L. Stephen.
2617 S. Harry will be fifteen on Saturday.
2618 L. And Manuela.
2619 S. [?]
2620 L. Yes, all together.
2621 Ss. Harry will be fifteen on Saturday.
2622 L. Mary.
2623 S. He's having a /'bə:sdei/ party.
2624 L. But ... your 'th'.
2625 S. He's having a birthday party.
2626 L. That's much better.
2627 He's having a birthday party. Roger.
2628 S. He's having a /'bə:sdei/ party.
2629 L. [Name?]. Go on.
2630 S. He's having a birthday party.
2631 L. [Name?]
2632 S. He's having a birthday party.
2633 L. [Name?]
2634 S. He's having a birthday party.
2635 L. A birthday party. [?] Please, once more.
2636 S. He's having a birthday party.
2637 L. Birthday party. He's having a birthday party. Betty.
2638 S. He's having a birthday party.
2639 L. All together.
2640 Ss. He's having a birthday party.

- 2641 L. [?] What will he be? Mike.
- 2642 S. He will be pleased, if you can go to it.
- 2643 L. You're right.
- 2644 B. [?]
- 2645 L. Andy.
- 2646 S. He will be pleased, if you can go to it.
- 2647 L. Yes, and now take the short form. 'He'll be pleased,
- 2648 if you can go to it.'
- 2649 S. He'll be pleased, if you can go to it.
- 2650 L. Good. Frank.
- 2651 S. He will be pleased, when you can go to it.
- 2652 L. Not when! He will be pleased, if you can go to it.
- 2653 S. He will be pleased, if you can go to it.
- 2654 S. He'll be pleased, if you can go to it.
- 2655 L. Yes, that's good. [Name]
- 2656 S. He will be ... pleased, if you can go to it.
- 2657 L. He'll be pleased.
- 2658 S. He will be pleased, if you can go to it.
- 2659 L. Was hatten wir zu dem 'he will' und 'he'll' gesagt?
- 2660 Wie kommt es, daß jetzt einige so auf dem 'He will be
- 2661 pleased' bestehen? Wie kommt es? Barbara.
- 2662 S. (?) mit Apostroph.
- 2663 L. Ja, 'he'll' ist die Kurzform. So wird's gesprochen, und
- 2664 wir haben es mal an der Tafel geschrieben, wißt ihr
- 2665 noch? Also (?) beim Sprechen immer (?) über-
- 2666 ziehen. – He'll be pleased, if you can go to it.
- 2667 All together.
- 2668 Ss. He'll be pleased, if you can go to it.
- 2669 [Verzerrung]
- 2670 L. Harry.
- 2671 S. I'll be very pleased.
- 2672 L. Yes. I'll be very pleased. [Name?]
- 2673 S. I'll be very pleased.
- 2674 L. [Name?]
- 2675 S. I'll be very pleased.
- 2676 L. And [Name]?
- 2677 S. I'll be very pleased.
- 2678 L. And ... you Jerry.
- 2679 S. I'll be very pleased.

- 2680 L. And you.
2681 S. I'll be very pleased.
2682 L. I'll be very pleased. All.
2683 Ss. I'll be very pleased.
2684 L. [Name?]
2685 Ss. [Name?]
2686 S. Ach so! (?)
2687 L. (?) Help him. Frank.
2688 [Nebengeräusche]
2689 S. Can I go, too?
2690 S. Can I go, too?
2691 B. Can I go, too?
2692 L. Can I go, too? Jill.
2693 S. Can I go, too?
2694 L. Can I go, too? Once more.
2695 S. Can I go, too?
2696 L. Can I go, too? [Name]
2697 S. Can I go, too?
2698 L. Can I go, too? Doris.
2699 S. Can I go, too?
2700 L. Can I go, too?
2701 S. Can I go, too?
2702 L. Come on.
2703 S. Can I go, too?
2704 L. Manuela.
2705 S. Can I go, too?
2706 L. Yes. [Name]
2707 S. Can I go, too?
2708 L. All right.
2709 S. Can I go, too?
2710 L. Can I go, too? All together.
2711 Ss. Can I go, too?
2712 L. [unverständlich] [Gelächter]
2713 L. (?)
2714 S. (?) baby.
2715 Ss. Nee. Nein.
2716 L. (?)
2717 S. We don't want babies.
2718 L. That's it.
2719 B. We don't want babies.

- 2720 L. You see. [?] We don't want babies.
2721 S. We don't want babies.
2722 L. Betty.
2723 L. We don't want babies. Stephen.
2724 S. (?)
2725 L. Help him, [Name]
2726 S. We don't want babies.
2727 L. (?)
2728 S. We don't want babies.
2729 L. Barbara.
2730 S. We don't want babies.
2731 L. (?)
2732 S. We don't want babies.
2733 L. We don't want babies. All together.
2734 Ss. We don't want babies.
2735 [...]
2736 L. What is Andrew showing by the way? What's he
2737 showing? Andy.
2738 S. (?)
2739 L. Loud.
2740 S. (?)
2741 S. He's showing his (?)
2742 L. Yes, and what does he say? Tom.
2743 S. Just you wait.
2744 L. Just you wait. Listen.
2745 B. Just you wait.
2746 L. Jerry.
2747 S. Just you wait.
2748 L. Jerry.
2749 S. /'jʌst/ you wait.
2750 L. Just you wait. Jim.
2751 S. Just you wait.
2752 L. [Name?]
2753 S. /'jʌst/ you wait.
2754 L. [Name?]
2755 S. Just you wait.
2756 S. Just you wait.
2757 L. Otto.
2758 S. Just you wait.
2759 L. All together.

- 2760 Ss. Just you wait.
2761 L. [Name?]
2762 S: All right. You can come, stupid.
2763 L. It's all right? But he says something else. Judy.
2764 S. (?)
2765 L. Yes.
2766 B. Of course you can come, stupid.
2767 L. All together.
2768 Ss. Of course you can come, stupid.
2769 [L. ermahnt offensichtlich einen Schüler; Name]!
2770 S. What shall we give him for a present?
2771 L. [Name]
2772 S. What shall we give him for a present?
2773 L. What shall we give him for a present? [Name]
2774 S. What shall we give him for a present?
2775 L. Jim.
2776 S. What shall we give him for a present?
2777 L. Alice.
2778 S. What shall we give him for a present?
2779 L. Manuela. Come on. Slowly. What shall we...
2780 S. What shall we ...
2781 L. .. give him ...
2782 S. .. give him...
2783 L. .. for a present.
2784 S. .. for a present.
2785 L. Present.
2786 S. Present.
2787 L. Present. What shall we give him for a present?
2788 Once more.
2789 S. [?]
2790 L. .. give him ..
2791 S. .. give him ..
2792 L. .. for a present.
2793 Help her once more.
2794 S. What shall we give him for a present?
2795 L. What shall we give him for a present? All together.
2796 Ss. What shall we give him for a present?
2797 L. [Name] Manuela.
2798 S. I don't know.
2799 L. Es...

- 2800 TB. What shall we give him for a present? I don't know.
2801 S. I don't know.
2802 L. All together.
2803 Ss. I don't know.
2804 L. Once more. [Name] Tom.
2805 S. What about a book?
2806 L. What about a book? Jim.
2807 S. What about a book?
2808 L. Annelie.
2809 S. What about a book?
2810 L. [Name]
2811 S. What about a book?
2812 L. [?]
2813 S. What about a book?
2814 L. What about a book? All.
2815 Ss. What about a book?
2816 L. Andy.
2817 S. What about a book?
2818 Ss. [Gelächter]
2819 L. Mike.
2820 S. Let's ask Mummy.
2821 L. All together.
2822 Ss. Let's ask Mummy.
2823 TB. What's about a book? – Let's ask Mummy.
2824 TB. Unit 14, Part 1 – An Invitation.
2825 Ss. An invitation.
2826 TB. [?]
2827 Ss. Are you going to James next Saturday?
2828 TB. I don't know.
2829 Ss. I don't know. Why?
2830 L. [unterbricht]
2831 Ss. [Lachen über Wortsalat]
2832 L. Are you going to James next Saturday?
2833 Ss. Are you going to James next Saturday?
2834 L. Und Mike – bitte der Gruppe anpassen. So ganz
2835 schnell schaffen sie's doch nicht. Ne?
2836 S. I'm not. Why?
2837 L. No, I'm not. Why?
2838 Ss. No, I'm not. Why?
2839 TB. Why? – He'll be fifteen on Saturday.

- 2840 Ss. Harry will be fifteen on Saturday.
2841 TB. He's having a birthday party.
2842 Ss. He's having a birthday party.
2843 TB. He'll be pleased, if you can go to it.
2844 Ss. He'll be pleased, if you can go to it.
2845 TB. I'll be very pleased.
2846 Ss. I'll be very pleased.
2847 TB. Can I go, too?
2848 Ss. Can I go, too?
2849 TB. We don't want babies.
2850 Ss. We don't want babies.
2851 TB. Just you wait.
2852 S. Just you wait.
2853 TB. Of course you can come, stupid.
2854 Ss. Of course you can come, stupid.
2855 TB. What shall we take him for a present?
2856 Ss. What shall we take him for a present?
2857 TB. I don't know.
2858 Ss. I don't know.
2859 TB. Let's ask Mummy.
2860 Ss. Let's ask Mummy.
2861 L. [?] Now tell me. Who will go to Harry's on Saturday?
2862 ... Annelie.
2863 S. Richard, Andrew and Margaret.
2864 L. Yes, please, form a whole sentence, Annelie.
2865 Listen to my question: Who will go to Harry's on
2866 Saturday? ...
2867 S. On Saturday ...
2868 L. Listen.
2869 S. Who...
2870 L. ... will go to Harry's on Saturday? Frank.
2871 S. Andrew, Richard, and Margaret will got to ... Harry.
2872 L. Harry's on Saturday. Yes.,
2873 Why will they go to Harry's? Mike.
2874 S. He's having a birthday party.
2875 L. Your 'th'! He's having a birthday party.
2876 Do you want to give another answer to me? (?)
2877 How old will you be next year? Tony.
2878 S. He will be fifteen.

- 2879 L. I thought so. I thought so. My question to you was
2880 “How old will you be next year?”
2881 S. Next year I will be ... fourteen.
2882 L. Fourteen.
2883 Ss. [protestieren oder stimmen zu]
2884 L. (?) Kann das sein?
2885 S. Ja eben.
2886 L. Yes. How old will you be next year?
2887 S. I will be next Saturday.
2888 L. I will be fourteen next year not next Saturday.
2889 Barbara.
2890 S. I will be thirteen.
2891 L. This will do. Tell me. What about Andrew? Will he go
2892 to the party, too?
2893 [Name]
2894 S. Yes, he will go to the party.
2895 L. But Richard is teasing him. What does he say? Betty.
2896 S. You don't ... come.
2897 L. Yes, and then Andrew?
2898 S. What about?
2899 L. He's making fun of him.
2900 S. We don't want babies.
2901 L. Now Richard.
2902 S. We don't want babies.
2903 L. Yes, but then! Can Andrew come at last? Jim. Can he
2904 come at last?
2905 S. Yes, he come.
2906 S. He can.
2907 S. Yes, he can.
2908 L. He can, yes. And (?) give him for a present? What will
2909 they give him for a present? What will they give him
2910 for a present? [Name]
2911 S. They give him a book.
2912 L. Do they know? Do they know already? Barbara.
2913 S. They ask Mummy.
2914 L. They ask Mummy. They don't ...
2915 S. ... know.
2916 L. Judy.
2917 S. They don't know.

- 2918 L. Yes, you're all right.
2919 Who wants to take the story now? Who is going
2920 outside to make a transfer of the story already? Yes,
2921 you four. Go outside. They are three persons, but we
2922 can take four persons as well.
2923 [Die folgenden 17 Minuten sind nur sporadisch und nur
2924 nach Kenntnis des Textes zu erschließen. Eine Dokumen-
2925 tation erscheint wegen der ständigen Überlagerung des
2926 Unterrichtsgesprächs durch Geräusche und Sprechen im
2927 Vordergrund unmöglich.]

2.2.6 Grade 6 (November 13, 1972; #6 in the Pre-Digital Corpus)

- 2928 Stundendokumentation Nr. 6
 2929 Datum: 13.11.1972
 2930 Klasse: 6. Jg. [21 Schüler/innen]
 2931 L. Now begin! What's in the picture? Or what can you
 2932 see in the picture? James.
 2933 S. The ... a clock is in the ... is in the picture.
 2934 L. In the picture.
 2935 S. .. is in the picture.
 2936 L. Yes and what else? [Name unverständlich]
 2937 S. A television-set.
 2938 L. Yes, Roy.
 2939 S. A chair is in the picture.
 2940 S. Margaret's in the picture.
 2941 L. Where's Margaret? Ah yes, she's in the front of the
 2942 picture, yes Tom.
 2943 S. The /taibl/ is in the picture.
 2944 L. This is not quite correct.
 2945 S. The /tæibl/
 2946 L. No Not quite correct ... What did he say? This is not
 2947 quite correct.
 2948 S. Table.
 2949 L. The table. Tom, once more.
 2950 S. The table is in the picture.
 2951 L. A, ehem, and Mike.
 2952 S. A chair is in the picture.
 2953 L. Mm, Helmut.
 2954 S. A cat is in the picture.
 2955 L. Eh, [äh], Robin.
 2956 S. A game is in the picture.
 2957 L. Mm and Peggy.
 2958 S. A bis...cuit is in the picture.
 2959 L. Is there one biscuit in the picture? Peggy?
 2960 S. The bis...cuits are in the picture.
 2961 L. That's correct. [äh]. Philip.
 2962 S. The cups are in the picture.
 2963 L. And Tim.
 2964 S. The books are in the picture.

- 2965 L. And Kitty.
2966 S. A picture on... is in the ...[äh]... in the picture.
2967 L. Yes, that's correct. A picture is in the picture.
2968 Rolf, anything else?
2969 S. The tea-pot is in the picture.
2970 L. And Margaret.
2971 S. A television is in the picture.
2972 L. We had that already. I think Jerry said it, anything
2973 else? Kitty.
2974 S. The door is in the picture.
2975 L. That's correct. Anneli.
2976 S. The clock is in the picture.
2977 L. Ehem, James.
2978 S. The cat is in the picture.
2979 L. We had that already.
2980 S. The door is in the picture.
2981 L. Yes, no we begin to read the questions under the
2982 picture. Ask two questions on each of the following
2983 patterns. I think we have one. Is there a picture on the
2984 wall? James.
2985 S. Yes, it is.
2986 L. And name someone else for the sec... for sentence
2987 two. Come on.
2988 S. Are the books
2989 L. No, [äh] James someone of them to read number two,
2990 and the answers.
2991 S. Ruft vermutlich jemanden auf [unverständlich]
2992 S. Are the books on the table? Yes, it is.
2993 L. Is it correct? ... are ...
2994 L. [unverständlich]
2995 S. Yes, there are.
2996 L. Yes, they are.
2997 S. Yes, they are.
2998 S. Yes, they are.
2999 L. [Eh], and another one.
3000 S. ... the cat under the table? Yes, she ... she [is].
3001 L. Roy [unverständlich] Roy, yes.
3002 S. What's there on the table? On the tray?
3003 L. Mm. First we do what's there on the table? Roy.

- 3004 S. A ... The books, two cups, biscuits, a game and and
3005 [äh] on the tray the tea-pot, two cups, and biscuits.
3006 L. Is this: Are there biscuits on the tray?
3007 [unverständlich durch Schülerlärm] ... there are
3008 biscuits on the tray, Joe.
3009 S. No.
3010 L. Yes, but there is ... [äh], there's something in it, [äh],
3011 but there are no biscuits. I don't think there are
3012 biscuits.
3013 [Das nächste ist unverständlich, da die Schüler zu laut
3014 sind.]
3015 L. Yes, Mike
3016 S. There are sugar.
3017 L. There's sugar on the tray. Once more, Mike.
3018 S. There's sugar on the ... on the tray.
3019 L. Yes, and number two, the sentence two, Mike can you
3020 name another one for the [unverständlich] sentence
3021 two.
3022 S. Pam.
3023 S. Are the cups full? No, they are.
3024 L. Once more, Pam.
3025 S. Are the cups full? No, they are.
3026 L. That was not quite correct. Listen.
3027 S. The cups empty.
3028 L. The cups are empty. That's correct. Are the cups full?
3029 No ... John?
3030 S. No, the cups are empty.
3031 L. That's good or shorter ... a shorter answer, Joe.
3032 S. No, they are.
3033 S. No, they aren't.
3034 L. Once more, Pam.
3035 S. No, there aren't.
3036 L. They aren't.
3037 S. They aren't.
3038 L. Are the cups full? Birgit.
3039 S. No, they aren't.
3040 L. Yes. That's right, thank you. And number three
3041 please, what about ... Donald come on.
3042 S. What's /ðə/ opened ...
3043 L. /ði:/ opened book about.

- 3044 S. What's the o... opened book ...bout
3045 L. .. about ..
3046 S. .. about ..
3047 L. What's the opened book about?
3048 S. What's /ði:/ opened bookbout
3049 L. .. about ..
3050 S. .. about ..
3051 L. Yes. I don't think that you can answer the question,
3052 because this is something new. We do number four
3053 now. Kitty.
3054 S. What's the time? It's four o'clock.
3055 L. That's correct and once more, please, Eve.
3056 S. What's the time? It's four o'clock.
3057 L. Hm. The next sentence, Bobby, number 5.
3058 S. What are the girls /doiŋ/?
3059 L. Hm.
3060 S. Singing popsong.
3061 L. One girl is singing pogsong.
3062 S. One girl is singing popsong.
3063 L. Thank you ... And the other girl? Gaby?
3064 S. One girl is near the table.
3065 L. Hm. And, Donald.
3066 S. One girl bringing ... the tea-pot ... and the cups.
3067 L. There was a very little mistake in his sentence. One
3068 girl ... Beatrice
3069 S. One girl bringing.
3070 L. A s ... small word is missing ... One girl, John.
3071 S. One girl [is] bringing the tray.
3072 L. Yes, that's very good, once more, Donald.
3073 S. One girl bringing ... bringing the girl. [Gelächter]
3074 L. No, listen to him. Now begin once more. Jetzt kommt
3075 alles durcheinander, aber das schaffen wir schon.
3076 S. One girl [is] bringing ...
3077 L. John once more your sentence. Only listen to John
3078 please.
3079 S. One girl [is] bringing the tray.
3080 S. One girl [is] bringing the ... tray.
3081 L. That's correct. That was good, yes. There's another
3082 girl, one is singing popsong [unverständlich].
3083 Margaret.

- 3084 S. One girl is standing in the room.
3085 L. Good yes, and the next sentence, please, what about
3086 Robby?
3087 S. How many girls at the room ... are they in the room?
3088 L. Hm, How many girls are there?
3089 S. There are four girls.
3090 L. That's correct. And you go on please, Harry. Number
3091 seven.
3092 S. What's Are the pictures on the /va:l/
3093 L. I can't understand it. Are the pictures on the wall?
3094 Once more, Harry.
3095 S. Are the pictures on the wall?
3096 L. And the answer? Who knows? June.
3097 S. Yes, there is.
3098 Ss. There are.
3099 L. No, look at the question. Are there pictures on the
3100 wall?
3101 S. Yes, there are.
3102 L. I ... I see only one picture.
3103 S. No, no, no they are.
3104 L. 'They are', this is not correct, because only ... we have
3105 got only one, Joe.
3106 S. Yes, there is.
3107 L. There is a picture, because you see there is one picture
3108 and not more on the wall. And the next sentence,
3109 Mike.
3110 S. Is the cat sleeping?
3111 L. No, not the last sentence. But this. What can ...
3112 S. What can you see in the picture?
3113 L. But listen. You do ... it's not ... you do ... you needn't
3114 say what can you see in this big picture but you s... you
3115 have to say, what can you see in the picture on the
3116 wall, you see. What do you see there? Tom.
3117 S. A tree, two trees.
3118 L. Yes, and the mountain. That's not so much. And the
3119 last sentence, [ähm], Peggy.
3120 S. Is the cat ... the cat sleeping? Is the cat sleeping? No
3121 she isn't.
3122 L. That's correct. She is not sleeping. Thank you. ... This
3123 is enough. Shut your books, please.

- 3124 [Die Lehrerin verteilt die Rollen für Unit 10]
3125 [ca. 2 Min.]
3126 L. I think we have to [unverständlich] and ... to listen to
3127 our actors.
3128 S. I can see it.
3129 S. What can you see, darling.
3130 S. It's a game, mummy.
3131 S. Look at the picture.
3132 S. Try and find out what's missing.
3133 S. Richard can't.
3134 S. Oh, keep quiet, Margaret.
3135 [Das Nächste ist nur bruchstückweise verständlich]
3136 L. Andrew, I think you have to [unverständlich] and you
3137 [Name unverständlich] has to be quiet. Andrew.
3138 S. You're always talking.
3139 S. Well, there are a lot of things.
3140 S. /ðous/ cups are full.
3141 S. The tea-pot's empty.
3142 L. Oh ...
3143 S. I see.
3144 L. Oh, I see ...
3145 S. Oh, I see now.
3146 S. There's no [lid] on the tea-pot.
3147 L. Yes, and a last time.
3148 [Lehrerin verteilt die Rollen neu]
3149 [ca. 1 Minute]
3150 L. Annemie begin. Would you please stop talking and
3151 listen. Come on.
3152 S. I can see it.
3153 S. What can you see, darling?
3154 S. It's a game, mummy.
3155 S. Look at this picture.
3156 S. Try and find out what's missing.
3157 S. Richard can't.
3158 S. Oh, keep quiet, Margaret. You're always talking.
3159 L. How can I find it?
3160 L. Well. ...
3161 S. Well, there are a lot of things.
3162 S. Tho ... those cups are full.
3163 S. The tea-pot's empty.

- 3164 S. There's no lid on the tea-pot.
3165 L. Thank you. That was good. And this is enough for
3166 now.
3167 [Ende der Stunde].

2.2.7 Grade 7 (March 13, 1972; #5 in the Pre-Digital Corpus)

3168 Stundendokumentation Nr. 5

3169 Datum: 13.03.1972

3170 Klasse: 7. Jg.

- 3171 L. In the last lesson we heard some things about how
3172 children spend their holidays. We've heard that some
3173 of them were in a cave, others were on the seaside, and
3174 other people made a bike-trip. Today we hear
3175 something about all these stories together, how
3176 children can spend their summer-holidays. And now
3177 to have a look at that we open our books on page
3178 thirty, and on that page we have a lot of pictures
3179 where we can see that. On page thirty, please. Page
3180 thirty, please. Now then. So that we can all
3181 understand what we mean we take out a pencil and
3182 we make a number. This picture here gets number
3183 one, the next picture here is number two, and we
3184 write a number above every picture, please. Number
3185 one to three in the first row, number four to six in the
3186 next and seven to nine in the last line. In all the
3187 pictures we get to know something how children
3188 spend their holidays. And we see quite a lot of pictures
3189 in here, and it will be the best that we first look at the
3190 pictures for a moment. Please, have a look on your
3191 own for the, at the pictures so that we can keep quiet
3192 for one or two minutes. And try to describe the
3193 pictures on your own now. ... I think we had a look at
3194 all the pictures. Can we begin to describe picture
3195 number one? What does we see in the picture? What
3196 is going on? ... Well.
- 3197 S. Two ... Richard go and Margaret go in a cave and find
3198 a treasure, found a treasure there.
- 3199 L. They find a treasure there. Willi.
- 3200 S. [?] ..., Richard and Margaret ... and in the dark cave ...
3201 there they must have tortures. It's very dark and [?]
3202 box.
- 3203 L. They see a box in this, yes.
- 3204 S. The box is very [groß] big.

- 3205 L. Well. Other things you can see there, Hans-Jürgen.
3206 Where have they got their tortures, Felicitas.
3207 S. Because it's very dark in the cave.
3208 L. Yes, and where have they got them?
3209 S. [?]
3210 L. Yes, of course. Now the second picture. Here we have
3211 not children who are in a cave. But? Martina.
3212 S. It's a woman and the children dance ... and two
3213 children are sitting on a chair and one child
3214 L. What is the correct sentence?
3215 S. One child is playing the piano.
3216 L. Why is she playing? What do you think?
3217 S. Because the others want to dance.
3218 L. Yes, and something else, please.
3219 S. It's not the children, it's a teacher.
3220 L. What is a teacher?
3221 S. Or it's the mother.
3222 S. On the piano.
3223 S. The teacher is playing on the piano.
3224 L. But do you think a teacher is on a party that you have
3225 at home? Christoph?
3226 S. It's the mother.
3227 L. Yes.
3228 S. It's a dance lesson.
3229 L. It might be a dancing lesson. Okay. But pay attention.
3230 We say how children spend their holidays. How do
3231 these children spend their holidays? Gregor.
3232 S. They dance. [?]
3233 L. Yes, okay. Next picture. No dancing. No finding a
3234 treasure. But? Marlies. Next picture, yes.
3235 S. There are two bikes and a man.
3236 L. Is it a man?
3237 S. It is a boy?
3238 L. What is the boy doing there?
3239 S. He drives a bike.
3240 L. Loud.
3241 S. He drives a bike.
3242 L. Does he drive the bike at the moment now?
3243 S. No, he waits.
3244 L. Ha [zustimmend].

- 3245 S. Or he stands at the bike.
3246 L. Yes.
3247 S. Or he wanted to drive his bike.
3248 L. Or? Robert.
3249 S. He check that bike.
3250 L. He ... What does he do? He checks it now. Ok.
3251 S. He checks the bike.
3252 S. He is in the country.
3253 L. Where do you see that?
3254 S. There are no /houziz/.
3255 S. Tree.
3256 L. But?
3257 S. There was a tree.
3258 L. There was?
3259 S. There is.
3260 L. Yes. In the next picture we see how this is going on ...
3261 [Name].
3262 S. The ... two chil..., two children drive back home.
3263 L. Hm.
3264 S. They drive in the country.
3265 S. Two boys drive in the country.
3266 S. Yes. Are they driving back home? What do you think,
3267 [Name]?
3268 S. They ride -, they ride at the countryside.
3269 L. Yes, and I ask you again. Where do you see that?
3270 S. There are many trees where they were and it's a plain.
3271 L. What season is it? Robert?
3272 S. [?]
3273 L. What season is it?
3274 S. It's Herbst.
3275 L. Sorry, you? The English word for that.
3276 S. It's autumn.
3277 L. Yes. What have we got in autumn? Felicitas.
3278 S. [?]
3279 L. Just a minute. Some other fingers, please. Robert.
3280 Where can you see that it's autumn?
3281 S. Dry leaves fall off the trees.
3282 L. Fall off the trees and they fall to the ground. Okay.
3283 Now then. In the following picture, picture number

- 3284 five, there is no country-side, no dancing, no caves.
3285 What have we got there?
3286 S. Two boys are swimming in the sea. And two boys are
3287 in the ship and fishing a fish.
3288 L. [amüsiert] Yes, when they are fishing, I think, they are
3289 fishing a fish. [Lachen von Seiten der Ss.]. Repeat. Yes,
3290 go on. Volker.
3291 S. I can see one boy. He is lying in the sand and is reading
3292 a book.
3293 L. Yes, reading a book. Okay. And other persons?
3294 S. I think that's ... Andrew.
3295 L. Why do you think so?
3296 S. He every ... read books.
3297 L. Sorry...
3298 S. He every read books. He spent ... the holidays for
3299 reading a book.
3300 L. Once more your sentence, please. I think it was not
3301 quite correct. Pay attention, please.
3302 S. He spend the holidays for reading the book, a book.
3303 L. What do you think ... what is the correct?
3304 S. He is reading instead of swimming.
3305 L. Yes. So he spends his holidays or he spent his
3306 holidays. Okay. Now, any other sentences about this
3307 book, about this picture here? Now then. Next
3308 picture, Hans-Jürgen.
3309 S. I can see Mr. and Mrs. Hay and they sit in the garden
3310 at the ...
3311 L. At the?
3312 S. House.
3313 L. Yes, near a house. What are they doing there in the
3314 garden? Are they digging in the ground or what are
3315 they doing?
3316 S. Mrs. Hay is reading.
3317 L. Yes, and? And?
3318 S. I must correct him. Mr. Hay is not sitting, he is lying
3319 on a on an armchair, on ...
3320 L. It's not an armchair.
3321 S. It's a ...lying chair?
3322 L. Yes, we can say it like this. Okay. And what is Mrs. Hay
3323 doing? Egon.

- 3324 S. She is reading a book on a chair.
3325 L. Okay. Other sentences.
3326 S. Mr. Brown is sleeping.
3327 L. Sorry.
3328 S. Mr. Brown is sleeping.
3329 L. Sleeping, you think? Okay. And do the other think he
3330 is sleeping too?
3331 S. No, I don't. I think Mr. Hay is lying in the sun and he
3332 ...
3333 L. .. be ..
3334 S. ... brown.
3335 L. He wants to ..
3336 S. .. be brown.
3337 L. Yes, he wants to become brown. Okay. Now, it's, it's
3338 this the same if we say it's Mr. Hay and Mr. Brown.
3339 There is a person living there. One of you says he is
3340 sleeping, the other he wants to become brown.
3341 S. In the back there is a very nice /bʊŋʌlou/.
3342 L. Sorry?
3343 S. In the back there is a very nice /bʊŋʌlou/.
3344 L. Is it a bungalow? Is it a bungalow? What do you think?
3345 S. They are lying in the garden. It's the house for... or for
3346 garden things.
3347 L. Yes, for things you need in the garden, to work in the
3348 garden, might be in there. Okay. Now, the next
3349 picture. There is a wonderful other house. What
3350 house is it? Friedhelm?
3351 S. There is a police station.
3352 L. And what is going on, there?
3353 S. There is a man who will make the rest of his holidays
3354 in the police-station.
3355 L. Yes. What will he do on the police-station,
3356 Friedhelm? Will he sing songs or dance or write
3357 books?
3358 S. No, the man made a robbery.
3359 L. Yes, he made a robbery. So what has he to do?
3360 S. He will sitting.
3361 L. He ... sorry ... what? No. No. What must he do?
3362 S. He must sit.

- 3363 L. He must sit in the prison for the rest of his holidays.
3364 Okay. What else can you see in the picture? What is
3365 important for our holidays?
3366 S. Two boys are bringing the thief in the police station.
3367 L. Not in, but?
3368 S. Into.
3369 L. Yes, or to the police-station. Felicitas? Now then. In
3370 the next picture we have no thief, no policemen, but
3371 there are two...
3372 S. Girls.
3373 L. And?
3374 S. They are in the garden.
3375 L. Sorry?
3376 S. They are in the garden.
3377 Ss. No, no.
3378 L. Margaret.
3379 S. They are in the country.
3380 L. Why do you think they are in the countryside?
3381 S. There are flowers and trees.
3382 L. Flowers and trees are there, okay.
3383 S. There is a park.
3384 L. I see as well. And what are they doing in the park
3385 there? Walking there and ...
3386 S. They are going along...
3387 L. Along? Yes, along the flowers, along the trees.
3388 S. They wanted to collect flowers.
3389 L. They ... Gregor, we always speak in the present tense
3390 at the moment. So you must correct your sentence.
3391 S. They want to collect flowers.
3392 L. To collect flowers. Do you think it's good to collect
3393 flowers in the park?
3394 S. No.
3395 L. Why not?
3396 S. Because they must be aware that the others can look at
3397 them.
3398 L. Yes, okay. In the last picture there we have a bike and
3399 a clock and what have they to do with each other?
3400 Martina.
3401 S. Richard and Tony and Margaret
- 3402 L. Who? Margaret?

- 3403 S. [unverständlich] We'll drive with a bike.
3404 L. With a ..
3405 S. With a bike.
3406 L. Or we say drives, he drives.
3407 Ss. [Wortsalat]
3408 L. Or.
3409 S. With a bike.
3410 L. Yes, but we drive by bike. Okay.
3411 S. And Margaret says, I come at five o'clock or ...
3412 L. Yes, all? Is it all? Martina.
3413 S. Yes.
3414 L. Well, who can tell us another story about this picture?
3415 Have you any other idea?
3416 S. They make a ride. And the father asks, 'Where do you
3417 make a ride?'
3418 L. Where ...
3419 S. Where you ...
3420 L. Where will you make a ride. Yes.
3421 S. Then the father asks, 'Have you checked your bike?'
3422 L. And Andrew probably will say, 'Okay. Everything is in
3423 working order', and then, Hans-Ludger?
3424 S. [?]
3425 L. Okay, Roland, you have another text for this picture?
3426 S. Andrew is phoning with Margaret and Andrew says
3427 'When the weather is fine we can drive on a bike and
3428 in the sun' ... and Margaret says, 'O yes, it is a very
3429 good idea. I'll come on five o'clock.'
3430 L. I'll come, not on ..
3431 S. At five o'clock.
3432 L. Okay then. We have had a look at all the pictures and
3433 we saw how children can spend their holidays or how
3434 your father and mother can spend holidays. No I
3435 think we can make a story of all the pictures. Can you
3436 please take a pencil and give the pictures a new
3437 number that all the pictures are one story. Now, I'll
3438 give you one or two minutes time so that you can
3439 make a new story. Here we have some pictures and
3440 now I want you to make a story from all the pictures.
3441 Now you say, 'the story begins with number nine and
3442 in that picture I see that or that.' Then in picture two

- 3443 and so on. Then you can take any other picture. Okay.
3444 I'll give you two minutes time.
- 3445 S. Write, or?
- 3446 L. No, just give the pictures a new number with red
3447 colour or with green colour so that we can see that you
3448 have another story. Just one or two minutes more.
3449 Give the pictures your own numbers so that you can
3450 make a story of it. ... Well, I think we can begin to
3451 make a story of all the pictures now. Who has found a
3452 new story or a new story with the old pictures?
3453 Gregor, can you, please, begin. But Gregor, can you
3454 please give us the old numbers always.
- 3455 S. The old number is nine.
- 3456 L. Yes, you begin with number nine, okay.
- 3457 S. Well, it's a boy who says to his friend, who says to
3458 Margaret, 'Do you know the latest news? We are going
3459 to the sea for our summer-holidays.' And now comes
3460 number five. Then there we can swim and ... is
3461 fishing. Then there comes number three. On the next
3462 day they want to make a ride on the bikes to the
3463 countryside. Harold checks all the bikes and then they
3464 drive. On number four – then they drive with their
3465 bikes – and number eight, the girls are collect, the girls
3466 collect flowers and then they drive.
- 3467 L. The girls drive too?
- 3468 S. Was?
- 3469 L. The girls drive, too, by bike?
- 3470 S. Yes, by bike. But meanwhile they collect flowers and
3471 then they drive again. On the second day they found,
3472 they have an accident, [?] they found [?] into the
3473 caves.
- 3474 L. Picture number one.
- 3475 S. And they found a treasure.
- 3476 L. They found?
- 3477 S. They find.
- 3478 L. Yes.
- 3479 S. They find a treasure. At number seven they go the
3480 next day ...
- 3481 L. But there is another question: What has the thief to
3482 do with finding a treasure, swimming?

- 3483 S. They have, they find a treasure.
3484 L. They found a treasure, yes.
3485 S. They found a treasure, then they give the treasure to
3486 the police and the police had made hand [wie heißt
3487 das noch?]
3488 L. Finger-prints.
3489 S. Ja.
3490 L. Has made finger-prints, yes.
3491 S. Then they could through the finger-prints find the
3492 thief. And on the last day the girls make a ... a party
3493 and then they drive home.
3494 L. Yes, why do they make a party on the last day?
3495 S. Because it's the last day of the holidays.
3496 L. Yes.
3497 S. Darf ich jetzt?
3498 L. No, no just a minute. Okay so. We understood what
3499 he means. Now then. Has anyone of you quite a
3500 different story with different numbers and so on?
3501 Heidi? Bitte speak very loud.
3502 S. Number nine: Andrew says to Margaret, 'Come you
3503 with us to the countryside?'
3504 L. Do you come with us, do you come with us ... to the
3505 countryside, yes.
3506 S. 'Do you come with us to the countryside?' Then says
3507 Margaret, 'No, I have a party with my friends' and the
3508 other day, then ... they entry their bikes [?] order.
3509 L. Oh, just a minute. What are they doing the other day?
3510 What are they doing?
3511 S. They check their bikes working order.
3512 L. They check their bikes so that they are in working
3513 order. Okay. Go on.
3514 S. And then they drive through the countryside.
3515 L. What picture is it?
3516 S. Picture four.
3517 L. Yes.
3518 S. Picture one – then they found a treasure.
3519 L. Then they...
3520 S. Then they find a treasure in the cave and they go to
3521 the police. The ... police arrested the thieves.
3522 L. Yes.

- 3523 S. Another day then they goes to a ..
- 3524 L. They ... what? They? Once more. They goes?
- 3525 What do you think what is correct?
- 3526 S. They go.
- 3527 S. They went.
- 3528 L. No, it's present tense, we are telling in present tense.
- 3529 Next day they go ..
- 3530 S. .. to the sea and they have swimming. Andrew lies in
- 3531 the sand and ... reads a book.
- 3532 L. Yes, can anyone go on with this story here? Go on,
- 3533 finish the story! Nor, Heidi, you go on then, on your
- 3534 own.
- 3535 S. Meanwhile their parents are in the garden and Mrs.
- 3536 Hay are reading a book.
- 3537 L. Sorry ... Is it a big Mrs. Hay or are there two Mrs. Hays
- 3538 or why do you say 'are'?
- 3539 S. Mrs. Hay is reading a book and Mr. Hay sleeps in the
- 3540
- 3541 L. Well, he is sleeping in the garden as well. Okay. Now
- 3542 then I think we have got always all the pictures here.
- 3543 Now there are some pictures that can be described
- 3544 very quickly. What pictures do you like most in the
- 3545 series? And can you tell me why you like it most,
- 3546 Gregor?
- 3547 S. I like the picture five most, [unverständlich] swim like
- 3548 most.
- 3549 L. You want to swim?
- 3550 S. Yes, I find it nice to swim in the water.
- 3551 L. You find it nice, okay. Now other boys with other
- 3552 pictures. Martina.
- 3553 S. Picture number one. It's an adventure and then I
- 3554 found it very good.
- 3555 L. And therefore – now just a minute. Let's pay attention
- 3556 to this 'to find' and 'to found'. Now, what is 'found'?
- 3557 [schreibt Wörter an die Tafel, Tafelbild: find – found.]
- 3558 S. Found is the present tense of 'to find', past tense.
- 3559 L. Yes. Now we must keep pay attention that we remain
- 3560 in the present tense and that we don't change into
- 3561 the past tense. Now then, are there any other pictures
- 3562 you like very much and tell me why you like them.

- 3563 S. Picture number seven – because there is a man, police
3564 arrests a man.
- 3565 L. Yes, okay. Christoph.
- 3566 S. Number six – Nr. Hay is lying in the bed – I must make
3567 it at this moment.
- 3568 L. You want to do it at this moment, too. Okay. Now
3569 then. What do you think are the best pictures to show
3570 that you are in holidays? Sabine.
- 3571 S. Number five.
- 3572 L. Can you tell me why?
- 3573 S. Because there is the sea and they are lying and reading
3574 or swimming or fishing.
- 3575 L. Well, Brigitte.
- 3576 S. Because there is the beach and the sun is shining.
- 3577 L. Yes, do you all think that picture number five is the
3578 picture that shows the best how you spend your
3579 holidays?
- 3580 Ss. Yes, yes.
- 3581 L. Hans-Ludger.
- 3582 S. All people goes to the sea in the holidays, in the
3583 summer-holidays. It always makes fun.
- 3584 L. Is there anyone here in this group who goes on a
3585 bicycle-tour on summer-holidays? Well, what about
3586 you? Do you like other pictures more?
- 3587 S. Yes, I like picture four more.
- 3588 L. And why?
- 3589 S. I'm fond of drive bike.
- 3590 L. Of driving by bike. Okay. Let's not have a look at the
3591 pictures, but can you tell me, please, how do you
3592 spend your holidays in summer, or your Easter-
3593 holidays? How do you spend them? What can you tell
3594 me about your holidays? Where do you go? What do
3595 you want to do? Why do you want to do this? Can you
3596 please tell us?
- 3597 [...]
- 3598 S. It's a long ride.
- 3599 L. Yes, and you remember on Saturday the wind was
3600 blowing very heavily and I went on a 'Wandertag' on
3601 Saturday with my group and we had to go against the
3602 wind and in the evening we were very tired. Okay.

- 3603 Now then I think we have not many time left to tell
 3604 other stories. How ... what do you think what are
 3605 holidays? What can you do in the holidays? Is it all we
 3606 can do what we see here in the pictures? Or is there
 3607 something what is not in the pictures? ...
- 3608 S. I must go to school.
- 3609 L. In the holidays you must go to school?
- 3610 S. No.
- 3611 L. You must not go to school, you mean, that isn't in the
 3612 pictures. Are there any other things, to ride on a
 3613 horse? Are there any other things you can do in the
 3614 holidays? Not here in the pictures.
- 3615 S. I can ride to the mountains.
- 3616 L. Yes, and what can you do in there?
- 3617 S. Climb on them.
- 3618 L. Okay.
- 3619 S. I can ride in other lands.
- 3620 L. Well, we don't say 'other lands' here. But we say
 3621 'country'. We drive into another country. You mean
 3622 you want to go to France, or to England, yes?
- 3623 S. I can go skiing.
- 3624 L. You can go skiing for instance.
- 3625 S. I can watch television.
- 3626 S. I can drive to the Schwarzwald.
- 3627 L. To the 'Black Forest' is it in English.
- 3628 S. I can ride at and make every day football.
- 3629 L. What can you do every day? Ah, you want to play
 3630 football every day. Robert.
- 3631 S. I can collect /'tʃæmps/.
- 3632 L. What?
- 3633 S. I can collect /'tʃæmps/.
- 3634 L. What that? ... Shells, oh yes, on the beach. What can
 3635 you collect, too, not only shells?
- 3636 S. Stamps.
- 3637 L. Yes, or dry leaves. Now then. That are different ways
 3638 how you can spend your holidays and I think next
 3639 time we must have a look at the holidays of other
 3640 persons as well and we have a look at the bikes and at
 3641 all the things we need to make holiday. I think let's
 3642 stop here.

2.3 Transcripts of Audiotaped EFL Lessons (1973)

2.3.1 Grade 6 (February 9, 1973; #11 in the Pre-Digital Corpus)

- 3643 Stundendokumentation Nr. 11
3644 Datum: 09.02.1973
3645 Klasse: 6. Jg.
3646 Lehrer: [stud. päd.]
3647 Ich hatte gestern ja schon gesagt, es würde jemand anders
3648 mit euch die Englischstunde machen; da vorne ist Herr
3649 [X], den kennt ihr ja schon, wahrscheinlich habt ihr
3650 Herrn [Y], das ist Herr [Y], der heute mit euch die
3651 Englischstunde machen will, den habt ihr wohl kaum
3652 gesehen und der wird heute mit euch etwas machen.
3653 Alles Weitere sagt euch jetzt Herr [Y].
3654 L. First of all we are going to repeat unit 18. Open your
3655 books page 88.
3656 S. Was haben Sie gesagt? [Provokation]
3657 L. Open your books on page 88. Unit 18. 'Harry's
3658 Accident'.
3659 S. War das Französisch? [der gleiche Schüler]
3660 L. The book is French, but the unit is English. [Passport
3661 to English]
3662 L. Who's going to read Andrew's part?
3663 S. Hier.
3664 L. Yes, please, and ... wait a minute, and who's going to
3665 read Richard?
3666 S. I'm Harry.
3667 L. Well, Richard. I need a second Richard because it's a
3668 bit much to read, who ... will be the second Richard?
3669 One Richard reads the page 88 and the second Richard
3670 reads the page 89. Yes please, thank you.
3671 S. Ach, einen Richard für 88 und einen für 89.
3672 L. Ein Richard für Seite 88 und ein Richard für Seite 89.
3673 Let's begin. Andrew.
3674 S. Why were you so late last night?
3675 S. I went to see Harry. He's in /bæt/
3676 S. /wɒts/ /roŋ/ /wiθ/ him?
3677 S. He had an accident yesterday.
3678 S. What's happened?

- 3679 S. He was crossing the street, when a car knocked him
3680 down.
3681 S. The driver took him to hospital at once.
3682 S. The doctor examined him and afterwards he said he
3683 could go home.
3684 L. Andrew?
3685 S. Could he walk home?
3686 S. Oh no, he couldn't. An ambulance took him.
3687 S. /hou/ is he /fail/ ... feeling /nou/?
3688 L. Just a minute. You said /hou/ it's 'how' once more
3689 S. How is he /'failiŋ/ now?
3690 L. No, feeling, once again the sentence.
3691 S. /hou/ How is the /fai/ feeling now?
3692 L. And once again.
3693 S. How is he feeling now?
3694 L. How is he feeling now?
3695 S. How is he feeling now?
3696 L. Yes, good Richard?
3697 S. Much /'beder/, but the doctor said he mustn't walk.
3698 His right leg is still badly bruised.
3699 L. Richard, you said /'beder/, that's American you must
3700 say better. Much better.
3701 S. Much better.
3702 L. Yes good, you can say /'beder/ outside, not in school.
3703 'Better' it's better for you. Once more the last
3704 sentence.
3705 S. His right leg is still badly bruised.
3706 L. His right leg is still badly bruised.
3707 Well, once more. Who ... who's going to be Andrew?
3708 Yes, please and Richard?
3709 Thank you, and the second Richard?
3710 Thank you very much. Well then.
3711 S. When where you so late last night?
3712 S. I went to see Harry.
3713 L. Just a minute.
3714 S. He's in bed.
3715 L. Why were you so late last night?
3716 S. Why were you so late last night?
3717 L. Yes.
3718 S. I went to see Harry. He's in /bæd/.

- 3719 L. He's in bed. Not he's in /bæd/. That's not an /æ/ it's an
3720 'e', 'in bed', in bed, good.
- 3721 S. What's /roŋ/ with him? [Rachen-r in 'wrong']
- 3722 L. What's wrong with him? Englis 'r' not /roŋ/ wrong.
3723 What's wrong with him? Once again please.
- 3724 S. What's wrong /wai/ /wiθ/
3725 L. With.
3726 S. With him.
3727 L. Once again please.
3728 S. What's wrong /wiθ/
3729 L. With.
3730 S. /wiθ/ him.
3731 L. With, with not /wiθ/, das ist stimmhaft 'with'.
3732 S. With.
3733 L. Him. What's wrong with him? Once again, please.
3734 S. What's [unverständlich]
3735 L. Don't laugh good.
3736 S. He had an accident yesterday.
3737 S. What happened?
3738 S. He wa ... He was crossing the street when a /knɔ:kəd/
3739 him down.
3740 L. Once again.
3741 S. Hä?
3742 L. Once again the sentence. He was
3743 S. He was crossing the street, when a /knɔ:kəd/ him down.
3744 L. When a car knocked him down.
3745 S. When a car /knɔ:k/ him down.
3746 L. Nicht /knɔ:k/ .. knocked.
3747 S. Knock.
3748 L. Knocked.
3749 S. Knocked.
3750 L. Knocked him down, once again.
3751 S. He was crossing the street when a car knocked him
3752 down.
3753 L. Good.
3754 S. The /draivʌ/ took him to /'hɔspital/ at once.
3755 L. No, not to /'hɔspital/ to /'hɔspitəl/.
3756 S. The /draivʌ/ took him to hospital at once.
3757 L. Good.

- 3758 S. A doctor /ɛksæmind/ him and /ʌftəwɔːdz/ he /said/ he
 3759 /kould/ go home.
- 3760 L. A doctor examined him and afterwards he said he
 3761 could go home. 'Could' once again please.
- 3762 S. A doctor /ɛk'sæmin/ him.
- 3763 L. Examined him.
- 3764 S. /ɛk'sæmind/ him.
- 3765 L. But not /ɛks/ /igz-/
 3766 S. /ig'sæmind/ him.
- 3767 L. A doctor examined him.
- 3768 S. A doctor /ɛk'sæmin/ him.
- 3769 L. No, listen it's an ... it's an /i/ /ig/ /ig'zæmind/ ..
 3770 examined him.
- 3771 S. Examined him.
- 3772 L. Good, and afterwards he said he could go home.
- 3773 S. And /'a:ftəwɔːdz/
 3774 L. Not /'a:ftəwɔːdz/ ... afterwords
 3775 S. And afterwards he /seid/
 3776 L. He said.
 3777 S. He /seid/
 3778 L. Not he /seid/, listen, he said.
 3779 S. He said he /kɔː/ .. could ..
 3780 L. .. he could go home. Andrew.
 3781 S. Bin ich weiter Andrew?
 3782 L. Ja, natürlich.
 3783 S. /kould/ he /wɔlk/ home?
 3784 S. Oh no, he couldn't.
 3785 L. Once more, Andrew.
 3786 S. /kould/
 3787 L. Could.
 3788 S. Couldn't he /wɔlk/ home?
 3789 L. No, could – he – walk – home. Could he walk home?
 3790 S. Could he /wɔlk/ home?
 3791 L. Could he walk home?
 3792 S. Could he walk home?
 3793 L. Walk home, yes. Richard.
 3794 S. No, they couldn't.
 3795 L. Oh no, he could't.
 3796 S. Oh no, he couldn't.
 3797 L. Gut.

- 3798 S. An /'æmbulæns/ took him.
3799 L. An ambulance, not an /'æmbulæns/
3800 S. An /'æmbulæns/
3801 L. Ambulance.
3802 S. An ambulance.
3803 L. Good.
3804 S. How is feeling now?
3805 L. How – is – he – feeling – now? Once again.
3806 S. How is he feeling now?
3807 S. Much /bætʌ/ [but] the doctor /seid/ he mustn't walk.
3808 L. Just a minute, much better but the doctor said he
3809 mustn't walk. Once again.
3810 S. Much better but the doctor /seid/ he mustn't walk.
3811 L. The doctor said, not /seid/ 'said'.
3812 S. Much better /but/ the
3813 L. .. but ..
3814 S. Much better but /zə/ doctor /seid/ he mustn't walk.
3815 L. And you must mind your 'th': The doctor not /zə/
3816 doctor. The doctor said, once again.
3817 S. Much better /but/ the ..
3818 Ss. .. but ..
3819 L. .. but ..
3820 S. Much better but the doctor /seid/ he mustn't walk.
3821 L. No, but – the – doctor – said ..
3822 S. .. much better.
3823 L. .. but ..
3824 S. The doc ...
3825 L. .. the doctor ..
3826 S. .. but the doctor /seid/ he mustn't walk.
3827 L. Good.
3828 S. His right leg is still /bedlei/ bruised.
3829 L. His right leg is still badly 'bad', weiches 'd' 'badly
3830 bruised'. Once again.
3831 S. His right leg is still /bædleɪ/ bruised.
3832 L. Hm! Well then. Close your books, please. [äh] We are
3833 going to try to remember the sentence to the single
3834 pictures. What does Andrew say beside the first
3835 picture?
3836 S. Why were you so late last night?
3837 L. Why were you so late last night? Once again.

- 3838 S. Why /weə/ you so late last night?
 3839 L. Why were you – Why were you, once again.
 3840 S. Why were you so late last night? – gemeinsam:
 3841 LS. ... so late last night?, yes ..
 3842 L. And what does Richard answer, what did Richard
 3843 answer? Yes, please.
 3844 S. I went to see Harry. He's in bed.
 3845 L. Good, and the next question of Andrew.
 3846 S. What /'hæpənd/? What happened.
 3847 L. No, no, there's another question.
 3848 S. /wats/ wrong with him?
 3849 L. What's wrong
- 3850 S. What's wrong.
 3851 L. What's wrong with him?
 3852 S. What's wrong with him?
 3853 L. What's, say 'what's'
 3854 S. What's wrong with him?
 3855 L. What's wrong with him? Yes, once again.
 3856 S. What /'hæpənd/?
 3857 L. What happened?
 3858 Ss Kommt noch gar nicht.
 3859 L. ... right. Is that right? What's wrong with him? Said
 3860 Andrew. That's the question and Richard answered ..
 3861 S. He had an accident [äh]
 3862 L. You looked it up in the book.
 3863 S. ... and Richard ...
 3864 L. Well then ...
 3865 S. He had an accident yesterday.
 3866 L. He had an accident yesterday. Once again.
 3867 S. He has an accident yesterday.
 3868 L. He has an accident yesterday. And now Andrew again.
 3869 Picture number 6. Yes, please.
 3870 S. What happened?
 3871 L. What happened? Right.
 3872 L. And Richard's answer?
 3873 S. He was crossing the street, when a car knocked him
 3874 down.
 3875 L. He was crossing the street when a car knocked him
 3876 down, once again, please.
 3877 S. Du.

- 3878 L. No, I mean you.
3879 S. when a car knocked him [äh]
3880 L. What was he doing? He was crossing ..
3881 S. He was crossing [äh] the street.
3882 L. Yes, when?
3883 S. When when the car ..
3884 L. When a car ..
3885 S. When a car knock..... knocked him down.
3886 L. Once again..... He was crossing the street, when a car
3887 knocked him down.
3888 S. He was crossing the street, when /Λ/ car knocked him
3889 down.
3890 L. Yes. And then, picture seven? The driver yes
3891 please.
3892 S. The driver took him to hospital at once.
3893 L. Good, once again. Come on, what did the driver do?
3894 S. Er bringt ihn weg.
3895 L. Say it in English, try, it's not too difficult. Come on.
3896 The driver took him to hospital
- 3897 S. .. at once.
3898 L. Now the whole sentence. Say the whole sentence.
3899 The driver ..
3900 S. The driver took him to hospital at once.
3901 L. Good, very good, once more.
3902 S. The /'draivΛ/ is The the /'draivΛ/ took
- 3903 L. Not the not the not the 'Dreiwir' .. 'the driver'
3904 .. English 'r'.. 'the driver'.
3905 S. The driver took him to hospital at once.
3906 L. Good and at hospital what did the doctor?
3907 S. He?
3908 L. At the hospital what did the doctor do? Yes please.
3909 S. A doctor examined him when a car knocked him
3910 down. [Gelächter]
3911 S. A doctor examined him and afterwards he say he
3912 could go home.
3913 L. Afterwards he said, not 'he say' he said.
3914 S. He said.
3915 L. Once again, please, yes you.
3916 S. A /dɔktoə/ /ɛksi-/ [ähm] /sæmind/ him.

- 3917 L. What wa..... where did he examine him? At the
3918 hospital?
3919 [falscher Text vom Lehrer vorausgesetzt]
3920 S. A doctor /ɛksæmɪnɪd/ him and after-/wɒdz/ [äh] he
3921 /seɪd/ he [could]
3922 L. He said?
3923 S. He could go home.
3924 L. He could go home, yes. And what does Andrew ask
3925 now?
3926 S. Could he walk home?
3927 L. Could he walk home? Could he walk home? Once
3928 again please, you.
3929 S. Ich?
3930 L. Yes, you.
3931 S. Could he walk home?
3932 L. Good. Could he walk home? Then, [äh] what's
3933 Richard's answer? Yes please?
3934 S. Oh no, he couldn't.
3935 L. Oh no, he couldn't. And Richard's going on ... telling
3936 about Harry. What does he say?
3937 S. An /'æmbulæns/ took him.
3938 L. An ambulance.
3939 S. An /'æmbjulæns/
3940 L. Not /læns/ .. an ambulance, an ambulance.
3941 S. An ambulance.
3942 L. .. took him yes. And Andrew again.
3943 S. How's he feeling now?
3944 L. How's he feeling now? Yes, once more, you.
3945 S. /hous/ he feeling now?
3946 L. Not /hou/ .. how!
3947 S. How is he feeling now?
3948 L. How is he feeling now? Yes, and Richard?
3949 S. Much /'betʌ/ .. but the /'dɒktʌ/ said he mustn't walk.
3950 L. You mustn't say /'betʌ/ .. that's ... that's Dortmund ..
3951 better, better, not /'betʌ/ or /mʌðʌ/ or /fa:ðʌ/. It's
3952 /'mʌðə/, /'fa:ðə/, /'betə/, /'bʌtə/
3953 And the last picture, the last sentence, Richard.
3954 S. His /rait/ leg, his right leg, his [/reit/, deutsch] leg is still
3955 badly /'bru:zd/ [Rachen-r]

- 3956 L. His right leg is still badly bruised. Yes. Good. Now I
3957 want one of you to ask Andrew's questions to the
3958 class. Who's going to do it? Andrew asks: Why were
3959 you so late last night? What happened? [äh].. [äh].
3960 Could he walk home? How'/s/ he feeling now? Who's
3961 going to do it? Yes, please.
3962 S. Nur noch 'ma' Andrew?
3963 L. Nur Andrew. Ask the question of Andrew.
3964 S. Why were you so late last night?
3965 L. Who is going to answer him? Yes.
3966 S. I went to see Harry. He's in bed.
3967 L. Good, thank you.
3968 S. What's wrong with him?
3969 L. What's wrong with him? Yes.
3970 S. He had an accident yesterday.
3971 L. He had an accident yesterday.
3972 S. What happened?
3973 L. What happened? Right.
3974 S. He was crossing the street when a car knocked him
3975 down.
3976 L. He was crossing the street when a car knocked him
3977 down. Good. And the next question, Andrew.
3978 S. Nein, da kommt jetzt erst der Richard.
3979 L. Ja, Richard Ich hab' I said 'Only the questions
3980 of Andrew'.
3981 S. Could he walk home?
3982 L. Could he walk home? Yes.
3983 S. Oh no, he couldn't.
3984 L. He couldn't.
3985 S. [äh], how is he feeling now?
3986 L. How is he feeling now?
3987 Oh, not always the same, come on.
3988 S. /his/ right still badly bruised.
3989 Ss. Nein, nein, much better.
3990 L. The question was 'How does How is he feeling
3991 now'? How is he feeling now? Wie fühlt er sich?
3992 S. Much better.
3993 L. Yes, of course, much better.
3994 S. Much bet..... much ...
3995 L. Much better

- 3996 S. Much better.
 3997 L. But the doctor said he ..
 3998 Ss. He cou..... could not mustn't walk.
 3999 L. Mustn't.
 4000 S. Mustn't wa walk home.
 4001 L. He mustn't walk. The doctor said he mustn't walk.
 4002 Once again.
 4003 S. He doctor [äh]
 4004 L. Not he doctor,
 4005 S. Much /'betΛ/
 4006 L. Much better.
 4007 S. He doctor.
 4008 L. But the doctor said ..
 4009 S. .. but the doctor he /sei/ could walk home.
 4010 L. But the doctor said Der Doktor sagte. But the
 4011 doctor said he mustn't walk. Er darf nicht gehen.
 4012 S. But the doctor ...
 4013 L. .. said ..
 4014 S. /seid/ [äh]
 4015 L. He mustn't ..
 4016 S. .. he mustn't walk.
 4017 L. Good. But the doctor said he mustn't walk. Well [äh]
 4018 I [äh] hope you remember the pictures 5, 6 and 8.
 4019 Open your books and have a look at picture Nr. 5,
 4020 picture Nr. 6 and picture Nr. 8 and look at the
 4021 sentences, look at the sentences!
 4022 S. Seven nicht?
 4023 S. No, not seven, not Nr. 7. Only number five, number
 4024 six [äh] number six and number eight.
 4025 L. Read the sentence beside picture Nr. 7.
 4026 S. Seven?
 4027 L. [äh] Number 6. Sorry.
 4028 S. Was sollen wir denn da machen?
 4029 L. Read the sentence yes, please.
 4030 S. He was crossing the street when a car knock him
 4031 down.
 4032 Ss. Knocked him ..
 4033 L. .. when a car knocked him down. And number five ...
 4034 Yes please. Yes.
 4035 S. What happened?

- 4036 L. What happened? And last not least number 8?
4037 Yes please.
4038 S. A doctor examined him and after/wɔ:ds/ he he /seid/
4039 he could go home.
4040 L. Examined him and afterwards he said
- 4041 S. A doctor examined him and afterwards he /seid/ he
4042 could go home.
4043 L. He said.
4044 S. He said.
4045 L. Not he /seid/, he said.
4046 S. He said good He could go home could go home.
4047 L. Well. I'm I'm going to tell you a a little story
4048 now. It's quite short. [ähm] Your sister is coming
4049 home...
- 4050 S. Ich hab' keine Schwester.
4051 L. Ok. then..... and she's crying, she's crying. What does
4052 her mother ask her?
4053 S. What happened?
4054 L. What happened? Very good. What did the mother ask
4055 her? What did the mother ask her?
4056 S. What happened?
4057 L. What happened? Another case: You're walking in the
4058 street. Suddenly you see a lot of people, a lot of people
4059 and the people are standing round a man. He is lying
4060 on the pavement. What will you ask?
4061 S. What happened?
4062 L. What happened? Good! What happend? ... Well,
4063 [ähm].... You.... [äh]... I think you all read the sport in
4064 the newspaper! And I think there was, it was before
4065 last week then there was a boxing contest in America.
4066 The /zə/ boxer Joe Frazier was boxing George
4067 Foreman. Now, what happened to Joe Frazier?
4068 What happened to him? What happened to him?
4069 Think think think of boxing, knock out and
4070 knock down. What happened to him?
4071 S. Der eine ist traurig, weil er verloren hat.
4072 L. No, ... no think just a minute, think of the
4073 sentence, think of our text: Peter was crossing [äh] not
4074 Peter, Harry was crossing the street when a car

- 4075 knocked him down. Well, what now, what happened
 4076 to Joe Frazier?
 4077 S. Wie heißt der? Foreman?
 4078 L. George Foreman.
 4079 S. Foreman knocked Joe Frazier down.
 4080 L. Very good, very good. Well [ähm], another sentence.
 4081 First remind our text. Remember our text: The doctor
 4082 examined him. [äh]... There's something wrong with
 4083 your bicycle. You know what a bicycle is? Ein Fahrrad.
 4084 There's something wrong with it. And you g... and
 4085 you ... And you take ... You take it to your father. What
 4086 will your father do?... What did your father do?
 4087 Think of the doctor? He examined Harry. There is
 4088 something wrong with Harry and the doctor
 4089 examined him. Now there is something wrong with
 4090 your bicycle or with your car, and you take the car to
 4091 father, what ... does he do? What did he do?
 4092 Think of Harry, Harry's in hospital and the doctor
 4093 examined him. There's something wrong with Harry
 4094 and the doctor examined him. There was something
 4095 wrong with Harry and the doctor examined him.
 4096 Now, there was something wrong with your car, and
 4097 you take it to your father, you took it to your father.
 4098 And what did father do?
 4099 S. The /'fʌðə/ /'eksæminiŋ/ the car.
 4100 L. The father examined or father examined the car.
 4101 Good. Well, ... I've written a couple of sentences at the
 4102 blackboard and I would like you to try [äh] to form
 4103 sentences, to make sentences out of the words I have
 4104 written to the blackboard. Well, who's going to
 4105 begin? Yes please.
 4106 S. An accident happened in the street.
 4107 L. In the street! Yes.
 4108 S. [äh], what happened in school?
 4109 L. What happened in school, yes.
 4110 S. What happened in the fo football match?
 4111 L. What happened in the football match, yes.
 4112 S. What happened at at Harry's party?

- 4113 L. What happened at Harry's party? And now some ...
4114 once again, some sentences with accident. Only an
4115 accident and then these. [Lehrer deutet auf die
4116 Versatzstücke der Substitution Table]. Yes, please.
4117 S. An accident happened in school.
4118 L. An accident happened in school, yes.
4119 S. An accident happened in the street.
4120 L. In the street. Yes, please.
4121 S. An accident happened at the/'fo:t'bɔ:l/ match.
4122 L. At the football, not /'fo:t'bɔ:l/ .. football.
4123 S. At the football match.
4124 L. Football match, yes, and the last sentence, yes please.
4125 S. An accident happened [äh] what at Harry's party.
4126 L. At Harry's party, well. Now we are exercising 'knocked
4127 him down'.
4128 [Der Lehrer erklärt die einzelnen Glieder der S. T.]
4129 L. Richard, Harry, Andrew, he, 'was' is always the same,
4130 crossing the street, going to see Mary, walking home,
4131 running to school, when a car knocked him down. I
4132 give you an example. Richard was crossing the street
4133 when a car knocked him down – is that in your book,
4134 please try to make sentences out of these words.
4135 S. He was going to /ze/ Mary when /Λ/ car knocked him
4136 down.
4137 L. Once again. He was going to see Mary, he was going to
4138 see Mary, when a car knocked him down. Yes please,
4139 yes. Have a try, come on Richard was Can't you
4140 see? Can't you see it? Come forward then.
4141 S. Richard was walking home...
4142 L. Richard was walking home, yes.... when ...
4143 S. ... when a car knocked him down.
4144 L. Good, once again, Richard.....
4145 S. Richard /was/
4146 L. Was.
4147 S. Walking home.
4148 L. Yes.
4149 S. When a car knocked him down.
4150 L. Good, yes please.
4151 S. Hm /'ritʃɑ:d/ was [ähm] running to /ʃɔ:l/ when /Λ/ car
4152 /knɒkəd/ him down.

- 4153 S. Knocked.
 4154 S. Knocked.
 4155 L. When a car knocked him down, without a 'k' at the
 4156 beginning. 'knock' 'knock'.
 4157 S. .. knock ..
 4158 S. .. knock ..
 4159 S. .. knock ..
 4160 S. [unverständlich]
 4161 L. Yes.
 4162 S. Andrew was crossing the street when a car knocked
 4163 him down.
 4164 L. Andrew was crossing the street when a car knocked
 4165 him down. Good, yes please.
 4166 S. Harry was crossing the street when /Λ/ car /knɔkt/ him
 4167 down.
 4168 L. When a car knocked him down, without a 'k' at the
 4169 beginning. Knock.
 4170 S. n..... knock.
 4171 L. Knock him down. He knocked him down. Well I'm
 4172 going to change the names now.
 4173 [Der Lehrer tauscht in der S. T. die männlichen Vornamen
 4174 und das persönliche Fürwort durch weibliche Namen und
 4175 das weibliche pers. Fürwort aus. Das ‚him‘ zwischen
 4176 knocked und down wird jedoch nicht durch ‚her‘ ersetzt,
 4177 sondern lediglich entfernt. Die Schüler sollen ‚her‘ selbst
 4178 finden.]
 4179 L. There is one word missing [him].
 4180 S. Him.
 4181 L. Mary, mother, she ... be careful be careful with
 4182 that word here [zeigt auf das fehlende pers. Fürwort].
 4183 Yes.
 4184 S. /mΛΛ/ was .. /mΛZΛ/ was crossing the street when a car
 4185 knocked her down.
 4186 L. Good, when a car knocked her down. Mary, yes
 4187 please.
 4188 S. Mary was crossing the street when a car knock
 4189 /'nɔkəd/
 4190 L. Knocked.
 4191 S. Knocked him down.

- 4192 L. Not, not him, Mary.
4193 S. /hɔ:ʌ/ [sagt vor]
4194 S. /hɔ:ʌ/
4195 L. Knocked her down, yes.
4196 S. She was running to school when a car knocked her
4197 down.
4198 L. Yes, good.
4199 [Der Lehrer tauscht in der S. T. nun die weiblichen Namen
4200 gegen Mehrzahlformen aus. 1. Und 3. Pers. Plural ‚us‘ und
4201 ‚them‘ soll gefunden werden.]
4202 L. Again be careful with the missing word. ‚Richard and
4203 I were crossing the street‘ ... yes please.
4204 S. Richard and I /wɛə/ going to see Har.... Mary when /a/
4205 car knocked
4206 L. Richard and I, we were going.....
4207 S. Richard and I were going to see Mary.
4208 L. Yes.
4209 S. Richard and Harry were
4210 L. No, no not Richard and Harry, the first sentence,
4211 Richard and I.
4212 S. Richard and I.
4213 L. We were going ..
4214 S. .. we were going to see Mary when /a/ car /'nɔkəd/
4215 S. .. knocked .. [anderer]
4216 S. .. knocked .. down.
4217 L. .. knocked us .. knocked us down.
4218 [Der Lehrer erkundigt sich beim Fachlehrer, ob die
4219 Formen ‚us‘ und ‚them‘ bekannt sind. Die Schüler kennen
4220 die Formen, haben sie jedoch lange nicht gebraucht.]
4221 L. Well, look here. Richard and I, or we could say for
4222 Richard and I, we can say ‚we‘. We take Richard and I
4223 or Richard and me together and it's ‚we‘ = wir. ‚We
4224 going to see Mary when a car knocked us = uns
4225 When a car knocked us down‘. Then Harry ..
4226 Richard and Harry these are two [pointing to the
4227 names] Richard and Harry we take Richard and Harry
4228 together and it becomes ‚they‘ = sie.
4229 S. Ahaa!

- 4230 L. They were going to see Mary when a car knocked
4231 them When a car knocked them down – als ein
4232 Auto sie überfuhr, nämlich Richard und Harry. Good.
4233 Well, I've got a little worksheet here for you.
4234 [Ende der Dokumentation].

2.3.2 Grade 6 (March 23, 1973; #12 in the Pre-Digital Corpus)

- 4235 Stundendokumentation Nr. 12
4236 Datum: 23.03.1973
4237 Klasse: 6. Jg. [32 Schüler/innen]
4238 [Wenn die Aussage des Lehrers inmitten der Zeile steht,
4239 bedeutet dies, daß der Schüler unmittelbar vom Lehrer
4240 unterbrochen wird, entweder um ihm Hilfe zu geben
4241 oder ihn zu korrigieren.]
4242 L. Open your English books first at lesson a hundred and
4243 ten! [Die Schüler nehmen ihre Bücher zur Hand und
4244 schlagen die Lektion auf – ca. 30 Sekunden.]
4245 Remember I told you yesterday we have to do some
4246 exercises from a hundred and ten today. /pli:s/ /'a:nzə/
4247 my /'kwɛstʃəns/. Do you get up early every day, Judy?
4248 [Die Schülerin erinnert sich offenbar nicht an die
4249 Antwort. Die Lehrerin hilft ihr, indem sie ihr die
4250 Antwort vorsagt.] Yes, I do.
4251 S. Yes, I do.
4252 L. /dʌs/ mother do the housework every day, [äh].
4253 Danny.
4254 S. Yes, yes I ...
4255 L. Mother.
4256 S. Yes, she ... does.
4257 L. Correct, yes she does. Do you clean your teeth every
4258 morning, [äh] Jenny.
4259 S. Yes, I do.
4260 L. Does Sue wash her face every morning, Kitty?
4261 S. Yes, she... does.
4262 L. Good. Now /pli:s/ /'a:nzə/ with a complete sentence.
4263 Bei der nächsten Runde antworten wir mit ganzen
4264 Sätzen. ... What does Sandy do every morning? What
4265 does Sandy do every morning, Kitty?
4266 S. He /zu:/ /'zu:zəli/ /kli:ns/ /his/ teeth.
4267 L. Correct, he does usually clean his teeth.
4268 What does Sue do every morning, David?
4269 S. [äh], she usually washes.
4270 L. Right. What does mother do every day, Sandra?
4271 S. She /dʌs/ her homework.

- 4272 L. No, a mother doesn't do homework, children do
 4273 homework, mother does the ...?
 4274 S. /'hauswɔ:k/
 4275 L. Correct, the housework. What do the children do at
 4276 midday, Jonny? No, San... I'm sorry, that's Sandy.
 4277 S. Ja, [äh], the children .. ah .. usually eat their lunch at
 4278 midday.
 4279 L. Right. What does father do at midday, Dorothy?
 4280 S. [äh], he stops work.
 4281 L. He?
 4282 S. .. usually ... usually stops work.
 4283 L. No, once more stops work, that's the important thing.
 4284 He usually stops work. What does Sue do in the
 4285 afternoon, Harold?
 4286 S. She usually...
 4287 L. No, Shirly I said Harold.
 4288 S. She usually ...
 4289 L. Look at picture H.
 4290 S. She usually goes ...
 4291 L. She usually helps mother.
 4292 S. She usually help ... helps mother.
 4293 L. Correct. What does father do, Jerry, in the evening?
 4294 What does father do in the evening?
 4295 S. [äh]... usually arr.... home...
 4296 L. Arrives home.
 4297 S. Arrives home in /ðə/ evening.
 4298 L. In the evening, right. What do the children do at
 4299 night, [äh] Celia?
 4300 S. They usually go to bed.
 4301 L. What do the parents, that is father and mother, do at
 4302 night? What do father and mother do at night, Dora?
 4303 S. They usually watch /'teləvɪʃən/.
 4304 L. Good. This was much better today than it /wɔ:s/
 4305 yesterday. Now please turn over to a hundred and
 4306 eleven. We /hæf/ to read this lesson once /mor/ so we
 4307 remember it and can answer questions afterwards.
 4308 Start reading Joe, please.
 4309 S. A Holiday. It's seven o'clock. Sandy and Sue...
 4310 L. Watch up, Joe.
 4311 S. It is ..

- 4312 L. It is ..
- 4313 S. It is seven o'clock. Sandy and Sue usually get up early
- 4314 every day. But today /id/ is a holiday.
- 4315 L. Thank you, Norman, please.
- 4316 S. /idiz/ a /kwɔrdə/ to nine. Sandy and Sue usually go to
- 4317 school in the morning. But this morning they ... they
- 4318 are /wa:kiŋ/ ...
- 4319 L. Walking to the park. Mark, please.
- 4320 S. /idiz/ half past six. Sandy and Sue usually do their
- 4321 homework. In the ...
- 4322 L. I'm sorry, Mark, you jumped from the chapter, [äh] a
- 4323 quarter past four.
- 4324 S. /idiz/ a qua... /kwa:tə/ past four. Sandy and Sue usually
- 4325 /kom/ home from school in /ðə/ afternoon, but this ...
- 4326 L. Stop, please 'come home' and 'in the afternoon'.
- 4327 S. Come home [äh] ... [äh] in the afternoon, but this
- 4328 afternoon they are playing in the park.
- 4329 L. Thank you. [ähm], Wilfred, please.
- 4330 S. It is half past six. Sandy and Sue usually /dousə:/ /sei/
- 4331 /'haimwə:k/
- 4332 L. Do their homework, do their homework.
- 4333 S. Do /zei/ /'haimwə:k/ in /ðə/ evening. But this evening
- 4334 they are /'wɔʃiŋ/ television.
- 4335 L. Don't say 'washing' television, 'watching' television.
- 4336 S. Watching television.
- 4337 L. That's better ... [unverständlich] ... they don't 'wash'
- 4338 the television-set, they 'watch', [ähm], ... [äh] Daisy
- 4339 please.
- 4340 S. It is a /'kwɔtʌ/ past eight. Sandy and Sue usually go to
- 4341 bed early at night. But at that night they are playing a
- 4342 game. They are playing .. [unverständlich].
- 4343 L. Now please look at the light-writer. You can see a
- 4344 difference between the two parts of every sentence.
- 4345 Look at the sentence. It always says 'usually'... but
- 4346 today. 'Für gewöhnlich' ... aber heute oder 'für
- 4347 gewöhnlich jeden Abend' ... 'heute abend'. And now
- 4348 look at the /vɔrbs/. You can see a difference there.
- 4349 Sandy and Sue usually go to school but this morning
- 4350 they are walking to the park. At a quarter past four

- 4351 usually they come home from school. This afternoon
 4352 they are playing. What's the difference, Doreen?
 4353 S. Ja, das 'this afternoon' also 'Sandy and Sue usually
 4354 come home from school in the afternoon, but this
 4355 afternoon ... [äh] ... they are playing in the park'.
 4356 L. Richtig, wo.... Woran liegt der Unterschied bei den
 4357 Zeitwörtern? Schau dir die Zeitwörter nochmal genau
 4358 an. Wer findet den Unterschied heraus? David.
 4359 S. Ja hier bei [unverständlich] today die -ing-Form.
 4360 L. Genau das, immer wenn es ,today' oder ,tonight' oder
 4361 ,this afternoon' oder ,this morning' etc. heißt, dann
 4362 kommt die -ing-Form. Sie bezeichnet etwas, was jetzt
 4363 gerade passiert oder was nur ... Ute ... oder was nur zu
 4364 einem ganz bestimmten Zeitpunkt passiert, also
 4365 sozusagen die Ausnahme während die einfache
 4366 Gegenwart die Regelzeit ist. ... Usually Sandy and Sue
 4367 go swimming on Wednesday, [unverständlich]...
 4368 aber ausgerechnet heute gehen sie Basketball spielen.
 4369 Give me the whole sentence in English please, [äh]
 4370 Willi ... Usually...
 4371 S. Usually [äh] Sandy and Sue go swimming
 4372 L. .. on Wednesday, but today ...
 4373 S. .. but today they go ... are ...
 4374 L. .. playing ...
 4375 S. Basketball.
 4376 L. Basketball. Wir haben 'go' aber 'playing'. Für gewöhn-
 4377 lich fährt [äh] für gewöhnlich schalten die Eltern am
 4378 Abend Fernsehen ein, heute spielen Sie ein Spiel.
 4379 Tony.
 4380 S. [äh] the father [äh]
 4381 L. The parents ...
 4382 S. The parents ... wie war das noch?
 4383 L. Usually.
 4384 S. Ach ja, usually watch television but today [äh] they
 4385 are playing, playing a game.
 4386 L. Correct. Now turn over to lesson a hundred and
 4387 twelve. This lesson practices exactly what we have
 4388 explained now. Diese Lektion übt das jetzt, was wir
 4389 jetzt kurz erklärt haben. /pli:s/ read /zə/ /lains/ under
 4390 the /'piktʃəs/. Start reading, Doreen, /pli:s/.

- 4391 S. Father usually goes to work by ... by train /eivərei/...
- 4392 L. Every day by ...
- 4393 S. But today he is going by /bus/.
- 4394 L. Bus.
- 4395 S. Bus.
- 4396 L. Thank you, [ähm], Norman /pli:s/.
- 4397 S. Sandy usually walks to school in the morning but this
- 4398 morning he is riding his bicycle.
- 4399 L. Kitty, [ähm] Rosy please.
- 4400 S. Sue us usually helps her mother in /ðə/ afternoon
- 4401 ... in the afternoon ...
- 4402 [die Schülerin verbessert sofort ihren Aussprachefehler
- 4403 /ðə/ vor anlautendem Vokal]
- 4404 S. ... but thi... this afternoon she is working a letter.
- 4405 L. She is writing a letter.
- 4406 [äh], Spok, please.
- 4407 S. [äh], the dog usually eats a bone in /ðə/ evening but
- 4408 this evening it is eat some b...
- 4409 L. It is? ...
- 4410 S. ... it is eating some biscuits.
- 4411 L. Correct, [ähm] Judy.
- 4412 S. /'mʌðʌ/ and /'fʌðʌ/ usually watch /'tɛ:ləvɪʃən/ at night
- 4413 but tonight /ðɛ:ə/ are listen to the radio.
- 4414 L. Listening, today they are listening to the radio.
- 4415 Now first we answer questions in the short form.
- 4416 Zuerst beantworten wir jetzt die Fragen in der Kurz-
- 4417 form. Sue and Dora... [unverständlich] please put
- 4418 your pencil down.
- 4419 /dʌs/ father go to work by train every day? Sue.
- 4420 S. Ye... yes, he goes.
- 4421 L. Yes, he goes, better, yes he does, immer mit 'to do', yes
- 4422 he does. /dʌs/ Sandy [äh] /rait/ his bicycle every day,
- 4423 John?
- 4424 S. Yes, he does.
- 4425 L. Every day? Look at picture 0.
- 4426 S. No, he does.
- 4427 L. No, he?
- 4428 SL. Doesn't.
- 4429 L. Does Sue usually help her mother, Kitty?
- 4430 S. Yes, she does.

- 4431 L. Does the dog usually eat a bone in /ði:/ evening, Jerry?
 4432 S. Yes, he does.
 4433 L. It, the dog is an it. Do father and mother watch [äh]
 4434 television at night, [äh] Tony?
 4435 S. Yes, they [äh] they do.
 4436 L. Correct, yes they do. Is Sandy going to school by bus
 4437 this morning, Jonny?
 4438 S. No, he doesn't.
 4439 L. You have 'is' in the question.
 4440 S. Ah so ..
 4441 L. Look in your
 4442 S. No he isn't.
 4443 L. He isn't. Is father going to work by train today, [ähm],
 4444 who hasn't spoken much today [ähm], Paul. Is father
 4445 going to work by train today?
 4446 S. No, he ... isn't.
 4447 L. No, he isn't. Is Sue helping her mother this afternoon?
 4448 [äh], Blacky.
 4449 S. Yes.
 4450 L. Look at picture R. Is she helping this afternoon?
 4451 S. No, she doesn't.
 4452 L. No, she isn't. Immer wenn 'is' in der Frage vorkommt,
 4453 dann muß 'is' auch in der Antwort vorkommen. Is the
 4454 dog eating a bone this evening? Celia.
 4455 S. No, he doesn't, no it doesn't.
 4456 L. [äh], are father and mother watching television
 4457 tonight, [äh] Billy?
 4458 S. No, they ... they aren't.
 4459 L. No, they aren't.
 4460 S. [unverständlich]
 4461 [aus der Antwort der Lehrerin läßt sich jedoch schließen,
 4462 daß der Schüler gefragt hat, warum es 'aren't' heißt.]
 4463 L. Es sind doch zwei, father and mother. Are they ah ...
 4464 [ähm] ... watching television tonight. They aren't.
 4465 Tonight they are listening to the radio. Alright, now,
 4466 it will be more and more difficult. I tell you what
 4467 father and mother do usually, you tell me what they
 4468 are doing today or tonight. Father usually goes to
 4469 work by train but today, Joe.
 4470 S. Today he is going

- 4471 L. No, [unverständlich] is Joan, I'm sorry, Joe.
4472 S. He is going by bus.
4473 L. But today he is going by bus, in a whole sentence.
4474 Sandy usually walks to school every morning but
4475 today, Margaret.
4476 L. Look at picture [äh]m P. Help her, Wulf.
4477 S. [äh] but [äh] every [äh] day but this morning [äh] he is
4478 riding his bi... [äh] cycle.
4479 L. Right, please repeat, Margaret, but this morning he is
4480 riding...
4481 S. But this morning he is riding his bicycle.
4482 L. Right, [äh] Sue usually helps her mother in the
4483 afternoon, [äh] Sandra but today...
4484 S. But this afternoon she is writing a letter.
4485 L. [äh], the dog usually eats a bone in the evening... [äh]
4486 who hasn't spoken much... [unverständlich] Diana
4487 hasn't.
4488 S. But [äh]...
4489 L. This evening.
4490 S. But this evening it is eating some biscuits.
4491 L. Right, [äh] mother and father usually watch
4492 television at night but tonight, Wilfried?
4493 S. [äh] but tonight [äh] they are listening to the radio.
4494 L. Correct listening, make the -ing very clear. Now try
4495 not to look at the text any /mor/ [amerik.], look at the
4496 pictures only when I ask you, to please use something
4497 to cover up the sentences, Bitte [äh]m etwas zum
4498 Abdecken der Sätze benutzen, aber noch auf die Bilder
4499 schauen.
4500 S. [fragt offenbar, was er zudecken soll.]
4501 L. Die Sätze unter den Bildern.
4502 Ss. Oh!
4503 L. What does father usually do every day, Bärbel.
4504 S. He is going ...
4505 L. Usually, every day.
4506 S. He goes ..
4507 L. He goes ..
4508 S. .. goes to work ..
4509 L. .. by ..
4510 S. .. by train.

- 4511 L. Correct.
4512 S. Every day.
4513 L. What... What is he doing today, Edward, what is he
4514 doing today?
4515 S. He is ... he is go ...
4516 L. He is?
4517 S. Go.
4518 L. He is?
4519 L. Going.
4520 S. He is going ... by /bus/.
4521 L. By bus. He is going by bus.
4522 What is Sandy doing this morning, picture P, [äh]
4523 Judy? What is Sandy doing this morning, picture P.
4524 S. [äh], he ... he ... he
4525 L. .. is ..
4526 S. He is riding ...
4527 L. Spok!
4528 S. His bicycle.
4529 L. Correct, he is riding his bicycle this morning. What
4530 does Sue usually do in the afternoon, Joan?
4531 S. [äh] he usually helps mother.
4532 L. She, Sue is a she, she usually helps mother. What is she
4533 doing today, [äh], Laura?
4534 S. She helps /'mʌzʌ/ today.
4535 L. Really? Look at the picture, picture R. This afternoon
4536 ...
4537 S. She writing a /'le:tʌ/.
4538 L. She is writing a letter this afternoon. [ähm] Diana,
4539 what does the dog usually do in the evening?
4540 S. It eats a bone.
4541 L. It really eats a bone, quite correct. What is it doing this
4542 evening, [äh] Gerhard?
4543 S. This evening eating ...
4544 L. It is eating...
4545 S. It is eating some bo.... biscuits.
4546 L. Correct, what do father and mother usually do at
4547 night, Sandy? Father and mother together are 'they'.
4548 They usually...
4549 S. They usually ... watch television.
4550 L. Right, what are they doing today, [äh], Daisy?

- 4551 S. They ... they usually ...
4552 L. Today, what are they doing today?
4553 S. They are ... listening to the radio.
4554 L. Correct. Now, please, of an /'a:nzə/ has been correct
4555 we repeat it totally. Wenn jetzt eine richtige Antwort
4556 da war, sprechen wir sie gemeinsam, daß sich bei allen
4557 der Unterschied zwischen der -ing-Form und der
4558 einfachen Form ganz fest einprägt. Jetzt geht es ganz
4559 schnell noch einmal die beiden Bildleisten herunter.
4560 What /dʌs/ father usually do every day, John?
4561 S. He usually by ...
4562 L. He usually ...
4563 S. ... goes to /wɔ:k/ by train.
4564 L. All together.
4565 Ss. He usually goes to work by train.
4566 L. What is he doing today, Anny?
4567 S. Today he is going by bus.
4568 Ss. Today he is going by bus.
4569 L. What does Sandy usually do [äh] ... at ... in the
4570 morning, [äh], Dorothy?
4571 S. [äh] ... Sandy
4572 L. Usually ...
4573 S. Usually... /wouks/ to school.
4574 L. But say /wɔ:ks/, please.
4575 S. Walks.
4576 L. All together.
4577 Ss. Sandy usually walks to school.
4578 L. What is he doing today, Joe?
4579 S. [äh], he [äh] is riding his... riding his bicycle.
4580 L. Today ...
4581 Ss. he is riding his bicycle.
4582 L. What does Sue usually do in the afternoon, Sandy?
4583 S. [äh] ... She ... nä ... Sue ... [äh] ... usually helps mother
4584 in the afternoon.
4585 L. ... together.
4586 Ss. Sue usually helps mother in the afternoon.
4587 L. What is she doing today, Joe?
4588 S. He is writing a letter.
4589 L. She, Sue is a she. Today she is writing a letter. What
4590 does the dog usually do in the evening, [äh] ... Peggy?

- 4591 S. It eats a bone usually.
 4592 L. Correct.
 4593 Ss. It usually eats a bone in the evening.
 4594 L. What is it doing today, David?
 4595 S. It is eating some biscuits.
 4596 L. Today ...
 4597 S. ... it is eating some biscuits.
 4598 L. What do father and mother usually do at night, [äh]
 4599 Harold?
 4600 S. They ... watch television.
 4601 L. All together.
 4602 Ss. They usually watch television.
 4603 L. What are they doing tonight, Norman?
 4604 S. They are listening to the radio.
 4605 L. Tonight...
 4606 S. ... they are listening to the radio.
 4607 L. Alright, now let's stop this exercise. I'm sorry you
 4608 have not got your workbooks back so please take a
 4609 sheet of paper now ...
 4610 Ss. Oh!
 4611 L. And /a:nzə/ the questions that I'm writing on the
 4612 light-writer in writing. [Folgende Fragen werden nun
 4613 per light-writer an die Schüler gerichtet, bezogen
 4614 auf den vorher erarbeiteten Stoff.]
 4615 What does father usually do every day?
 4616 What does Sandy usually do in the morning?
 4617 What is Sandy doing today?
 4618 What is Sue doing this afternoon?
 4619 What does the dog do every evening?
 4620 What is it doing this evening?
 4621 What do father and mother usually do at night?
 4622 Answer the questions in writing.
 4623 [etwa 13 Minuten]
 4624 Now everybody please! Put down your pencils! Put
 4625 down your pencils! Not look here please and listen to
 4626 me, Gerard please stop talking. Spok. Now the boys
 4627 read the questions and call up a girl and the girl reads
 4628 her answer. Please start, Norman.
 4629 S. Ja, also. What does /'fa:ðər/ [amerik.] usually do every
 4630 day?

- 4631 L. Ask a girl. [der Schüler fordert eine Mitschülerin
4632 durch Handzeichen auf]
4633 S. He usually goes to work by train every day.
4634 L. Paul, please.
4635 S. [äh] ... What does Sandy usually do in the morning ...
4636 in the morning? [Name unverständlich]
4637 S. He usually walks to ... to school in the morning.
4638 L. Correct. Sandy, please.
4639 S. What is Sandy doing today?
4640 L. Ask a girl.
4641 S. Ja, Ute.
4642 S. He is /ri:diŋ/ his bicycle today.
4643 L. He is ... ?
4644 S. .. riding
4645 S. He is riding.
4646 L. .. riding, [äh], Jonny, please.
4647 S. What is Sue doing in this [ne] this afternoon?
4648 S. She usually helps mother.
4649 L. Watch up, are you content with this answer?
4650 Ss. Nein.
4651 [Allgemeiner Protest bei den Schülern, die korrekte
4652 Antwort läßt sich an zwei Stellen aus dem Lärm heraus-
4653 hören.]
4654 Ss. She's writing ..
4655 S. She's writing a letter
4656 L. .. this afternoon.
4657 [Nächste ist unverständlich wegen des Lärms.]
4658 L. Next question, [äh] Sidney.
4659 S. What does the dog do every evening?
4660 S. It usually eats a bone.
4661 L. Right. Martin, please.
4662 S. What is it doing /zis/ evening?
4663 L. This evening – call a girl.
4664 S. Daisy ..
4665 [Die Antwort ist nicht zu verstehen]
4666 L. Right, who's the next boy, Wulf is the next boy.
4667 S. What do ... /'fa:ðə/ and mother usually do at night?
4668 Ingrid.
4669 S. They usually watch television at night.

- 4670 L. Correct, now the girls the questions please and the
4671 boys the answers. The girls start at this table, please,
4672 Margaret. [Die Lehrerin zeigt auf den vordersten
4673 Mädchentisch rechts am Fenster.] You start and call
4674 a boy.
- 4675 S. /wat/ does /'fa:ða/ /'zu:zəli/ /do/ every day?
- 4676 L. No. What does father usually do every day?
- 4677 S. He usually goes to work by train every day.
- 4678 L. Diana.
- 4679 S. What does Sandy usually do in the morning?
- 4680 L. Call on the boys have not spoken, please.
- 4681 S. Reinhold.
- 4682 [Schweigen.]
- 4683 L. Read your answer. Lies die Antwort vor, die du
4684 aufgeschrieben hast.
- 4685 [Keine Reaktion.]
- 4686 [nach einer Weile] He usually walks to school in the
4687 morning.
- 4688 [Schluß der Stunde.]

2.3.3 Grade 6 (March 23, 1973; #13 in the Pre-Digital Corpus)

- 4689 Stundendokumentation Nr. 13
4690 Datum: 23.03.1973
4691 Klasse: 6. Jg. [32 Schüler/innen]
4692 [Vorbemerkung: Der Lehrer spricht mit amerikanischem
4693 Akzent. Da dies durchgehend der Fall ist, unterbleibt die
4694 diesbezügliche Kennzeichnung in phonetischer
4695 Umschrift.]
4696 L. Good morning boys and girls!
4697 Ss. Good morning, Herr
- 4698 L. How's the weather today? Mike.
4699 S. The weather is fine.
4700 S. The weather is sunny.
4701 L. Once more, please.
4702 S. The weather is sunny.
4703 S. The weather is good.
4704 S. The weather ... the weather is beautiful today.
4705 S. The weather is fine today.
4706 L. Thank you.
4707 [äh], do you like this weather?
4708 S. Yes, I do.
4709 L. Yes, once more.
4710 S. Yes, I do.
4711 S. Yes, I do.
4712 S. Yes, I do.
4713 L. Ah, what's weather do you like best? Henry.
4714 S. [äh] ... [unverständlich]
4715 L. Who can ...
4716 S. I sunny weather like best.
4717 L. Once more, please.
4718 S. I ... I'm sunny weather like best.
4719 L. What weather do you like best? Kitty?
4720 S. I like the sunny weather like best.
4721 S. I like the sunny weather best.
4722 L. Peggy.
4723 S. I like the /'sʌmʌ/ ... sunny weather ... best.
4724 L. Fine, how do you like the weather today?
4725 S. I like it good.

- 4726 L. No. You can't know it.
4727 S. I like the weather today.
4728 L. Pardon?
4729 S. I like the weather today.
4730 S. I like ...
4731 L. Who can ...
4732 S. I like the weather today best.
4733 L. Fine, once more, please. Michael.
4734 S. I like the weather today best.
4735 L. All together.
4736 Ss. I like the /'wɛðʌ/ today best.
4737 L. Thank you. What can you do today? Andy?
4738 S. I can ride a bicycle and play football today.
4739 L. Fine, ask somebody else. Go on.
4740 S. Kitty.
4741 S. I can ride a bicycle. Michael.
4742 S. I can ride a horse. Harry.
4743 S. I can swim across the lake.
4744 L. Once more, please.
4745 S. I can swimming...
4746 S. I can swim ... across the lake.
4747 L. Once more.
4748 S. I can swim across the lake.
4749 [Der Schüler spricht deutsches Rachen-r in 'across'.]
4750 L. Fine.
4751 S. I can play hopscotch.
4752 S. I can swim in ... river.
4753 [Es ist nicht zu verstehen, ob der Schüler 'the' river sagt
4754 oder nicht.]
4755 L. Thank you. Can he swim today in the river? Betty?
4756 S. No, he can't.
4757 [Das nächste ist zunächst unverständlich, da die
4758 Schülerin zu leise spricht.]
4759 L. Louder, please.
4760 S. No, he can't, but he can swim in the swimming-pool.
4761 S. No, he can't swim ...
4762 L. Can you swim?
4763 S. Yes, I... I... I can't....
4764 L. ...swim in the lake ... but I ...
4765 S. But I ...

- 4766 L. Kitty.
4767 S. No, he can't swim in /zə/ /'rɪvʌ/ but I can swim in /zə/
4768 swimming-pool.
4769 Ss. He, he, ...
4770 L. Once more. [Name unverständlich].
4771 S. No, I can't swim in /zə/ /'rɪvʌ/ but your /kan/ ...
4772 Ss. He, but he, but I ..
4773 S. .. but I can swim in /zə/ swimming-pool.
4774 S. No, I can't swim in /zə/ /'rɪvʌ/ but I can swim in /zə/
4775 swimming-pool.
4776 L. Fine, thank you, [äh] today the weather is fine, but
4777 what are you doing just now? Andy?
4778 S. We learn/'ɪŋlɪʃ/.
4779 L. What are you 'doing'?
4780 S. I learn /'ɪŋlɪʃ/
4781 S. I'm learning /'ɪŋlɪʃ/.
4782 S. I'm learn ... learning /'ɪŋlɪʃ/.
4783 L. And what are you all doing? Janine?
4784 S. We are learning /'ɪŋlɪʃ/.
4785 L. Once more.
4786 S. We are learning /'ɪŋlɪʃ/.
4787 L. Joe.
4788 S. We are learning English.
4789 L. And all together.
4790 S. We are learning English.
4791 L. Fine, and I hope we can go on. [äh], Richard, what are
4792 you doing just now?
4793 S. I'm ... I'm reading in ... I'm reading in /zə/ exercise-
4794 book.
4795 L. Is it your exercise-book?
4796 S. It's ... it's my workbook.
4797 L. Once more.
4798 S. I ... I'm reading in/zə/ ... in my ... in my workbook.
4799 L. Fine, thank you. And now we go on and we write in
4800 our workbook; open your workbook lesson 95,
4801 please. [äh] Who begins and reads the examples?
4802 Jenny.
4803 S. /ri:d/ your bicycle.
4804 L. Who can correct it? Daniel?
4805 S. Ride your bicycle.

- 4806 L. Once more, Jenny please.
4807 S. Ride your bicycle!
4808 S. I am riding my bicycle.
4809 S. Eat your /breikfest/ We are eating your breakfast.
4810 S. Our breakfast.
4811 L. Once more the right form, Peggy.
4812 S. Ride your bicycle! I'm riding my bicycle. Eat your
4813 breakfast! We are eating our breakfast.
4814 L. Another example: Go to the door, Wulf! ... [Der Lehrer
4815 schickt einen Schüler zur Tür, um den Kindern den
4816 Ablauf einer Handlung deutlich zu machen.] Wulf go
4817 to the door! What are you doing?
4818 S. I'm going to the door.
4819 L. What is he doing?
4820 S. He go to the door. He goes to the door.
4821 L. What is he doing?
4822 S. I'm goin.... Nein, he ...
4823 L. Nochmal, Richard.
4824 S. He is going to the door.
4825 L. All together.
4826 Ss. He is going to the door.
4827 L. Thank you, Wulf, go and sit down. [äh], can we go on.
4828 There is one order and then you said what they are
4829 doing. Now you do the same, put in the right words.
4830 Go on, sentence No. 1, Henry.
4831 S. Make a /'peipΛ/-boat. She's making a /'peipΛ/-boat.
4832 L. Fine. Once more, Martin.
4833 S. Make a /'peipΛ/-boat. She's making a pa... a /'peipΛ/
4834 -boat.
4835 L. Fred.
4836 S. Making a /'peipΛ/-boat. She is ...
4837 L. No making a /'peipΛ/-boat. Read it word for word once
4838 more.
4839 S. Make a /'peipΛ/-boat. She's making a /'peipΛ/-boat.
4840 L. Ask somebody.
4841 S. John.
4842 S. Make a paper-boat. She is making a paper-boat.
4843 L. Go on.
4844 S. Henry.
4845 S. Make a /'peipΛ/-boat. She's making a /'peipΛ/-boat.

- 4846 L. Go on, Henry.
4847 S. /kount/ your stamps.
4848 L. Sentence No. 2.
4849 S. Count your stamps. There's an accounting your
4850 stamps.
4851 L. No.
4852 S. Herr ..., er hat .. [unverständlich].
4853 L. Hab' ich nicht sehen können.
4854 S. Von Kitty.
4855 L. Aha, Kitty, No. 2.
4856 S. /kount/ your stamps. They are /'kountɪŋ/ our stamps.
4857 L. No ... George.
4858 S. Count your stamps. They are counting [ähm] their ...
4859 their stamps.
4860 L. Once more, /pli:s/.
4861 S. Heike.
4862 S. /kount/ your stamps. /ðɛ:ə/ counting their stamps.
4863 S. Kitty.
4864 S. /kount/ your stamps. They are /'kountɪŋ/ their stamps.
4865 L. [äh], ich darf mal berichtigen. Aussprache Count,
4866 all together.
4867 Ss. Count.
4868 L. Fine, and [äh] once more, Andy.
4869 S. Count your stamps. /ðɛə/ /a:/ counting their stamps.
4870 L. Fine.
4871 S. Dieter.
4872 S. Count your stamps. /`zeiz/ counting /zei/ stamps.
4873 L. But... nochmal und richtig bitte, wer macht's?
4874 S. Fred.
4875 S. Count your stamps. They are counting ... their
4876 stamps. Go on, Mike.
4877 [Der Schüler reagiert nicht, es tritt eine Pause von etwa
4878 einer halben Minute ein, dann gibt der Lehrer Hilfestel-
4879 lung.]
4880 L. Da oben haben wir ein vergleichbares Beispiel, als
4881 erstes ... Kitty.
4882 S. Post mum's /'letʌ/. I'm posting /həʌ/ /'letʌ/, Manfred.
4883 S. Post mum's /'letʌ/. I'm /postɪŋ/ hers /'letʌ/.
4884 L. ... her letter.
4885 S. ... her /'letʌ/.

- 4886 L. Once more, Betty.
 4887 S. Post mum's /'letΛ/. I'm posting her /'letΛ/.
 4888 L. Fine.
 4889 S. [äh], Jenny.
 4890 S. Post mum's /'letΛ/. I'm posting her /'letΛ/.
 4891 [Name unverständlich]
 4892 S. Post mum's /'letΛ/. I'm posting ... his /'letΛ/.
 4893 L. I'm posting her letter.
 4894 S. .. her ...
 4895 L. Once more.
 4896 S. Post mum's /'letΛ/. I'm posting hers /'letΛ/.
 4897 L. I am posting ... [der Lehrer zeigt dem Schüler den
 4898 entsprechenden Satz im Buch]... dieses hier: I am
 4899 posting her letter. I am posting her letter.
 4900 S. I am posting her /'letΛ/.
 4901 L. Fine. Ask somebody.
 4902 S. Billy.
 4903 S. I am posting ... her ... kann ich nicht, das ... weiß das
 4904 nicht.
 4905 L. Du hast das doch gehört.
 4906 S. I'm posting /həΛ/ /'letΛ/.
 4907 L. Go on, Billy.
 4908 S. An.... [äh].
 4909 L. Angela?
 4910 S. Angela, ja.
 4911 S. Post /mʌms/ /'letΛ/. I'm posting her /'letΛ/.
 4912 S. /gif/ Billy some sweets. We are giving him some
 4913 sweets.
 4914 L. Prima, fine, very fine.
 4915 S. Give Billy some sweets. We are giving him some
 4916 sweets, Henry.
 4917 S. /gif/ Bi... /gif/ Billy some sweets. We giving him some
 4918 sweets.
 4919 L. So, damit auch [unverständlich], die sich nicht
 4920 melden, die können's zumindest wiederholen, ja, also
 4921 bitte bißchen auch von der Seite mitarbeiten, once
 4922 more Nr. 4, Irene.
 4923 S. /gif/ Billy some sweets. We are giving him some
 4924 sweets, Sue.

- 4925 S. /gif/ Billy some sweets. We are giving him some
4926 sweets.
4927 L. Number /faif/.
4928 S. Kitty.
4929 S. Kitty.
4930 S. Kitty.
4931 S. Wash your face. I am washing my face, Richard.
4932 S. Wash your face. I washing my face.
4933 S. I'm.
4934 L. Once more.
4935 S. I'm washing my face ... Tim.
4936 S. Wash your face. I'm washing my face.
4937 [Es folgt eine Pause von ca. ½ Minute vor Beispiel Nr. 5.
4938 Der Lehrer läßt den Kindern Zeit zum Überlegen.]
4939 L. Betsy.
4940 S. Wake up – your mother is waking ... up the children.
4941 L. Once more, Caroline.
4942 S. Wake up the children. Mother waking up the
4943 children.
4944 L. Berichtigung, [äh], Susan.
4945 S. .. /is/ waking
4946 L. [unverständlich]
4947 S. Wake up the cildren. /'mʌzə/ is waking up the
4948 children.
4949 L. One more... Bill.
4950 S. Wake up the /'fildrən/. /'mʌðʌ/ is waking up the
4951 children.
4952 L. Fred.
4953 S. Wake up the children. /'mʌðʌ/ is waking up the
4954 children.
4955 L. George.
4956 S. Wake up the children. /'mʌðʌ/ is waking up the
4957 children.
4958 L. All together.
4959 Ss. Wake up the /'fildrən/. /'mʌðʌ/ /is/ waking up the
4960 children.
4961 [Die Mehrzahl der Klasse macht die nebenstehenden
4962 Aussprachefehler.]
4963 L. Do another sentence, Jenny.
4964 S. /paik/ up...

- 4965 L. Pick.
- 4966 S. Pick up your pencil. Sandy is picking up his pencil.
- 4967 L. Very fine, once more, Fred.
- 4968 S. Pick up your pencil. Sandy /is/ pick up your ... /is/
4969 picking up your ... his ...
- 4970 L. Ah, Wulf?
- 4971 S. Pick up your pencil. Sandy /is/ picking up your pencil
4972 ... /hi:s/ pencil. [Name unverständlich]
- 4973 S. Pick up your pencil. Sandy /is/ picking up /his/ pencil
4974 ... Irene.
- 4975 S. Pick up your pencil. Sandy /is/ picking up /his/ pencil
4976 ... Angela.
- 4977 S. Pick up your pencil. Sandy /is/ picking up /his/ pencil.
- 4978 L. Thank you. Stephen.
- 4979 S. Pick up your pencil. Sandy /is/ picking up your pencil.
- 4980 L. My pencil?
- 4981 S. [anderer] his.
- 4982 Ss. His ... his pencil ... his pencil.
- 4983 L. Once more.
- 4984 S. Pick up your pencil. Sa... Sandy /is/ picking up /his/
4985 pencil.
- 4986 S. [anderer] /hi:s/
4987 Ss. [mehrere] /his/ pencil.
- 4988 L. Once more ... nur die Antwort.
- 4989 S. Sandy is picking up your pencil.
- 4990 Ss. [mehrere] /hi:s/
4991 L. Stephen, Sandy is picking up /his/ pencil, once more.
4992 S. Sandy is picking up /his/ pencil.
- 4993 L. Thank you. No. 8. ... Richard.
- 4994 S. Share your sweets. We are sha... sharing ... sharing our
4995 ...
- 4996 S. [anderer] sweets.
4997 S. ... our sweets.
- 4998 L. Once more, Andy.
- 4999 S. Share your sweets. We are sharing our sweets.
- 5000 L. Go on.
- 5001 S. Arthur [äh] Uwe.
- 5002 L. Name his /'ɪŋlɪʃ/ name, please.
- 5003 S. /fou/ your sweets.

- 5004 L. Share ...
5005 S. Share your sweets. We are share our ...
5006 L. Sharing...
5007 S. .. sharing our sweets ... Michael.
5008 S. Share your sweets. We are sharing our sweets.
5009 L. Thank you, No. 9.
5010 S. Helmut.
5011 S. Take off your shoes. Sue's taking off my shoes.
5012 [Gelächter]
5013 S. [anderer] of her shoes.
5014 L. Ja, Henry, ask somebody.
5015 S. Janine.
5016 S. Take off your shoes. Sue's taking off her shoes.
5017 L. Once more.
5018 S. Richard.
5019 S. Take off your shoes. Sue /is/ taking off her /ju:s/.
5020 L. [äh] Betsy.
5021 S. Take off your /ju:s/. Sue /is/ taking off her /ju:s/.
5022 L. Go on, please.
5023 S. Betty.
5024 L. Number ten.
5025 S. Susan.
5026 S. Play hopscotch. They are playing hopscotch. Kitty.
5027 S. Play hopscotch. They are playing hopscotch.
5028 L. Fred.
5029 S. [ähm], play hopscotch. They are playing hopscotch.
5030 S. Wulf.
5031 S. Play hopscotch. The... yo... I'm playing.
5032 L. No.
5033 S. You are ... play hopscotch. They play hopsc... They are
5034 playing hopscotch. [Name unverständlich]
5035 S. Play hopscotch. They are playing hopscotch. ...Kitty.
5036 S. Play hopscotch. They are playing hopscotch.
5037 L. Thank you. No. 11, please.
5038 S. Mike.
5039 S. Pass Sandy /zə/ ball. I'm pass Sandy /zə/ ..
5040 L. No.
5041 S. I am passing Sandy /zə/ ball.
5042 L. Helen.

- 5043 S. Pass Sandy the ball. I am passing Sandy a ball ... the
5044 ball.
5045 L. Caroline.
5046 S. Pass Sandy the ball. I am passing Sandy a ball...
5047 L. The ball.
5048 S. The ball.
5049 L. Henry.
5050 S. Pass Sandy /zə/ ball. I am passing Sandy /zə/ ball ...
5051 Helen.
5052 S. Pass Sandy /zə/ ball. I am passing Sandy /zə/ ball.
5053 L. Go on please. No. 12.
5054 S. [ähm] Gaby.
5055 S. I am writing my name.
5056 L. First the order.
5057 S. Write your name. I'm writing my name. Mike.
5058 S. Write your name. I'm write ... write your name ...
5059 I'm writing your name ... writing your name...
5060 L. Once more, Peggy, please.
5061 S. Write your name. I'm writing my name.
5062 S. Write your name. I am writing your name.
5063 Ss. Nein.
5064 S. /raidɪŋ/ your name [Gelächter]
5065 L. Du wirst doch deinen Namen schreiben, wenn du den
5066 Befehl oder den Auftrag bekommen hast, den zu
5067 schreiben, ja? Write your name. I am writing my
5068 name. Once more, please.
5069 S. I am writing my name.
5070 L. My name, once more, [äh] Caroline.
5071 S. Write your name. I am writing my name, Monika.
5072 S. Write your name. I am writing my name, Betty.
5073 S. Write your name. I am writing my name, [äh] Fred.
5074 S. Write your name. I am writing my name, Andy.
5075 S. Write your name. I am writing my name.
5076 L. Thank you, that's enough. We can go on [äh],
5077 Lesson 96.
5078 [ca. ½ Minute Pause].
5079 L. Read the example, please, Janine.
5080 S. Do mother and Sue want any /fləʊ/ and rice? /zeɪ/
5081 don't want much flour but they want a lot of rice. /
5082 /dɔːs/ ...

- 5083 L. Does.
5084 S. Does Sandy want any buttons and stamps. He doesn't
5085 want many buttons but he want a lot of stamps.
5086 L. Andy.
5087 S. Do mother and Sue want any flour and rice? They
5088 don't want much flour but they want a lot of rice.
5089 /dʌs/ Sandy... want any buttons and stamp?
5090 L. Stamps.
5091 S. Stamps. He doesn't want many buttons but he wants
5092 a lot of stamps.
5093 L. Go on please ... go on please.
5094 S. /dʌs/ Sue want any soup and /bi:ns/? She doesn't any
5095 soup...
5096 L. She doesn't want ...
5097 S. sh... she doesn't want any soup but she does ...
5098 L. .. she...
5099 S. but she wants ... but she wants any, ne a lot of beans.
5100 S. /dous/ Sue want any /soup/ and /bi:ns/? She doesn't
5101 want many ...
5102 L. No.
5103 S. She doesn't want many /soup/.
5104 L. Many soup?
5105 S. Ach ja, any soup.
5106 L. No.
5107 S. Much ... /dʌs/ she want any soup and /bi:ns/. She
5108 doesn't want much soup ... but the ... wants..
5109 L. She.
5110 S. She wants a lot of /bi:ns/. Kitty.
5111 S. /dʌs/ Sue want any /soup/ and /bi:ns/? She doesn't
5112 want much /soup/ but she wants a lot of /bi:ns/, Mike.
5113 S. /dʌs/ Sue want any /soup/ and /bi:ns/? She don't.
5114 L. She ...
5115 S. She does...n't want much /soup/ but she wants a lot of
5116 /bi:ns/... but she wants a lot of /bi:ns/.
5117 L. Next sentence, Fred.
5118 S. /dʌs/ /zə/ horse /want/ [unverständlich] /want/ any
5119 /'wɔ:tʌ/ and sugar. He doesn't /want/ [äh] /want/ many
5120 /'wɔ:tʌ/ ...
5121 L. No ...
5122 S. but ...

- 5123 L. Fred, many water ...
- 5124 S. /zə/ ... don't
- 5125 L. The horse is ...
- 5126 S. .. the horse...
- 5127 L. .. it ..
- 5128 S. .. doesn't /wʌnt/ much ... much water but i...i...
- 5129 L. .. it...
- 5130 S. .. it /want/ a lot of sugar.
- 5131 L. Once more, please ... Mike.
- 5132 S. It doesn't want much /'wɔ:tʌ/ but it wants a lot of
- 5133 sugar.
- 5134 L. Once more, Mike.
- 5135 S. /dʌs/ the /hoas/ want any /'wɔ:tʌ/ and /'ʃʊgʌ/? He ...
- 5136 L. No, the horse is 'it', a boy is 'he', a girls is 'she', a horse
- 5137 is 'it'.
- 5138 S. It don't ...
- 5139 L. It doesn't ...
- 5140 S. It doesn't want much any water...
- 5141 L. No, much water...
- 5142 S. .. much /'wɔ:tʌ/ it ...
- 5143 L. Henry.
- 5144 S. /do:s/ horse want any /'wɔ:tʌ/ and sugar. He doesn't...
- 5145 L. No.
- 5146 S. Hä?
- 5147 L. It.
- 5148 S. It doesn't /wʌnt/ much /'wɔ:tʌ/ but /zei/ /wɔnt/ a lot of
- 5149 sugar.
- 5150 L. Once more, please.
- 5151 S. Doesn't the horse want any...
- 5152 L. No, nur die Antwort.
- 5153 S. It doesn't want much /'wɔ:tʌ/ but /zei/ /wɔnt/ a lot of
- 5154 sugar.
- 5155 L. Der letzte Teil des Satzes.
- 5156 S. It doesn't want much /'wɔ:tʌ/ but /zei/ /wɔnt/ a lot of
- 5157 sugar
- 5158 L. No, Martin.
- 5159 S. It doesn't /wɔnt/ much /'wɔ:tʌ/ but it wants a lot of
- 5160 sugar
- 5161 L. Mike.
- 5162 S. /dous/ /zə/ ...

- 5163 L. /dʌs/
5164 S. /dʌs/ /zə/ /hɔ:əs/ want any /'wɔ:tʌ/ and /'fʊgʌ/? It
5165 don't
5166 L. It... ?
5167 S. It doesn't want much /'wɔ:tʌ/ but it wants a lot of
5168 /'fʊgʌ/.
5169 L. Fine, number three, Peggy.
5170 S. Do the /'ʃɪldrən/ want any peach ... [äh] any pears and
5171 peaches? They don't want many ...
5172 L. No.
5173 S. They /dou/ ... They don't want many peaches but /zei/
5174 ... but /zei/ want a lot of ... pea... [äh] peaches.
5175 L. Once more, Peggy, ask somebody.
5176 S. [äh] Kitty.
5177 S. Do /zə/ /'ʃe:..../ do the /'ʃɪldrən/ want any pears and
5178 peaches? They don't want many pears but /zei/ want a
5179 lot of peaches. Stephen.
5180 S. Janine.
5181 S. Don't the children want ...
5182 L. Do ...
5183 S. Do the children want any /pi:əs/ and peaches? /zei/
5184 don't want many /pi:əs/ but they want a lot of
5185 peaches.
5186 S. Don't /ze/ /'ʃɪldrən/ ...
5187 [Hier unterbricht ein Schüler, es ist jedoch nicht zu
5188 verstehen was er sagt.]
5189 S. /dou/ the children want a peach or peaches? /zei/
5190 don't want many peach but /zei/ ... /zei/ want a lot of
5191 peach...
5192 S. Peaches.
5193 S. Peaches.
5194 L. Once more in the right form, please. Irene.
5195 S. /dau/ the children ...
5196 L. Do...
5197 S. Do... wa.... Do the children want any pears and
5198 peaches? They don't want many pears ... but they
5199 want a lot of peaches. Betty.
5200 S. Do the children want ... want any pears and peaches?
5201 They don't want many pears but /zei/ want a lot of
5202 peach.

- 5203 L. No.
- 5204 S. .. want ... but /zei/ want a lot of peach.
- 5205 L. [äh] Michael.
- 5206 S. /dou/ /z?/ /'jildren/ want any pears and peaches? They
- 5207 /daout/ want many /pi:əs/ but /zei/ want a lot of
- 5208 peaches.
- 5209 L. Go on, number four, Janine.
- 5210 S. Do Sandy and Sue want /æn/ /fri:/ /æn/ and ...
- 5211 L. .. fruit.
- 5212 S. Fruit and /'vitʃiteibl/? /zei/ don't want many fruits but
- 5213 /zei/ want lot of ...
- 5214 L. No...
- 5215 S. /'vitʃiteibls/ ... they want a lot of /'vitʃiteibls/
- 5216 L. Davor ... 'fruit' without 's' ... any fruit. Once more.
- 5217 S. Do Sandy and Sue any fruit and /'vitʃi'tibl/? /zei/ don't
- 5218 want much fruit but /zei/ want a lot of /'vitʃi'tibl/.
- 5219 L. [unverständlich] Once more, jeder wird jetzt genau
- 5220 zuhören ... wiederholen kann, ... Mike.
- 5221 S. Do Sandy and Sue want any /fru:/ and /'vidʒi'tæbl/ ...
- 5222 L. Fruit.
- 5223 S. Ja, fruit and /'vidʒi'tæbl/. They don't want much fruit
- 5224 but /zei/ want a lot of /'vidʒi'tæbl/.
- 5225 L. Once more, please .. [Name unverständlich]
- 5226 S. They don't want much fruit but /zei/ want a lot of
- 5227 /'vidʒi'tæbl/.
- 5228 S. Do Sandy and Sue want any fruit and /'witʃiteibl/? /zei/
- 5229 don't want much fruit but /zei/ want a lot of
- 5230 /'witʃiteibl/. Jack.
- 5231 L. Jack means George.
- 5232 S. /dou/ Sandy and Sue /wʌnt/ any fruit and /'vədʒətæbls/
- 5233 ? /zei/ don't want much fruit but /zei/ want a lot of
- 5234 vegetable [diesmal fast richtig ausgesprochen].
- 5235 Henry.
- 5236 S. /das/ Sandy and Sue /wʌnt/ any fruit and /'vədʒətæbl/?
- 5237 /zei/ don't want much fruit but /zei/ want a lot of ...
- 5238 [unverständlich].
- 5239 L. Go on, number five.
- 5240 S. Mike.
- 5241 S. /dous/ /'fʌzʌ/ ...

- 5242 L. Does ...
5243 S. /da:s/ /'fʌzʌ/ want any tooth-paste and soap? He want
5244 many /'tuθ'peist/ but he want much soap.
5245 L. No, Michy.
5246 S. He doesn't want much tooth-paste but he want ...
5247 L. He...
5248 S. .. but he want a lot of ...
5249 L. No,...
5250 S. ... but he wants a lot of [äh] soap.
5251 L. Once more, ask..
5252 S. .. some...
5253 L. ...body
5254 S. ... body.
5255 S. Uwe oder Mike.
5256 S. /dʌs/ /'fa:zʌ/ want any /'toust'peist/ and soap. He want
5257 many ...
5258 L. No ...
5259 S. ... much he doesn't ma... many /'tuθ'peist/ but he
5260 wants a /læt/ a a lot of much ...
5261 L. Das ist doppelt gemoppelt ... Once more, Henry.
5262 S. /dɔ:s/ /'fʌzʌ/ wants a tooth-/bæf/ and soap.
5263 L. No, does father want any tooth-paste and soap?
5264 S. He doesn't want many...
5265 L. No.
5266 S. Much ...
5267 S. He doesn't want much /'tju:'peist/ but he wants a lot
5268 of /su:p/.
5269 L. Soap, ah, Susan.
5270 S. He doesn't want any /'tjʌs'peist/ but ...
5271 L. No.
5272 S. He wants a lot of soap.
5273 L. George, who can read the right sentence without any
5274 mistakes? ... Andy.
5275 S. /dʌs/ /'fa:zʌ/ want any /'tjuθ'peist/ and /su:p/? He
5276 doesn't want much /'tjuθ'peist/ but he want a lot of
5277 /su:p/.
5278 L. Welche Berichtigung? ... He ...
5279 S. .. wants.
5280 L. Betty, once more please.
5281 S. He doesn't wants ...

- 5282 L. No.
5283 S. Nein, quatsch, he doesn't ... he doesn't want much
5284 tooth-paste but he wants a lot of soap.
5285 L. Thank you, ja das war'n bißchen viel für heute.
5286 [Ende der Aufnahme]

2.3.4 Grade 7 (September 24, 1973; #15 in the Pre-Digital Corpus)

- 5287 Stundendokumentation Nr. 15
5288 Datum: 24.09.1973
5289 Klasse: 7. Jg. [35 Schüler/innen]
5290 L. Now. Good morning!
5291 Ss. Good morning Mrs.
5292 L. Our guest, Mr. [Name] comes from Dortmund.
5293 Ss. Good morning Mr. [Name], Good morning
5294 Mr. [Name]. Mr [Name]. Good morning.
5295 L. Now, Manuela, switch it on. [Tonband, Diaprojektor]
5296 [...] Now, this Unit 20 today, this Unit 20.
5297 TB. rt one. What will Richard do?
5298 [Richard:] No football today. I can't know what to do.
5299 [Andrew:] It'll be a change for once you can read a
5300 good book.
5301 [Richard:] Oh you and your books!
5302 [Andrew:] Oh you and your football!
5303 [Margaret:] Stop it, both of you.
5304 Why don't you come with me?
5305 [Richard:] Where are you going?
5306 [Margaret:] Mary's family have got a new house.
5307 There's a large basement.
5308 We're going to decorate it.
5309 [Richard:] You mean you're going to paint it?
5310 [Margaret:] Yes, Mary's parents said we can do
5311 anything we like. So, if you have any good ideas....
5312 [Richard:] All right, let's go. It'll be fun.
5313 [Andrew:] Yes, let's go, It'll be better than football.
5314 Unit 20 Part I [Ende der Tonbandvorgabe]
5315 [Die Namen werden vom Tonband nicht genannt. Sie
5316 wurden lediglich zum besseren Verständnis des
5317 Gesprächs hinzugefügt und stehen daher in Klammern.]
5318 L. Now, once more, the /fə:rst/ picture please. Yes, that's
5319 the right one, thank you. Unit 20, what's the title of
5320 Unit 20?
5321 S. What will Richard do?
5322 L. What will Richard do?

- 5323 S. What Rich..... What you do wi ... Richard do?
- 5324 L. No, once more.
- 5325 S. What's with Richard do?
- 5326 S. What will Richard do?
- 5327 L. Listen once more!
- 5328 TB. What will Richard do?
- 5329 S. What will Richard do?
- 5330 S. What will Richard do?
- 5331 S. What will Richard do?
- 5332 S. What will ... Richard do?
- 5333 L. Next picture, please.[1]
- 5334 TB. No football today. I don't know what to do.
- 5335 S. No football today. I don't ...
- 5336 S. No football today. I don't know what to do.
- 5337 S. No football today. /ei/ don't know what to do.
- 5338 S. No football tod ... to ...
- 5339 L. No football today. I don't ...
- 5340 S. No football today. I don't know what to do.
- 5341 L. Next picture, please.[2]
- 5342 TB. It'll be a change for once you can read a good book.
- 5343 L. No look here ... The sun /is/ shining. The sun /is/
5344 shining.
- 5345 S. The sun /is/ shining.
- 5346 L. Look, there's a /tʃeɪntʃ/ now. There is a /tʃeɪntʃ/ now.
5347 It's raining. There is a /tʃeɪntʃ/. It's raining.
- 5348 S. There is a /tʃeɪntʃ/ it's raining.
- 5349 S. There is a /tʃeɪn/ it's raining.
- 5350 S. There is a /tʃeɪn/ it's raining.
- 5351 S. There is a /tʃeɪn/ it's raining.
- 5352 S. There is a /tʃeɪntʃ/ it's raining.
- 5353 L. Richard is playing football. Richard /pleɪs/ football
5354 every day. Does Richard like to play football? /dʌs/
5355 Richard like to play football.
- 5356 S. Yes, he /dʌs/.
- 5357 L. Yes, he /dʌs/. He /pleɪs/ football every day. Now what's
5358 he doing there?
- 5359 S. He /is/ reading a /ɡʊt/ book.
- 5360 L. That's a /tʃeɪntʃ/. He's reading a book now.
5361 He doesn't play football, he's reading a book. Now for
5362 once he is reading a book. Fore once Richard /is/

- 5363 reading a book. Now what's wrong? Richard /pleis/
5364 football every day, for once /hi:s/ reading a good book.
5365 S. For once /hi:s/ reading a good book.
5366 L. Yes, now say the whole sentence /pli:s/. Richard is
5367 play Richard /pleis/ /'fudbɔ:l/ every day.
5368 S. Richard /pleis/ /'fudbɔ:l/ every day.
5369 L. For once he's reading a good book.
5370 S. For once he's reading a good book.
5371 L. Yes, that's good. Once more please. Petra
5372 S. For once he's ...
5373 L. Richard /pleis/ football every day.
5374 S. Richard /pleis/ football every day for once he's
5375 /'reidiŋ/ a good book.
5376 L. For once he's reading a good book.
5377 S. For once he's /'ri:diŋk/ a good book.
5378 L. Once more, [Name unverständlich]
5379 S. For once he's not reading a good book.
5380 L. For once he's reading a good book.
5381 S. For once he's reading a /gu:d/ book.
5382 S. For once he's reading a good book.
5383 L. Andrew is always reading books. Andrew is always
5384 reading books. It'll be a /tʃeintʃ/ for him to play
5385 football. Andrew is always reading books. Once more,
5386 Andrew is always reading books.
5387 S. Andrew is always reading books.
5388 L. It'll be a /tʃeintʃ/ for him to play football.
5389 S. It'll be a /tʃeintʃ/ for him to play football.
5390 L. It'll be a /tʃeintʃ/ for him to play football.
5391 S. It'll be a /tʃein/ for him to play football.
5392 L. No, it'll be a /tʃeintʃ/ for him to play football.
5393 S. It'll be a /tʃeintʃ/ for him to play football.
5394 L. ... to play football.
5395 S. ... to play football.
5396 L. Once more.
5397 S. It'll be a /tʃeintʃ/ for him to play football.
5398 S. It'll be a /tʃeintʃ/ for him to play football.
5399 S. It'll /bitl/ a /tʃein/ for him to play football.
5400 L. It'll be a change fot him to play football.
5401 S. It'll /bitl/ a /tʃein/ for him its playing football.
5402 Ss. It'll be a change for him to play football.

- 5403 S. It'll /bitl/ /tfein/ for him ...
5404 L. It'll be ...
5405 S. It'll be /tfeins/ for him to play its play football.
5406 L. ... to play football.
5407 S. ... to play football.
5408 L. What else would be a /tfeintf/ for him?
5409 What else would be a /tfeintf/ for him?
5410 S. He can read in a book.
5411 L. Right, it'll be a /tfeintf/ for him to read a good book.
5412 S. It'll be a /tfeintf/ for him he can read
5413 L. To /ri:t/ a good book.
5414 S. To /ri:t/ a good book.
5415 L. It'll be a /tfeintf/ for him to read a good book, Andy.
5416 S. It'll be a /tfeintf/ for him to read a good book.
5417 L. Janet.
5418 S. It'll be a /tfeintf/ for him to /ri:t/ a good book.
5419 L. Yes, that's right.
5420 TB. It'll be a change for once you can read a good book.
5421 Oh you and your books.[3]
5422 S. Oh you and your books.
5423 S. Oh you and your books.
5424 S. Oh you and your books.
5425 S. Oh you and your books.
5426 TB. Oh you and your football.[4]
5427 S. Oh you and your football.
5428 S. Oh you and your football.
5429 S. Oh you and your football.
5430 TB. Stop it, both of you.[5]
5431 L. Once more.
5432 TB. Oh you and your football. Stop it, both of you.
5433 S. Stop it, both of you.
5434 L. Very good.
5435 S. Stop it, both of you.
5436 L. Stop it, both of you.
5437 S. He stop it, both
5438 L. No, stop it, both of you.
5439 S. Stop it, both of you.
5440 S. Stop it, both of you.
5441 S. Stop it, both of you.
5442 S. Stop it, both of you.

- 5443 L. Stop it, both of you.
5444 S. Stop it [unverständlich]
5445 L. ... both of you.
5446 S. /bouvs/
5447 L. both ...
5448 S. /bouvs/
5449 L. both.
5450 Stop it, both of you.
5451 S. Stop it, both of you.
5452 S. Stop it, ...
5453 S. Stop it, both of you.
5454 L. ... both of you.
5455 S. ... both of you
5456 L. ... both of you
5457 S. /bə:θ/ of you.
5458 L. Both, both, once more
5459 S. Stop it, both of you.
5460 L. Good.
5461 S. Frau [name], I think the last word would fall.
5462 L. Good.
5463 S. Stop it both of you.
5464 L Stop it both of you.
5465 S. Stop it, both of you.
5466 S. Stop it, both [unverständlich]
5467 L. Stop it, both of you.
5468 S. Stop it, both of you.
5469 S. Stop it, both of you.
5470 S. Stop it, both of you.
5471 L. Do you remember Unit 7 or 8: Wait a minute you two.
5472 [Es handelt sich um Unit 5, Seite 27.] Wait a minute
5473 you two. Now, wait a minute both of you. Wait a
5474 minute you two. Wait a minute both of you.
5475 S. Wait a minute both of you.
5476 L. Now, come here both of you. Come here both of you
5477 ... Come here both of you.
5478 Come here both of you. Come here you two.
5479 Come here both of you, once more. Thank you very
5480 much, /si'daun/ now both of you.
5481 Come here both of you.
5482 S. Come here both ... both of you.

- 5483 S. Come here both of you.
- 5484 L. Yes. Next picture.[6]
- 5485 TB. Why don't you come with me?
- 5486 S. Why don't yo ... Why don't you come with me?
- 5487 S. Why don't you come with me?
- 5488 S. Why don't you come with me?
- 5489 S. Why don't you come /wiθ/ me?
- 5490 S. Why don't you come /viθ/ me?
- 5491 S. Why don't you come /viθ/ me?
- 5492 TB. Where are you going?[7]
- 5493 S. Where are you going?
- 5494 S. Where are you going?
- 5495 S. Where are you going?
- 5496 L. All together.
- 5497 Ss. Where are you going?
- 5498 TB. Mary's family have got a new house.[8]
- 5499 TB. Mary's family have got a new house.
- 5500 S. Mary's family have got a new house.
- 5501 S. Mary's family have got a new house.
- 5502 S. Mary's family have ... Mary's family have got a new
- 5503 house.
- 5504 L. Once more, please.
- 5505 S. Mary's family have ... got [der vorherige Schüler hilft
- 5506 aus]
- 5507 S. ... got a new house.
- 5508 S. ... got a new house.
- 5509 S. Mary's family have got a new house.
- 5510 S. Mary's family have ... [unverständlich]
- 5511 S. Mary's family have got a new house.
- 5512 S. Mary's family have got a new house.
- 5513 L. Good.
- 5514 S. Mary's family have ... have ...
- 5515 L. ... got a new house.
- 5516 S. ... got a new house.
- 5517 S. Mary's family have ...
- 5518 L. ... have got a new house.
- 5519 S. ... got ...ha ... got a new house.
- 5520 L. Look here. This is Mary with her family, they've got a
- 5521 new house. Peter.
- 5522 S. Yes, They have new house.

- 5523 L. No, they have got a new house.
5524 S. They've got a new house.
5525 S. They have got a /nu:/ house.
5526 L. They have got a new house.
5527 S. They've got a ... they ... they've got a new house.
5528 S. They've got a new /haus/ [deutsche Aussprache]
5529 L. ... house ... [unverständlich]
5530 S. ... house.
5531 S. They've got a new house.
5532 L. Now have you got a red pullover? Have you got a red
5533 pullover?
5534 S. I have got a red pullover.
5535 L. Yes, I have. Yes. I have.
5536 S. Yes, I have.
5537 L /hæf/ you all got a book? /hæf/ you all got a good book.
5538 S. Yes, I have.
5539 L. /hæf/ you got a good English book?
5540 S. Yes, I have.
5541 L. /hæf/ you got a blue pullover?
5542 S. Yes, I have.
5543 L. Now, /hæf/ you got a green pullover? /hæf/ you got a
5544 green pullover?
5545 S. Yes, I have.
5546 L. Next picture, please.[9]
5547 TB. There's a large basement. We're going to decorate it.
5548 L. There's a large basement. We're going to decorate it.
5549 S. There's a large ...
5550 L. ... large basement.
5551 S. There's a large basement ... [unverständlich]
5552 L. There's a large basement, look here, this is the new
5553 house and this is the basement. This is the basement.
5554 S. This is the basement.
5555 S. This is the basement.
5556 S. This is the basement.
5557 S. This is /zə/ basement.
5558 L. This group, please.
5559 Ss. This is the basement.
5560 L. Thanks. Now, we're going to decorate it. We're going
5561 to decorate it.
5562 S. We're going to decorate it.

- 5563 S. We're going to decorate it.
5564 S. We're going to decorate it.
5565 S. We're going to decorate it.
5566 S. We're going to decorate it.
5567 S. We're going to decorate it.
5568 S. We're going to decorate it.
5569 L. Good, look here. I'm going to decorate our classroom
5570 now. [Gelächter] I'm going to decorate our classroom
5571 now. [unverständlich] I don't know.
5572 S. You decorate our classroom.
5573 L. You are decorating our classroom.
5574 S. You are decorating our classroom.
5575 S. You are dec ... You are decorating our classroom.
5576 S. You are decorating our classroom.
5577 S. You are decorating our classroom.
5578 L. I'm painting, I'm painting the walls.
5579 S. I'm painting the walls.
5580 L. No, not you, I.
5581 S. You, you, you're painting the walls.
5582 S. You're painting the walls.
5583 S. You're painting the walls.
5584 S. You're painting the walls.
5585 S. You're painting the walls.
5586 L. And now look, they're going to decorate ... they're
5587 going to decorate the basement. They're going to
5588 decorate the basement.
5589 S. They ... they're going to /'bɛtərɒnt/
5590 L. They're going to decorate the basement.
5591 S. They're going to decoring
5592 L. They're going to decorate the basement.
5593 S. They're going to decorate the basement.
5594 L. Once more, Andy.
5595 S. They're going to decorate the basement.
5596 L. And Peter.
5597 S. They're going to ...
5598 L. Once more.
5599 S. They are going to decorate the basement.
5600 L. Peter.
5601 S. They are going to decorate the basement.
5602 L. Look here. What's this?

- 5603 S. This is a room.
5604 S. This is a sitting-room.
5605 L. Yes, now I'm /dekə'reitiŋ/, I'm decorating this sitting-
5606 room. I'm decorating this sitting-room. I'm
5607 decorating this sitting-room. [die Lehrerin heftet
5608 kleine Möbelstücke an die Flanelltafel] It's much nicer
5609 now, isn't it. I'm decorating this sitting-room.
5610 S. You are.
5611 L. ... decorating ...
5612 S. decorate ... /siŋ/
5613 L. ... decorating ...
5614 S. You are decorating this sitting-room.
5615 S. You are decorating this sitting-room.
5616 S. You are decorating this sitting-room.
5617 S. You are decorating this sitting-room.
5618 S. You are decorating this sitting-room.
5619 S. You are decorating this sitting-room.
5620 L. Did I paint the /wɔ:ls/? Did I paint the /wɔ:ls/? Did I
5621 paint the /wɔ:ls/?
5622 S. No, you didn't.
5623 L. Did I paint the /wɔ:ls/?
5624 S. No, you didn't.
5625 L. Did I decorate this sitting-room?
5626 S. Yes, you did.
5627 L. Now let's go on. What are they going to do?
5628 S. They're going to decorating ...
5629 L. They're going to decorate the basement.
5630 S. They're going to decorate the basement.
5631 L. Good, next picture, please.[10]
5632 TB. You mean you're going to paint it?
5633 S. You mean you're going to paint it?
5634 S. You mean Mean you're ...
5635 NS. You mean you're going to paint it?
5636 S. You mean you're going to paint it?
5637 S. You mean you're going to paint it?
5638 S. You mean you're going to paint it?
5639 S. You mean you're going to paint it?
5640 L. Good. [Name unverständlich]
5641 S. You mean you ... [schwer verständlich]
5642 S. You mean you're going to paint it?

- 5643 L. No, once more please.
5644 S. You mean you're going to paint it?
5645 S. You mean you're going to paint it?
5646 L. ... paint ...
5647 S. ... paint ...
5648 L. ... paint ...
5649 S. ... paint ...
5650 L. Once more.
5651 S. [unverständlich]
5652 L. No.
5653 S. You mean you're going to paint it?
5654 S. You're mean ... You mean you're going to paint it?
5655 S. You mean go to paint it?
5656 L. No.
5657 S. You mean you're going to paint it?
5658 S. You mean you're going to paint it?
5659 L. Next picture, please.[11]
5660 TB. Yes, Mary's parents said we can do anything we like.
5661 S. Yes, Mary's parents said we can do anything we like.
5662 L. Yes, Mary's parents /sæt/ we can do anything we like.
5663 S. Mary's Mary's.
5664 L. Yes, Mary's parents /sæt/ we can do anything we like.
5665 S. Ye ... Yes, Mary's parents /sæt/ we can anything.....
5666 L. we can do anything we like.
5667 S. we can do anything we like.
5668 L. Pay attention, Margaret.
5669 L. Yes, Mary's parents said we can do anything we like.
5670 S. Yes, Mary's pare.... Yes, Mary's parents said we can do
5671 /'ænisij/
5672 L. ... anything ...
5673 S. ... anything ...
5674 L. ... we like.
5675 S. ... we like.
5676 S. Yes, Mary's parents said we can do anything ... we like.
5677 S. Yes, Mary's parents said we can do anything ... we like.
5678 S. Yes, Mary's parents said we can ... we can do /'ænisij/
5679 we like.
5680 L. ... anything...
5681 S. ... anything we like.
5682 L. Once more, Manuela.

- 5683 S. Mary's parents /sæt/ we can anything ...
5684 L. ... we can do anything we like.
5685 S. ... we ... we can do anything we like.
5686 L. They can paint the basement. What else can they do?
5687 S. They can take ... flowers on the ... table.
5688 L. They can ... [unverständlich] ... now, David, once
5689 more: They can put flowers on the table.
5690 S. They can put flowers on the table.
5691 L. What else can they do?
5692 S. They can put flowers on ...
5693 L. They can put flowers on the table.
5694 S. They can put flowers on the table.
5695 L. What else can they do?
5696 S. They can put pictures on the walls.
5697 L. They can put pictures on the walls.
5698 S. They can put pictures on the walls.
5699 L. What else can they do? ... Now once more: They can
5700 paint the walls, they can paint the walls.
5701 S. /zei/ can paint the walls.
5702 S. They can paint the walls.
5703 S. They can paint the walls.
5704 L. Right, next picture.[12]
5705 TB. So, if you have any good ideas ...
5706 L. So, if you have any good ideas ...
5707 So, if you have any good ideas ...
5708 S. So, if you ...
5709 L. ... have any good ideas ...
5710 S. So, if you /hæf/ any ...
5711 S. So, if you have any good ideas ...
5712 S. So, if you have any good ideas ...
5713 L. So, if you have any good ideas ...
5714 S. So, if you have any good ideas ...
5715 S. So, if you have any good ideas ...
5716 S. So, if you have any good ideas ...
5717 S. So, if you have ... [unverständlich]
5718 L. So, if you have any good ideas ... Claudia.
5719 S. So, if ... if you can ...
5720 L. So, if you have any good ideas ...
5721 S. So, if you have any good ideas ...
5722 L. Next picture [13]

- 5723 TB. All right, let's go.
 5724 S. All right, let's go.
 5725 L. All together.
 5726 Ss. All right, let's go.
 5727 TB. It'll be fun.
 5728 Ss. It'll be fun.
 5729 L. Next picture.[14]
 5730 TB. Yes, let's go. It'll be better than football.
 5731 S. Oh yes, let's go. It'll be /'betə/
 5732 L. ... than football.
 5733 S. Yes, let's go. It'll be better than football.
 5734 S. Oh yes, let ... let's go. It'll be better than football.
 5735 L. Oh yes, let's go. It'll be better than football. Andy.
 5736 S. Oh yes, let's got. It'll be be ../'betə/ than football.
 5737 L. It'll be better than football.
 5738 S. It'll be better than football.
 5739 L. Peter.
 5740 S. Yes, let's go. It'll be better than football.
 5741 S. Oh yes, let's got. It'll be /betə/ than football.
 5742 S. Oh yes, let's got. It ... it ... it'll be better than football.
 5743 S. Oh yes, let's got. It'll be better than football. [wrong
 5744 inton.]
 5745 S. Oh yes, let's got. It'll be better than football.
 5746 L. It'll be better than football.
 5747 S. It'll be better than football.
 5748 L. Thank you ... Now once more picture. No, one.
 5749 TB. There's a large basement.
 5750 TB. Why don't you come with me.
 5751 TB. Oh, you and your books.
 5752 TB. [unverständlich]
 5753 [Diese vier Tonbandäußerungen haben mit dem
 5754 Unterricht nichts zu tun. Sie entstanden beim
 5755 Rückspulen des Bandes auf der Suche nach dem Beginn
 5756 der Aufzeichnung von Unit 20.]
 5757 TB Unit 20 Part I. What will Richard do?
 5758 TB. No football to-day. I don't know what to do.[1]
 5759 S. Not football to-day. I don't know what to do.
 5760 L. Tom.
 5761 S. Not football to-day. I don't know what to do.
 5762 L. Next picture. [2]

- 5763 TB. It'll be a change for once you can read a good book.
5764 S. It'll be a change for once you can read a good book.
5765 S. It'll be a /tʃeɪns/ for once ...
5766 L. No, it'll be a /tʃeɪntʃ/ for once you can read a good
5767 book.
5768 S. It'll be a /tʃeɪns/ for once you can read a good book.
5769 L. It'll be a /tʃeɪntʃ/ for once ...
5770 S. It'll be a /tʃeɪns/ for once ...
5771 L. ... a /tʃeɪntʃ/
5772 S. It'll be a /tʃeɪntʃ/ for once you can read a good book.
5773 L. All together.
5774 Ss. It'll be a /tʃeɪntʃ/ for once you can read a good book.
5775 L. Once more.
5776 LS. It'll be a /tʃeɪntʃ/ for once you can read a good book.
5777 S. Oh you and your books! [3]
5778 [S. spricht ungefragt.]
5779 TB. Oh you and your books!
5780 S. Oh you and your books!
5781 S. Oh you and your books!
5782 S. Oh you and your books!
5783 L. Next picture.[4]
5784 TB. Oh you and your football!
5785 L. All together.
5786 Ss. Oh you and your football!
5787 L. Next picture.[5]
5788 TB. Stop it, both of you.
5789 S. Stop it, /bəʊs/ of you.
5790 L. ... both ...
5791 S. ... both ...
5792 L. Jane.
5793 S. /stəʊp/ it, both of you.
5794 S. Stop it, both of you.
5795 L. [Name unverständlich]
5796 S. Stop it, both of you.
5797 L. Charly.
5798 S. Stop it, both of you.
5799 S. Stop it, both of you.
5800 L. Next picture.[6]
5801 TB. Why don't you come with me?
5802 S. Why don't you come with me?

- 5803 S. Why don't you come with me?
5804 L. Why don't you come with me?
5805 S. Why don't you come with me?
5806 S. Why don't you come with me?
5807 L. Next picture.[7]
5808 TB. Where are you going?
5809 S. Where are you going?
5810 L. All together.
5811 Ss. Where are you going?
5812 TB. Mary's family have got a new house.[8]
5813 L. Andy.
5814 S. Mary's family have got a new house.
5815 L. Sandy.
5816 S. Mary's family ha ... have got a new house.
5817 L. Michael.
5818 S. Mary's family have got a good house.
5819 L. Mary's family have got a new house.
5820 S. Mary's family have to got ...
5821 L. ... have got ...
5822 S. ... have got a good house.
5823 L. ... a new house.
5824 S. ... a new house.
5825 L. Petra.
5826 S. Mary's family have got a new house.
5827 L. Michael, once more: Mary's family have got a new
5828 house.
5829 S. Mary's family have got a new house.
5830 L. Next picture.[9]
5831 TB. There's a large basement. We're going to decorate it.
5832 S. There's a ... There's large There's a long basement.
5833 L. No, there is a large basement.
5834 S. There's a /la:tʃ/ basement. We're going to /dɛ:kə'reit/
5835 it.
5836 L. There's a large /'beizment/. We're going to decorate it.
5837 S. There's a large /'beizment/. We're going to decorate it.
5838 S. There's a large /'beizment/. We're going to decorate it.
5839 L. ... basement ...
5840 S. ... basement ...
5841 L. There's a large /'beizment/. We're going to decorate it.
5842 S. There's a large basement. We're going to decorate it.

- 5843 L. We're going ...
5844 S. We're going ...
5845 L. Good, next picture.[10]
5846 TB. You mean you're going to paint it?
5847 S. You mean you're going to paint it?
5848 S. You mean you're going to paint it?
5849 S. You mean you're going to paint it?
5850 L. Next picture.[11]
5851 TB. Yes, Mary's parents said we can do anything we like.
5852 S. Yes, Mary's parents said we can ...
5853 L. ... we can do anything we like.
5854 S. ... we can do anything we like.
5855 S. Yes, Mary's parents said we can do anything we like.
5856 TB. So, if you have any good ideas ...[12]
5857 L. [unverständlich]
5858 S. So, ...
5859 S. So, if you have any good ideas ...
5860 S. So, if you good ...
5861 S. ... if you have any good ideas
5862 S. So, if you have5863 S. ... if you have any good ideas ... [wrong intonation]
5864 L. No, ... So, if you have any good ideas ...
5865 S. So, if you have any ...
5866 L. Look here.
5867 S. ... good ideas ...
5868 L. So, if you have any good ideas ...
5869 S. So, if you had ...
5870 L. ... if you have ..
5871 S. ... if you have anything idea.
5872 L. No, so if you have any good ideas...
5873 S. So, if you had ...
5874 L. ... if you have ...
5875 S. ... if you have any good ideas ...
5876 L. So, if you have any good ideas ...
5877 S. So, if you have any good ideas ...
5878 S. So, if you have any good ideas ...
5879 L. Next picture, please.[13]
5880 S1. All right, let's come. [Schüler – S1 – spricht ungefragt]
5881 S2. ... let's go [ein anderer Schüler –S2 – verbessert]
5882 S1. Let's ... All right, let's go.

- 5883 TB. All right, let's go.
5884 L. All together.
5885 TB. It'll be fun.
5886 Ss. All right, let's go. It'll be fun.
5887 L. Once more.
5888 Ss. All right, let's go. It'll be fun.
5889 L. Once more, please.
5890 Ss. All right, let's go. It'll be fun.
5891 L. Once more.
5892 Ss. All right, let's
- 5893 S. All right, let's go. It'll be fun.
5894 S. All right, let's go. It'll be fun.
5895 S. All right, let's go. It'll be fun.
5896 S. All right, let's go. It'll be fun.
5897 L. Next picture.[14]
5898 TB. Yes, let's go. It'll be better than football.
5899 L. Andy.
- 5900 S. All right, let's go. It'll be better than football.
5901 S. Oh yes, let's go. It'll be better than football.
5902 S. Oh yes, let's go. It'll be better than football.
5903 S. Oh yes, let's go. It'll be better than football.
5904 S. Oh yes, let's go. It'll be better than football.
5905 L. Thank you. Now once more picture No. 1, please ...
5906 Wait a minute, please ... Unit 20. What's the title of
5907 Unit 20?
5908 S. What will Richard do?
5909 L. Right.
5910 S. What will Richard do?
5911 S. What will Richard do?
5912 S. What will Richard do?
5913 L. What can you see in the picture? ...[1]
5914 How many persons are in the picture?
5915 S. Four.
5916 L. There are four persons in the picture.
5917 S. There are four persons in the picture.
5918 L. Who are they?
5919 S. Two are in the room and two on the football ground.
5920 L. Who are they?
5921 S. Andrew and Richard and two footballer...
5922 L. ... and two footballers, good, who is speaking?

- 5923 S. Richard is ...
5924 L. What's he saying?
5925 S. No football today. I don't know what to do.
5926 L. Once more.
5927 S. No football today. I don't know what to do.
5928 L. Martina.
5929 S. No football today. I don't know what to do.
5930 L. Birgit, how many people are in this picture?
5931 S. Two.
5932 L. No.
5933 S. Three.
5934 S. There are three persons ... persons in the picture.
5935 L. Who are they?
5936 L. And? ... Richard, Richard, Richard, and Andrew.
5937 Who is speaking?
5938 S. Richard is ...
5939 L. Andrew is. What's he saying?
5940 S. You can read a good book.
5941 S. I'll be a chance for you, you can read a good book.
5942 S. It'll be a chance for you, you can read a good book.
5943 S. It'll be a /tʃæns/ fo ... for you it's ...
5944 L. It'll be a /tʃeɪntʃ/ for you, you can read a good book.
5945 S. It'll be a /tʃeɪntʃ/ for you, you can read a good book.
5946 L. Andy, It'll be a /tʃeɪntʃ/ for you, you can read a good
5947 book.
5948 S. It'll be a /tʃeɪns/ for you.
5949 L. No, look here, look here, it'll be a /tʃeɪntʃ/ for you.
5950 S. It'll be a /tʃeɪns/ for you ...
5951 S. It'll be a /tʃeɪntʃ/ for you ...
5952 S. It be a /tʃeɪn/ for you ...
5953 L. No, it'll be a /tʃeɪntʃ/ for you ...
5954 S. It a /tʃeɪns/ for you ...
5955 S. It'll be a /tʃeɪntʃ/ for you ...
5956 L. ... you can read a good book.
5957 S. It be /tʃeɪntʃ/ for you ...
5958 S. It'll be a /tʃeɪntʃ/ for you, you can read a good book.
5959 L. /dis' kraɪp/ the picture, please. What can you see in the
5960 picture? ... William.[3]
5961 S. Two Andrews and Richard.
5962 L. What else can you see?

- 5963 S. Books.
5964 S. I can see many books.
5965 L. Who is reading the books?
5966 S. Andrew.
5967 L. Who is speaking?
5968 S. Richard.
5969 L. Richard is, once more, who is speaking?
5970 S. Richard is.
5971 L. What's he saying?
5972 S. Oh you and your books!
5973 S. Oh you and your football![4]
5974 L. /dis'kraip/ the picture, please, Andy ... Martina, What
5975 can you see in the picture?[5]
5976 S. Andrew, Margaret and Richard.
5977 L. I can see Andrew and Richard. What are they doing?
5978 Now please help us! Now, who is speaking? Billy.
5979 S. Margaret is.
5980 L. Margaret is, good, now what's did she say?
5981 S. Stop it, both of you.
5982 L. Stop it, both of you, altogether.
5983 Ss. Stop it, both of you.
5984 S. Why don't you come with me?[6]
5985 L. All together.
5986 Ss. Why don't you come with me?
5987 L. All together: Why don't you come with me?
5988 Ss. Why don't you come with me?
5989 S. Where are you going?[7]
5990 L. Frankie.
5991 S. Where are you going?
5992 L. Ilona.
5993 S. Where are you going?
5994 L. Next picture.[8]
5995 S. Mary's family have got a new house.
5996 S. Mary's fa ... family have got a new house.
5997 S. Mary's parents have got a new house.
5998 L. Mary's family have got a new house.
5999 S. Mary's family have got a new house.
6000 S. Mary's family have got a new /haus/ [dt. Aussprache]
6001 L. ... house.
6002 S. ... house.

- 6003 L. Do you remember the text? [9] There's a large
6004 basement. There's a large basement. All together.
6005 Ss. There's a large basement.
6006 L. We're going to decorate it.
6007 Ss. We're going to decorate it. [Intonation problems]
6008 S. We're going to decorate it.
6009 L. Charly.
6010 S. We're going to decorate it.
6011 L. Please.
6012 S. You mean you're going to paint it? [10] Ok.
6013 S. You mean you're going to paint it?
6014 S. You mean you're going to paint it?
6015 S. You mean you're going to paint it?
6016 S. You mean you're going to paint it?
6017 S. Yes, Mary's parents said we can do anything we like.
6018 [11]
6019 L. Yes, Mary's parents said we can do anything we like.
6020 Once more, once more, George.
6021 S. Yes, Mary's parent's said we can do anything we like.
6022 S. Yes, Mary's parent's said we can do anything we like.
6023 L. Good. So, ...[12]
6024 S. So, have a good ideas.
6025 L. If you have any good ideas. [Das nächste ist aufgrund
6026 des von draußen hereindringenden Pausenlärms und
6027 Türenschnagens unverständlich.] So, if you have any
6028 good ideas. ...
6029 S. So, if you any good ...
6030 L. No, so, if you have got any good ideas ...
6031 S. So, if you got any good ...
6032 S. So, if you have got any good ideas ...
6033 S. So, if you got any good ideas ...
6034 NS... have got any good ideas ...
6035 S. So, if you have got any good ideas ...
6036 S. All right, let's go. [13]
6037 L. All together.
6038 Ss. All right, let's go.
6039 L. [Name unverständlich]
6040 S. It'll be better than football.[14]
6041 S. Oh yes, ... [unverständlich]
6042 S. Yes, it'll be better than football.

- 6043 S. Yes, it'll be better than football.
6044 L. Speak up, please.
6045 S. Yes, it'll be better than football.
6046 S. Yes, it'll be better than football.
6047 S. Yes, it'll be better than football.
6048 [Es folgt eine Wiederholung der gesamten Unit 20 durch
6049 das Tonband.]
6050 L. Once more, picture No. 12.
6051 So, if you have any good ideas ... once more, so, if you
6052 have any good ideas ... There was a mistake.
6053 So, if you have any good ideas ...
6054 S. So if I ...
6055 L. So, if you have any good ideas ... repeat.
6056 S. So, if you have any good I [Rest unverständlich]
6057 L. No, ...
6058 S. So, if you have any good ideas ...
6059 L. So, if you have any good ideas ...
6060 S. So, if you got ...
6061 L. So, if you have any good ideas ...
6062 S. So, if you got ...
6063 L. No: So, if you have any good ideas ...
6064 S. So, if you have any dood id... ideas ...
6065 L. No: So, if you have any good ideas ...
6066 S. So, if you have any good ideas ...
6067 S. /zo/ if ..
6068 L. So ...
6069 S. So, if you have any good anything ideas
6070 L. No: So, if you have any good ideas ...
6071 S. So, if you have any good ideas ...
6072 S. So, if you have anything ...
6073 L. No...
6074 S. ... good ideas ...
6075 L. So, if you have any good ideas ...
6076 S. So, if you have any good ideas ...
6077 L. Let's stop here for a while, boys and girls. So, macht
6078 jetzt fünf Minuten Pause, bitte kommt ganz
6079 pünktlich.

2.3.5 Grade 7 (September 24, 1973; #16 in the Pre-Digital Corpus)

- 6080 Stundendokumentation Nr. 16
6081 Datum: 24.09.1973
6082 Klasse: 7. Jg. [35 Schüler/innen]
6083 L. Let's go on now, boys and girls. [kurze Pause]
6084 S. What can you see in the picture?
6085 S. A clock ... [Schüler spricht ungefragt]
6086 S. In the first picture can I see ...
6087 L. Can I see?
6088 S. .. a clock.
6089 L. Once more. In the first picture I can see ...
6090 S. In the first picture I can see a /bæt/ and a clock.
6091 L. .. a bed ..
6092 S. .. a bed ..
6093 S. .. a bed ..
6094 L. Now, make a question, please, make a question,
6095 please.
6096 S. What time /is/ it?
6097 L. Good. Now this is Richard's bed. Make a question.
6098 S. How what's in bed?
6099 S. Is Rich... Is Richard go to school?
6100 L. [unverständlich] ... no I mean another question.
6101 S. Let's ask: When does Richard get up? When does
6102 Richard get up? Please, repeat the question.
6103 S. When Richard ...
6104 L. Andy!
6105 S. When /dʌs/ Richard get up?
6106 L. Once more.
6107 S. When ... when does Richard get up?
6108 L. When does Richard get up?
6109 S. When does Richard get up?
6110 S. When does Richard get up?
6111 L. The answer is?
6112 S. At half past eight.
6113 S. At half past seven.
6114 L. Ask your neighbor now.
6115 S. When does Richard get up?

- 6116 S. At half past seven.
6117 S. When does Richard get up?
6118 S. At /half/ ... at /half/ ...
6119 L. No.
6120 S. At half past seven.
6121 [Von hier ab wird durch die gesamte Unterrichtsstunde
6122 hindurch kein korrektes stimmhaftes englisches End-s
6123 mehr produziert. Es erscheint daher nicht notwendig,
6124 diesen Fehler jeweils durch die phonetische Umschrift zu
6125 kennzeichnen. ... Erstaunlicherweise ist auch beim native
6126 speaker [NS.] keine eindeutige Aussprache des stimm-
6127 haften englischen End-s auszumachen. ... Im übrigen ist
6128 in der gesamten Unterrichtsstunde neben dem stimm-
6129 losen End-s ebenso eine ‚Verstimmlosung‘ anderer
6130 stimmhafter englischer Endkonsonanten festzustellen
6131 (z. B. v – f; d – t).]
6132 L. At half past seven.
6133 S. At half past seven.
6134 S. When ... when ...
6135 L. Miss B., please.
6136 NS. When does Richard get up? At half past seven.
6137 S. When does ... Richard get up?
6138 S. At half past seven.
6139 S. When does Richard get up?
6140 S. At half past seven.
6141 S. When does Richard get up? [Schüler ahmt den Dialekt
6142 des native speaker nach]
6143 S. At half past seven.
6144 L. Thank you ...
6145 S. When does Richard eat his breakfast?
6146 L. When does Richard /hæf/ breakfast?
6147 S. When does Richard /hæf/ breakfast?
6148 S. At ... a fifty past ...
6149 S. At a /'kwa:tə/ past eight.
6150 L. At a quarter past eight.
6151 S. When does Richard have breakfast? At a quarter past
6152 eight.
6153 [Lehrerin spricht ‚quarter‘ amerikanisch aus /'kwɔrdə/.]
6154 S. When does Richard /hæf/ breakfast? At a quarter past
6155 ...

- 6156 L. Andy now.
6157 S. When does Richard ... /hæf/ breakfast?
6158 S. A quarter past eight.
6159 S. When does Richard have breakfast?
6160 LS. [gleichzeitig]
6161 L. Birgit, listen.
6162 NS. When does Richard have breakfast?
6163 S. When ... when does Richard ... have breakfast?
6164 S. At a quarter past ... eight. When does Richard have
6165 breakfast?
6166 S. At a quarter past eight. When ... When does Richard
6167 have breakfast?
6168 S. At a quarter past eight.
6169 L. At a quarter past eight. [die L. korrigiert die
6170 Intonation]
6171 S. At a quarter past eight.
6172 S. When does Richard have breakfast?
6173 S. At a quarter past eight.
6174 S. When does Richard have breakfast?
6175 S. At a quarter past eight.
6176 L. Thank you, next picture. This is Richard's school.
6177 [Lehrerin zeigt auf d. Bild]
6178 S. When does Richard at school?
6179 L. No.
6180 S. When does Richard go to school?
6181 S. When does Richard go to school?
6182 S. When does Richard go to school?
6183 S. When does Richard go to school?
6184 S. When does Richard go /go/ to school?
6185 S. When does Richard go to school?
6186 S. When does Richard go to school?
6187 S. When does Richard go to school?
6188 S. When does Richard go to school?
6189 L. The answer is?
6190 S. A quarter to nine.
6191 L. At a quarter to nine.
6192 S. At a quarter to nine.
6193 L. When does Richard go to school?
6194 S. At a quarter to nine.
6195 L. When does Richard go to school?

- 6196 S. It quarter to nine.
6197 L. At a quarter to nine.
6198 S. At a quarter to nine.
6199 L. When does Richard go to school?
6200 S. At a quarter to nine.
6201 L. When does Richard go to school?
6202 S. At a quarter to nine.
6203 L. Now ask Mary ...
6204 S. When does ... when does Richard...
6205 L. Speak up.
6206 S. When does ... when does ...
6207 L. When does Richard go to school?
6208 S. When does Richard go to school?
6209 S. At a /kwa:tə/ to ... nine.
6210 L. Ask Jane.
6211 S. When does Richard go to school? At a quarter to ...
6212 L. Stop here.
6213 NS. You can't say 'at a quarter to nine!' ... [unverständ-
6214 lich] you should say 'at quarter to nine' ah 'at quarter
6215 past eight.'
6216 L. All right, so the correct answer is: when does Richard
6217 go to school?
6218 NS. At quarter to nine.
6219 L. Repeat it now.
6220 NS. When does Richard go to school?
6221 S. When does Richard go to school?
6222 NS. At quarter to nine.
6223 S. At a quarter to nine.
6224 NS. No, at quarter to nine.
6225 S. At quarter to nine.
6226 L. Good.
6227 S. When does Richard go to school?
6228 S. At quarter to nine.
6229 S. When does Richard go to school?
6230 S. At quarter to nine.
6231 L. Thank you, picture No. 4 now. Jane.
6232 S. When does Richard make homework?
6233 L. When does Richard do his homework?
6234 S. When does Richard do his homework?
6235 S. Ahm, at /faif/ a'clock.

- 6236 L. Now ask [Name unverständlich]
6237 S. When does Richard make ...
6238 L. No.
6239 S. When does Richard ...
6240 NS. When does Richard do his homework?
6241 S. When does [räuspern] when does Richard do his
6242 homework?
6243 S. When does Richard do his homework?
6244 S. At five o'clock.
6245 S. When does Richard do his homework?
6246 S. At five o'clock.
6247 L. Thank you, picture No. 5.
6248 [kurze Pause]
6249 S. When does Richard play football?
6250 S. When does Richard play football?
6251 L. Once more.
6252 S. When does Richard play football?
6253 S. A quarter to six.
6254 L. Good, once more.
6255 S. A quarter to six.
6256 L. When does Richard play football?
6257 S. When does Richard play football? At quarter to six.
6258 L. No. 6, Peter.
6259 S. When does Richard watch television?
6260 L. Billy, the answer please.
6261 S. At [äh] ... At eight o'clock.
6262 L. Good, once more the question, Billy.
6263 S. When does Richard watch ... watch television?
6264 L. When does Richard watch television?
6265 S. When does Richard watch television?
6266 S. At eight o'clock.
6267 S. When does Richard go in /bæt/? [7] at nine o'clock.
6268 L. No, when does Richard go to bed?
6269 S. When does Richard go to bed?
6270 S. When does Richard go to bed?
6271 L. Ask Martina!
6272 S. When does Richard go to bed?
6273 S. At nine o'clock.
6274 S. When does Richard go to bed?
6275 S. At nine o'clock.

- 6276 S. When does Richard go to bed?
6277 S. At nine o'clock.
6278 S. When does ... When does Richard go to /bæd/?
6279 S. At nine o'clock.
6280 S. When does Richard go to /bæd/?
6281 S. At nine o'clock.
6282 S. When does ... when does Richard go to /bæd/?
6283 S. At nine o'clock.
6284 S. When does Richard go to bed?
6285 S. At nine o'clock.
6286 L. Thank you, repeat the questions now, what was
6287 question No. 1? [Name unverständlich]
6288 S. When does Richard go to bed? [Gelächter]
6289 L. No.
6290 S. When does Richard get up?
6291 L. The answer is?
6292 S. At ... at half past seven.
6293 L. Question No. 2 and answer No. 2, Jane?
6294 S. When does Richard have breakfast? At a quarter past
6295 seven.
6296 L. Once more.
6297 S. At a quarter past ... When does Richard have
6298 breakfast? At a quarter past eight.
6299 L. And No. 3 please.
6300 S. When does Richard go to school? At a quarter to ...
6301 to nine.
6302 L. No. 4.
6303 S. When does Richard go to school?
6304 L. No.
6305 S. I'm sorry it's number ...
6306 S. At a quarter to nine.
6307 L. No. 4. Manfred? Charly? Uschi?
6308 S. When does Richard make his homework?
6309 L. When does Richard do his homework?
6310 S. When does Richard do his homework?
6311 S. At /faif/ o'clock.
6312 S. When does Richard play football? At ... at ... quarter to
6313 six.
6314 L. At quarter to six.
6315 S. At quarter to six.

- 6316 L. No. 7, no it's No. 6.
6317 S. When does Richard watch /tɛ:lə'viʃən/?
6318 S. At eight o'clock.
6319 L. Andy.
6320 S. When does Richard go in bed? At nine o'clock.
6321 L. Thank you, now look here! When does Richard play
6322 football? All together.
6323 Ss. When does Richard play football.
6324 L. At ... all together.
6325 Ss. At six o'clock.
6326 L. Now, what does Richard do at six o'clock? What does
6327 Richard do at six o'clock?
6328 S. Football playing.
6329 L. Hei .. [unverständlich]
6330 S. Playing football.
6331 L. No, what does Richard do at six o'clock?
6332 S. He's play football.
6333 S. He does play football.
6334 S. He plays football.
6335 L. What does Richard do at six o'clock?
6336 S. He plays football.
6337 L. What does Richard do at six o'clock?
6338 S. He plays ... he plays ...
6339 S. He plays football.
6340 L. What does Richard do at six o'clock?
6341 S. He plays football.
6342 L. Ask your neighbor!
6343 L. What does Richard do at six o'clock?
6344 S. What ... what does ... what does Richard ...
6345 L. What does Richard do at six o'clock?
6346 S. What does Richard ... do at six o'clock?
6347 L. What does Richard do at six o'clock?
6348 S. .. play ... He plays football.
6349 S. What does Richard do at six o'clock?
6350 S. He's play ... He plays football.
6351 S. What does Richard do at six o'clock?
6352 S. He plays football.
6353 S. What does Richard do at six o'clock?
6354 S. He plays football.

- 6355 L. What does Richa.... Thank you Barry. What does
6356 Richard do at ... at quarter past eight? What does
6357 Richard do at quarter past eight?
6358 S. He do his homework.
6359 L. He does his homework.
6360 S. He does his homework.
6361 L. Now up, Caroline.
6362 S. What does Richard do at a quarter ...
6363 L. ... past eight?
6364 S. What does Richard do at quarter past eight?
6365 S. He does homework.
6366 L. He does his homework.
6367 S. He does his homework.
6368 L. But he doesn't do his homework. What does Richard
6369 do at quarter past eight?
6370 S. He eat ... he eat his breakfast.
6371 L. He ..
6372 S. Ha ha ... have.
6373 L. He, she, it ...
6374 S. He has breakfast.
6375 L. Of course, he has breakfast.
6376 L. What does Richard do at quarter past eight?
6377 S. He has breakfast.
6378 L. Ask [äh] Uschi.
6379 S. What does Richard do at quarter past eight?
6380 S. He has breakfast.
6381 S. What does Richard do at quarter past eight?
6382 S. He has breakfast.
6383 S. What does Richard do at quarter past eight?
6384 S. He has breakfast.
6385 S. What does Rich...
6386 L. What does Richard do at a quarter to nine?
6387 S. What does Richard do at a quarter pa....
6388 L. ... at a quarter to nine.
6389 S. ... at a quarter to nine.
6390 S. He is going to school.
6391 L. No.
6392 S. He does go to school.
6393 [Das Nächste ist unverständlich]
6394 S. He goes to school.

- 6395 L. Peter.
6396 S. He watch television.
6397 S. No.
6398 L. Once more, Peter.
6399 L. What does Richard do at a quarter to nine?
6400 S. He goes to school.
6401 L. What does Richard do at a quarter to nine?
6402 S. He goes to school.
6403 L. What does Richard do at a quarter to nine?
6404 S. He goes to school.
6405 L. What does Richard do at six o'clock?
6406 S. He plays football.
6407 L. What does Richard do at six o'clock?
6408 S. He plays football.
6409 L. What does Richard do at nine o'clock? Uschi.
6410 S. He's going to bed.
6411 S. He goes to bed.
6412 L. What does Richard do at nine o'clock?
6413 S. He goes to bed.
6414 L. What does Richard do at a quarter to eight?
6415 ... half past seven?
6416 S. He gets up.
6417 L. What does Richard do at half past seven? Lilly.
6418 S. He gets up.
6419 L. What does Richard do at a quarter past eight?
6420 S. He has breakfast.
6421 L. What does Richard do at a quarter to nine? Dirk.
6422 S. He goes to school.
6423 L. What does he do at five o'clock?
6424 S. He does the schoolwork.
6425 L. What does he do at quarter to six?
6426 S. He plays football.
6427 L. What does he do at eight o'clock? Dirk.
6428 S. He looks television.
6429 L. He watches television.
6430 S. He watches television.
6431 L. What does he do at nine o'clock?
6432 S. He ... he goes ... he goes to /bæt/.
6433 L. He goes to bed.
6434 S. He goes to bed.

- 6435 L. Thank you, there are some other questions: where
6436 does Margaret go every Saturday? Where does
6437 Margaret go every Saturday?
6438 S. He goes to Jane.
6439 L. Margaret.
6440 S. She goes to Jane.
6441 L. She goes to Jane.
6442 S. She ... She goes ...
6443 L. She goes ..
6444 S. She goes ...
6445 L. She goes...
6446 S. She goes to Jane.
6447 L. What does Richard do every day?
6448 S. He plays football.
6449 L. ... every day.
6450 S. ... every day
6451 L. Now once more questions with 'where'.
6452 Where does Richard go every day?
6453 S. To the football ground.
6454 L. Where does Andrew go every day?
6455 S. In bed. [Gekicher]
6456 L. Where does Mrs. Hay work? Where does Mrs. Hay
6457 work?
6458 S. In the kitchen.
6459 L. Good, now here are other questions. [Die Lehrerin
6460 schreibt weitere Fragen an die Tafel.] Read the
6461 questions, please.
6462 S. Where does Richard play football?
6463 L. Next...
6464 S. [ähm], what ...
6465 L. Martina.
6466 S. Where does Richard do at nine o'clock?
6467 L. And Jane.
6468 S. Where does Richard play football?
6469 L. Good, now once more: first question is [äh], when
6470 does Richard play football? All together!
6471 Ss. When does Richard play football?
6472 L. What does Richard do at six o'clock? All together!
6473 Ss. What does Richard do at six o'clock?

- 6474 L. And: Where does Richard play football? All together!
6475 Ss. Where does Richard play football?
6476 L. Good, now look here .. [Die Lehrerin schreibt eine
6477 weitere Frage an die Tafel.] Can you read that now? ...
6478 'Why'. That's another question. Why does Richard
6479 play football in his coat? Why does Richard play
6480 football in his coat?
6481 S. Because it's raining.
6482 L. No.
6483 S. Because it's cold.
6484 L. Now ask Sandy: Why does he ... Why does Mr. Hay
6485 put on his coat?
6486 S. Why /dɔ:s/ ...
6487 L. Why does...
6488 S. Why does Mr. Hay ... put on the coat..
6489 L. ... his coat.
6490 S. Put on his coat.
6491 L. Now once more: Why does Mr. Hay put on his coat?
6492 S. Wha ... why does Mr. Hay put on his coat?
6493 S. Because it's cold. Why does Mr. Hay put on his coat?
6494 S. Becau.... because it's cold.
6495 L. Thank you. Why does Richard go to the playing field?
6496 S. Because it's a football match.
6497 L. Because there's a good football match. Why does
6498 Richard go to the playing field?
6499 S. Because there's a good football match.
6500 L. Thank you very much, boys and girls. [Es entsteht
6501 eine kurze Pause, die Lehrerin schreibt Fragen an die
6502 Tafel.] Now. Questions and answers. Now /faint/ the
6503 right answer. /ri:t/ the question and find the right
6504 answer.
6505 S. When does Richard get up? At half past seven.
6506 L. Number? The answer is number? At half past seven.
6507 S. He get's up at seven o'clock.
6508 S. Ach so, he get's up at seven o'clock.
6509 L. Next question please ... Dan.
6510 S. Where does Ri ...
6511 L. No, No. 2 please, Birgit.
6512 S. What does he do ...
6513 L. What does he do at eight o'clock?

- 6514 S. What does he do at eight o'clock?
6515 S. He goes to /ku:.../ to school at eight o'clock.
6516 L. Birgit, what does he do at eight o'clock?
6517 S. He goes to school at eight o'clock.
6518 L. He goes to school at eight o'clock.
6519 S. He goes to school at eight o'clock.
6520 L. Andy?
6521 S. What does your teacher /wɔ:k/?
6522 L. No: where does your teacher work?
6523 S. Where does your teacher work? He works in school.
6524 L. He works at school.
6525 S. The teacher ... the teacher works at school.
6526 L. Our teacher works at school.
6527 S. Our teacher works at school.
6528 L. And No. 5.
6529 S. Where does Margaret go every Saturday?
6530 Ss. Four, four [es ist die erste Frage Nr. 4]
6531 S. She goes to Jane.
6532 L. And No. 5: why does Mr. Hay put on his coat?
6533 S. Because it's cold.
6534 L. When does Mrs. Hay have tea?
6535 S. She has tea at /faif/ ... /faif/ o'clock.
6536 L. She has tea at five o'clock. Thank you, boys and girls.
6537 Open your exercise-books now.
6538 [Zählwerknummer 4.. auf d. Tonband. Es folgt eine Pause
6539 von ca. 1 Minute.]
6540 L. Start to write now. [Zählwerknummer 497 Tonband]
6541 [Die Schüler arbeiten nun schriftlich ca. 7 Minuten. Dann
6542 unterbricht die Lehrerin kurz, um weitere Anweisungen
6543 zu geben. 575 Tonbandnummer.]
6544 L. [unverständlich] ... Boys and girls. Look, Unit 20,
6545 Exercise one. I give you an example: Every Saturday
6546 Margaret goes to Jane. Now you: Where does she go?
6547 She goes to Jane. Start to write now. [Zählwerknum-
6548 mer 581 Tonband].
6549 [Die Schüler arbeiten schriftlich weiter ca. 6 Minuten. Es
6550 läutet zum Ende der Stunde. Die Lehrerin überzieht ein
6551 wenig.]
6552 L. Now look here once more, boys and girls. Read the
6553 first sentence [Name unverständlich].

- 6554 S. Andrew and Richard and Harry play football in the
6555 field.
6556 L. And the question?
6557 S. Where do they play?
6558 L. Once more.
6559 S. Where do ... where do they play?
6560 L. Andy, pay attention now.
6561 L. Peter, once more, Birgit.
6562 S. Where do they play?
6563 S. What does they play?
6564 L. Questions with “where”.
6565 S. Where do they play?
6566 L. Where do they play? Very good. No. 2 David ... Petra
6567 [ermahnend]. Every day ... just a few minutes boys
6568 and girls, stop writing now. Whose turn was it, David.
6569 S. Every day Richard and Harry ...
6570 L. Every Saturday ... Michael, ... sentence No. 3 please,
6571 Jane, stop writing now.
6572 S. Every Saturday we go for a walk in the country.
6573 L. Make a question with ‘where’!
6574 S. Where does we go ...
6575 L. Andy?
6576 S. Where do ... where do we go ... [der Rest ist aufgrund
6577 von draußen hineindringenden Pausenlärms
6578 unverständlich]
6579 L. Where do we go for a long walk?
6580 S. Where do ... where do we go ... where do we go for a
6581 long walk?
6582 S. We go [unverständlich]
6583 L. We go for a long walk in the country.
6584 S. We go for a long walk i....
6585 L. We go for a long walk in the country.
6586 S. We go for a long walk in the country.
6587 L. And No. 4, please, this is our last sentence.
6588 S. Every Saturday Mr. Hay takes Mrs. Hay café.
6589 L. To a café. Make a question.
6590 S. Where does he take Mrs. Hay?
6591 L. Very good. Andy, repeat please.
6592 S. Every Saturday Mr. Hay takes Mrs. Hay to a café.
6593 Where do... where does he take ...

- 6594 L. ... her. Where does he take her. Very good, thank you
6595 very much boys and girls, bye, bye.
6596 Ss. Bye, bye.

2.3.6 Grade 7 (October 10, 1973; #17 in the Pre-Digital Corpus)

- 6597 Stundendokumentation Nr. 17
6598 Datum: 24.10.1973
6599 Klasse: 7. Jg. A-Gruppe [37 Schüler/innen]
6600 L. What day is it today? ... Ja?
6601 S. Today ... [äh] today is it Wedn ...
6602 L. No, it's Wednesday.
6603 S. Today is Wednesday.
6604 L. It's Wednesday.
6605 S. It's Wednesday.
6606 L. What day was it yesterday?
6607 S. Yesterday /wɔ:s/ Tuesday.
6608 L. What day was it the day before yesterday?
6609 S. The day before yesterday it was Monday.
6610 L. [ähm], what's the weather like today? Cornelia.
6611 S. It's cold.
6612 L. It's cold. What was the weather like yesterday?
6613 S. The /'weðʌ/ yesterday /wɔ:s/ /koul/.
6614 L. Could you repeat the sentence ... It /wɔ:s/ /koul/.
6615 S. It /wɔ:s/ /koul/.
6616 L. What ah what's /zə/ weather like /zə/ day before
6617 yesterday?
6618 S. It was raining.
6619 L. Ah ... what day is it tomorrow?
6620 S. Tomorrow it is Thursday.
6621 L. It's Thursday.
6622 S. It's Thursday.
6623 L. Well, [ähm]... when is it hot?
6624 S. In summer it is hot.
6625 L. It's hot in summer.
6626 S. It's hot in summer.
6627 L. Ah, when is it /koul/?
6628 S. It's cold in winter.
6629 L. When can you pick apples?
6630 S. I can pick apple in winter ... autumn.
6631 L. When can you skate? Heike.
6632 S. I can skate in winter.

- 6633 L. When are ... ah ... the apples ripe? When are the apples
 6634 ripe?
 6635 [Der Lehrer schreibt 'ripe' an die Tafel.]
 6636 S. In autumn.
 6637 L. [unverständlich] ... whole sentence.
 6638 S. ... apples ...
 6639 L. The apples ...
 6640 S. The apples ripe in autumn.
 6641 L. Well, when are [äh] the cherries ripe? When are the
 6642 cherries ripe?
 6643 [Lehrer zeichnet Kirschen an die Tafel.]
 6644 S. /tʃə/ /'θeris/ ripe
 6645 L. The cherries ...
 6646 S. The cherries ripe in summer.
 6647 L. The cherries are ripe in summer.
 6648 S. ... are ripe in summer.
 6649 L. Well, [äh], where was you yesterday evening?
 6650 S. I was at home.
 6651 L. Well, where are you now?
 6652 S. I'm at the school.
 6653 L. I'm at school.
 6654 S. I'm at school.
 6655 L. Well, [äh], today is Friday. What day was it yesterday?
 6656 Today is Friday. What day was it yesterday? Heike?
 6657 S. It was Thursday.
 6658 L. Well.
 6659 S. Today is Monday. What day is tomorrow?
 6660 L. ... is it tomorrow.
 6661 S. ... is it tomorrow.
 6662 S. It is Tuesday. Today is [äh] Saturday. What day was
 6663 before yesterday?
 6664 L. Oh no, what day was it the day before yesterday?
 6665 Repeat it.
 6666 S. What day is the day before yesterday?
 6667 L. No, what day was it the day before yesterday?
 6668 S. What day was it the day before yesterday?
 6669 S. It was [äh] Thursday. [äh], what day is it today?
 6670 L. Ah, toda....
 6671 S. It's Wednesday. What day was it yesterday?

- 6672 S. Yesterday it was [äh] Tuesday. Today [äh] ...
6673 Sunday. What day ...
6674 L. Today is Sunday.
6675 S. Today is Sunday. What day is tomorrow?
6676 L. ... is it tomorrow?
6677 S. What day is it tomorrow?
6678 S. Tomorrow is Monday. Today ... [äh] /'sə:sdei/. What
6679 day is tomorrow?
6680 L. ... is it tomorrow?
6681 S. What day is it tomorrow?
6682 S. Tomorrow is Friday. Yesterday it was ... it was ...
6683 Sunday. What day is today?
6684 L. ... is it today?
6685 S. ... is it today? [Name unverständlich]
6686 S. Today is Monday. Today is Friday. What day was the
6687 day before yesterday?
6688 L. ... what is the day ..
6689 S. ... what is the day before yesterday? Werner.
6690 S. Ich? The day before yesterday is /zə/ Thursday [äh]
6691 Thursday.
6692 L. Thursday.
6693 S. Thursday. [ähm], today is Saturday. What is the day
6694 before yesterday?
6695 L. What was ...
6696 S. What wa... What's day was it the day ...
6697 L. No, what was it the day before yesterday?
6698 S. What was it the day before yesterday? [Name
6699 unverständlich]
6700 S. The day before yesterday was .. [äh] Wednesday ...
6701 [Gekicher, da der Schüler zunächst versäumt, nun
6702 seinerseits eine neue Frage zu stellen.]
6703 S. What day is it tomorrow ... tomorrow? Thomas.
6704 S. Tomorrow is Thursday.
6705 L. Thank you. Yesterday I was at /zə/ /su:/. I saw a
6706 /hypo'pətəməs/.
6707 S. Yesterday I was at /su:/ and ...
6708 L. ... at /zə/ /su:/.
6709 S. ... at /zə/ /su:/. I saw a giraffe.
6710 L. /'dʒɪrɑ:f/.

- 6711 [Lehrer korrigiert richtige Aussprache mit falscher
6712 Intonation]
- 6713 S. /'dʃɪrɑ:f/.
- 6714 L. Cindy.
- 6715 S. Yesterday I was at /zə/ /su:/. I saw a /mɒŋ/... a monkey.
- 6716 L. Heike.
- 6717 S. Yesterday I was at /zə/ /su:/. I saw a /si:brɑ:/.
- 6718 S. Yesterday I was at /zə/ /su:/. I saw a lion.
- 6719 S. /dʒɛstədeɪ/ I was at
- 6720 L. Not /dʒɛstədeɪ/... yesterday.
- 6721 S. Yesterday I was at /zə/ /su:/. I ... I ... s...see a ..
- 6722 L. I saw.
- 6723 S. ... I saw a tiger.
- 6724 L. Well.
- 6725 S. Yesterday I was at /zə/ /su:/. I saw a camel.
- 6726 L. Well /sæŋk/ you. /ænt/ not only saw, saw look ... looks
6727 at /æntə/ watched. Have you under/stænd/...
6728 understood it? Go on, Ingrid.
- 6729 S. Yesterday I was at /zə/ /su:/. I looks at the monkey.
- 6730 L. Martin.
- 6731 S. Yesterday I was at /zə/ /su:/. I looked [äh] I watched at
6732 the ...
- 6733 L. Not I watched at, I watched.
- 6734 S. ... I watched at the ...
- 6735 L. Not 'at'; I looked at but I watched.
- 6736 S. I watched the hippopotamus.
- 6737 L. Rolf.
- 6738 S. Yesterday I was at /zə/ /su:/. I s.... I looked the parrots.
- 6739 L. ... I looked at ...
- 6740 S. ... at the parrots.
- 6741 S. Yesterday I was at /zə/ /su:/. I looked at /zə/ /si:brɑ:/.
- 6742 S. Yesterday I was at /zə/ /su:/. I looked at /zə/ at /zi:/
6743 elephants.
- 6744 L. ... at the elephants, well, thank you. [äh], yesterday I
6745 was at /zə/ /su:/. /ænt/ I saw a crocodile. Crocodile is a
6746 new word, well crocodile. [äh], today I post a letter.
6747 Yesterday ...
- 6748 S. Yesterday I posted a letter.
- 6749 L. [äh] ... today I ... [äh] ... look at /zə/ /si:brɑs/.
- 6750 S. Yesterday I looked at /zə/ /si:brɑs/.

- 6751 L. [ähm] ... today Billy visits ... [äh] ... Puddlefield. Today
6752 Billy visits Puddlefield.
6753 S. Yesterday Billy visited Puddlefield.
6754 L. [äh], today Peter and Betty [äh] walk through the
6755 park. Heike.
6756 S. Yester/dei/ ...
6757 L. Yesterday.
6758 S. Yesterday they walked through the park.
6759 L. Well... [Es entsteht eine kurze Unterbrechung, da zwei
6760 Schüler, die in der Pause Ordnungsdienst hatten,
6761 hereinkommen.] [äh], the monkey jumped on to the
6762 wall. [Es entsteht wieder eine Unterbrechung, da
6763 weitere Schüler vom Ordnungsdienst zurückkehren.]
6764 Today the cat jumps on to the wall.
6765 S. Yesterday it ... the cat jumped on the wall.
6766 L. Well, [äh] today Peter and Betty have/'dina/ at the
6767 coffee-bar. Martin.
6768 S. Yesterday they had dinner at the coffee-bar.
6769 L. Well, [äh] Peter /ænt/ /his/ /pærənts/ [äh] ... Today Peter
6770 /ænt/ /his/ /pærənts/ are in /zə/ /su:/. ... at the zoo,
6771 excuse me.
6772 S. Yesterday they was in /zə/ /su:/.
6773 L. Andrea.
6774 S. They were ..
6775 S. They were ..
6776 L. Repeat it.
6777 S. Yesterday they were at the /su:/.
6778 L. Well, [äh], today they /θi:/ [äh] some monkeys.
6779 S. Yester/dei/ they ...
6780 L. Yesterday ...
6781 S. Yesterday they said ...
6782 L. No...
6783 S. ... saw some ...
6784 L. ... they saw some monkeys. [äh], 'oh, what [äh] funny
6785 monkeys.'
6786 S. Peter say ... says, 'oh, what funny monkeys', Peter
6787 says.

- 6788 L. ‘Oh, what funny monkeys’, Peter said.
 6789 Peter said. Well, thank you. [Lehrer verteilt Bücher an
 6790 die Schüler: English H2] Shut your book, please.
 6791 [Der Lehrer liest nun die neue ... vor. Die Bücher der
 6792 Schüler sind geschlossen.] The monkey and /zə/
 6793 crocodile. A little monkey /lift/ in a tall palm-/θri:/
 6794 near the river. In the river there were some crocodiles.
 6795 One day a mother crocodile to her /θʌn/, ‘my son, you
 6796 must catch that monkey for me. I want to eat his
 6797 heart.’ ‘How can I catch a monkey?’ the baby
 6798 crocodile asked. ‘Monkeys never go into the water.
 6799 They can’t swim, and I can’t climb a /tri:/.’ [Es entsteht
 6800 wieder eine Unterbrechung, da weitere Schüler vom
 6801 Ordnungsdienst zurückkehren.] ‘You must think,
 6802 then you’ll find a way’, his mother answered. The
 6803 baby crocodile thought and /sɔ:t/. Then he had an
 6804 idea. He swam to the palm-tree and shouted, ‘Hey,
 6805 monkey! Do you want some bananas?’ ‘Oh, yes’, the
 6806 monkey said. ‘Two days ago I had a lot, but today I’ve
 6807 only got one, and I’m very hungry.’ ‘There are a lot of
 6808 ripe bananas on that island over there. Come with
 6809 me to the island. I’ll take you on my back.’ [Wieder
 6810 eine Unterbrechung durch eintretende Schüler. Der
 6811 Lehrer läßt – vermutlich aufgrund der erneuten
 6812 Störung – einen Satz aus.] ‘Thank you’, the monkey
 6813 said and jumped on to the crocodile’s back. Suddenly
 6814 the crocodile dived under the water. When he came
 6815 up again, the monkey said, ‘You mustn’t do that,
 6816 crocodile. I can’t /θwim/.’ ‘I know, but I must kill you.
 6817 My mother wants your heart for dinner.’ The monkey
 6818 was clever. ‘My heart?’ he said. ‘Oh, I forgot to bring it
 6819 with me. It’s in the palm-tree.’ ‘Then we must fetch it’,
 6820 /ðæd/ the crocodile, and he /θwæm/ back to the tree.
 6821 The monkey jumped /ɔf/ the crocodile’s back, and he
 6822 climbed /his/ tree /æs/ fast /æs/ he could. Then he
 6823 laughed and shouted. ‘Come on ... come and fetch my
 6824 heart, crocodile! Come and fetch it!’ [Der Lehrer hat
 6825 die Angewohnheit das “th” auch bei s-Lauten zu
 6826 benutzen.] Open your books.
 6827 S. /peɪtʃ/?

- 6828 L. [äh], /peitf/ 105.
6829 I read it again. The monkey and /zə/ crocodile.
6830 A /lidl/ monkey /lift/ in a tall palm-/θri:/ near the river.
6831 In the river there were some crocodiles. One day a
6832 mother crocodile to her /θʌn/, ‘my son, you must
6833 catch that monkey for me. I want to eat /his/ heart.’
6834 ‘How can I catch a monkey?’ the baby crocodile asked.
6835 ‘Monkeys never go into the water. They can’t swim,
6836 and I can’t climb a /tri:/.’ ‘You must think, then you’ll
6837 find a way’, his mother answered. The baby crocodile
6838 /sɔ:t/ and /sɔ:t/. Then he had an idea. He swam to the
6839 palm-tree and shouted, ‘Hey, monkey! Do you want
6840 some bananas?’ ‘Oh, yes’, the monkey said. ‘Two days
6841 ago I had a lot, but today I’ve only got one, and I’m
6842 very hungry.’ ‘There are a lot of ripe bananas on that
6843 island over there. Come with me to the island. I’ll take
6844 you on my back.’ ‘Thank you’, the monkey /θed/ and
6845 jumped on to the crocodile’s back. Suddenly the
6846 crocodile /daift/ under the water. When he came up
6847 again, the monkey said, ‘You mustn’t do that,
6848 crocodile. I can’t /θwim/.’ ‘I know, but I must kill you.
6849 My mother wants to eat ... oh excuse me my mother
6850 wants your heart for dinner.’ The monkey was clever.
6851 ‘My heart?’ he said. ‘Oh, I forgot to bring it with me.
6852 It’s in the palm-tree.’ ‘Then we must fetch it’, /ðæd/
6853 the crocodile, and he /θwæm/ back to the tree. The
6854 monkey jumped /ɔf/ the crocodile’s back, /ænt/ he
6855 /klaimt/ /his/ tree /æs/ fast /æs/ he /kut/. Then he
6856 laughed and shouted. ‘Come on ... come and fetch my
6857 heart, crocodile! /ka:m/ and fetch it!’ ... Have you
6858 under/stut/ the story?
6859 Ss. No.
6860 L. Are some /və:ts/ unknown?
6861 S. fetch?
6862 L. /fætʃ/, oh, [ähm], ... by example I’ve ... ah every day I
6863 fetch my /lidl/ [amerik.] son from the kindergarden
6864 and bring him home.
6865 S. /kut/?

- 6866 L. /kut/ [äh], today I can swim. Yesterday I /kut/ swim.
 6867 S. Kill?
 6868 L. Kill, [äh], a cat kill mice.
 6869 S. Palm-tree?
 6870 L. Palm-tree, oh, ha.
 6871 [Der Lehrer lacht verlegen, da er offenbar nicht in der
 6872 Lage ist, eine Erklärung des Wortes auf Englisch zu geben,
 6873 was zugegebenermaßen auch recht schwierig sein dürfte.
 6874 Es ist nicht einzusehen, warum er hier nicht ganz einfach
 6875 den Schülern die deutsche Entsprechung gibt. Statt-
 6876 dessen zeichnet er eine Palme an die Tafel.] It's a
 6877 palm-tree, you understood?
 6878 S. Ripe /bʌ'na:nʌs/?
 6879 L. Ripe /bʌ'na:nʌs/, [äh], the apples are ripe in autumn.
 6880 S. /'fɔ:got/ /'fɔ:got/?
 6881 L. /'fɔ'got/, [äh], today I forget my hanky. Yesterday I for-
 6882 got my hanky. Have you under/stut/ ... under/stut/? ...
 6883 Other words ... Daniela?
 6884 S. /i'deʌ/ ...
 6885 L. /aidi:ə/
 6886 /ri'pi:d/ it, Daniela ... idea. I've a good idea.
 6887 Begin to /ri:t/ ... Peter.
 6888 S. The Monkey and the Crocodile. A little monkey lived
 6889 in a tall palm-tree near a river. In the river there were
 6890 some crocodiles. One day a mother crocodile /seid/ to
 6891 her son.'My son, you must catch that monkey for me.
 6892 I want to eat /his/ heart.' 'How can I catch a monkey?'
 6893 the baby crocodile asked. Monkeys never go into the
 6894 water.' They can't swim, and I can't climb a tree.' 'You
 6895 must think, then you'll /find/ a way', his mother
 6896 answered. The baby crocodile thought and thought.
 6897 Then he had an ...
 6898 L. .. idea...
 6899 S. ... an idea. Ha swam to the /pɔl/... /palm-tri:/ and
 6900 shouted,'hey monkey! Dou you want some /bʌ'na:nʌs/
 6901 ?' 'Oh, yes', the monkey /seid/. Two days ago I had a
 6902 lot, but today I've only got one, and ... and I'm very
 6903 hungry.
 6904 L. Thank you. Heike.

- 6905 S. 'There are a lot of ripe /bʌ'nɑ:nʌs/ on /zæt/ island over
6906 there. Come with me to /zə/ island.'
- 6907 L. To /ði:/ island.
- 6908 S. To the island. I'll take you on my /bæg/. 'Thank you',
6909 the monkey said and jumped on to the crocodile's
6910 /bæg/. Suddenly the crocodile dived under.
- 6911 L. Dived, not dived.... Dived.
- 6912 S. ... dived under the /wɔ:tʌ/. When he /kʌm/...
- 6913 L. ... he /keim/...
- 6914 S. When he came up again, the monkey /seid/, 'you
6915 mustn't do that, crocodile. I can't swim.' 'I know, but
6916 I must kill you. My /'mʌðʌ/ wants your heart for /'dinʌ/.'
6917 The monkey was /'klevʌ/. 'My heart?' he /seid/. 'Oh, I
6918 forgot to bring it with me. It's in the palm-tree.' 'Then
6919 we must fetch it", said the crocodile, and he swam back
6920 to the tree. The monkey jumped off the crocodile's back,
6921 and he climbed in ... in /his/ tree ...
- 6922 L. No ... and he /klaɪnt/ /his/ tree ...
- 6923 S. ... and he /klaɪnt/ ... /klaɪnt/ /his/ tree /ænt/ /kɔ:t/.
- 6924 L. No, ... /æs/ he /kut/
- 6925 S. ... /æs/ he /kut/. Then he laughed and /'fɔ:tɪt/, come
6926 and fetch my heart, [...]
- 6927 L. Not /'fɔ:tɪt/, /'fautɪt/..
- 6928 S. ... /'fautɪt/, 'come and fetch my heart, crocodile! Come
6929 and fetch it!'
- 6930 L. Well, let's repeat it, [äh] Roger.
- 6931 S. The Monkey and the Crocodile.
- 6932 A little monkey /lɪf/ in a tall palm-tree near a river. In
6933 the river there were some crocodiles. One day a
6934 mother crocodile said to her son.'My son, you must
6935 catch the monkey for me. ...
- 6936 L. ... that monkey ... not the monkey ... that monkey for
6937 me. I ...
- 6938 S. I want to eat /his/ heart.' 'How can I catch a monkey!'
6939 A The baby crocodile asked. 'Monkeys never go
6940 into the water. They can't swim, and I can't climb a
6941 tree.' 'You must /sɪnk/, then you'll find a /waɪ/, /his/
6942 mother...

- 6943 L. ... a /wei/ ...
- 6944 S. ... a /wei/ /his/ mother /'ænsəd/. The baby crocodile
6945 thought and thought. Then he had an idea. He swam
6946 to the palm-tree and /'ʃɔ:tɪt/, ...
- 6947 L. ... /'ʃaʊtɪt/...
- 6948 S. /'ʃaʊtɪt/, 'hey monkey! Do you want some
6949 bananas?' 'Oh, yes', the monkey said. 'Two /deɪs/ ago
6950 I had a lot, but today I've only got one, and I'm very
6951 hungry.'
- 6952 L. Thank you. Andrea.
- 6953 S. There are a lot of ripe bananas on th.... that /i:s.../ ...
- 6954 L. /'aɪlənd/
- 6955 S. ... over there. Come with me to the island. I'll /tɔ:k/
6956 you.
- 6957 L. I'll /teɪk/
- 6958 S. I ... I'll take you on my back. 'Thank you', the monkey
6959 said and jumped in ... on to the ... cro... crocodile's
6960 back. Suddenly the crocodile /daɪft/ under the water.
6961 When he /kʌm/ came ...
- 6962 L. came...
- 6963 S. ... up again, the monkey said. 'You mustn't do that,
6964 crocodile. I can't swim.' 'I know, but I must kill you.'
6965 My /'mʌðə/ wants you /'hiət/? ...
- 6966 L. ... your /hɑ:t/ ...
- 6967 S. ... your heart for /'dɪnə/. 'The monkey /wɔ:s/ /klevə/.
6968 'My heart?' he /sæt/. 'Oh I forgot to bring it /wiθ/ me.
6969 It's in the palm ... palm-tree.' 'Then we must fetch it',
6970 /sæt/ the crocodile, and he swam back to the tree. The
6971 monkey /zʌmt/ off /zə/ crocodiles back, /ænt/ he
6972 /klaɪmt/ /his/ tree /æs/ fast /æs/ he /kʊt/. Then he
6973 laughed and said, 'come and fe ...
- 6974 L. /ænt/ /'ʃaʊtɪt/...
- 6975 S. /'ʃaʊtɪt/. 'Come and fetch my hea... heart, crocodile,
6976 come and fetch it!'
- 6977 L. Well, thank you, ... [unverständlich] Daniela.
- 6978 S. The Monkey and the Crocodile.
6979 A little monkey /lɪft/ in a tall palm-tree near the river
6980 ... near a river. In the river there were some crocodiles.
6981 On day a mother crocodile said to /hɔ:ə/ ...

- 6982 L. /uʌn/ day, not on day, one day ...
6983 S. ... said to her son. 'My son, you must catch /zə/
6984 monkey for me. I want to eat /his/ /hɛ:ət/ ... heart.'
6985 'How can I catch a monkey?' the baby crocodile asked.
6986 'Monkeys never go into the water. They /kʌnt/ swim...'
6987 L. ... they /ka:nt/ swim...
6988 S. ... and I can't climb a tree.
6989 [Lehrer und Schülerin sprechen gleichzeitig.]
6990 S. 'You must think, then you ... then ...
6991 L. ... then you will find ...
6992 S. ... then you will find a way', /his/ /'mʌðʌ/ /'a:nswəd/ ..
6993 L. /'a:nsəd/ ...
6994 S. The baby crocodile ...
6995 L. Daniela, ... answered...
6996 S. ... /his/ /'mʌðʌ/ /'a:nswəd/ ..
6997 L. Not /'a:nswəd/ ..
6998 S. ... the baby crocodile ...
6999 L. ... /'a:nsəd/ ...
7000 S. baby crocodile [äh]
7001 L. /sɔ:t/
- 7002 S. /sɔ:t/ /ænt/ /sɔ:t/. The ... Then he /hæt/ an /ide/ ...
7003 L. ... /aidɛ:ʌ/
7004 S. ... idea. He swam to the palm-tree and shouted. 'Hey,
7005 monkey! Do you want some /bʌ'na:nʌs/?' 'Oh, yes',
7006 the monkey said. 'Two /deis/ ago I had a lot, but today
7007 I've got ... I've only got one, and I'm very hungry.'
7008 L. Thank you, Belinda.
7009 S. /zeə/ are a lot of ripe /bʌ'na:nʌs/ on the ... on that
7010 island over there. Come with me to /ðə/ ... to the
7011 island. I'll take you on my back. 'Thank you', the
7012 monkey said and jumped on to the crocodile's back.
7013 Suddenly the crocodile /daift/ under the water. When
7014 he ... came up again, the monkey said, 'you mustn't
7015 do ... do that, crocodile. I can't ... swim.' 'I know, but
7016 ... but I must kill you. My mother wants ... your heart
7017 for for dinner.' The monkey /wɔ:s/ clever. 'My
7018 heart?' he said. 'Oh, I forgot to bring it with me. It's in
7019 the palmtree.' [deutsches Phonem-r in 'tree']. 'Then
7020 we must fetch it', said the crocodile, and he /swəm/
7021 swam back to /zə/ tree. The monkey jumped off /zə/

- 7022 crocodile's back, and he climbed /his/ tree /æs/ fast
 7023 /æs/ he could. Then he laughed and shouted, 'Come
 7024 on and fetch my heart, crocodile! Come and fetch it!'
 7025 L. Well, not come on, come and fetch my heart,
 7026 crocodile, well. Thank you. Some questions: What did
 7027 ... [äh] where /dit/ the /lidl/ monkey /lif/? Where /dit/
 7028 the /lidl/ monkey /lif/?
 7029 S. At the palm-tree.
 7030 L. Oh, a whole sentence, plea/s/e.
 7031 S. He /lifs/ ... /zə/ little monkey /lifs/ at a palm-tree.
 7032 L. [unverständlich]. Where /did/ the little monkey /lif/?
 7033 ... Not where do the little monkey /lif/ ... /dʌs/ the
 7034 little monkey /lif/? Where /dʌs/ the little monkey /lif/
 7035 ? ... Heike.
 7036 S. He /lift/ in a palm-tree.
 7037 L. Well, he /lift/, not he /lifs/, he /lift/ in a palm-tree.
 7038 Where /dit/ the crocodile live? Where did the
 7039 crocodile live? Diana.
 7040 S. They live in the river.
 7041 L. No.
 7042 S. They lived in the river.
 7043 L. /lift/ in the river, well. What did the mother crocodile
 7044 want to eat? What did the mother crocodile want to
 7045 eat? Dirk.
 7046 S. /zə/ /'mʌðl/ crocodile want to eat [äh] the monkey's
 7047 heart.
 7048 L. I've asked you: What /dit/ the mother crocodile want
 7049 to eat, not what /dʌs/ /zə/ mother crocodile want to
 7050 eat.
 7051 S. The /'mʌðl/ crocodile wanted to eat [äh] the
 7052 monkey's heart.
 7053 L. Well, what did ... [äh] ... she say ... [äh] ... to her son?
 7054 What did she say to her son? Martin.
 7055 S. [äh], she said .. 'my son, catch the monkey for me.'
 7056 L. Well.
 7057 S. I want to eat his heart.
 7058 L. Well, [äh] what did the baby crocodile ask the money?
 7059 What did the baby crocodile ask to the monkey? ...
 7060 Achim.
 7061 S. The crocodile asks the monkey ...

- 7062 L. ... asked ..
7063 S. ... asked the monkey, 'do you want some bananas?'
7064 L. Well, what did the monkey answer? What did the
7065 monkey answer? [Name unverständlich]
7066 S. 'Oh yes', the monkey said. 'Two /deis/ ago I had a lot,
7067 but today I've only got one, and I'm very hungry.'
7068 L. Well, did the baby crocodile swim to the island? Did
7069 the baby crocodile swim to the island? Heike.
7070 S. Ich?
7071 L. Well.
7072 S. Yes, she /is/ [äh] she /is/ ...
7073 L. No, did the baby crocodile swim to the island?
7074 S. No, the [äh] crocodile dived under the /wɔ:dər/
7075 [amerik.] ... water.
7076 L. Under the water, well, that's right. What did the
7077 monkey say, when the baby crocodile /kæim/ up
7078 again? What did the monkey say, when the baby
7079 crocodile came up again? Silvia.
7080 S. The monkey /seid/, 'Come on and fetch my heart,
7081 crocodile! Come on and fetch it!'
7082 L. No, I don't think so. [äh], Karin.
7083 S. The monkey said, 'You mustn't do that, crocodile.
7084 I don... I can't swim.'
7085 L. Well, did the baby crocodile kill the little monkey?
7086 Did the baby crocodile kill the little monkey? Daniela.
7087 S. No.
7088 L. A whole sentence, please.
7089 S. No, [äh]... he doesn't.
7090 L. No, ... this is my question: Did the little ... [äh] did the
7091 baby crocodile kill the little monkey? ... Antje ...
7092 Heidrun.
7093 S. No, /his/ /'mʌðl/ [der Rest ist unverständlich]
7094 L. ... [unverständlich].. listen to my question: did the
7095 baby crocodile kill the little monkey? Heike!
7096 S. No, he isn't.
7097 S. No, he don't.
7098 L. No, he didn't. Well; no he didn't. [äh] let's read it
7099 again.

- 7100 S. The Monkey and the Crocodile. A little monkey /lift/
 7101 in a ... in a tall palm-tree near a river. In the river there
 7102 were some crocodiles. One day a mother crocodile
 7103 /seid/ to her /zʌn/ [äußerst seltener Fehler]. ‘My son,
 7104 you must catch that monkey for me. I want to eat /his/
 7105 heart.’ ‘How can I catch a monkey?’ the baby
 7106 crocodile asked. ‘Monkeys never to into the water.
 7107 They can’t swim, and I can’t climb a tree.’ ‘You must
 7108 think, [äh] ... then you’ll /faint/ a way’, his mother
 7109 answered. The baby crocodile /θout/ and /θout/. Then
 7110 he /hæt/ an /'aidə/ ...
 7111 L. /'aidə/ ...
 7112 S. /'aidə/. He swam to the palm-tree and shouted. ‘Hey
 7113 monkey! Do you want some /bʌ'na:nʌs/?’ ‘Oh yes’, the
 7114 monkey said. ‘Two /deis/ ago I /hæt/ a lot, but today
 7115 I’ve got one, and I’m very hungry.’
 7116 L. Thank you. Silvia.
 7117 S. ‘There are a lot of ripe /bʌ'na:nʌs/ on that island over
 7118 there. Come with me to /ðə/ island. I ...’
 7119 L. No, /ði:/ island ...
 7120 S. ‘to the island. I’ll take you on my back.’ ‘Thank you’,
 7121 the monkey /seid/ and jumped on to the crocodile’s ...
 7122 crocodile’s back. Suddenly the crocodile /daift/ under
 7123 the /wɔ:tʌ/. When he /kʌm/ up again.
 7124 L. No, /keim/...
 7125 S. When he came up again, the monkey said, ‘You
 7126 mustn’t do it, crocodile.
 7127 L. ... do that ...
 7128 S. ... do that crocodile. I can’t swim.’
 7129 ‘I know, but I must kill you. My mother wants your
 7130 hea... heart for dinner.’ The monkey /wɔ:s/ clever.
 7131 ‘My heart’, he said. ‘Oh, I ... forgot to bring it with me.
 7132 It’s in ... it’s in the palm-tree.’ ‘Then we must fetch it’,
 7133 said the crocodile, and he swam back to the /θri:/...
 7134 tree. The monkey /zʌmpt/off /zə/ crocodile’s back,
 7135 and he climbed /his/ tree as fast as he /koud/ ...
 7136 L. /kut/...
 7137 S. /kut/
 7138 L. [ermahnend] Daniela!

- 7139 Ss. Then he laughed and shouted, ‘Come on and fetch
7140 my heart ...
7141 L. not ‘come on’, ‘come’ ...
7142 S. ... come and fetch my heart, crocodile! Come and
7143 fetch it!’
7144 L. Well, Thomas.
7145 S. A little monkey lived in a ...
7146 L. Oh, /ði:/ headline, please.
7147 S. The Monkey and the Crocodile. A little monkey lived
7148 in a tall palm ... palm-tree near a river. In the river
7149 there were some crocodiles. One day a mother
7150 crocodile said to... to her son, ‘My son, you must catch
7151 that monkey for me. I want to eat /his/ heart.’ ‘How
7152 can I catch a monkey?’ the baby crocodile asked.
7153 ‘Monkeys never go into the water. They can’t swim,
7154 and I can’t climb a tree.’ ‘You must think, than you’ll
7155 find a way’, the m... the m... /his/ mother answered.
7156 The baby crocodile /sɔ:t/ and /sɔ:t/. Then he had an
7157 idea. They swam to the palm....
7158 L. He.
7159 S. He swam to the palm-tree and shouted, ‘Hey,
7160 monkey! Do you want some bananas?’ ‘Oh yes’, the
7161 monkey said. Two days ago I had a lot of ... a lot, but
7162 today I’ve only got one, and I’m very hungry.’
7163 L. Thank you. Antje.
7164 S. ‘There are lot of ripe /bʌ 'nɑ:nʌs/ on that island over
7165 there. Come /wiθ/ me to the island. I’ll take you on my
7166 back.’ ‘Thank you’, the monkey said and jumped on
7167 to the crocodile’s back. Suddenly the crocodile /daɪft/
7168 [Schülerin senkt die Stimme] under the water.
7169 L. ... under the water [Lehrer betont ‘water’]
7170 S. ... under the water. /ven/ he came ...
7171 L. ... /wen/
7172 S. When he came up again, [Schülerin senkt die Stimme]
7173 the monkey said, ‘You mustn’t do that, crocodile.
7174 I want ... I can’t swim.’ ‘I know, but I must kill you.
7175 My mother wants your heart for the dinner.... for
7176 dinner.’

- 7177 S. The monkey /wɔ:s/ /'kleɪvΛ/. 'My heart?' he /sæt/. 'Oh,
7178 I forgot to bring it with me. It's in the palm-tree.'
- 7179 S. 'Then we must fetch it', /sæt/ the crocodile, and he
7180 swam back to the tree. The monkey jumped off the
7181 crocodile's back, /ænt/ he /kleɪnt/ /his/ tree /æs/ fast /
7182 æs/ he /kɔ:lt/. Then he l... laughed and /'fɔ:tid/ ...
7183 L. /'fɔ:tid/...
- 7184 S. .. and /'fɔ:tid/, 'Come and fetch /mai/ heart, crocodile!
7185 Come and fetch it!'
- 7186 L. Thank you, shut your books! [Der Lehrer schaltet den
7187 Overhead-Projektor ein. Es erscheint eine aus Bildern
7188 und Zeichen bestehende Symbolsprache. Gegenstand
7189 ist das oben behandelte Lesestück.] Who can read it?
7190 Go on, Dirk.
- 7191 S. [äh], The Mon ... [äh] the Monkey and /zə/ Crocodile.
7192 A little monkey /lɪfs/ in a /pa:lɪm/-tree.
7193 L. /lɪft/
7194 S. /lɪft/ in a /pa:lɪm/-tree. [äh], /zeɪ/ /wɛə/ a lot of ...
7195 L. There /wɛə/
7196 S. /zɛə/ /wɛə/ a lot of crocodile's. One mother crocodile
7197 ... say
7198 L. .. one day ...
7199 S. Ach so, ja.
7200 L. one day...
7201 S. One day a /'mʌzə/ crocodile /seɪd/
7202 L. /sæt/
7203 /sæt/ to /his/ son.
7204 ... to? Mother!!!
7205 S. [äh], to her son.... Go, go... I want ...
7206 L. My son, ...
7207 S. My son, [äh] go and catch /zə/ monkey for me.
7208 L. What is it? You must, you must ...
7209 S. cat... catch the ... the ... the monkey for me.
7210 [äh], how can I catch ... [äh] I want do ... to [äh] eat
7211 the... the monkey's heart.
7212 L. Well.
7213 S. How can I ... I catch a monkey? [äh], /zə/ baby
7214 crocodile /sæt/. [äh], the ... a monkey can't swim.
7215 [äh]... was heißt das Wort?

- 7216 L. What do you mean?
7217 S. Das, nein, da das Wort darunter, das Wort.
7218 S. [anderer] Nein, das Wort bei sieben am Anfang meint
7219 er ...
7220 L. they but [äh] [äh]m ... /'mʌŋkeis/ repeat /zə/ sentence.
7221 ... /'mʌŋkeis/
7222 S. Ja.
7223 L. Who can ...
7224 S. Monkeys never goes to ... to the water.
7225 L. Monkeys not ... /ri'pi:d/ it.
7226 S. Monkeys never goes ...
7227 L. Goes ?
7228 S. Monkey ... [äh] ... monkey ... never go.
7229 L. Monkeys never go ...
7230 S. ... go into /zə/ water.
7231 L. Well. Dirk.
7232 S. [äh]... [äh].../zei/ ... /zei/ don't [äh] /zei/ ... /zei/ can't
7233 swim /ænt/ I can't climb a tree.
7234 L. Well, thank you, go on.
7235 S. Meinen Sie mich?
7236 L. Mm [verneinend] ... Heike.
7237 S. You [äh] must [hm] /sɔ:t/ then you ...
7238 L. ... think ...
7239 S. ... think then you [ähm] catch a monkey.
7240 L. No, you must think ...
7241 S. ... then you find a way.
7242 L. Well.
7243 S. [unverständlich] baby crocodile /sɔ:/ and /sɔ:/
7244 L. /sɔ:t/ and /sɔ:t/
7245 S. /sɔ:t/ and /sɔ:t/. Then ... then /he/ had an ...
7246 L. /hi:/ /hi:/
7247 S. Then he had an /i'di:ə/
7248 L. /ən ai'di:ə/
7249 S. .. an idea. He /swɔm/ to the palm...
7250 L. .. he /swæm/
7251 S. He swam to the plam-tree and shou.... /'ʃoutid/ [äh]m
7252 ... Hey monkey, do you want ... a lot of bananas?
7253 L. Or some bananas, well.

- 7254 S. Do you want some /bʌ 'nɑ:nʌs/? Oh yes, the monkey
7255 said. Yesterday ...
- 7256 L. Well, or two /deɪs/ ago ... Two /deɪs/ ago ...
- 7257 S. Two /deɪs/ ago I /hæf/ a lot of /bʌ 'nɑ:nʌs/
7258 L. I ...
- 7259 S. I had a lot of /bʌ 'nɑ:nʌs/. But today I /hæf/ not at ...
7260 L. .. only ..
- 7261 S. .. only one got ..
- 7262 L. .. only got one ..
- 7263 S. .. only got one ..
- 7264 L. .. and I'm ..
- 7265 S. .. and I'm very hungry.
- 7266 L. Well, thank you. Who can repeat it? Martin, come on.
- 7267 S. The Monkey and the Crocodile.
7268 A little monkey /lɪft/ [äh] at a palm-...
- 7269 L. No, in ...
- 7270 S. .. in a palm-tree near the /rɪvʌ/ hm /zɛə/ [äh] /zɛə/ were
7271 ... in the river /zɛə/ were a lot of crocodiles. One day
7272 [äh] a /'mʌðʌ/ crocodile /seɪd/...
- 7273 L. /sɛd/
7274 S. .. said to her son, [äh], my son you must catch the
7275 monkey for me. [äh] ...
- 7276 Ss. I ... I
- 7277 L. No.
- 7278 Ss. Warum denn nicht?
- 7279 S. I want to eat [äh] /his/ heart. How can I catch the mon
7280 key? the baby crocodile ... said. Monkeys never go
7281 into the /'wɔ:tʌ/. There ... There can't ...
- 7282 Ss. [flüstern vor]
- 7283 L. He can't swim.
- 7284 S. .. and I can't climb a tree.
- 7285 L. /'sɛnkju/ go on. Belinda.
- 7286 S. You ... you must think, then you'll ... then you'll find
7287 a way, [unverständlich], he /sɔ:t/ /ænt/ /sɔ:t/.
- 7288 L. No, and you'll find a way ... You must think, then
7289 you'll find a way, /his/ ...
- 7290 S. Das hatten wir doch schon.
- 7291 L. Well, the baby crocodile ... /sɔ:t/ and /sɔ:t/. Then they
7292 had an /'aɪdi/. Then the son ... then the son ... then

- 7293 S. They swam to the ...
7294 L. Then ... oh moment ... a moment, got an idea ... He...
7295 S. He swim to the palm-tree and ...
7296 L. and ... he swam to the palm-tree and .. Ina?
7297 Ss. He shouted ...
7298 L. .. and?
7299 S. .. shouted ... shouted [Prompting]
7300 S. .. shouted ...
7301 L. Shouted?
7302 S. Hey Monkey, do you want some bananas? Oh yes ...
7303 the monkey said. /tu:'dei/
7304 L. /tu:'deiz/ Two days ago ...
7305 S. Two days ago I had a lot of bananas.
7306 L. Well ... but ...
7307 S. .. but today I've got not one.
7308 L. Well.
7309 S. and ... and I'm very hungry.
7310 L. ... and I'm very hungry. [äh] Take out your exercise
7311 books. [Die Schüler nehmen ihre Hefte im Format
7312 DIN A 4 heraus.] And now some questions and you
7313 answer the questions in your exercise-books.
7314 S. Schreiben!
7315 L. Be quiet, George!
7316 Books are closed. Well. [Der Lehrer gibt den Schülern
7317 zu der Lektion Fragen, die sie sofort in ihren Heften
7318 beantworten müssen.] Where /dit/ the little monkey
7319 /lif/? Where /dit/ the little monkey /lif/?
7320 S. Hinschreiben?
7321 L. No, you answer the questions.
7322 Where /dit/ the little monkey /lif/?
7323 Where /dit/ the crocodile /lif/?
7324 What /dit/ the mother crocodile want to eat?
7325 What /dit/ the mother crocodile want to eat?
7326 What /dit/ the mother crocodile want to eat?
7327 What /dit/ she say to her son?
7328 What /dit/ she say to her son?
7329 What /dit/ the baby crocodile ask the monkey?
7330 What /dit/ the baby crocodile ask the monkey?
7331 What /dit/ the monkey answer?
7332 What /dit/ the monkey answer?

- 7333 /dit/ the baby crocodile swim to the island?
 7334 /dit/ the baby crocodile swim to the island?
 7335 /dit/ the monkey [unverständlich]... /dit/ the baby
 7336 crocodile swim to the island? That's it? /dit/ the baby
 7337 crocodile swim to the island?
 7338 Thank you, the first answer, please. Daniela?
 7339 S. He /lifs/ at the palm-tree near the river.
 7340 L. /ri'pi:dit/ [Name]
 7341 S. He /lifs/ at the palm-tree...
 7342 L. There's a mistake?
 7343 Ss. In, /lift/ /lift/ [äh] /lift/
 7344 L. .. and, repeat the whole sentence.
 7345 S. The monkey /lift/ in a palm-tree.
 7346 L. .. in a palm-tree. /lift/ in a palm-tree.
 7347 Next answer, Julia.
 7348 S. The crocodile /lift/ in the river.
 7349 L. Well, Diana.
 7350 S. She want to eat the heart of the monkey.
 7351 L. Diana.
 7352 S. She want to eat the heart on the monkey.
 7353 L. No.
 7354 S. She wanted to eat ... She wanted to eat the heart from
 7355 the monkey.
 7356 L. No. Martin.
 7357 S. She wanted to eat the monkey's heart.
 7358 L. Well, that's right. The next answer. What /dit/ she say
 7359 to her son? Max.
 7360 S. My son, she /sæt/, 'Catch that little monkey for me, I
 7361 want to eat /his/ heart.'
 7362 L. Repeat it again.
 7363 S. My son, she /sæt/, 'Catch that little monkey for me, I
 7364 want to eat /his/ heart.'
 7365 L. That's right. What /dit/ [äh] ... What /dit/ the baby
 7366 crocodile ask the monkey?
 7367 S. Do you want ripe /bʌ'na:nʌs/?
 7368 L. ... some ripe /bʌ'na:nʌs/, well. [äh] Heike.
 7369 S. The monkey answered, Yes, two /deis/ ago I had a lot
 7370 /əf/ /bʌ'na:nʌs/ but today ... I ... I have got only one.
 7371 L. [äh], but today I've ...
 7372 S. have got only one.

- 7373 L. I /hæf/ only one.
7374 S. No, he /daift/ in the water.
7375 L. No, he /daift/ under the water.
7376 Well, thank you.

2.3.7 Grade 7 (October 24, 1973; #18 in the Pre-Digital Corpus)

- 7377 Stundendokumentation Nr. 18
 7378 Datum: 24.10.1973
 7379 Klasse: 7. Jg. / B-Gruppe [14 Schüler/innen]
 7380 L. What day is it today?
 7381 S. It is Wednesday.
 7382 L. What day was it yesterday?
 7383 S. Yesterday was it Tuesday.
 7384 L. ... it was Tuesday.
 7385 S. ... it was Tuesday.
 7386 L. What day was it the day before yesterday? Heike.
 7387 S. It was Monday.
 7388 L. Aha. What day is it tomorrow?
 7389 S. [äh], tomorrow is Tuesday.
 7390 L. [äh] ... what's /zə/ /wɛ:zə/ like today? What's /zə/
 7391 /wɛ:zə/ like today?
 7392 S. It's windy.
 7393 S. The /'wɛ:ðʌ/ is fine.
 7394 L. Well.
 7395 S. The weather is sunny.
 7396 L. Well, ... is sunny. What day wa ... [äh], what was the
 7397 weather like yesterday? What was the weather like
 7398 yesterday?
 7399 S. It was cold.
 7400 S. It was raining.
 7401 L. Well, what was /zə/ weather like /zə/ day before
 7402 yesterday? Sylvia.
 7403 S. It was raining.
 7404 L. Well.
 7405 S. It was cold.
 7406 L. Well.
 7407 S. It was cold.
 7408 L. ... cold. Well, thank you. [ähm], today is Friday, what
 7409 was it yesterday?
 7410 S. Yesterday was it Thur ...
 7411 L. ... it was ..
 7412 S. ... it was Thursday.
 7413 S. Tuesday.

- 7414 L. Tuesday, well, today is Wednesday, yesterday it
7415 was – Tuesday. Well, [äh], go on!
7416 S. [äh], it ...
7417 L. Today ...
7418 S. Today is ...
7419 L. ... it is ...
7420 S. Today it is /'mʌndei/.
7421 L. /'mʌndi/. ... Monday, what day was it yesterday?
7422 [Name]
7423 S. Yesterday was it Sun... Sun...
7424 L. ... it was ... it was ...
7425 S. ... it was Sunday. Today is Wednesday. What day was
7426 it before ...
7427 L. .. the day ...
7428 S. ... the day before yesterday?
7429 S. [äh] /zə/ /zə/ day before yesterday was [äh] Tuesday.
7430 [äh] /sə:sdei/.
7431 L. No, [unverständlich] ... today is Wednesday. What
7432 day was it the day before yesterday?
7433 S. Monday.
7434 L. Well, it was Monday. Go on.
7435 S. Today is Friday. What day was it yesterday? [äh]
7436 [Name unverständlich].
7437 S. [äh] yesterday [äh] it was Saturday.
7438 L. No, /tə'moRou/ is Saturday. Yesterday it was ...
7439 [deutsches Rachen-r]
7440 S. Yesterday it was Tuesday.
7441 L. No, ... Gerd.
7442 S. It was /sə:sdei/.
7443 L. /sə:sdei/ well, go on.
7444 S. Today is Monday. What day was it before yesterday?
7445 L. ... the day before yesterday? [Name unverständlich]
7446 S. It's Saturday. [äh] ..
7447 L. Today ... Today is Friday. What day ... was it...
7448 S. ... was it yesterday?
7449 S. ... was it before yesterday?
7450 L. ... the day before yesterday, well. Today is Friday.
7451 What day was it /zə/ day before yesterday?
7452 S. It was Wednesday. [äh] today is ... Sunday. What day
7453 was it ... yesterday? [Name unverständlich]

- 7454 S. It /wɔ:s/ Saturday. Today is Monday. What day/wɔ:s/
7455 it yesterday? Horst.
- 7456 S. Sunday. Today is Friday. What day /wɔ:s/ it ... what
7457 day was it yesterday?
- 7458 S. It was /'tjuəsdei/.
- 7459 L. Well, thank you. What day is it tomorrow? Frank.
- 7460 S. Tomorrow is Wednesday.
- 7461 L. Today is Wednesday and tomorrow is?
- 7462 S. And tomorrow is ... Friday.
- 7463 S. Thursday.
- 7464 L. Say a whole sentence.
- 7465 S. Today ...
- 7466 L. Tomorrow ..
- 7467 S. Tomorrow is /sə:sdei/.
- 7468 L. Well, how many /deis/ are there in the week?
7469 How many days are there in a week? Sabine.
- 7470 S. Seven ... [äh] ... there are seven days in the week.
- 7471 L. There are seven days in a week, repeat.
- 7472 S. There are seven days in /zə/ week.
- 7473 L. Not 'are' ... There are seven days in the week.
- 7474 S. There are seven days in /zə/ week.
- 7475 L. Well, tell me /zə/ names of /zə/ days of /zə/ week,
7476 Martin.
- 7477 S. Monday, Tuesday, Wednesday, /sə:sdei/, Friday,
7478 /'sʌtədi/, Sunday.
- 7479 L. Well, /ri'pi:dit/ Alfred.
- 7480 S. /'mʌndei/
- 7481 L. /'mʌndi/
- 7482 S. Monday, Tuesday, Wednesday, /sə:sdei/, /'fraidei/
7483 L. /sə:sdi/
- 7484 S. /sə:sdi/, /'sʌtədi/ /'sʌndei/
- 7485 L. /sə:sdi/, Friday, Saturday, Sunday, well. How many
7486 [äh] ... weeks are there in a month?
- 7487 S. There are four weeks in a month.
- 7488 L. [äh]. ... how many ... [äh] ... months are there in a
7489 /'ji:ə/? Martin.
- 7490 S. There are /twɔlf/ months in a /'ji:ə/.
- 7491 L. Well, when is it /koult/?
- 7492 S. It's /koult/ in winter.
- 7493 L. When is it warm? Frank.

- 7494 S. It's warm in summer.
7495 L. When is it hot?
7496 S. It is hot in summer.
7497 L. Well, when is it warm?
7498 S. In [äh] autumn.
7499 L. No.
7500 S. It's [äh] warm in spring.
7501 L. Well, when is it ... [äh] ... windy? Andrew.
7502 S. It's windy in autumn.
7503 L. When can you skate?
7504 S. I can skate in winter.
7505 L. When can you pick apples?
7506 S. I can pick apples in autumn.
7507 L. [äh], when can you swim? Gerd.
7508 S. I can swim in /sʌmʌ/.
7509 L. ... and when can you pick flowers?
7510 S. I can pick flowers in spring.
7511 L. Well, thank you. [ähm]. Yesterday I was at /sə/ /su:/.
7512 I saw some monkeys. Walter.
7513 S. Yesterday I was in a /su:/.
7514 L. ... at ...
7515 S. ... at /sə/ /su:/ and I saw ... a ... a /'kæŋgəru:/
7516 L. ... a /'kæŋgəru:/. Martha, Angela.
7517 S. Yesterday I was in /zə/ /su:/.
7518 L. ... at /sə/ /su:/.
7519 S. Yesterday I was at /zə/ /su:/. I saw a hip ...
7520 hippopotamus.
7521 L. /hypə'pɒtəməs/ ... please repeat it.
7522 S. /hypə'pɒtəməs/
7523 L. /hypə'pɒtəməs/
7524 S. /hypə'pɒtəməs/
7525 L. Well.
7526 S. /'jestədei/ I was
7527 L. /'jestədi/...
7528 S. Yesterday I was at /zə/ /su:/. I saw a /si.../ a /'si:bra:/.
7529 L. /'si:brə/, well, Achim.
7530 S. Yesterday I was at /zə/ /su:/. I say ...
7531 L. ... I saw.
7532 S. ... I see ...
7533 L. ... I saw

- 7534 S. ... I saw a /fle: 'mɪŋgo/.
- 7535 L. [Name unverständlich]
- 7536 S. Yesterday I was at /zə/ /so:/. I saw a lion.
- 7537 L. Well, Frank.
- 7538 S. Yesterday I was at /zə/ /tso:/.
- 7539 L. ... at /zə/ /su:/.
7540 S. /zə/ /tsu:/.
7541 L. ... not /tsu:/ ... /su:/
7542 S. ... zoo ... [äh] ... bear.
7543 L. ... I saw..
7544 S. I ... I saw a bear.
7545 L. ... a /biə/. [beer = Bier]
7546 S. I saw a /biə/.
7547 L. Well, Jutta.
7548 S. Yesterday I was at /sə/ /su:/. I saw a [äh] elephant.
7549 Elephant ... an elephant.
7550 L. ... an elephant, well, that's right. I saw an elephant.
7551 Holger.
7552 S. Yesterday I was in a /su:/.
7553 L. at /sə/ /su:/:....
7554 S. ... at /sə/ /su:/. and I saw a tiger.
7555 L. A tiger, well, thank you. [äh] ... Today I visit /zə/ /su:/.
7556 Today I visit /zə/ /su:/.
7557 Yesterday – today.
7558 S. I visited /zə/ /su:/. Jutta.
7559 L. Well, [äh] ... today I post a letter. Today I post a letter
7560 ... I post a letter. Yesterday ... Frank?
7561 S. Yesterday I posted a letter.
7562 L. Well, [äh] ... yes ... today I see an elephant. Today I see
7563 an elephant. Today I see an elephant. Today I see an
7564 elephant, Achim.
7565 S. /'zɛ:tədeɪ/ I say ... I seed ...
7566 L. No ...
7567 S. [unverständlich] ... say ...
7568 L. You [äh] ...
7569 S. .. saw ..
7570 L. I saw an elephant. Repeat the whole sentence, Sabine.
7571 S. Yesterday I saw [äh] an elephant.
7572 L. ... an elephant ... [äh] ... Today I look at /zə/ /'si:brɑ:s/.
7573 Today I look at /zə/ /'si:brɑ:s/. Yesterday ... Detlef.

- 7574 S. Yesterday I look at ...
7575 L. ... looked ...
7576 S. ... looked at /zə/ /'si:brɑ:s/.
7577 L. [äh] ... today Billy plays football. Today Billy plays
7578 football. ... Martin.
7579 S. Yesterday Billy played football.
7580 L. Well, [äh] ... he kicks /zə/ ball to Peter. He kicks /zə/
7581 ball to Peter.
7582 S. He has /'kikəd/ ...
7583 L. No, no ...
7584 S. He has kicked ...
7585 L. He kicks /zə/ ball to Peter. Yesterday ...
7586 S. Yesterday I ...
7587 L. He ... he ...
7588 S. Yesterday he /'kikəd/ ...
7589 L. /kikt/
7590 S. ... kicked the ball to Peter.
7591 L. Well, [äh] ... today I watch /zə/ [äh]m ... /zə/ lions.
7592 Today I watch /zə/ lions.
7593 S. Yesterday I /'wɔ:ʃət/ ...
7594 L. /wɔʃt/...
7595 S. ... watched the lions ... the lions.
7596 L. Today Mr. Pim wash his car ... [äh] /wəʃs/ his car.
7597 Today Mr. Pim /wəʃs/ his car ... Ralf.
7598 S. [antwortet nicht]
7599 L. Frank.
7600 S. Yesterday I washed ...
7601 L. ... [äh] ... Mr. Pim ...
7602 S. ... Mr. Pim wa ... washes ...
7603 L. .. washed...
7604 S. ... washed yesterday his car.
7605 L. Yesterday Mr. Pim washed /zə/ car. /ri'pi:d it/.
7606 S. Yesterday washed Mr. Pim ...
7607 L. Mr. Pim washed ..
7608 S. ... Mr. Pim washed ... [äh] ... /zə/ car.
7609 L. Well, [äh] ... today Billy has a drink at the coffee-bar.
7610 Today Billy has a drink at /zə/ coffee-bar. Today Billy
7611 has a drink at /zə/ coffee-bar. Andrew.
7612 S. Yesterday Billy had ... has ... Billy /hæt/ /dri:s/ /zə/
7613 coffee-bar.

- 7614 L. ... had a drink at /sə/ coffee-bar.
 7615 S. ... /hæt/ a drink at /sə/ coffee-bar.
 7616 L. Well, [äh] ... today /zə/ Pims are at /sə/ /su:/ or at first ...
 7617 [äh] ... Today Billy is at /sə/ /su:/. Today Billy is at /sə/
 7618 /su:/. Yesterday ... Frank?
 7619 S. Yesterday I was ...
 7620 L. Billy [unverständlich]
 7621 S. Billy was yesterday at /sə/ /su:/.
 7622 L. No, yesterday Billy was at /sə/ /su:/.
 7623 S. Yesterday Billy was at /sə/ /su:/.
 7624 L. Well, now: Today the Pims are at /sə/ /su:/. Today the
 7625 Pims are at /sə/ /su:/. Yesterday ... Achim?
 7626 S. Yesterday the Pims was ...
 7627 L. [äh] ... Billy was ... but the Pims ...
 7628 S. The Pims wasn't ...
 7629 L. Yesterday the Pims wasn't ... No.
 7630 S. Yesterday Mr. and Mrs. Pim were at /sə/ /su:/.
 7631 L. Yesterday Mr. and Mrs. Pim were at /sə/ /su:/.
 7632 Thank you.
 7633 [Der Lehrer schaltet nun den Overhead-Projektor ein. Auf
 7634 der Leinwand erscheint eine Serie von Bildern. Jedes Bild
 7635 ist mit einem Text in der 3. Person Plural versehen. Das
 7636 Verb fehlt. Es ist die Aufgabe der Schüler, die fehlenden,
 7637 über der Bildserie aufgereihten Verben ins Past Tense zu
 7638 übertragen und gleichzeitig dem richtigen Bild zuzuord-
 7639 nen. Vgl. English H2, 8d Nr. 6, S. 73.]
 7640 L. Yesterday Peter and Betty were in Birmingham.
 7641 Achim.
 7642 S. /zei/ ah ... /wi.../
 7643 L. .. visited ..
 7644 S. .. visited a church.
 7645 L. Well. Andrew.
 7646 S. They wa ... watched the ...
 7647 L. ... walked ...
 7648 S. ... walked ...
 7649 L. /θru:/
 7650 S. /θru:/ the park.
 7651 L. Well. ... Detlef.
 7652 S. They posted a /'lɒtΛ/.
 7653 L. Alfred.

- 7654 S. /zei/ /'pleiəd/ table tennis.
7655 L. Well, ... Frank.
7656 S. /zei/ looked at Bob's stamps.
7657 L. Well, but shut your book, please. Achim.
7658 S. /zei/ listened ... r ... to radio.
7659 L. .. to ...
7660 S. .. to /zə/ radio.
7661 L. Well, ... Markus.
7662 S. [antwortet nicht]
7663 L. Martin.
7664 S. /zei/ had dinner.
7665 L. Well, ... Jutta.
7666 S. They /'wɒtʃəd/ television.
7667 L. Not /'wɒtʃəd/, /zei/ /'wɒtʃt/...
7668 S. /'wɒtʃəd/
7669 S. They watched television.
7670 L. ... and the last, Detlef.
7671 S. They /seid/ ...
7672 L. Ah, /ri'pi:dit/ [amerik.]
7673 S. They /seid/
7674 L. They /səd/
7675 S. They said /god/ night!
7676 L. They said 'good night'. Well, let's /ri'pi:dit/.
7677 Achim, oh no, Holger.
7678 S. Von vorne?
7679 L. Well.
7680 S. [äh] /zei/ wa .. ne, ...
7681 L. .. visited ..
7682 S. /zei/ visited the church.
7683 L. Well, ... Alfred.
7684 S. /zei/ postet /zə/ letter.
7685 L. No, ... they
7686 S. They /wɔ:lkt/
7687 L. /wɔ:kt/
7688 S. .. walked ..
7689 L. /θru:/
7690 S. /sru:/ /zə/ park.
7691 L. Well, Frank.
7692 S. /zei/ posted /zə/ letter.
7693 L. ... a letter, ... Gerhard.

- 7694 S: /zei/ played ... [äh] /zei/ played table tennis.
 7695 L. Ralf.
 7696 S. /zei/ looked at /bops/ stamps.
 7697 L. No 5.
 7698 S. They listened the radio.
 7699 L. No, they listened...
 7700 S. ... to the radio.
 7701 L. Well. Ah, Frank.
 7702 S. /zei/ /hæt/ ...
 7703 L. That's right, they /hæt/ ...
 7704 S. ... dinner.
 7705 L. ... dinner, well ... Markus.
 7706 S. /zei/ /vɔtʃt/ television.
 7707 L. /wɔtʃt/ /tele'wizən/ and the last, Frank.
 7708 S. I said ...
 7709 L. Oh [unverständlich] ... They ...
 7710 S. /zei/ said good night.!
 7711 L. Well, thank you.
 7712 [Nun werden die Bilder mit einigen neuen Beispielen
 7713 ohne Text auf die Leinwand projiziert. Der Lehrer zeigt
 7714 auf ein Bild. Die Schüler sollen den entsprechenden Text
 7715 im ‚Past Tense‘ artikulieren.]
 7716 L. Frank A.
 7717 S. They lookes Bob ... at Bob's stamps.
 7718 L. Well, Gerhard.
 7719 S. /zei/ walked through /zə/ park.
 7720 L. Well, Sabine.
 7721 S. They post a /'le:tʌ/.
 7722 L. They ...
 7723 S. ... post ...
 7724 S. ... posted /zə/ letter.
 7725 L. /zei/ posted a letter ... Frank.
 7726 S. [äh], /zei/ had /'dinʌ/.
 7727 L. This is ... [äh], Tom [Der Lehrer zeigt auf eine Figur im
 7728 Bild]. Peter.
 7729 S. Tom /'kikəd/ /zə/ ball. ...
 7730 L. /kikd/
 7731 S. ... kicked /zə/ ball to Peter.
 7732 L. Well, Martin.
 7733 S. They ... /seit/ good night.

- 7734 L. Achim.
7735 S. They /'wisitid/ the church.
7736 L. Well.
7737 S. The Pims are in a /su:/.
7738 L. Yesterday ...
7739 S. Yesterday the Pims are at /sə/ ...
7740 L. No,
7741 S. ... in /zə/ /su:/.
7742 L. No,
7743 S. Yesterday the Pims were at /zə/ /su:/.
7744 L. Well, /zæts/ right and what /dit/ they do? Jutta.
7745 S. They looked at /zə/ /'si:bra:s/.
7746 L. Well, that's /'si:bra:s/, well, ... Ralf.
7747 S. They listened to the radio.
7748 L. Well, thank you ... Alfred.
7749 S. /zei/ had dinner.
7750 L. Andrew.
7751 S. Yesterday ...
7752 L. ... hm? ...
7753 S. .. was in /zə/ /su:/.
7754 L. No, yesterday they ... Martin.
7755 S. Yesterday they looked at /zə/ /'si:bra:s/.
7756 L. Well, Ralf.
7757 S. They said good night.
7758 L. Gerd.
7759 S. Tom looked at /zə/ ... stamps.
7760 L. ... looked at /sə/ stamps, Sylvia.
7761 S. They /'pousid/ ...
7762 L. /'poustid/
7763 S. They posted a /'letΛ/.
7764 L. Achim.
7765 S. They walked /sru:/ /zə/ park.
7766 L. [äh], Markus.
7767 S. They /hæf/ dinner.
7768 L. They ...
7769 Ss. ...had, had ...
7770 S. Had dinner...
7771 L. Had dinner ... Detlef.
7772 S. They said good night.
7773 L. Well, [äh], Sabine.

- 7774 S. [äh], they looked ... /'lukid/ ...
 7775 L. /lukt/
 7776 S. Ye, /zei/ looked ... [äh] ... at /zə/ stamps.
 7777 L. ... stamps ... Gerd.
 7778 S. /zei/ walked at /zə/ park ... [äh] /sru:/ /zə/ park.
 7779 L. /sru:/ /zə/ park. ... Frank N.
 7780 S. They posted a letter.
 7781 L. Achim.
 7782 S. Ich?
 7783 L. hhm [zustimmend]
 7784 S. They had dinner.
 7785 L. Frank A.
 7786 S. [äh], Tom kicked /zə/ ball.
 7787 L. [äh], Andrew.
 7788 S. /zei/ said good night.
 7789 L. Holger.
 7790 S. /zei/ ... /zei/ visited the church.
 7791 L. Detlef.
 7792 S. They ... They see a /'se:bra:/.
 7793 L. Yesterday ...
 7794 S. They look.
 7795 L. A moment, please ...
 7796 S. They looked ...
 7797 L. Today they see a /'si:bra:/. Yesterday ...
 7798 S. They looked ..
 7799 L. Today they see a /'si:bra:/. Yesterday they ...
 7800 S. /zə:/ a /'se:bra:/.
 7801 L. /'si:bra:/, well, Ralf ...
 7802 S. Ah /ze/ ... /zei/ ... They listened to the radio.
 7803 L. They listened to the /'Reidiou/ well. [deutsches
 7804 Rachen-r] [Der Lehrer verteilt einen Arbeitsbogen zu
 7805 Unit 8, der der Dokumentation beigefügt ist.]
 7806 Can you read it?
 7807 [Es entsteht eine Pause von ca. 1 ½ Minuten.]
 7808 S. Das kann man aber schlecht lesen.
 7809 L. Well, ok. The ... your pen and ball point pen are on
 7810 the desk, well ... Alfred, the pall point pen is on the
 7811 desk. Frank, ... well, the first sentence, please....
 7812 Achim.
 7813 S. /'je:stədei/ the girls ...

- 7814 L. /'je:stædi/...
7815 S. Yesterday the girls visited ...
7816 Ss. The children ..
7817 L. .. the children ..
7818 S. .. the children visited /zə/ /su:/.
7819 L. Well, Holger.
7820 S. First the ... the children /wɔlkt/ ...
7821 L. No, first they ...
7822 S. First /zei/ /wɔlkt/ ...
7823 L. /wɔkt/ ...
7824 S. .. walked /zə/ monkeys ...
7825 LS. .. to /zə/ monkeys.
7826 L. Detlef.
7827 S. /zen/ /zei/ looked at /zi:/ /'elifənts/ ...
7828 L. Well?
7829 S. ... elephants
7830 L. ... elephants, [äh], Frank M.
7831 S. /zei/ /hæf/ a /Rait/
7832 L. They ...
7833 S. /zei/ /hæf/
7834 L. No, today they have but yesterday ...
7835 S. .. they had [der Schüler spricht ungefragt]
7836 L. Be quiet, please.
7837 S. /zei/ /hæt/ a /Rait/ on ... on /ɔn/
7838 L. .. on one ...
7839 S. .. on ... on one of /zəm/.
7840 L. Well, Andrew.
7841 S. When Betty saw a hippo ...
7842 L. /'hypə/ well, /sænk/ you, Holger.
7843 S. /zei/ shou ...
7844 L. .. she
7845 S. She ... she shouts ...
7846 L. No, not she shouts.
7847 S. ... she shout .. she sh ... she /seit/ ...
7848 L. No, ...
7849 S. ... she sh... /'fautəd/
7850 L. /'fautid/
7851 S. shouted 'Oh' look at /zə/ /'kæk.../
7852 L. /'krɔ:kədail/
7853 S. /'ouvə/ /zɛə/!

- 7854 L. /'ouvə/ /ðeə/ ... crocodile? Detlef.
7855 S. No, that's a hippo, Peter say.
7856 L. Peter ... ?
7857 S. /seis/
7858 L. No.
7859 S. ... say ...
7860 L. Yesterday ...
7861 S. ... said ...
7862 L. ... Peter said. [äh] Alfred.
7863 S. What /dou/ /'hypos/ ...
7864 L. What /du:/ ...
7865 S. What do /'hypos/ eat? Betty asks.
7866 L. Betty ... ? Annemie.
7867 S. ... answered ...
7868 L. No, no, no, no, it was right.
7869 S. asked ...
7870 L. ... asked, well, the next, Ralf.
7871 S. But /zεə/ ...
7872 L. I don't ...
7873 S. Ach ja, da sind we! I don't ...
7874 L. know...I don't know ...
7875 S. /knəf/
7876 L. No /knəf/ ... I don't know ...
7877 S. Da steht aber 'n K.
7878 S. Da steht aber /knəf/
7879 L. You can't hear the K!
7880 S. Let's ask the keeper, Peter /'a:nswəd/.
7881 L. Peter?
7882 S. /'a:ns...əd/
7883 L. /'a:nsəd/.
7884 S. [unverständlich]
7885 L. Frank M.
7886 S. But /zeə/ is no keeper.
7887 L. Today, but there is no keeper ... but yesterday ..
7888 S. But ... but ... /zeə/ is ...
7889 L. No, today there is no keeper. But yesterday there ...
7890 Frank? ... But yesterday there ... Who can help him?
7891 Edith.
7892 S. But yesterday there [äh] were ... nee. ...
7893 L. But there ...

- 7894 S. ... was not keeper ...
7895 L. ... no keeper
7896 S. ... no keeper.
7897 L. But there was no keeper ... Markus.
7898 S. /zou/ they /wə:kt/ ...
7899 L. /wə:kt/
7900 S. ... walked to a snack bar /ænd/ /hæt/ some sandwich.
7901 L. ... sandwiches.
7902 S. /'sændwɪtʃɪs/
7903 L. /'sænwɪtʃɪs/
7904 S. /'sændwɪtʃɪs/
7905 L. not /'sænd.../ /'sænwɪtʃɪs/
7906 S. /'sænwɪtʃɪs/
7907 L. Well, Frank N.
7908 S. Betty want ... to go ...
7909 S. No, today Betty want ... but yesterday ... ?
7910 S. Betty wanted ...
7911 L. ... wanted
7912 S. ... to go home.
7913 L. Well, Andrew.
7914 S. Peter /'wɪsɪtɪt/ his /freɪnt/ Tom /ænd/ /'pleɪt/
7915 L. /pleɪt/
7916 S. /pleɪt/ football /waɪt/ him.
7917 L. ... with him.
7918 S. ... with him.
7919 L. ... with him, well, let's /rɪ'pi:d it/ again, Frank.
7920 S. /'jɛ:tədi/ /zə/ /'jɛ:tədi/ /zə/ /'ʃəldrən/...
7921 L. .. not the /'ʃəldrən/, the /'tʃɪldrən/
7922 S. The /'tʃɪldrən/ /'wɪsɪtɪt/ /zə/ /su:/.
7923 L. Alfred.
7924 S. First /zeɪ/ walked to the /'mɑ:ŋ.../ /'mɑ:ŋkeɪs/...
7925 L. /'mɑŋkeɪz/
7926 S. /'mɑŋkeɪz/
7927 L. Jutta.
7928 S. /zeɪ/ /zen/ /zeɪ/ looked at /zə/ elephants.
7929 L. ... at /ði:/ elephants.
7930 S. ... at /zi:/ elephants.
7931 L. Holger.
7932 S. /zeɪ/ /raɪt/ ...
7933 L. They ...

- 7934 S. /zei/ /hæt/ a /rait/ on one of /zem/.
- 7935 L. /ðəm/, well, Detlef.
- 7936 S. When Betty see a hippo ...
- 7937 S. ... saw ...
- 7938 L. ... saw a hippo ... Peter.
- 7939 S. What saw ...
- 7940 L. No, ... a hippo ...
- 7941 S. ... she ... [äh] shouted, Oh! Look at the cro ...
- 7942 L. ... that ...
- 7943 S. ... that crocodile over there!
- 7944 L. Well, Ralf.
- 7945 S. No, that's a /'hi:pou/ Peter say ... /seid/
- 7946 L. /sæd/, Sylvia.
- 7947 S. What do hippo pos eat? Betty asked.
- 7948 L. Martin.
- 7949 S. I don't /nau/ ... know. Let's ... let's ask the keeper, Peter
- 7950 /'ʌnsə/ ... /'ʌnsəs/.
- 7951 L. /a:nsəd/.
- 7952 S. .. answered.
- 7953 L. Frank.
- 7954 S. [äh], but /zea/ was no keeper.
- 7955 L. Well, Frank.
- 7956 S. So /zei/ /wə:lkt/ ...
- 7957 L. .../wə:kt/
- 7958 S. ... walked to a snack bar /ænt/ ... /ænt/ /hæf/
- 7959 L. /ænt/ /hæf/? ...
- 7960 S. /ænt/ /hæf/ ...
- 7961 L. not / /hæf/ ... /ænt/
- 7962 S. /ænt/ /hæf/ ...
- 7963 L. no, not /hæf/ ...
- 7964 S. /hæt/ ...
- 7965 L. .. and had ...
- 7966 S. /hæt/ /səm/ /'sændwitf/
- 7967 L. /'sænwidʒis/, Hans Peter.
- 7968 S. Betty wan ... /ted/ ...
- 7969 L. ... wanted ...
- 7970 S. ... wanted to go home.
- 7971 L. Jutta.
- 7972 S. Peter visited his friend Tom and played football /wiθ/
7973 him.

- 7974 L. Well, thank you, all sentences please, well, Detlef.
7975 S. Yesterday the children /'wisitid/ /zə/ /su:/.
7976 L. Go on.
7977 S. [Ein anderer Schüler fährt fort.] First the ...
7978 L. No, no, no, Detlef.
7979 S. First they /wɔ:kt/ ...
7980 L. ... /wɔ:kd/
7981 S. ... walked to /zə/ monkeys. Then they looked at /zə/
7982 elephants.
7983 L. ... at /ði:/ elephants.
7984 S. ... /zi:/ elephants. Then [äh] they have ...
7985 L. No, they ...
7986 S. ... had ...
7987 L. ... had ...
7988 S. ... a /rait/ on one of them. She shou ...
7989 L. No, when ...
7990 S. When Betty see a hippo ...
7991 L. Ohh ...
7992 Ss. Saw ...
7993 L. .. saw ..
7994 S. ... she shout ... Oh!
7995 L. ... she ...
7996 S. ... shouted ...
7997 L. ... shouted ...
7998 S. Oh! Look at that /'krocodail/ over there! No, that's a
7999 hippo, Peter say.
8000 L. Peter ... ?
8001 S. ... /set/ ...
8002 L. ... said...
8003 S. Who do ...
8004 L. I don't know ...
8005 Ss. Nein.
8006 S. What do hippos ...
8007 L. Oh, excuse me, well ..
8008 S. What do /zə/ he answers.
8009 L. Peter ... yesterday ... Peter
8010 S. ... an ...
8011 L. ... answered, answered.
8012 S. ... answered.
8013 L. Well, Holger go on.

- 8014 S. But /zea/ is no ...
- 8015 L. But there ...
- 8016 S. But /zea/ is ...
- 8017 L. No, [unverständlich], yesterday. ... But there ...
- 8018 S. But there ... [unverständlich]
- 8019 L. [unverständlich]
- 8020 S. But there ...
- 8021 L. Who can help him? But there ...
- 8022 S. But there is it ...
- 8023 S. But there was no keeper. /zei/ ... so, /sei/ walked to a
- 8024 snack bar and /hæt/ /sɒm/ /'sændwɪtʃɪs/. Betty want to
- 8025 go home.
- 8026 L. Betty wan....
- 8027 S. ... wanted to go home. Peter visited ...
- 8028 S. ... his friend Tom /ænt/ /'pleɪtɪt/ ...
- 8029 L. /pleɪt/...
- 8030 S. /pleɪt/ football /wɪθ/ him.
- 8031 L. Well, let's /rɪ'pi:dɪt/ again, Jutta.
- 8032 S. Yesterday the children visited the /su:/. First they
- 8033 /wɔ:kt/ ...
- 8034 L. /wɔ:kt/ ...
- 8035 S. /wɔ:kt/ to /s...sem/ monkeys. /zen/ /zei/ looked at /zei/
- 8036 /ze/ elephants. /zei/ /hæt/ a /raɪt/ on one of /zem/.
- 8037 /w...wɪ:n/ Betty ...
- 8038 L. /wen/, /wen/
- 8039 S. When Betty saw a /'hɪpə/ she shout Oh! Look ...
- 8040 L. Sie ... she ...
- 8041 S. shout ... shouted, Oh, look ... lot at the crocodile ...
- 8042 /dɪ:/ over ...
- 8043 L. /'krɒdəɪl/
- 8044 S. crocodile over there! No, that's a hippo, Peter /seɪt/.
- 8045 L. Peter ...
- 8046 S. /seɪd/ ...
- 8047 L. .. said ...
- 8048 S. ... said. What do hippos ... hippos eat? Peter [äh] Betty
- 8049 asked. I don't know. Let's ask the keeper. Peter
- 8050 answers.
- 8051 L. Pe ... no, Peter ...
- 8052 S. ... answered. But /zea/ was no keeper. /ze/ ... /zou/ /zei/
- 8053 /wɔ:lkt/...

- 8054 L. /wɔ:kt/ ...
8055 S. /wɔ:lkt/ to ...
8056 L. /wɔ:kt/ ...
8057 S. ... walked to a snack bar /ænt/ /hæf/ some sandwiches.
8058 L. [ermahnend] Andrew!
8059 S. Betty want ... wanted to go home. Peter visited his
8060 friend and played football /wiθ/ him.
8061 L. Well, thank you, do this exercise, please.

2.3.8 Grade 7 (October 25, 1973; #19 in the Pre-Digital Corpus)

- 8062 Stundendokumentation Nr. 19
 8063 Datum: 25.10.1973
 8064 Klasse: 7. Jg. / A-Gruppe [37 Schüler/innen]
- 8065 L. Well, let's begin then. I've got something for you. [Der
 8066 Lehrer schaltet den light-writer ein. Auf der Leinwand
 8067 erscheint ein Text, in dem die neu einzuführenden
 8068 Vokabeln fehlen. Sie werden dann Schritt für Schritt
 8069 erarbeitet und in den Text eingesetzt.] You know [ah]
 8070 we are going to read a new story. There are many new
 8071 words in the story. Now, here is word No. 1. When
 8072 you go from to Essen you can say 'I go' or you can
 8073 say 'I make a trip', yes? Andy, /pli:s/ repeat.
- 8074 S. A trip from ... to Essen.
 8075 L. Yes, once more.
 8076 S. A trip from ... to Essen.
 8077 L. Äh, where can you make a trip to? You can go from ...
 8078 to Essen, you can make a trip from ... to Essen or you
 8079 can make a trip from ...
 8080 S. ... from Berlin to London.
 8081 L. Once more ... a trip. I can make ...
 8082 S. .. a trip from Berlin to London.
 8083 L. Yes, or you can make a trip from where to where?
 8084 S. I can make a trip from [äh] ... to Düsseldorf.
 8085 L. Ok. Now this is the word 'trip', 'trip', o.k. [Der Lehrer
 8086 setzt das Wort 'trip' nun mit roter Farbe in den light-
 8087 writer-Text ein.] Now, when you go to Essen in the
 8088 morning then in the afternoon or in the evening you
 8089 come back, you come back in the evening. Please
 8090 repeat.
- 8091 S. You go to Essen in the morning and you come back in
 8092 the evening.
 8093 L. Yes, when do you come back?
 8094 S. in the evening.
 8095 L. I come back ...
 8096 S. I come back in /ðə/ evening.
 8097 L. O.k. I come back in the evening. Now, when you go to
 8098 Essen in the evening when do you come back?

- 8099 S. I come back in the morning.
8100 L. You can come back in the morning. Yes. O.k. This is
8101 the word 'back'. [Das Wort wird nun wieder in den
8102 Text eingesetzt.] Now, when I go to the door, when I
8103 go to this place, what am I doing then? I'm going to
8104 the door and ...? Please.
8105 S. You come back to that place.
8106 L. Yes, what am I doing?
8107 S. You c...
8108 L. I'm going to the door. Look, I'm going and I'm ...?
8109 S. You're coming back to
8110 L. Yes ...
8111 S. ... that place.
8112 L. O.k., very good. I'm coming back to that place. Now
8113 the next word, I think you can see it here what is this?
8114 S. It is a suitcase.
8115 L. Yes, and what do you do with your suitcase when you
8116 go to ... when you make a trip to Berlin?
8117 S. I pack my suitcase.
8118 L. Yes, you pack your suitcase. /pli:s/ repeat.
8119 S. I pack my suitcase.
8120 L. O.k. This is the word 'pack'. Now, [äh], there are many
8121 things on a table, here is the suitcase, you put your
8122 trousers, your shorts, your shirts, etc. etc. into the
8123 suitcase. Now we can say: I put my trousers, shorts
8124 etc., etc. into the suitcase or you can say: I put my
8125 'clothes' – my 'clothes' – into the suitcase. Please,
8126 repeat.
8127 S. I put my clothes into the suitcase.
8128 L. O.k. What do you put in your suitcase?
8129 S. My ... I put my clothes into the suitcase.
8130 L. O.k., once more, please.
8131 S. I put my clothes into the suitcase.
8132 L. Yes, ... in the suitcase.
8133 S. I put my clothes in the suitcase.
8134 L. Yes, and where do you put your clothes? And ah
8135 where do you put your clothes? Where do you put
8136 your clothes? Please...
8137 S. ... in the [äh] suitcase.

- 8138 L. Yes, you put your s.... clothes into the suitcase or in
8139 the suitcase. This is the word 'clothes'. Now, the next
8140 word: Essen is a town, yes. There are many people
8141 in this town; Essen is bigger, yes, is bigger. What is it a
8142 town which bigger – like Essen – a town which is
8143 bigger than this town of ...? Do you know the word?
8144 Please.
- 8145 S. Large?
- 8146 L. No, no. It's a city, yes? Essen is a city. Please repeat,
8147 Alfons.
- 8148 S. Essen is a city.
- 8149 L. Yes.
- 8150 S. Essen is a city.
- 8151 L. Is Berlin a city or a town?
- 8152 S. A city.
- 8153 L. Berlin is a city. Now, ... is very small. ... is not a town,
8154 ... is smaller than is a 'village', a village, please
8155 repeat: ... is a village.
- 8156 S. ... is a /'wilitʃ/.
- 8157 L. No, listen: ... is a village.
- 8158 S. ... is a /'wiliɔ̃z/.
- 8159 L. ... o.k.
- 8160 S. ... is a village.
- 8161 L. And Dagmar, please.
- 8162 S. ... is a village.
- 8163 L. Yes, now this is a 'village'. Now, a village is very small
8164 and sometimes very old. Now, some villages have a
8165 windmill, a windmill, yes? Some villages have a
8166 windmill. Please repeat.
- 8167 S. Some villages have a windmill.
- 8168 L. Yes, once more, please.
- 8169 S. Some /'wiliɔ̃z/ have a windmill.
- 8170 L. No, no ... listen, village, village and windmill.
- 8171 S. Windmill.
- 8172 L. Yes, once more, village, windmill /və/.
- 8173 S. Village, windmill.
- 8174 L. Yes.
- 8175 S. Village, windmill.
- 8176 L. Yes, and ...
- 8177 S. Village, windmill.

- 8178 L. O.k., this is a windmill! Now, let's stop here, and
8179 please read these sentences and phrases yes, please,
8180 Marion.
8181 S. A trip from ... to Essen ...
8182 L. Go on, please.
8183 S. You go to Essen in the morning and you come back in
8184 /zə/ evening.
8185 L. Yes, o.k., go on, please, David, ah Martin, sorry.
8186 S. You pack your /'su:tkeis/
8187 L. Suitcase.
8188 S. Suitcase.
8189 L. Once more, please. You ... once ...
8190 S. Suitcase.
8191 L. The whole sentence please.
8192 S. You pack your suitcase.
8193 L. O.k., go on, please.
8194 S. You put your trousers, your shorts, your shirts into the
8195 suitcase.
8196 L. Yes, and the next sentence: or ...
8197 S. ... or you put your /'klouziz/ ... /'klɔ:θis/ into the
8198 suitcase.
8199 L. Stop.
8200 No, stop. What do you do? You put your ...
8201 S. /'klouθis/.
8202 L. Very good, clothes, clothes, once more please.
8203 S. /'klouθ.../
8204 L. Clothes.
8205 S. Clothes.
8206 S. Clothes.
8207 L. Yes, let's say it all together, very slowly listen. ..
8208 LSs. Clothes, clothes.
8209 L. Listen: 'clothes', once more.
8210 LSs. Clothes.
8211 L. Once more.
8212 LSs. Clothes.
8213 L. ... and stop with the let.... With the sound /ð/,
8214 /klouððð.../ [Lehrer macht das stimmhafte /ð/ vor.]
8215 Once more. And what am I doing now? I'm shouting.
8216 [wieder mit normaler Lautstärke] I'm shouting, once
8217 more. I'm shouting.

- 8218 S. I'm shouting.
- 8219 L. Yes, now you say 'whisper' and 'shout', 'whisper' and
- 8220 'shout' [Der Lehrer spricht 'whisper' leise und 'shout'
- 8221 sehr laut, um den Bedeutungsunterschied zu
- 8222 verdeutlichen] Please repeat.
- 8223 S. Whisper and shout.
- 8224 L. Oh, shout!
- 8225 S. Shout! [sehr laut]
- 8226 L. Yes, 'whisper' [leise] and 'shout' [sehr laut].
- 8227 S. 'Whisper' [leise] and 'shout' [sehr laut].
- 8228 L. O.k., this is the word ... shout. [äh], when do you
- 8229 shout? When do you shout? [...]' 'Erwin, Erwin!'
- 8230 [Der Lehrer meint den Nationalspieler Erwin Kremers
- 8231 und gibt damit den Schülern ein anschauliches
- 8232 Beispiel aus dem Sport.]
- 8233 S. I shout when I'm in the
- 8234 L. Yes, you shout when you are in the ..., very good.
- 8235 Then you shout. Now, [äh], who is strong, who is
- 8236 strong? Lutz, you are strong, come on, come on, yes,
- 8237 Lutz, you are strong. Look, what I'm doing, I'm ...
- 8238 [Der Lehrer packt den Schüler vor der Brust und stößt
- 8239 ihn vor sich her durch die Klasse. Gelächter.]
- 8240 I'm pushing Lutz, yes, and now I'm pulling.
- 8241 [Der Lehrer zieht den Schüler hinter sich her durch
- 8242 die Klasse; 'pulling' geht fast im Lärm unter.]
- 8243 Push and pull, push and pull. [Der Lehrer schiebt und
- 8244 zieht den Schüler hin und her.] O.k., [äh], come on,
- 8245 Wolfgang, come on. What am I doing now?
- 8246 [Der Lehrer schiebt den Schüler vor sich her.]
- 8247 S. You push.
- 8248 S. You push.
- 8249 L. Yes, and what ... no, what am I doing now? Look.
- 8250 S. You are push.
- 8251 L. No.
- 8252 Ss. Pushing.
- 8253 S. You are pushing.
- 8254 L. You are pushing. And, what am I doing now?
- 8255 [Der Lehrer zieht den Schüler hinter sich her.]
- 8256 S. You are pulling.

- 8257 L. Yes, push and pull, look here, I'm pushing and I'm
8258 pulling, yes, pulling, pushing. These are the words
8259 'pushing' and 'pulling'. Now I think you know the
8260 next word. You can say: I don't ... yes?
8261 S. Not /'o:lweis/ /'oΛ/ [äh] not /'o:lweis/ /'oΛ/ /sΛm'taims/.
8262 L. Very good, not always, you can say: 'not always' or
8263 you can say: /sΛm'taims/! O.k., /sΛm'taims/. Now, you
8264 all know this person: [Der Lehrer fletscht die Zähne
8265 und gibt einen knurrenden Laut von sich. Dabei
8266 spreizt er die Hände krallenförmig, er meint die
8267 Horrorfigur Dracula.] This is Dracula, Dracula ... the
8268 Drac.... What is Dracula? Is he a man? What's he
8269 called, Dracula?
8270 S. [äh], it's a man and he has got very long /ti:tʃ/.
8271 Ss. Teeth, teeth.
8272 L. Very long teeth, yes, ...
8273 S. It's a monster.
8274 L. Yes, once more.
8275 S. It's a monster.
8276 L. Dracula is a monster, now there's a Dracula-film on
8277 TV; [Lehrer gibt wieder den knurrenden Laut von
8278 sich]. This film is very exciting [der Lehrer schüttelt
8279 sich schauernd], yes; a football-match can be very
8280 exciting, yes, Erwin Kremers is running, there's the
8281 the goalkeeper and he is going to kick, yes, it's very
8282 exciting. Is it a goal or is it not a goal? Yes, a film is very
8283 exciting and a football-match is exciting. Now, [äh],
8284 what else can be exciting? What else can be exciting?
8285 I know one thing; yes.
8286 S. A crimy can be exciting.
8287 L. A crimy can ver... can be very exciting.
8288 S. A [unverständlich] can be very exciting.
8289 L. O.k., anything else? I know. An English lesson can be
8290 very exciting [Volksgemurmel, die Schüler scheinen
8291 die Ansicht des Lehrers nicht zu teilen!]
8292 Exciting, now, and here is the last word [äh] you can
8293 say: It was late! Then go on and say: 'Peter heard a
8294 noise!' Yes, you know the story. But you can also make
8295 one sentence. You can say: 'It was late when Peter

- 8296 heard a noise!' Yes. Can you read these sentences,
 8297 these two? Please, Sandra.
 8298 S. It was late when Peter /hə:t/ a noise.
 8299 L. No, two sen ... both sentences. It was late. Peter heard
 8300 a noise.
 8301 S. It /wəs/ late. Peter /hə:t/ a /nois/.
 8302 L. Yes, and then?
 8303 S. It /wəs/ late. Peter /hə:t/ a /nois/.
 8304 L. O.k. It /wɔ:s/ late when Peter heard a noise. It /wɔ:s/
 8305 late. Ah, the teacher came in. Make one sentence,
 8306 please. It was late. The teacher came into this room.
 8307 Can you make one sentence?
 8308 S. It /wɔ:s/ late when the teacher came in the room.
 8309 L. Yes, [äh], 'it was late'. Ah, 'Gaby came into the /'ɪŋliʃ/
 8310 lesson.' ... Can you make one sentence, Gaby?
 8311 S. It /wɔ:s/ late when Gaby [äh] ...
 8312 L. No, when ..
 8313 S. .. when I ...
 8314 L. yes ..
 8315 S. ehm ...
 8316 L. Can you help her? 'It was late' 'Gaby came into the /
 8317 'ɪŋliʃ/ lesson.'
 8318 S. when I comes, in the /'ɪŋliʃ/ lesson.
 8319 L. It was late. Gaby came into the /'ɪŋliʃ/ lesson.
 8320 It /wɔ:s/ late ...
 8321 S. It /wɔ:s/ late when I ...
 8322 L. Go on, go on.
 8323 S. ... in ... lesson
 8324 L. No.
 8325 S. It /wɔ:s/ late when Gaby /keims/ [Doppelfehler stimm-
 8326 loses 's' 3. Person statt 1.] in/ðə/ /'ɪŋliʃ/ lesson.
 8327 L. Yes, very good, ... Gaby came, o.k. Now let's read
 8328 sentences 6, 7, 8, 9 and 10 please. Yes please.
 8329 S. /'wɪʃpʌ/ /æŋ/ shout.
 8330 L. Go on.
 8331 S. Pushing and pulling.
 8332 L. Yes.
 8333 S. Not not /'o:lweis/ /'oʌ/ /sʌm'taɪms/.
 8334 L. Yes.

- 8335 S. A Dracula-film can be exciting.
8336 L. Yes.
8337 S. It /wɔ:s/ late. /'pi:tʌ/ heard a /nois/.
8338 S. It /wɔ:s/ late when /'pi:tʌ/ heard a /nois/.
8339 L. Yes, o.k. [äh], now I've got a wonderful picture for
8340 you.
8341 Ss. Ooh!
8342 L. Yes, what are /ði:s/? They can fly.
8343 S. It's a duck. Whi...
8344 L. Which one? No. 1, No. 2 or No. 3? No. 1, No. 2 or
8345 No. 3?
8346 S. No. 2
8347 S. They are /bɛ:ts/.
8348 L. They are /bɛ:ts/. And No. 2 is a duck. Please repeat:
8349 No. 2 is a duck. Hartmut.
8350 S. /'nʌmbʌ/ two is a duck.
8351 L. Yes, and No. 1?
8352 S. No. 1 /is/ a /swæn/.
8353 L. It's a swan, yes a swan.
8354 S. A swan.
8355 L. Yes, a swan and a duck, once more, please.
8356 S. A swan an ... /'æntə/ duck.
8357 L. All together.
8358 LSs. A swan /'æntə/ duck.
8359 L. Yes, and this /is/ ...? You know?
8360 S. /ði:s/ are two geese.
8361 L. Yes, these are two geese. And this here /is/ what?
8362 S. One /gous/.
8363 L. One goose, yes, one goose, two geese, a swan, a duck,
8364 please repeat: one goose, two geese, a swan, a duck.
8365 Petra.
8366 S. One goose, two geese, a ... a duck, a swan.
8367 L. Yes, o.k., very good, very good. Who can do it once
8368 more? Sabine.
8369 S. One goose, two geese, a duck, a /swæ../ swan.
8370 L. A swan, yes. Now, [äh], which color is the swan?
8371 Which color is the swan?
8372 S. The swan is white.
8373 L. Yes, and which color is the duck? Which color?
8374 Heidrun?

- 8375 S. It's yellow.
- 8376 L. It's yellow. Is it yellow? Is it only yellow? Yes, please.
- 8377 S. The duck is yellow, /ɔrintʃ/ and white.
- 8378 L. O.k., yes, and the geese, and the geese? Dagmar,
- 8379 please.
- 8380 S. The geese are white.
- 8381 L. The geese are white, too. O.k. Here we have a duck,
- 8382 one goose, and two geese. [äh] now, where is the
- 8383 swan? Where is the swan? Yes, please.
- 8384 S. The swan is in the water.
- 8385 L. The swan is in the water, and the duck?
- 8386 S. It's in the water, too.
- 8387 L. Yes, and now the two geese are not in the water. They
- 8388 are on the bank, on the bank. They are on the bank,
- 8389 yes. There's the ground and there's water and you say:
- 8390 This is the bank. /pli:s/ repeat. Where are the geese?
- 8391 S. The geese are on the bank.
- 8392 L. Yes, the geese are on the bank. Now, this water can be
- 8393 a river or it can be something else. You /faint/ it here.
- 8394 Haltern has got water yes, you can swim in the water
- 8395 and this water is /kɔ:lt/ a lake, yes. What has Haltern
- 8396 got? What has Haltern got?
- 8397 S. Haltern /hæs/ got a lake.
- 8398 L. Yes, and now these ... these water-birds are on a lake,
- 8399 are swimming on a lake. And what is this? This is the
- 8400 water of a lake. And what's this?
- 8401 S. Is a bank.
- 8402 L. The bank, this is the bank, yes, a river has banks, two
- 8403 banks, one on this side and one on the other side, and
- 8404 a lake has banks. Yes please?
- 8405 S. Is it not a sea?
- 8406 L. No ... it's not a sea. The sea is the North Sea yes, you
- 8407 know. 'Die Nordsee' is a sea and the 'Bodensee' it's not
- 8408 salty, it's sweet water, is a lake, yes, now, [äh], the
- 8409 'Wannsee', is it a sea or a lake?
- 8410 S. It is a lake.
- 8411 L. Yes, /'æntə/ what else? The ... do you know other lakes,
- 8412 the names of other lakes in Germany or in /'ɪnlənd/?
- 8413 Yes.
- 8414 S. Ostsee.

- 8415 L. What is it? A lake or a sea?
8416 S. 'Ostsee' is a s... sea.
8417 L. Yes, 'Ostsee' is a sea, do you know the names of lakes?
8418 Yes, please?
8419 S. 'Chiemsee'.
8420 L. 'Chiemsee', very good, 'Chiemsee' is a lake, yes. O.k.,
8421 now [äh], when you swim, when going to the water
8422 what do you put on, what do you put on, what do girls
8423 put on when they go swimming? What do they put
8424 on? What do they put on? What is it called? What
8425 have they got two parts what is it called? You know.
8426 S. [äh] /zə/ /gə:ls/ /hæf/ a bikini on.
8427 L. Yes, they have a bikini and the boys have got shirts,
8428 yes, and shirts and biki... [äh] shor... oh sorry ... what
8429 have you got ... the boys have got shirts on
8430 [Gelächter], what have the boys got on? Very
8431 important!
8432 S. The boys have got shorts on.
8433 L. Yes, bermuda shorts or so, yes, now bermuda shorts or
8434 shorts and [äh] bikini are called 'bathing-costumes',
8435 'bathing-costumes'. Please repeat.
8436 Ss. Bathing-costumes.
8437 L. Very good, once more, please.
8438 Ss. Bathing-costumes.
8439 L. Yes, and now this is a bathing-costume let's say it's a
8440 bikini here now it's a beautiful white bikini and when
8441 you go into the water there is no water in the bikini is
8442 dry. The bikini is dry. And then you come out of the
8443 water and there's water in the bikini is wet. Yes, please
8444 repeat: The bikini is wet, is dry and is wet. Please.
8445 S. It's dry and it's wet.
8446 L. Yes, once more.
8447 S. The bikini is dry when we go [äh] in the water.
8448 L. Into the water...
8449 S. ... [äh] ...
8450 L. Once more, into the water.
8451 S. The bikini is dry when we go into the water.
8452 L. Yes,
8453 S. ...and the bikini is wet when we go out of the water.

- 8454 L. When we come out of the water, o.k. Very good, it's
 8455 dry or it's wet. Now it's raining outside. You haven't
 8456 got an umbrella. Ah well, what do you get? You don't
 8457 have an umbrella, you know, an umbrella. It's
 8458 raining, what do you get?
 8459 S. You go to school.
 8460 L. What do you get? ... Yes?
 8461 S. I open my umbrella?
 8462 L. No, what do you get? ... It's raining, you get? Franz.
 8463 S. You get wet.
 8464 L. Very good, you get wet. Yes. And then you sit down,
 8465 yes, near the heating and what you get then? You sit
 8466 next to heating and what you get then?
 8467 S. You get dry.
 8468 L. Yes, you get dry and get wet, very good. Now another
 8469 word: you can say, I swim or I have a swim, yes, this is
 8470 the next word, it's very easy, I have a swim. Where can
 8471 you have a swim? Where can you have a swim? Pit.
 8472 S. In the 'Zentralbad' I have a swim.
 8473 L. Yes, yes, o.k.
 8474 S. I can have a swim in ...
 8475 L. Yes, what is 'Zentralbad'? [unverständlich] You know
 8476 it, a swimming-pool, yes?
 8477 S: Hallenbad.
 8478 L. Hal... yes the /'ɪŋli/ word for H... 'Hallenbad' is
 8479 in-door-bath, you can say swimming-pool. Yes, o.k.,
 8480 now where else can you have a swim? Where else can
 8481 you have a swim? You all see the ... this picture, please.
 8482 S. In a sea.
 8483 L. In a sea, yes or ..
 8484 S. In a lake.
 8485 L. In a lake, or ..
 8486 S. In a river.
 8487 L. Yes, o.k., now [äh], what can you see on ... when you
 8488 go to Haltern, yes, you ... see the lake, and what can
 8489 you see on this lake? Waterbirds and what else? What
 8490 else?
 8491 S. Sailing boats.

- 8492 L. Sailing boats, yes here's a sailing-boat. Now a sailing-
8493 boat has got a sail and it's got this here and this is
8494 called a deck and this erect one here is called a cabin.
8495 So, ah, where can you go when you are staying on a
8496 boat on a sailing-boat, where can you go? Where can
8497 you walk.
- 8498 S. You can go ahm ... on the deck.
- 8499 L. Very good, you can go on the deck, yes.
- 8500 S. ... and you can go in the cabin.
- 8501 L. Yes [unverständlich] read and you can go?
- 8502 S. And you ... you can go on the deck and you can go into
8503 the cabin.
- 8504 L. Yes, into the cabin, o.k. Now [äh] let's stop here and
8505 read the new words please. Ah, yes. Let's begin with ...
8506 with No. 1. Who can read the new words please. Ja?
- 8507 S. There aren't sailing-boats on the deck.
- 8508 L. What are there?
- 8509 S. There aren't sailing-boats on the deck. [Der Lehrer hat
8510 sich geirrt. Er hat statt 'lake' 'deck' in den Text des
8511 light-writers gebracht.]
- 8512 L. Oh yes, sorry. There are many ... on ... sorry, yes, you
8513 are right. Yes, you are right. What must I write then?
8514 There are many sailing-boats ... yes?
- 8515 S. ... on the lake.
- 8516 L. Very good, yes, on the lake and Heidrun, you can go
8517 into the ... what must I write here? This is wrong. You
8518 can ... you can go and you can go into ... yes, please.
- 8519 S. You can go on to the ... deck.
- 8520 L. Yes, on to the deck or you can go ...?
- 8521 S. .. all of /se/ deck.
- 8522 L. No.
- 8523 Ss. On, on the deck.
- 8524 L. Yes, onto or on, both is correct, on the deck ... deck
8525 and what must I write here, yes, please.
- 8526 S. Into the ... cabin.
- 8527 L. Yes, very good, now let's read [äh] the words No. 1,
8528 yes, please.
- 8529 S. A /swæn/.
- 8530 L. Stop.
- 8531 S. A swan.

- 8532 S. A swan.
8533 L. All together.
8534 Ss. A swan.
8535 L. Yes, and once more.
8536 Ss. A swan.
8537 L. Very good.
8538 S. A swan, a duck, one /gous/ ...
8539 L. Stop ... one goose.
8540 S. ... one goose, two geese.
8541 L. O.k., thank you, all together: a swan, a duck, one
8542 goose, two geese.
8543 Ss. A swan, a duck, one goose, two geese.
8544 L. O.k., go on please, yes please.
8545 S. Haltern has got a lake.
8546 L. Yes, and what's this? [zeigt auf den See im Bild]
8547 S. It's a lake.
8548 L. O.k., thank you, can you do the next sentence, please,
8549 Martin. Who can read this word? Who remembers
8550 word?
8551 S. A /'beisin 'kəs'tym/.
8552 L. No.
8553 S. /'beiðin 'kəs'tym/.
8554 L. Listen: a bathing-costume, yes, a bathing-costume.
8555 S. A bathing-costume.
8556 L. Very good, all together.
8557 Ss. A bathing-costume.
8558 L. Has a swan got a bathing-costume on?
8559 S. No, it isn't.
8560 L. Has a swan got a bathing-costume on?
8561 S. No, he isn't.
8562 L. Very good, now, next one, next two please. Who can
8563 do this? ... Yes, please.
8564 S. It's dry or wet.
8565 L. Yes, and ...
8566 S. I swim /'oʌ/ I have /a/ swim.
8567 L. O.k. No. 5 please, yes, please.
8568 S. There are many sailing-boats on the lake.
8569 L. Yes.
8570 S. In Haltern you can go on a deck.
8571 L. Yes.

- 8572 S. And you can go into the cabin.
8573 L. Very good, now the last words. Peter /si:s/ - you and
8574 me. You can say: Peter /si:s/ you and me, or ... ?
8575 S. Peter /si:s/ /ɛs/.
8576 S. /ʌs/
8577 L. /ʌs/ very good. Yes, you remember the words. Peter
8578 /si:s/ /ʌs/. What can you do with a camera? Well, you
8579 can take pictures of a water-bird. What can you do
8580 with a camera?
8581 S. [äh], you can pictures ...
8582 L. What ... what can 'you' do with a camera?
8583 S. Ah so, I can ...
8584 S. You can ... ta....
8585 S. I can take a photo.
8586 L. A photo or pictures, very good. You can take a photo
8587 or pictures. What can you do? Lutz, once more,
8588 please.
8589 S. I can photo or picture.
8590 L. No, Sally can you repeat.
8591 S. I can take a photo or a picture.
8592 L. Yes. [Name unverständlich]
8593 S. I can take a photo or a picture.
8594 L. Yes, I can take a photo or I can take a picture.
8595 Well, I can pic.... Take a photo of a water-bird. [äh],
8596 which water-birds once more, one /wə:t.../ /wə:təbɔ:d/
8597 the name of one starts with 's'.
8598 S. A ... a lot of swan ... [äh] ... [äh]
8599 L. .. of the ..
8600 S. .. of the swan ..
8601 L. .. swan, yes, and the ...? Yes, please
8602 S. Duck.
8603 L. Yes, o.k. and the ...? Bärbel, please.
8604 S. Geese.
8605 L. And the geese or the goose. O.k., now here are once...
8606 Have you got a question? No? Then let's read the
8607 words once more. Picture No. 1. There are many
8608 words today. Sally please.
8609 S. A trip from ... to Essen.
8610 L. Yes.

- 8611 S. You go to Essen in /zə/ morning and you come back in
8612 /zə/ evening.
- 8613 L. O.k., thank you, very good, Dagmar please.
- 8614 S. You pack your suitcase. You put your trousers, your
8615 scho... shorts, your /ʃə:ts/ into the suitcase. Or you put
8616 your ...
- 8617 L. Who can help Dagmar? Sabine.
- 8618 S. Or you can put your clothes ...
- 8619 L. Very good, once more.
- 8620 S. Or you can put your /'klou'dʌs/ into the suitcase.
- 8621 L. Stop, Sabine.
- 8622 S. Or you can put your clothes into ...
- 8623 L. Yes, clothes.
- 8624 S. Or you can put your clothes into the suitcase.
- 8625 L. Yes, and the next one please.
- 8626 S. ... /is/ a town, Essen /is/ /is/ /'bigʌ/, it is a city. Polsum
8627 is smaller, it's a /'vile:tʃ/.
- 8628 L. No, village.
- 8629 S. Village.
- 8630 L. All together.
- 8631 Ss. Village.
- 8632 L. O.k., now No. 5, 6, and 7 please, yes please, Birgit.
- 8633 S. Some village have a /'wintmil/.
- 8634 L. Stop.
- 8635 S. Villages.
- 8636 L. Yes.
- 8637 S. Some villages have a /'wintmil/.
- 8638 /'wispʌ/ /ænt/ shout. Pushing and pulling.
- 8639 L. O.k. ... that's a windmill, a windmill, Birgit.
- 8640 S. A windmill.
- 8641 L. Yes, listen: a windmill, all together.
- 8642 Ss. A windmill.
- 8643 L. Now No. 8, 9, and 10, please, yes please.
- 8644 S. Not /'ɔ:lweis/ or /'sʌmtaɪms/. A Dracula-film can be
8645 /ɛ:k'saitɪŋ/. It /wɔ:s/ late. Peter /hə:t/ a /noɪs/. It wɔ:s/
8646 late when Peter /hə:t/ a /noɪs/.
- 8647 L. Yes, Sabine ... [unverständlich]
- 8648 S. /iksaitɪŋ/
- 8649 L. Exciting, once more.
- 8650 S. /iksaitɪŋ/

- 8651 L. No, exciting.
8652 S. Exciting.
8653 L. Yes, and now the last one, the names of the
8654 waterbirds, please, yes please.
8655 S. One goose, two geese, a duck, a swan.
8656 L. And a [unverständlich] the bank.
8657 S. The bank.
8658 L. Yes.
8659 S. [äh] the /'beisiŋ 'kəstəm/ ...
8660 L. Listen.
8661 S. A /'beisiŋ 'kəstju:m/
8662 L. A bathing-costume, yes. [Name unverständlich]
8663 S. A bathing-costume.
8664 L. Susanne.
8665 S. A bathing-costume.
8666 S. It's dry or wet.
8667 L. O.k., and No. 4, please, No. 4 please.
8668 S. I swim or I /hæf/ a swim.
8669 L. Yes, o.k., 'bathing-costume', let's do it all together.
8670 LSs. Bathing-costume.
8671 L. And village.
8672 Ss. Village.
8673 L. And swan.
8674 Ss. Swan.
8675 L. O.k., and No. 5 now, yes please.
8676 S. There are many sailing-boats on /zə/ lake.
8677 L. O.k.
8678 S. You can go on /zə/ deck and you can go into /zə/
8679 cabin.
8680 L. Very good. No. 6 and 7 please. Heike, please.
8681 S. Peter /si:s/ you and me. Peter /si:s/ /ʌs/. What can you
8682 do with a camera? You can take a photo of the
8683 waterbirds.
8684 L. .. of the ... of the ... of the ... this is of ... of the ..
8685 S. .. of the /swæn/
8686 L. Stop.
8687 S. Swan.
8688 S. The swan, the duck and the geese.
8689 L. O.k., now, [äh], please open our books [Geräusche] ...
8690 on ... /peitf/ ... I think it's 86 ... yes, now please take out

- 8691 a pencil, read the text on page 86 and underline the
 8692 words which you don't know, underline the new
 8693 words please, and please ... the new words, the words
 8694 which you don't know. [Die Schüler lesen still,
 8695 ca. 3 ½ Minuten] /peitʃ/ 86 .. only /peitʃ/ 86 ... only
 8696 /peitʃ/ 86 ... You've got a question?
 8697 S. 87.
 8698 L. Not 87, only 86, please. Lutz.
 8699 [Die obigen 4 Aussagen gehörten in die Vorbereitungs-
 8700 zeit]
 8701 S. Lesen wir jetzt das?
 8702 L. In /ɪŋlɪʃ/ please.
 8703 S. Ah ...
 8704 S. [unverständlich] ... read?
 8705 S. Can we read it?
 8706 L. Yes, o.k., let's read it then. Who begins with it?
 8707 [der nächste Name ist unverständlich]
 8708 S. Mr. King / 'dædɪs/ friend /lɪfz/ in Norwich.
 8709 ... family. He works in a factory.
 8710 ... go to /zə/ ...
 8711 S. .. to the Broad-/s/ by boat.
 8712 L. Very good, very good, Broads, now [äh] you left ... you
 8713 left out something ... [unverständlich]. Look here is a
 8714 picture, yes, and here you find a title: A Boat Trip on
 8715 the Broads. A Boat Trip on the Broads. Ah, do you
 8716 know what 'the Broads' are, where 'the Broads' are?
 8717 No, will then open your books on /peitʃ/ 5, please
 8718 open your books on /peitʃ/ 5, /peitʃ/ 5, a map of
 8719 England. Now look, where are 'the Broads'? You find
 8720 the name of 'the Broads' on this map [Name
 8721 unverständlich].
 8722 S. The Broads ... by Norwich.
 8723 S. Are near Norwich, yes.
 8724 S. Near Norwich.
 8725 L. Yes, there's a picture of a house, of the [äh] Pim's
 8726 house in Puddlefield and there you see on the top 'the
 8727 Broads'. Now 'the Broads' are in ... near Norwich on
 8728 the coast and they ... there are many little lakes and
 8729 rivers, yes, and so there are many boats and many ...
 8730 on week ... on weekends many people go there and

- 8731 stay there and have a nice weekend, yes, and so these
8732 are ‘the Broads’. Now o.k., can you do it once more,
8733 Buffy? And now think of ‘the Broads’ o.k. ‘A Boat Trip
8734 on the Broads’. Begin please, Heike.
8735 S. A Boat Trip on the Broads.
8736 Mr. King, /'dædis/ friend, /lifs/ in Norwich /wiθ/ /his/
8737 fam ... /wiθ/ /his/ family. He works in a factory. /zə/
8738 Kings /'sʌmtaɪms/ go to /zə/ /brəʊds/ by motor-boat.
8739 /zeɪ/ /hæf/ ... /ɪnwaɪtɪd/ /ʌs/ for the weekend.
8740 L. Stop, Peter, yes.
8741 S. [äh], da fehlt ein ‘a’ [bei Broads] a mistake.
8742 L. Oh yes, a mistake, yes, very good ‘Broads’ yes.
8743 S. I /hæf/ /ɔ:lɹedi/ packed my suitcase.
8744 L. Yes.
8745 S. I am going to take my jeans, a /warm/ [deutsche
8746 Aussprache] pullover ... and a warm pullover and a
8747 /'bʌθɪŋ'kæstʊ:m/.
8748 L. Look ...
8749 S. Bathing-costume.
8750 L. Yes, Buffy, a bathing-costume.
8751 S. Bathing-costume.
8752 L. And the last sentence.
8753 S. I hope we can swim.
8754 L. O.k., thank you [unverständlich].

2.3.9 Grade 7 (October 26, 1973; #20 in the Pre-Digital Corpus)

- 8755 Stundendokumentation Nr. 20
 8756 Datum: 26.10.1973
 8757 Klasse: 7. Jg. [21 Schüler/innen]
- 8758 L. Let's begin then on page 85, 10b: 'At the station'. You
 8759 all know the words. So let's begin reading. Begin with
 8760 'At the station' and read the sentences above and
 8761 below the time-table. O.k. Werner.
- 8762 S. It's Friday afternoon. Peter and Betty are at the
 8763 station. They want to go to Norwich. They are looking
 8764 at the time-table. To Cambridge thirty ...
- 8765 L. Three o'clock.
 8766 S. Three o'clock.
 8767 S. Ah, forty thirty.
 8768 L. Four-thirty.
 8769 S. Four-thirty.
 8770 S. /faif/ o'clock.
 8771 S. Six .. ten.
 8772 L. O.k. Don't read all the times. Read ... read the
 8773 sentences under the time-table beginning with:
 8774 The first train ...
- 8775 S. The first train to Norwich /gous/ at 4 o'clock. The
 8776 second train to Norwich /gous/ at 5.30. The last train
 8777 to Norwich /gous/ at 8.20.
- 8778 L. O.k. The last train to Norwich goes at 8.20. When does
 8779 the first train to Cambridge go? Peter.
 8780 S. They goes at ah three ah /sri:/ o'clock.
 8781 L. It goes at three o'clock.
 8782 S. It goes at /sri:/ o'clock.
 8783 L. At three o'clock.
 8784 S. At three o'clock.
 8785 L. Good, when does the second train goes to Cambridge,
 8786 Peter?
 8787 S. At ahm ... thirty-four.
 8788 L. No, thirty-four is wrong.
 8789 S. Four.thirty.
 8790 [L. schreibt die Zahl 34 an die Tafel und die Zeitbezeich-
 8791 nung 4.30 kontrastiv daneben]

- 8792 L. Four-thirty. Thirty-four. We have 4 period 3. The one
8793 number 4 and then thirty, ok., and when does the
8794 second train go to London, Anke?
8795 S. On three-thirty.
8796 L. At three-thirty, at three-thirty and when does the
8797 third train go to London, Angela?
8798 S. At four o'clock.
8799 L. At four o'clock. And when does the third train go to
8800 Birmingham?
8801 S. At five-twenty.
8802 L. At five-twenty. Ah, o.k. now answer my questions
8803 with whole sentences. Don't say 'At five-twenty', say
8804 'It goes at five-twenty' or 'The train goes at five-
8805 twenty', o.k.? When does the first train go to London?
8806 Bob?
8807 S. At three o'clock.
8808 L. Use a whole sentence, Matthias.
8809 S. It's go at three o'clock.
8810 L. It goes at three o'clock. Anette, say that again. Say that
8811 again what Andreas said.
8812 S. The first train go at three o'clock.
8813 L. Goes.
8814 S. Goes at three o'clock.
8815 L. Simon, spell 'goes'.
8816 S. Goes.
8817 L. Spell it, Angela.
8818 S. g - o - e - s
8819 L. g - o - e - s, o.k.
8820 Do you know another word that ends in ...o - e - s?
8821 S. Does.
8822 L. Does, o.k. When does the train go to Cambridge?
8823 Peter.
8824 S. It go at six-ten.
8825 L. It go? Matthias?
8826 S. It goes at six-ten.
8827 L. It goes at six-ten. Peter, say it again.
8828 S. It goes at six-ten.
8829 L. O.k., let's go down to the passage 'At the Ticket-
8830 Office'. Who wants to read? Simona.
8831 S. 'I want two tickets at Norwich, please',

- 8832 L. To Norwich.
- 8833 S. To Norwich, please, Peter says.
- 8834 S. *['sɪŋəl/ or /rɪ'tuən/?*
- 8835 L. Return.
- 8836 S. *['sɪŋəl/ or /'rətə:n/?* the man in the ticket office asks. *‘*
- 8837 */'rətə:n/, please?’*
- 8838 L. Ah Simona, that’s a period, it’s not a question mark.
- 8839 *‘Return, please.’*
- 8840 S. *‘Return, please’. ‘Here you are. Two returns to*
- 8841 *Norwich.’ ‘How much is that?’ ‘One pound twenty*
- 8842 *pence, please.’ ‘When does the next train /gau/?’*
- 8843 L. Go.
- 8844 S. Go. *‘At /faɪfˈ-sə:/?.*
- 8845 L. At five?
- 8846 S. Thirty.
- 8847 L. Thirty.
- 8848 S. *‘At five-thirty’. ‘And when does the /tReɪn/ /ə’Raɪf/ in*
- 8849 *Norwich?’ ‘At six-twenty.’ ‘... is it?’*
- 8850 L. Platform.
- 8851 S. ... *‘platform three.’ ‘Thank you.’ ‘We must /rʌn/ Betty’,*
- 8852 *Peter says. ‘Or we /kænt/ [amerikanisch] catch the*
- 8853 *five-thirty train.’*
- 8854 L. O.k. What does the word ‘single’ mean here? Andreas.
- 8855 S. Hinfahrt.
- 8856 L. Single, what does that mean? What did you say?
- 8857 I didn’t hear it.
- 8858 S. Hinfahrt.
- 8859 L. Pardon.
- 8860 S. Ah, Hinfahrkarte.
- 8861 L. Hinfahrt in German. Hinfahrt. And what does the
- 8862 *word ,return‘ mean? Ralf.*
- 8863 S. Zurück... Fahrt.
- 8864 L. O.k. You go and you come back, ja? You go there and
- 8865 *you come back; Rückfahrkarte. Ahm, let’s take two*
- 8866 *people now, one person can be Peter, someone has*
- 8867 *[unverständlich] ... mal gucken... [unverständlich].*
- 8868 *Peter, ja, Peter ... Peter go and one person will be the*
- 8869 *man in the ticken-office. Who hasn’t spoken?*
- 8870 *[unverständlich] Martin, o.k., and the words which*

- 8871 they don't say, which Peter doesn't say, and which
8872 Martin doesn't say, we leave out, o.k. Peter.
- 8873 S. I want two tickets to Norwich please.
- 8874 S. /'siŋəl/ or return?
- 8875 S. Return, please.
- 8876 S. Here you are. Two returns to Norwich.
- 8877 S. How much is that?
- 8878 S. One pound twenty pence, please.
- 8879 S. When does the next train go?
- 8880 S. At 5.30.
- 8881 S. And when does the train arrive in Norwich?
- 8882 S. At 6.20.
- 8883 S. Which platfo... platform is it?
- 8884 S. Platform /θri:/.
- 8885 S. Thank you. We must run, Betty. Or we can't catch the
8886 five/θærdi/ [amerik.] train.
- 8887 [Schüler ahmt die amerikanische Aussprache des Lehrers
8888 nach. Dieser Satz wurde vom Schüler falsch betont.
8889 Der Lehrer korrigiert.]
- 8890 L. Good, Peter, that was very good. The last sentence
8891 ,We must run, Betty, or we can't catch the 5.30 train'.
8892 Say that [Name unverständlich]
- 8893 S. We must run, Betty, or we can't catch the 5.30 train.
- 8894 L. O.k. The word 'or' is not so important here. We don't
8895 say 'Or we can't catch' ... we say 'We must run or we
8896 can't 'catch' the 5.30 'train'. Can you say that Anette?
- 8897 S. We must run, Betty, or we /kænt/ catch the five/θærdi/
8898 train.
- 8899 [Die Schülerin übernimmt ebenfalls die amerikanische
8900 Aussprache des Lehrers.]
- 8901 L. O.k. Who knows how we say 5.30 in different way,
8902 in another way? Martin.
- 8903 S. at /half/ past five.
- 8904 L. At half past five ... past five. Let's look at the time table
8905 again. Ahm, under London, to London, you see the
8906 last train goes at 6.30. Can you tell me that in another
8907 way? Bärbel.
- 8908 S. Half past six.
- 8909 L. Now give me a whole sentence. The train ...
- 8910 S. The /læst/ train to/london/ goes at half past six.

- 8911 L. Good. Ahm, the train to Cambridge, when does it go?
8912 Peter?
- 8913 S. At half past thir... ah at half past ah four.
- 8914 L. O.k., give me a whole sentence.
- 8915 S. Ah; the second ah train to Cambridge goes at half past
8916 four.
- 8917 L. O.k., and when we talk about the train that goes at
8918 half past four, do we say the half past four train, do we
8919 say that, the half past four train, hm? Peter.
- 8920 S. /nau/
- 8921 L. What do we say?
- 8922 S. [äh], four-thirty.
- 8923 L. Four-thirty train. Good, that's why we must note to
8924 say it in both ways or how to say it in both ways, ja?
8925 Close your books! Ahm, we all know the new verb: to
8926 get. Today I get up. Yesterday I got up. What I'm going
8927 to do now, I'm going to read a sentence, in which first
8928 ... in the present tense for example: 'Every day I get up
8929 at seven o'clock'. And you give me the past tense. You
8930 begin your sentence with ... which word? With which
8931 word do you begin?
- 8932 S. Yesterday.
- 8933 L. Yesterday, or?
- 8934 S. Last Friday.
- 8935 L. Or?
- 8936 S. Last Sunday.
- 8937 L. Or?
- 8938 S. Last weekend.
- 8939 L. Last weekend, or?
- 8940 S. Last week.
- 8941 L. Last week, something [der Engländer würde sagen
8942 'anything else?']
- 8943 S. Last month.
- 8944 L. Last month.
- 8945 S. Last years.
- 8946 L. Last ...?
- 8947 S. Last year.
- 8948 L. Ok. Everyone knows what we are going to do: Every
8949 day I get up at seven o'clock.
- 8950 S. Yesterday I got up ... at ... [äh] ... seven o'clock.

- 8951 L. O.k., try to use all my words: Yesterday I got up at
8952 seven o'clock. Every day I buy a newspaper.
8953 S. Every day I bought a newspaper.
8954 L. Every day? Every day I buy a newspaper. Ralf.
8955 S. Yesterday I bought a newspaper.
8956 L. You see, 'bought' is past tense and 'yesterday' is past
8957 tense, and 'every day' is mostly present tense, o.k.
8958 I always come home at four o'clock. I always come
8959 home at four o'clock. Martin.
8960 S. Yesterday I came home at ... four o'clock.
8961 L. ... at four o'clock. Can you think of another word?
8962 Yesterday I came home at four o'clock ...
8963 [Lehrer schreibt den Satz an die Tafel. Er will auf das Wort
8964 ,too' = ,auch' am Ende des Satzes hinaus.]
8965 S. Yesterday I come home ...
8966 L. No, I came home at ... Can you think of another word
8967 which you could put at the end of the sentence?
8968 Yesterday I came home at four o'clock....
8969 S. Last Sunday I came ...
8970 L. No, we usually have a comma [unverständlich] we
8971 usually have a comma. For example: Last Sunday I
8972 came home at four o'clock, [comma]... [Der Lehrer
8973 schreibt den Satz an die Tafel und setzt das Komma]
8974 ... and then another word means ,auch'. What is this
8975 word in English?
8976 S. Too.
8977 L. Too, and how do you spell it?
8978 S. t - o - o
8979 L. And can you spell it in English, Ralf?
8980 S. t - o - o
8981 L. O.k., 't' is /ti:/. It's very easy. Another sentence: I often
8982 swim. Hugo, no, Peter.
8983 S. Last /'sætədeɪ/ I often swam.
8984 L. I often swim. 'Often' is a word which tells us it's
8985 present tense! Ja? So we can't use this word in the past.
8986 S. Last Saturday I swam.
8987 L. Last Saturday I swam. Perhaps: last Saturday I swam,
8988 too. I often give mother some flo... flowers. I often
8989 give mother some flowers, Ralf.
8990 S. Yesterday I ah /geif/ her a book.

- 8991 L. Yesterday I gave her a book. That's good. That's the
8992 sentence which was in the book. Now, when I say 'I
8993 often give her flowers', use my words. Don't use the
8994 words in the book. Use my words.
- 8995 S. Yesterday I gave mother a flower, too.
- 8996 L. ... a flower or ...
- 8997 S. ... some flowers.
- 8998 L. ... some flowers, too. O.k. What you said was right. But
8999 you remembered the book and I wanted something
9000 else. 'I sometimes take photos'. Peter.
- 9001 S. Yesterday I took some photos.
- 9002 L. Yesterday I took some photos. Ahm, Bärbel, spell
9003 'took'.
- 9004 S. t - o - o - k
- 9005 L. Can you spell it in English?
- 9006 S. /ti:/ /ou/ /ou/
- 9007 S. /kei/
- 9008 L. k, spell 'bought'
- 9009 S. b - o - a - r - d
- 9010 L. You spelled 'board', on board, but 'I buy today.
9011 Yesterday I bought.'
- 9012 S. b - o - u - g - h - t
- 9013 L. b - o - u - g - h - t, who can spell it in English?
9014 I help you. Martin
- 9015 S. /bi:/ /ou/ /ju:/ /gi:/
- 9016 L. /dʒi:/
- 9017 S. /dʒi:/ /eitʃ/ /ti:/
- 9018 L. Good. And, ... who can spell the word 'buy'? Peter
- 9019 S. b - u - y
- 9020 L. and in English? ... I can see that you want to do
9021 something. Michael, try.
- 9022 S. /bi:/ /u:/
- 9023 L. What is 'u', Martin?
- 9024 S. /ju:/
- 9025 L. /ju:/, ... ja, that's the letter [Lehrer meint das 'y'] which
9026 is hard for you. Ralf.
- 9027 S. /wai/
- 9028 L. /wai/ [unverständlich] /wai/, just like this word [Der
9029 Lehrer schreibt 'why' an die Tafel] 'Why', what word
9030 is that, what is it in German?

- 9031 S. Warum.
9032 L. Warum. You all know that word. So when you say x,
9033 y, z then you know that ‘y’ is just like this word ‘why’.
9034 O.k., turn page 86. Let’s take the first part, Thursday,
9035 June 2nd. Who’d like to read that? Simona.
9036 S. Mr. King ...
9037 L. Would you begin with the date?
9038 S. Thursday, /'dʒu:ni/ ...
9039 L. /'dʒu:ni/?
9040 S. June.
9041 L. Hm...
9042 S. June second.
9043 L. June second, no ...
9044 S. .. the second ...
9045 L. June the second, o.k., read it again.
9046 S. Thursday, /ju:n/ the second...
9047 L. No, not /ju:n/, you said it right the first time, Brigitte?
9048 S. June.
9049 L. June, o.k., say it again.
9050 S. Mr. King ...
9051 L. No, say the date again.
9052 S. /'tʃə:s.../ ... Tuesday ...
9053 L. Tuesday?
9054 S. June.
9055 L. I think you are nervous. Repeat after me: Thursday,
9056 June 2nd.
9057 S. Thursday, June 2nd.
9058 L. O.k., now go on.
9059 S. Mr. King, Daddy’s friend, /laifs/ in Norwith with his
9060 family.
9061 L. Peter, Peter, this is Peter’s, how do you say it, Peter?
9062 S. Mr. King, Daddy’s friend, lives ...
9063 L. O.k., go on please.
9064 S. He works in a factory. /zə/ Kings sometimes go to /zə/
9065 Bro... the ...
9066 L. Broads ...
9067 S. Broads by motor boat. They have /in'wait/...
9068 L. /in'wait/?
9069 S. /us/

- 9070 L. What is this word? Is that /in'wait/? Or is there
 9071 another...
- 9072 S. /in'waitid/
 9073 L. .. invited, say ... say 'invited'..
 9074 S. .. invited.
 9075 L. Say 'Wolfgang'.
 9076 S. Wolfgang.
 9077 L. Werner.
 9078 S. Werner.
 9079 L. Weit.
 9080 S. Weit.
 9081 L. .. invited ..
 9082 S. /in'waitid/
 9083 L. Wolfgang.
 9084 S. Wolfgang.
 9085 L. Invited.
 9086 S. Invited.
 9087 L. You see the same as in German. Say 'invited'.
 9088 S. Invited.
 9089 S. Invited.
 9090 S. Invited.
 9091 S. Invited.
 9092 L. Invited.
 9093 S. Invited.
 9094 L. O.k. Go on.
 9095 S. /us/
 9096 L. /ʌz/
 9097 S. /ʌz/ [Peter and me] for /zə/ week-end. I /hæf/ already
 9098 /pʌkt/ my suitcase. I am going to take my jeans,
 9099 a warm pullover and a /'bʌθɪŋ/-/kɒst'ju:m/.
 9100 L. That was wrong. How do you say this word before
 9101 'costume'? Ralf.
 9102 S. /'bʌθɪŋ/-/kɒst'ju:m/.
 9103 L. No, that's also wrong. This a long /ei// 'beɪθɪŋ/ o.k.?
 9104 S. I /haup/ ...
 9105 L. No, say 'bathing' after me, Simona.
 9106 S. /'beɪθɪŋ/ - costume. I /haup/ we can swim.
 9107 L. .. hope ..

- 9108 [verständnisloses Aufblicken der Schülerin, Lehrer
9109 wiederholt daher die Korrektur des Aussprachefehlers
9110 /hauP/]
9111 L. .. hope ..
9112 S. I hope we can swim.
9113 L. O.k. I ask a question now, and you answer the
9114 question. You might say I'm a reporter, ja? And all
9115 of you are now Betty, o.k. Where does your Daddy's
9116 friend live? Anke.
9117 S. They live in Norwich.
9118 L. They live in Norwich?
9119 S. .. lives ..
9120 L. They lives or he lives?
9121 S. .. he .. [Schüler spricht ungefragt]
9122 S. .. he lives..
9123 L. [unverständlich] on the wrong person. O.k. You
9124 begin, Anke, [ahm], now you are Betty, o.k., and all of
9125 you are a reporter, that means you have to ask Betty a
9126 question. So find a question from her diary page ... ah,
9127 Thursday, June 2nd, and ask her a question and she
9128 has to answer the question. Can you answer
9129 questions? Let's see. Simona?
9130 S. Who works in a factory?
9131 L. Who works in a factory, Anke?
9132 S. Mr. King lives in the factory.
9133 L. Lives in the factory or works?
9134 S. .. works ..
9135 L. Mr. King works in a factory. O.k. [Ah], Martin.
9136 S. Is your Daddy a man?
9137 L. Is your Daddy a man?
9138 S. Yes, he is.
9139 L. What is the opposite of a man?
9140 Ss. Men, men, men.
9141 L. No, that's pl... the plural: man-men. What's the
9142 opposite?
9143 S. Woman.
9144 L. Woman. The plural is 'men', what is the opposite
9145 of 'men'?
9146 S. Men.
9147 S. Nee, hier, /mi:n/

- 9148 L. No, man-men, woman-?
 9149 S. Women.
 9150 L. Women, good it's a /wi:/, /ou/ but still /i/ spelled with
 9151 'o' and pronounced with /wi/, women. O.k., ask
 9152 another question. Let's have every time someone else.
 9153 [Das Nächste ist unverständlich]
 9154 S. Have the Kings a motor-boat or a sailing-boat?
 9155 L. Have the Kings ...? Do the Kings have ... Say that
 9156 again.
 9157 S. Do the Kings have a motor-boat or a sailing-boat?
 9158 L. O.k., Anke, do the Kings have a motor-boat or a
 9159 sailing-boat?
 9160 S. The Kings /hæf/ a... motor-boat.
 9161 L. The Kings have a motor-boat. Who wants to be Betty
 9162 now? Claudia, you're Betty. O.k., ask questions. I still
 9163 want – Simona, I'm ... I know that you are burning
 9164 with a question, but I still want other people to ask
 9165 that question. Everyone should do something.
 9166 L. Now, nobody has a question? Simona.
 9167 S. Who have already packed the suitcase?
 9168 L. Who has already packed the suitcase? Ask the
 9169 question again.
 9170 S. Who has /ɔl'redi/ packed the suitcase?
 9171 S. Peter and I have packed the suitcase.
 9172 L. Good. Claudia you can stay Betty but let's read the
 9173 next day in the diary first, o.k.? First we are going to
 9174 read the next day in the diary. Who wants to read?
 9175 Ah Brigitte.
 9176 S. Friday, June /zə/ /sə:ad/
 9177 L. /θərd/
 9178 S. /θə:rd/. This afternoon we went to Norwich by ... by
 9179 train. Mr. King was in Norwich ...
 9180 L. Was at ...
 9181 S. .. was at Norwich station. Then we went to the river by
 9182 car. We stopped in front of a blue motor-boat with the
 9183 name 'Blue-bird' on it. Mr. King, Dick and Jane...
 9184 L. Mrs. ...
 9185 A. Mrs. King, Dick and Jane were on ... on deck. First they
 9186 showed /us/ the boat.
 9187 L. /us/?

- 9188 S. .. us ..
9189 L. .. us ..
9190 S. .. us ..
9191 L. Everybody: 'They showed us'
9192 Ss. They showed us.
9193 L. .. us ..
9194 Ss. .. us ..
9195 L. Brigitte.
9196 S. The small kitchen, the sm... the two cabins and /zə/
9197 wash ... and the wash-room. 'What a pretty boat! I like
9198 it,' I /said/ - 'It?' Dick shout.
9199 L. Shouted.
9200 S. Shouted. 'A boat is already she and /'nevΛ/ it'.
9201 Well, she's a pretty boat. I like her,' ...
9202 L. Brigitte, Moment. Wait a minute. [???)
9203 S. Wohnen.
9204 L. Wohnen? I live in this house is 'wohnen', I'm alive,
9205 I live...?
9206 S. Leben.
9207 L. Leben ... and I'm not alive I'm dead.
9208 S. Tot.
9209 L. O.k., 'dead', 'dead', 'said'; 'dead', 'said'. I said.
9210 I was dead. ... Now let's continue with the reporting.
9211 Claudia, you are Betty. Ask questions about Friday,
9212 June 3rd, Peter.
9213 S. In Norwich evening /.../ [äh] ... evening /'æftənu:n/
9214 or morning?
9215 S. In Norwich is it afternoon. It's afternoon.
9216 L. Good. That's better. It's afternoon in Norwich.
9217 And what was your question, Ralf, ah, Peter?
9218 S. It is Norwich ah morning, afternoon or evening?
9219 L. Then you have to ask 'Is it ... morning, afternoon, or
9220 evening?' And then she answers 'Yes, it is evening.'
9221 O.k., or what was it?
9222 S. Afternoon.
9223 L. It's afternoon. Ah, Andreas.
9224 S. What's the name of the boat?
9225 S. Hm?
9226 L. What's the name of the boat?
9227 S. It is 'Bluebird'. The name of the boat is 'Bluebird'.

- 9228 L. That's better. You always say it wrong first and right
 9229 second. But thus better than just saying it first.
 9230 Simona?
- 9231 S. Who were on deck?
- 9232 L. Who were? ... How many people are 'who'? ... who.
 9233 S. [unverständlich]
- 9234 L. No, you start a new question. 'Who' ... we don't know
 9235 how many people that is. It could be one, it could be
 9236 two, but we always use 'who' in the singular not 'who
 9237 were?'. What is the singular? Who ...
 9238 S. .. is ..
- 9239 L. That's present tense: Who were? – Who was? O.k.,
 9240 now ask your question again.
- 9241 S. Who was on deck?
- 9242 S. [äh], on deck are Mrs. King, Dick and Jane.
- 9243 L. Now you listen to the question. If I ask you a question
 9244 in the past tense you answer the question in the same
 9245 tense, right? Is that right? If I ask you a question in the
 9246 past tense you give me the answer in the past tense, ja?
 9247 And Clau... Simona said: Who was on deck? So give
 9248 her the answer in the same tense.
- 9249 S. Mrs. King, Dick and /dʒi:n/ was on deck.
- 9250 L. That's three people. That's not one ...
- 9251 S. They were on deck.
- 9252 L. They were on deck, very good. O.k., I have only a little
 9253 bit of time with you and I want you to do a worksheet
 9254 'Arbeitsblatt', ja? This is for the vocabulary, for the
 9255 words. If you have questions, ask them, try to ask
 9256 them in English I explain something first o.k. Now
 9257 look at number three, number three. Under No. 3 you
 9258 see: This is ... and then a blank, ja? No. 3. This is a
 9259 _____ and then a blank and under that
 9260 you see four under 3: The man _____ right
 9261 after the word, man write 'likes' 'The man likes'.
 9262 Write that down, No. 3, 'The man likes'. How do
 9263 you spell 'likes', Ilona?
- 9264 S. l - i - k - e - s
- 9265 L. O.k., l - i - k - e - s , and No. 9: The five-thirty train
 9266 goes from _____ blank and then there's a three,

- 9267 that's another three. It has to be there from
9268 _____ blank three. O.k., Simona?
9269 S. Norwich.
9270 L. Norwich, no, look at the answer, I just told you so you
9271 see that. Ahm, No. 10, you must write something.
9272 No. 10: They ... and then the word 'must', 'write',
9273 'must!' 'They must hurry'.- No. 10. 'They must' you
9274 know to write 'must hurry or they' – what is the next
9275 word?
9276 S. Can't.
9277 S. Can't.
9278 L. Can't, can't ... o.k. Was there one more thing? No,
9279 that's everything o.k. If you have a question I'll come
9280 and help you. I'm sorry you can't read the paper very
9281 well, I didn't do it. It was given to me. So please don't
9282 blame me.

2.3.10 Grade 8 (November 27, 1973; #21 in the Pre-Digital Corpus)

- 9283 Stundendokumentation Nr. 21
 9284 Datum: 27.11.1973
 9285 Klasse: 8. Jg. / A-Gruppe [38 Schüler/innen]
 9286 [Workbook ,English H 3', Exercises No. 3 and 4. Der
 9287 Lehrer ist Amerikaner. Abweichungen in seiner Aus-
 9288 sprache von der 'Standard English Pronunciation'
 9289 werden nicht in phonetische Umschrift gesetzt.]
 9290 L. On the left side you see the sentences begun, on the
 9291 right side you see the answers which have to be put
 9292 into the right answer. [unverständlich] Ok., No. 1,
 9293 Ralf.
 9294 S. A washing machine is a machine that washes clothes.
 9295 L. ... that washes clothes. Excuse me, are you at page 42?
 9296 S. Ja.
 9297 L. I don't have that sentence on my page 42, do you have
 9298 it? ... [Der Lehrer bemerkt erst jetzt den Beispielsatz]
 9299 Ah, the example, I didn't see the example, good ... ah,
 9300 No. 1 please ... ah Ralf, No. 1.
 9301 S. A bus /is/ a /'vi:haɪkl/ that /'kærɪs/ /'pæsɪndʒəs/.
 9302 L. O.k., /'vi:hɪkl/ Ralf.
 9303 S. Vehicle.
 9304 L. Vehicle, everybody 'vehicle'.
 9305 Ss. Vehicle.
 9306 L. Ahm, Erika, what is a vehicle?
 9307 S. A vehicle is a bus that carries passengers.
 9308 L. Is just a bus a vehicle or are other things vehicles?
 9309 What else is a vehicle?
 9310 S. Fahrzeuge.
 9311 L. Fahrzeuge, oh, that's the German, can you name, can
 9312 you give me some more vehicles? Johannes.
 9313 S. A vehicle is a lorry, a van, bus.
 9314 L. Some more.
 9315 S. A bicycle.
 9316 L. A bicycle, anything else?
 9317 S. The lorry.
 9318 L. A lorry, he said 'a lorry'.

- 9319 S. A van.
9320 L. A van, he said 'a van'.
9321 S. A motor-bike.
9322 L. A motor-bike ... and a scooter o.k. No. 2, Jutta.
9323 S. The Tower /ɔf/ London is a building that looks very
9324 grim.
9325 L. O.k., No. 3, Karsten.
9326 S. The Th... The /teims/ is a river that goes through
9327 London.
9328 L. /temz/
9329 S. The Thames is the river that goes through London.
9330 L. No. 4 [Name unverständlich]
9331 S. A /'pærət/ is a /'bæt/ then /kan/ talk.
9332 L. /a 'pærət/
9333 S. Parrot.
9334 L. No. 5.
9335 S. A /dɔk/ is an animal that barks.
9336 L. Good, No. 6.
9337 S. A /kou/ is an animal that give milk.
9338 L. /ei 'kau/ ... a cow, say it [unverständlich]
9339 S. A cow.
9340 L. A cow, good, take part 4, sentence No. 1, finish these
9341 sentences, the answers are below, Martina.
9342 S. This is /zə/ ... /zi:/ ocean liner that cross ... crosses /zi:/
9343 Atlantic Ocean.
9344 L. O.k., No. 2, Regine.
9345 S. This is the /'klouðis/ shop that has got the best kilts.
9346 L. Say /'klouðz/
9347 S. Clothes.
9348 L. One syllable 'clothes' everybody 'clothes'.
9349 Ss. 'Clothes'.
9350 L. No. 3, Achim.
9351 S. This is my American friend who comes of ... who
9352 comes from America.
9353 L. Say /ə' mærikə/
9354 S. America.
9355 L. This is my American friend who comes from America.
9356 That's your own sentence. Can you find a sentence
9357 below which would be correct? This is good if you can

- 9358 write your own sentence. But we have sentences here.
 9359 Ursula. [unverständlich]
 9360 S. This is my American friend who was born in New
 9361 York.
 9362 L. ... who was born in New York. O.k., No. 4. Ahm,
 9363 I think Erika.
 9364 S. This is the /krei:n/ that lifts the /hi:vast/ steel plates.
 9365 L. /krein/ say 'crane'.
 9366 S. Crane.
 9367 L. And /'hɛ:viəst/
 9368 S. Heaviest.
 9369 L. Ahm, what does 'heavy' mean in German? Jutta.
 9370 S. Schwer.
 9371 L. How do you spell 'heavy'? Ahm, Ulrich.
 9372 S. /ha:-e-a:-'ɛpsilɔn.../...
 9373 S. [anderer] /v/
 9374 S. /fau-ai-e-ɛs-ti:/
 9375 L. Ahm, I asked you not to spell ,heaviest' but ,heavy',
 9376 ,heavy', Thomas.
 9377 S. h - e - a - v - y [deutsch]
 9378 L. h - e - a - v - y [deutsch] who can spell it in English?
 9379 George.
 9380 S. h - e - a - ...
 9381 L. ... v ...
 9382 S. .. ja, ... v - i - e - s - t
 9383 L. That's ,heaviest', spell ,heavy'.
 9384 S. .. 'heavy', h - a ... nee ... h - e - a - v - and ...
 9385 L. /wai/
 9386 S. .. y ..
 9387 L. ... like the word 'why' I wrote here. [Der Lehrer hat
 9388 'why' an die Tafel geschrieben.] ... 'why'.
 9389 S. .. y ..
 9390 L. O.k., No. 5, ahm Christa.
 9391 S. McGregor is the name of the person who /wə:s/ the
 9392 McGregor tartan.
 9393 L. /'wɛəz/
 9394 S. Wears.
 9395 L. And what is the past tense of 'wears', the past tense of
 9396 'wear'.
 9397 S. .. were .. [ungefragt]

- 9398 L. Ursula.
9399 S. Were.
9400 L. No, how do you spell the past tense of ,wear‘? ‘Wear’,
9401 ‘to wear’, ‘I wear’ is the present tense ‘wear’. Does
9402 anybody know how to spell the past tense? ... Today I
9403 wear, yesterday I ... ?
9404 S. Worn.
9405 L. Worn, no.
9406 S. Were.
9407 L. No.
9408 S. Wore.
9409 L. Wore, spell it, Jörg.
9410 S. .. v ..
9411 L. .. w ..
9412 S. .. v - o ...
9413 L. .. w - o - ...
9414 S. Ah ja, w - o - r - e.
9415 L. W - o - r - e, remember ‘wear’ and ‘wore’ you must say
9416 them correctly. Ok., No. 6, Elke.
9417 S. Do you know my friend ... friend who /lifs/ in Paris?
9418 L. Good, o.k. That’s the beginning in the use of ‘who’
9419 and ‘that’, and now I’d like you to turn to page 68 in
9420 your textbooks and you work with the same things
9421 some more ... [Die Schüler schlagen die Bücher auf ...]
9422 68, this is new, we haven’t done it in past, but let’s
9423 see how many of you can do it correctly right away.
9424 No. 1, ‘What are their jobs?’ First of all: What is the
9425 picture at the ... left? What is the picture? What is
9426 that? Elke.
9427 S. It’s a crane.
9428 L. O.k. And now what do we call the man who drives the
9429 crane? George.
9430 S. Crane driver.
9431 L. Crane driver, so for No. 1 we say: ‘The first man is a
9432 crane driver.’ O.k.? Now let’s continue in the same
9433 way. The second picture from the left, Johannes.
9434 S. The /sekənt/ man is a radio mechanic.
9435 L. A radio mechanic or do you know the word a ‘radio
9436 repairman’? ‘To repair’ you know, right, and ‘repair

- 9437 man', a 'radio repairman' or a 'radio mechanic'. No. 3,
 9438 ahm, Andrea.
- 9439 S. The first ... the third man is a fireman.
- 9440 L. The third man is a fireman. And the fourth man?
 9441 New people I'd like to have all the time. Ingrid N.
- 9442 S. The fourth man is a lorry driver.
- 9443 L. The fourth man is a lorry driver. And the fifth man?
 9444 Karin.
- 9445 S. The fifth man is a baker.
- 9446 L. The fifth man is a baker. And the sixth man? Monika.
- 9447 S. The sixth man is a ...
- 9448 L. Who knows? This was in chapter 5 'Unit 5a: At
 9449 Silver Star Garage', English H 3, p. 42. ... Ulrich.
- 9450 S. The sixth man is a man who ah ... works in a garage.
- 9451 L. He works in a garage and what do we call a man who
 9452 works in a garage?
- 9453 S. an /ɛtendent/
 9454 L. A ... a what?
 9455 S. Attendant.
- 9456 L. Attendant, good, an attendant, it is 'an' attendant
 9457 remember if the word begins with a vowel like 'a'
 9458 'attendant' we don't then say 'a' but we say 'an' 'an
 9459 attendant', o.k.? ... is an attendant. [1b] What is he?
 9460 Now, look at the pictures above and we use the same
 9461 pictures again. Erika, No. 1.
- 9462 A. A radio /me'ka:nikə/ is a man who repairs the radios.
- 9463 L. A radio mechanic is a man who repairs radios, good,
 9464 ah, what's the other word for 'radio mechanic'? Ralf.
- 9465 S. Radio repairs.
- 9466 L. A radio repair...?
 9467 S. ... man ...
- 9468 L. ... man, a radio repairman, o.k.? No. 2, Karin.
- 9469 S. A fireman is a man who fights fires.
- 9470 L. No. 3, Ralf.
- 9471 S. A lorry driver is a man who drives a lorry.
- 9472 L. Good, No. 4, Jutta.
- 9473 S. A baker is a man who makes cakes.
- 9474 L. O.k., and No. 5? I didn't see you the last time, Renate.
- 9475 S. Ah, an accident is a man who ...
- 9476 Ss. Accident? Accident? Attendant!

- 9477 L. Attendant.
9478 S. ... attendant is a man who ... who repairs a car.
9479 L. Ah, you said 'repairs a car'. Where did you find 'repairs
9480 a car'... on the right hand side? It's not there, there's
9481 something else there, however, Elke.
9482 S. An attendant is a man who works in a /'gæra:ʒ/.
9483 L. /'gæra:ʒ/? No, there's another way of saying that.
9484 S. ... who works at ... at a /'gæra:ʒ/.
9485 L. Ah, the word is not /'gæra:ʒ/ [Im Englischen ist es das
9486 doch!] Who knows how to say it correctly? Monika
9487 almost
9488 S. /gə'ra:ʒ/
9489 [Diese Aussprache ist amerikanisch, d. h. jedoch nicht,
9490 daß das englische /'gæra:ʒ/ falsch ist. Die englische
9491 Ausspracheversion scheint dem amerikanischen Lehrer
9492 nicht bekannt zu sein.]
9493 L. /gə'ra:ʒ/. Everybody: 'garage'.
9494 Ss. Garage.
9495 L. O.k., [ahm] Renate, say that again: A ... An attendant
9496 is a man who works in a garage or at a garage.
9497 S. An attendant is a man who works in a garage.
9498 L. An attendant is a man who works at a garage
9499 [unverständlich]
9500 S. An attendant is a man who works in a garage.
9501 L. Attendant.
9502 S. Attendant.
9503 S. Ahm, Ursula, spell 'attendant'.
9504 S. a - t - t - a - n - d - e - n - t [deutsch]
9505 L. No, you made two mistakes. Does anybody know how
9506 to spell 'attendant'? Ralf.
9507 S a - t - t - e - n - d - a - n - t [deutsch]
9508 L. O.k., that's correct. Can anybody spell it in English?
9509 Erika.
9510 S. a - t - t - e - n - ...
9511 L. - d -
9512 S. - d - a - n - t
9513 L. Good, ok. What is it? You noticed in 1b the question
9514 was 'What is he?' and the answer 'a man who ...'. Now

- 9515 we have ‘What is it?’ ‘a ship that ...’ ‘A tanker is a ship
 9516 that carries oil’. No. 1, Thomas.
- 9517 S. A crane is a /'mæʃɪn/ that lifts heavy things.
- 9518 L. Ahm, what is the word after a ... a crane is a ... say it
 9519 [unverständlich] ... a mach ... Entschuldigung.
- 9520 S. /mə'ʃi:n/
 9521 L. A machine, Thomas, a machine. No. 2, Klaus.
- 9522 S. An ocean liner is a ship that carries passenger.
 9523 L. ... passengers.
 9524 S. ... passengers.
 9525 L. Say the ‘s’ if you don’t say it, you forget to write it.
 9526 Claudia.
- 9527 S. A record-player is a machine that plays records.
 9528 L. ... that plays records. George.
- 9529 S. A milk-/wæn/ is a ... is a /'vidʒɪkəl/ ...
 9530 L. /'vi:hɪkl/
 9531 S. Vehicle, [äh] that carries milk.
 9532 L. ... that carries milk. Say ‘milk-van’.
 9533 S. milk - /wæn/
 9534 L. milk - /væn/
 9535 S. milk - /wæn/
 9536 L. Say ,Werner’.
 9537 S. Werner.
 9538 L. Wolfgang.
 9539 S. Wolfgang.
 9540 L. Van.
 9541 S. Van.
 9542 L. Milk-van.
 9543 S. Milk-van.
 9544 L. Good. You said ‘milk-van’ wrong and you said
 9545 ‘vehicle’ right. There’s no difference ‘vehicle’ ‘van’ it’s
 9546 the same sound. O.k., No. 5, Jutta.
- 9547 S. A tiger is an animal that /lɪfs/ in /'i:ndiə/.
 9548 L. /'ɪndiə/, that’s right, an animal that lives in India.
 9549 Good, now – I gave you a piece of paper yesterday –
 9550 No. 3 ‘Übungsblatt’ and we have the same kind of
 9551 things here. It’s the same kind of things. Now you
 9552 must know: Do you use ‘who’ or do you use ‘that’. You
 9553 must decide. No. 1. Remember two things: ‘People

- 9554 who', things or animals or anything which is not
9555 people, 'that'! O.k.? No. 1. I'd like to have some new
9556 people who haven't been talking today. Susanne,
9557 No. 1.
9558 S. A motor-mechanic is a man who repairs cars.
9559 L. ... who repairs cars or who repairs motors. A motor-
9560 mechanic doesn't just repair cars he also repairs
9561 lorries, and vans, he repairs motors, good
9562 [unverständlich]. No. 2, Silke.
9563 S. Ahm ... a /'bʌtʃə/ ... A /'bʌtʃə/ shop is a shop that ... that
9564 sells meat.
9565 L. ... that sells meat. A /'bʌtʃə/ butcher's shop, Silke say
9566 that again, 'A butcher's shop is a shop ...
9567 S. A butcher's shop is a shop that sells meat.
9568 L. Sells, spell sells.
9569 S. s - e - l - s ... l - s [deutsch]
9570 L. two l-s, spell it in English ... Ralf.
9571 S. [äh], nein, ich wollt' bloß ma' fragen, ob dieser Satz
9572 auch geht: A ... a ... a ... a butcher's /tʃʌp/ is a [äh] /tʃɒp/
9573 ... who ... [äh] that had [äh] steaks in /zə/ window.
9574 L. A butcher's shop is a shop that ...
9575 S. .. has ..
9576 L. .. has, good. I heard the wrong thing, that has steaks in
9577 the window, ja, how do you spell steaks?
9578 S. In English?
9579 L. Ja.
9580 S. s - t - i - e - a -
9581 L. - k -
9582 S. - s -
9583 L. s - t - e - a - k - s , good, No. 3, Marion.
9584 S. What is a sewing machine? A sewing machine is a
9585 machine that sews /'klouðis/.
9586 L. And how do you say the last word with one syllable?
9587 S. Clothes.
9588 L. Clothes, No. 4. I want new people. Some people
9589 haven't been talking today. Claudia M.
9590 S. What is a farmer? A farmer is a man who has a farm.
9591 L. A farmer is a man who has a farm. Does someone have
9592 another answer? Elke.
9593 S. A farmer is a man who have many animals.

- 9594 L. ... who have?
 9595 S. ... has ...
 9596 L. ... has, good. ... is a man who has many animals.
 9597 Another answer? Karsten.
 9598 S. What's a disc jockey? A disc jockey is a person who
 9599 plays records.
 9600 L. A disc jockey is a person who plays records. I wanted
 9601 another answer for the last question. That's o.k. No. 6.
 9602 What is a befeater? Monika.
 9603 S. A Beefeater is a person who feeds the ravens.
 9604 L. ... is a person who feeds the ravens. What else does he
 9605 do? Ralf.
 9606 S. A Beefeater is a man who looks for the Tower.
 9607 L. ... looks for ... looks for is not ... not the right
 9608 expression, we don't look for. Haven't we had the
 9609 word? [Der Lehrer schreibt 'guard' an die Tafel]
 9610 Haven't we had this word ? [zeigt auf 'guard']
 9611 Have we had it? O.k. Say the sentence with this word,
 9612 Ralf.
 9613 S. Ah, ... The Beef ... a Beefeater is a man ...
 9614 L. .. who guards ..
 9615 S. .. who guards ..
 9616 L. ... the tower ... who guards the tower. Hm. Heike, say
 9617 the same sentence: A Beefeater is ...
 9618 S. A Beefeater is a man who guards the Tower.
 9619 L. And what does 'guards' mean in German? Horst.
 9620 S. Bewachen.
 9621 L. Bewachen, and when you said 'look at' I think you
 9622 wanted to say 'guards'; ah 'to look after' we have a
 9623 word 'to look after' for example you might say:
 9624 A Beefeater is a man who looks after the birds, or the
 9625 ravens, or the pigeons, 'look after' or 'guards' 'guards
 9626 the Tower'; 'look after' does not mean 'guards' but
 9627 they are similar in a way, No. 7. ... Nobody? – What is
 9628 a radio factory? It's not very hard. Monika.
 9629 S. The radio ... A radio factory is a factory that makes
 9630 radios.
 9631 L. ... a factory that makes radios, or a factory where
 9632 radios are made. A factory can't make radios. Ja?
 9633 But for this piece of paper we want to prepare a radio

- 9634 factory is a factory that makes radios. Thomas.
9635 S. What is a crane? A crane is a /'mæʃi:n/ that lifts heavy
9636 steel plates.
9637 L. Thomas, I corrected you with that word once before.
9638 S. [...]
9639 L. ... machine, o.k. Well, say the whole sentence again.
9640 S. What is a crane? A crane is a machine that lifts heavy
9641 steel plates.
9642 L. ... that lifts steel plates. Spell 'steel', 'steel plates', Jutta.
9643 S. s - t - e - e - l [deutsch]
9644 L. In English.
9645 S. S - t - e - e - ...
9646 L. - l - the same as in German.: s - t - e - e - l. There's
9647 another word 'steal'. What does the other word
9648 mean? Jutta.
9649 S. ... stehlen ...
9650 L. And what does this word 'steel' mean? Karsten.
9651 S. Stahl.
9652 L. Stahl, now do you spell 'steal' for 'stehlen' Ulrich.
9653 S. s ... s - t - e - a - l - l
9654 L. one 'l', s - t - e - a - l. Good. No. 9, let's see who hasn't
9655 talked today at all. Somebody hasn't talked today, ja,
9656 Uwe.
9657 S. A fireman is a man who fights fires.
9658 L. ... who fights fires. Spell 'fights'.
9659 S. f - i - /ji:/ ...
9660 L. /dʒi:/ ...
9661 S. - g - h [deutsch] - h ...
9662 L. - h -
9663 S. - t - s
9664 L. Good, f - i - g - h - t - s. What is the past tense for
9665 'fights'? Today I fight, yesterday I ... [Name unver-
9666 ständlich]
9667 S. Fought.
9668 L. Spell 'fought' ... ja? ... Nein? ... George.
9669 S. f - o - /dʒu:/ ...
9670 L. /ju:/ ...
9671 S. - u - ... - f - o - u [ähm] - g - h -
9672 L. 'fought'

- 9673 [Der Lehrer betont das vom Schüler beim Buchstabieren
 9674 ausgelassene ‘t’]
 9675 S. - t -
 9676 S. - t -
 9677 L. Good, - f - o - u - g - h - t -, ‚fought‘ if you pronounce
 9678 the word ‚fought‘ you won’t forget the ‚t‘. Ten? Who
 9679 else hasn’t talked today? Ja, Ute.
 9680 S. What is a record-player? A record-player is a machine
 9681 that plays records.
 9682 L. ... is a machine that plays records. Does the record-
 9683 player play the records? Or do we play the records? ...
 9684 What plays the records or who plays the records?
 9685 S. The record-player plays - [äh] - the records, we - [äh]
 9686 - put the records on the record-player.
 9687 L. Ja, you can see it that way, you can also say, we play
 9688 the records, we put them on the record-player and the
 9689 record-player just turns. You can see it both ways but
 9690 your explanation was very good. Ralf?
 9691 S. Mr. Miller, bei number 10 - [äh] - das is hinter ‘The
 9692 record-player’ is a /‘mæfɪ:n/ that play /zə/ records. -
 9693 play - heißt das ‘play’ oder ‘plays’?
 9694 L. ‘Plays’.
 9695 S. Plays.
 9696 L. Plays. [unverständlich]
 9697 S. Ich hab’ gedacht, weil [äh] play ... [der Rest ist unver-
 9698 ständlich]
 9699 L. I didn’t hear you.
 9700 S. Is’ doch hier [anderer Schüler]
 9701 S. Ach ja, [Ralf]
 9702 L. Ja, one record-player ‘plays’, two record-player ‘play’,
 9703 good? O.k., ah, now I have a chance to see if you learnt
 9704 something from the exercise we just did. Close your
 9705 book, turn your papers over ... and answer my
 9706 questions. O.k., no looking. No. 1. Answer these
 9707 questions: What is a ship builder? [ähm], Karin.
 9708 S. A ship builder is a person who builds ships.
 9709 L. Good. A ship builder is a person or a man who builds
 9710 ships. What is a crane driver?
 9711 S. A crane driver is a man who drives a crane.

- 9712 L. A crane driver is a man who drives a crane. What are
9713 two crane drivers? Ralf. [Der Lehrer fragt hier
9714 absichtlich den Schüler, dem der Unterschied
9715 zwischen 3. Person Singular und Plural eines Verbs
9716 nicht klar war; s. o.: ‚play‘ und ‚plays‘.] If one driver,
9717 one cra ... if one crane driver is a man or a person who
9718 drives cranes, what are two crane drivers?
9719 S. Ah ja, [äh] two [äh] crane drivers are person ...
9720 L. Two crane drivers are not ... are not one person,
9721 they are ...
9722 S. ... are ... are ... are persons who [äh] drives cranes.
9723 L. No, you just asked the question ...
9724 S. ... who drive cranes.
9725 L. Good, you just ask why I asked you. You said ‘One
9726 record-player plays a record’. ‘Two record-players play
9727 a record’. ‘One crane driver drives ... two crane drivers
9728 are people’ ... or what’s the plural of ‘man’?
9729 S. Men.
9730 L. ... men who drive. Pay attention, perhaps I’ll ask you
9731 another question with ‘s’ or no ‘s’. Ahm, what is a
9732 crane? Jörg.
9733 S. A crane is a machine who lifts ...
9734 S. ... that [ein anderer Schüler verbessert spontan,
9735 ungefragt]
9736 S. Ah ja, that lifts ... a /‘hivi/ steel plate. [Jörg]
9737 L. ... that lifts ... /‘hevi/
9738 S. .. heavy ...
9739 L. ... steel plates. What is an oil-tanker? Ulrich.
9740 S. An oil-tanker is a ship [äh] that [äh] carries [äh] oil.
9741 L. ... that carries oil. Spell ‘carries’, Jörg.
9742 S. c - a - double /eə/ ...
9743 L. ... double r - ...
9744 S. ... double r - e - i - e - ...
9745 L. Ja, - i - e - ...
9746 S. - s -
9747 L. - s -, c - a - r - r - i - e - s, spell ‘carry’, Margaret.
9748 S. ... a - /εR/ ...
9749 L. /a:/ ...
9750 S. - r - r - ...

- 9751 L. What's the opposite of 'because'? If you say 'because'
 9752 what was the word in the question?
 9753 S. Why.
 9754 L. Why, if I ask 'why', you say 'because'. 'Why' – how do
 9755 you spell 'why'?
 9756 S. v – h – y
 9757 L. w – h – y, and you say /wai/, 'warum', and it's the same
 9758 as the letter 'xyz'. [Interessant ist hier, dass der Lehrer
 9759 für 'z' /zi:/ sagt] Good, c-a-r-r-y, ok. What is an
 9760 ocean-liner? Ulrich.
 9761 S. An ocean-liner is a ship that carries passengers.
 9762 L. ... that carries passengers. What is a clothes shop?
 9763 Elke.
 9764 S. A clothes shop is a shop that ... that sells clothes.
 9765 L. ... that sells clothes. What is a shoe shop? Jutta.
 9766 S. A shoe shop is a shop that sells shoe.
 9767 L. ... sells ...
 9768 S. ... shoes.
 9769 L. ... shoes. what is a radio shop? Günther.
 9770 S. A radio shop is a shop that sells radios.
 9771 L. What is a car factory? Andrea.
 9772 S. A car factory is a factory that makes cars.
 9773 L. Jutta, you were so good the last time I'll ask you again:
 9774 Does the car factory make cars?
 9775 S. [äh], no, the persons in the factory makes the cars.
 9776 L. The persons ... makes?
 9777 S. Nein, the persons ... make ...
 9778 L. The persons...
 9779 LS. [gemeinsam] make ...
 9780 S. ... make cars in the factory.
 9781 L. But we can't say 'persons'. You know we have the
 9782 difference between 'each' and 'every', ja, and that's
 9783 the same thing with 'persons' and ... if you have one
 9784 person and you have lots of people and you want to
 9785 talk about every, single one then you say 'These three
 9786 persons ...' or 'These persons ...', but we almost never
 9787 use the word 'persons' almost never, very very
 9788 seldom. If we talk about more than one person we
 9789 usually say 'people'. How do you spell 'people'?
 9790 S. [äh], p – e – o – p – l – e [deutsch]

- 9791 L. Can you spell it in English? Ute [äh] Ute
9792 S. p - e - o - p - l - e
9793 L. O.k., people. Now I'll ask you the question again:
9794 Do car factories make cars?
9795 S. No, the people in the car factory make cars.
9796 L. People in the car factory or in the car factories make
9797 the cars. Good, now, the question 'What is ...?' a
9798 person, or a thing, or an animal as you like and the
9799 people on this side of the room answer the question.
9800 Five questions, and when you finished the questions
9801 then the people on this side of the room ask five
9802 questions and the people of this side of the room
9803 answer the questions, o.k.? You have to raise your
9804 hand and then be selected, o.k. You begin, as soon as
9805 you have a question you raise your hand. Jutta.
9806 S. What is a tiger?
9807 L. What is a tiger? Ask someone.
9808 S. Jutta.
9809 S. [äh] ... A tiger is a animal that comes from India.
9810 L. ... is an animal that ...
9811 S. ... comes ... [äh] /lifs/ ...
9812 L. ... that comes from or lives in India, o.k. Jutta.
9813 S. What is a record-player?
9814 L. Ralf.
9815 S. A record-player is a player that - [äh] - plays records.
9816 L. A player? A record-player is a ... ?
9817 S. [äh] ... is a machine that plays records.
9818 L. O.k.
9819 S. What is a rose?
9820 L. What is a rose? Ask someone!
9821 S. Eh, ah.
9822 L. What is a rose? Ask someone!
9823 S. Ja, a rose is a flower that look beau... beautiful.
9824 L. A rose is a flower that ...
9825 S. .. looks...
9826 L. ... looks beautiful, o.k. Karsten.
9827 S. What is a plane?
9828 L. I didn't hear you, Karsten.
9829 S. What is a plane?
9830 L. What is a plane? ... What is a plane?

- 9831 S. A plane is a thing that can fly.
9832 L. A plane is a thing that can fly, good. That was five.
9833 Now you ask five questions and they answer the five.
9834 [Seitenwechsel]
9835 L. Martina.
9836 S. What is a tree? Jutta.
9837 S. A tree ...
9838 L. What is a tree? Don't raise your hand, unless you
9839 know the answer. Who knows the answer?
9840 S. A tree that stands in the garden.
9841 L. A tree is a ...? A what?
9842 S. A tree is a thing that stands in the garden.
9843 L. A tree is a thing that stands in the garden. Does it
9844 stand there or does it grow there? Karsten.
9845 S. It is there.
9846 L. It is there ... is a thing that is in the garden. I can't say
9847 'A tree stands ...' or 'A tree lies...' or 'A tree sits...'
9848 [allgemeine Heiterkeit]. It is there or it grows there,
9849 o.k. Ralf.
9850 S. What is a fireman?
9851 L. What is a fireman? You have to ask someone, Ralf.
9852 S. A fireman is a man fights fire.
9853 L. A fireman is a man ...
9854 S. ... fights fires.
9855 L. Did you say 'who'? Did you say 'who'?
9856 S. Ja..
9857 L. Ja, 'who', ... is a man who fights fires. Monika.
9858 S. What is a window?
9859 L. What is a window? What is a window? The questions
9860 are difficult. What is a window? Ask someone.
9861 S. Georg.
9862 S. A window is in a house.
9863 L. A window is in a house. But doesn't ...
9864 S. ... at the house.
9865 L. ... in a house or on a house. But we can't ... It's in a
9866 house or in the wall of a house. But that's not an
9867 answer. You told us where it is but you didn't tell us
9868 what it is. What is a window? Jutta.
9869 S. A window is a thing that is in a house.

- 9870 L. ... is a thing that is in the house. Can you tell me
9871 something more about a window? Can you
9872 something more about a window? Jutta.
9873 S. We can look out of /zə/ window.
9874 L. We can look out of the window. Ja, put that in the ...
9875 in the answer to the question 'What is a window?'
9876 S. A window is a thing that ...
9877 L. Ja, Wortstellung, ja, 'A window is a thing that ...' you
9878 can say it. It's difficult. Does anyone know? Try it ...
9879 S. ... that we can look out ...
9880 L. ... of ...
9881 S. ... of.
9882 L. A window is a thing that we can look out of. We can
9883 look out of a window. We can look out of it ... a thing
9884 that we can look out of. Susanne.
9885 S. What are teeth?
9886 L. What are teeth? What are teeth? ... Jetzt ... Now
9887 everybody can answer the question. Anyone can ask
9888 a question and anybody can answer. Jutta.
9889 S. A teeth is a thing ...
9890 L. A teeth? One te.... One tooth, two teeth, teeth.
9891 What are teeth?
9892 S. Teeth are things that we can clean ... [us?]
9893 L. Teeth are things that we can clean. Do we say 'We
9894 clean our teeth'? That's German. We say 'We ... '
9895 What do we do with our teeth, Kurt? In German you
9896 say 'clean the teeth!' In En.... In English we say
9897 'brush'. 'Teeth are things that we can brush'.
9898 What else can we do with teeth? Ulrich.
9899 S. Teeth are things ... [äh] many people can [äh] bite.
9900 L. ... that many people can ... can bite, ja, we bite with
9901 our teeth. Take the sentence 'We bite with our teeth'
9902 and now put the two together. 'Teeth are things that
9903 we ...'
9904 S. ... can bite.
9905 L. One word is missing. We bite with our teeth. 'Teeth
9906 are things that ... ' Jutta.
9907 S. ... that we bite with it.

- 9908 L. ... that we bite with. 'Teeth are things that we can bite
9909 with. We can bite with our teeth. Teeth are things we
9910 can bite with. Ulrich.
9911 S. What is a doll?
9912 L. What is a dog? Elke.
9913 S. A dog is an animal ...
9914 L. A dog is an animal, weiter...
9915 S. Ich hab' ja nicht gesagt 'dog'.
9916 L. What?
9917 S. Doll.
9918 L. Doll, oh, doll, I say /dʌl/, perhaps the English say
9919 /dɔl/, I don't know. I say /dʌl/. What is a doll? Elke?
9920 S. No.
9921 L. No? Susanne.
9922 S. A doll is a toy who girls ...
9923 L. Is a doll a person, Susanne?
9924 S. that ... that ...
9925 L. ... is a toy that ...
9926 S. ... that girls ... ah ...
9927 S. ... that girls ...
9928 Ss. [mehrere] play, play, play.
9929 L. ... the girls 'plays' or the girls 'play'?
9930 S. .. play.
9931 L. Good. [unverständlich] ... that girls play with.

2.4 Transcripts of Audiotaped EFL Lessons (1974)

2.4.1 Grade 5 (March 13, 1974; #24 in the Pre-Digital Corpus)

- 9932 Stundendokumentation Nr. 24
9933 Datum: 13.03.1974
9934 Klasse: 5. Jg. [34 Schüler/innen]
9935 L. Can I begin now? So, [äh] ... remember.
9936 Unit 10. Just look and listen.
9937 [Die Darbietung erfolgt durch Dias und Tonbandtext.]
9938 TB. Unit 10 – Part I – A Game
9939 Margaret: I can see it.
9940 Mrs. Hay: What can you see, darling?
9941 Margaret: It's a game, Mummy.
9942 Margaret: Look at this picture.
9943 Margaret: Try and find out what's missing.
9944 Margaret: Richard can't. Oh, ...
9945 Margaret: Richard can't.
9946 Richard: Oh, keep quiet, Margaret.
9947 Richard: How can I find it?
9948 Richard: You're always talking.
9949 Mrs. Hay: Well, there are a lot of things.
9950 Richard: Those cups are full.
9951 Mrs. Hay: The tea-pot's empty. Oh, I ...
9952 Mrs. Hay: The tea-pot's empty.
9953 Richard: Oh, I see now.
9954 Richard: There's no lid on the tea-pot.
9955 L. Now, try to speak after the tape-recorder. First listen
9956 and then try to speak.
9957 TB. Unit 10 – Part one – A Game
9958 L. Monika.
9959 S. A game.
9960 S. Unit 10 .. part one .. a game.
9961 L. Anne.
9962 S. Unit 10 .. part ... part what ... a game.
9963 L. Part one.
9964 S. Unit 10 .. part one .. a game.
9965 L. Bettina.
9966 S. Unit [äh] ... ten pa... part one ... a ... a game.
9967 L. Burghard.

- 9968 S. Unit 10 hm ... part one ... /ai/ ... a game.
9969 L. A game.
9970 S. Unit 10 ... a /gɛ:m/
9971 L. All right, a game.
9972 S. /ə'gɛ:m/
9973 L. Elisabeth.
9974 S. Unit 10 .. a game.
9975 L. Yes, right, Ulli.
9976 S. Unit 10 ... /ə'gɛ:m/
9977 L. A game.
9978 S. Game ... [ungefragt]
9979 L. Once more ... Ulli, a game.
9980 S. A game.
9981 S. A game.
9982 S. A game.
9983 L. A game, Petra.
9984 S. A game.
9985 L. Jürgen.
9986 S. A game.
9987 S. A game.
9988 S. A game.
9989 L. Let's try to say it all together.
9990 Ss. A game.
9991 TB. I can see it.
9992 S. Hier.
9993 S. I can see it.
9994 S. I can see it.
9995 S. I can see it.
9996 S. I can see it.
9997 L. Good.
9998 S. I can see it.
9999 S. I can see it.
10000 S. I can see it.
10001 L. Ralf.
10002 S. I can see it.
10003 L. Patrick.
10004 S. I can see it.
10005 L. Good.
10006 S. I can see it.
10007 S. I ... I can it.

- 10008 L. Listen.
10009 TB. I can see it.
10010 S. I can see it.
10011 L. I can see it.
10012 S. I can see it.
10013 L. Lothar.
10014 S. I can see it.
10015 S. I can see it.
10016 S. I can see it.
10017 L. Yes, I can see it.
10018 S. I can see it.
10019 L. Ulli.
10020 S. I can see it.
10021 L. All together.
10022 Ss. I can see it.
10023 TB. What can you see, darling?
10024 S. Hier.
10025 L. Petra.
10026 S. What can you see, darling?
10027 L. Good.
10028 S. What can you see, darling?
10029 S. What can you see, darling?
10030 S. What can ...
10031 L. Ah, Beatrix ...
10032 S. What can you see, darling?
10033 S. What can you see, darling?
10034 S. What can you ... s ... you see, darling?
10035 L. Ah, Alfred, listen.
10036 TB. ... see it. What can you see, darling?
10037 S. What can you see, darling?
10038 L. Good.
10039 S. What can you /si:ə/, darling?
10040 L. Michael.
10041 S. What can you see, darling?
10042 S. What can you see, darling?
10043 L. Irene.
10044 S. What can you see, darling?
10045 S. What can you see, darling?
10046 S. What ca... can you see, darling?
10047 S. What can you see, darling?

- 10048 S. What can you see, darling?
10049 L. Good, all together.
10050 S. What can you see, darling?
10051 TB. It's a game, Mummy.
10052 L. Monika.
10053 S. It's a game, Mummy.
10054 L. Irene.
10055 S. It's a game, Mummy.
10056 S. It's a game, Mummy.
10057 S. It's a game, Mummy.
10058 S. It's a game, Mummy.
10059 S. It's a game ... it' a game, Mummy.
10060 L. Good.
10061 S. It's a game, Mummy.
10062 S. It's a game, Mummy.
10063 S. It's a game, Mummy.
10064 L. Now all the girls.
10065 Ss. It's a game, Mummy.
10066 L. And the boys.
10067 Ss. It's a game, Mummy.
10068 L. Good.
10069 TB. Look at this picture.
10070 S. Look at the /'piktʃʌ/.
10071 L. No.
10072 TB. Look at this picture.
10073 S. Look at this picture.
10074 L. Goo/t/.
10075 S. Look at this picture.
10076 S. Look at /zis/ picture.
10077 L. Look at this picture.
10078 S. Look at this picture.
10079 S. Look at this ... this picture.
10080 L. Burghard.
10081 S. Look at this picture.
10082 S. Look at /ðæts/ /'pitʃkə/
10083 L. Irene, listen please.
10084 TB. Look at this picture.
10085 S. Look at this picture.
10086 L. Look at this picture.
10087 S. Look at that picture.

- 10088 L. ... this ...
10089 S. ... this picture.
10090 L. Good.
10091 S. Look at ... this picture.
10092 S. Hier, ich.
10093 S. ... that picture.
10094 L. [äh], Jochen, listen once more.
10095 TB. Look at this picture.
10096 S. Look at this picture.
10097 LS. Look at this picture.
10098 L. Look at this picture.
10099 S. Look at that ...
10100 L. Look at this picture.
10101 S. Look at this picture.
10102 S. ... /zis/ picture.
10103 L. [äh], Jochen, this.
10104 S. This.
10105 L. This picture.
10106 S. This /'pɪkfə/
10107 L. Look at this picture.
10108 S. ... /'pɪtʃkə/
10109 L. Try it again: Look at this picture.
10110 S. Look at that /'pɪkfə/.
10111 L. Well, another time.
10112 S. Look at this picture.
10113 S. Look at this picture.
10114 S. Look at this pic... /'pɪktʃʌ/
10115 S. Look at this ... thi ... this /'pɪktʃʌ/.
10116 L. Try it again.
10117 S. Look at this /'pɪktʃʌ/.
10118 L. Yes, Olaf.
10119 S. Look at this picture.
10120 S. Look at this picture.
10121 S. Look it ... this picture.
10122 S. Look at this picture.
10123 S. Look at this picture.
10124 L. Now, all who are sitting here [unverständlich] all
10125 together.
10126 Ss. [Unverständliches Durcheinander]
10127 L. Once more.

- 10128 Ss. Looking ...
10129 L. Speak after me: Look at this picture.
10130 Ss. Look at this picture.
10131 L. And here in the middle.
10132 Ss. Look at this picture.
10133 L. And over there.
10134 Ss. Look at this picture.
10135 L. Very well done, next one.
10136 TB. Try and find out what's missing.
10137 L. Very difficult, listen once more.
10138 TB. Try and find out what's missing.
10139 L. Christiane.
10140 S. Try and find out /wʌts/ missing.
10141 L. Nearly.
10142 TB. Try and find out what's missing.
10143 S. Try and find out what's missing.
10144 L. Yes.
10145 S. Try and find out what's ... missing.
10146 L. Good.
10147 S. Try and find out ... missing what what's missing.
10148 L. [äh], Marion. Try and find out what's missing.
10149 S. Try and find out what's missing.
10150 L. Good, Irene.
10151 S. Try and find out ...
10152 L. ... what's missing [Schülerin spricht gleichzeitig].
10153 S. /tʀai/ and find out ...
10154 L. Try and find out ...
10155 S. /tʀai/ and find out what's missing.
10156 L. Peter.
10157 S. Try and find ... find out /wʌts/ missing.
10158 L. ... what's missing.
10159 S. ... what's missing.
10160 S. ... and find out what's missing.
10161 L. [ähm], Martin /tʀai/ /tʀai/...
10162 S. /tʀai/ and find out ...
10163 L. Look at me: /tʀai/
10164 S. Try.
10165 L. Try and find out.
10166 S. Try and find out.
10167 L. ... what's missing.

- 10168 S. ... what's missing.
10169 L. Hansi.
10170 S. Try and find out ...
10171 L. Try and find out...
10172 S. Try and /waind/ out ...
10173 L. ... find out.
10174 L. Listen.
10175 TB. Try and find out what's missing.
10176 L. Hansi.
10177 S. Trying [äh] ...
10178 L. Try and find out.
10179 S. Try and find out what's missing.
10180 L. Good, Burghard.
10181 S. Try and find out what's missing.
10182 L. Elisabeth.
10183 S. Trying find out ...
10184 L. Try and find out.
10185 S. Try ... trying find out what's missing.
10186 L. Ja, that's ... it's very difficult: Try and find out ...
10187 S. Try and find out what's missing.
10188 L. Yes.
10189 TB. Try and find out what's missing.
10190 S. Try and find out what's missing.
10191 L. Good.
10192 S. Try and find out what's missing.
10193 S. Try ... Try and find out what's missing.
10194 L. Good.
10195 S. Try and find out ... out what's missing.
10196 S. Try and find out what's missing.
10197 L. Yes, now, only the girls.
10198 Ss. Try and find out what's missing.
10199 L. And the boys.
10200 Ss. Try and find out what's missing.
10201 L. Very well, go on now.
10202 TB. Richard can't.
10203 S. Richard /ka:n/ [S. läßt das End-t weg.]
10204 L. Can't.
10205 S. Richard can't.
10206 S. Richard can't.
10207 S. Richard can't.

- 10208 S. Richard can't.
10209 L. Franz Josef.
10210 S. Richard /ka:n/
10211 L. Can't ... Look here! ... Look at me: Richard can't.
10212 Look at me! Richard can't.
10213 S. Richard can't.
10214 L. Close the book, please ... Shut the book. ... Lothar.
10215 S. Richard can't.
10216 L. Good, Michael.
10217 S. Richard can't.
10218 S. Richard can't.
10219 S. Richard can't.
10220 S. Richard can't.
10221 S. Richard can't.
10222 L. Angelika.
10223 S. Richard can't.
10224 L. Richard can't. All together.
10225 Ss. Richard can't.
10226 TB. Oh, keep quiet, Margaret.
10227 S. Oh, keep ...
10228 S. Hier.
10229 TB. Oh, keep quiet, Margaret.
10230 S. Oh, keep quiet, Margaret.
10231 L. Look at me: Oh, keep quiet, Margaret.
10232 S. Oh, keep quiet ... Margaret.
10233 S. Oh, keep quiet, Margaret.
10234 L. Well, Ulli.
10235 S. Oh, keep /'waiət/ ...
10236 L. Look here ...
10237 S. /'waiənt/ Margaret.
10238 L. Quiet.
10239 S. ... quiet, Margaret.
10240 L. Quiet.
10241 S. Quiet.
10242 L. Good.
10243 S. Oh, keep quiet, Margaret.
10244 S. Oh, keep quiet, Margaret.
10245 L. Klaus.
10246 S. Oh, keep quiet, Margaret.
10247 S. Oh, keep quiet, Margaret.

- 10248 S. Oh, keep qui ... quiet, Margaret.
10249 S. Oh, keep quiet, Margaret.
10250 L. Anne.
10251 S. Oh, keep /'kwaɪənt/, Margaret.
10252 L. Quiet
10253 S. ... quiet, Margaret.
10254 L. Good.
10255 S. Oh, keep /'kwaɪənt/, Margaret.
10256 S. Oh, keep ... keep qu ... /'kwairit/, Ma....
10257 L. Quiet, quiet ...
10258 S. /'kwairit/ /'kwairit/ Margaret.
10259 L. [äh], Hansi, listen.
10260 TB. Oh, keep quiet, Margaret.
10261 S. Oh, keep, quiet, Margaret.
10262 L. Well ... well, thank you, all together.
10263 Ss. Oh, keep quiet, Margaret.
10264 TB. How can I find it?
10265 S. How can I find it?
10266 L. Good. [sehr leise]
10267 S. Oh, quiet.
10268 L. Listen.
10269 TB. How can I find it?
10270 S. How can I find it?
10271 L. Good.
10272 S. How can I find it?
10273 L. Bettina ...
10274 S. /həu/ can
10275 L. How, how.
10276 S. /həu/
10277 TB. ... Margaret. How can I find it?
10278 S. /həu/ can I find it, Margaret.
10279 S. How can I ... find it?
10280 S. How can I find it?
10281 L. Yes.
10282 S. How can I /'faɪd it/?
10283 L. ... find it?
10284 S. Find it.
10285 L. How can I find it?
10286 S. How can I ... /'faɪd it/?
10287 L. ... find it? ... find it?

- 10288 S. ... find it
10289 L. Yes, Ralf.
10290 S. How can I find it?
10291 L. Burghard.
10292 S. How can I find it?
10293 L. Olaf.
10294 S. How can I find it?
10295 S. How can I find it?
10296 L. Yes, now only who are sitting in the middle.
10297 Ss. How can I find it?
10298 L. Once more.
10299 Ss. How can I find it?
10300 L. Find, say /faind/
10301 [Die Lehrerin hebt das stimmhafte End-d hervor]
10302 Ss. /faind/
10303 L. .. 'find it' ..
10304 Ss. .. 'find it'..
10305 L. And here, over here.
10306 Ss. How can I find it? [nicht einheitlich]
10307 L. Once more.
10308 Ss. How can I find it?
10309 S. How ... how [Schüler der restlichen Gruppe]
10310 L. Over there.
10311 Ss. How can I find it? [nicht einheitlich]
10312 L. Once more.
10313 Ss. How can I find it?
10314 L. What about you?
10315 S. How ... how can I /faind/ it?
10316 L. ... find it?
10317 S. ... find it?
10318 L. ... find it?
10319 S. ... find it?
10320 L. Yes. Go on [meint den S., der Diaprojektor und
10321 Tonband bedient.]
10322 TB. You're always talking.
10323 S. You're always talking.
10324 S. You always talking.
10325 S. You always talking.
10326 S. You always talking.
10327 L. Marion.

- 10328 S. You always talking.
10329 L. Yes.
10330 S. You're always talking.
10331 S. You always talking.
10332 S. You're always talking.
10333 L. Lothar.
10334 S. You're always talking.
10335 L. Good [oder Kurt, nicht genau zu verstehen]
10336 S. You're /o:lweis/ talking.
10337 L. Always.
10338 S. /ɔ:weis/
10339 L. Always.
10340 S. Always.
10341 L. Talking.
10342 S. Talking.
10343 L. You're always talking.
10344 S. You're always talking.
10345 S. You always talking.
10346 S. You're always talking.
10347 S. You always talking.
10348 L. Matthias.
10349 S. You're ... You're ...
10350 L. ... always ...
10351 S. ... always talking.
10352 L. Yes.
10353 S. You're always talking.
10354 S. You're always talking.
10355 L. All together.
10356 Ss. You're always talking.
10357 TB. Well, there are a lot of things ... there are a lot of
10358 things.
10359 S. Well, there are a lot of things.
10360 S. Well, there /are/ a lot of things.
10361 L. Bind the words. Well, there are a lot of things.
10362 [Die Lehrering sagt durchgehend /'lɔdɔf/. Die Schüler
10363 übernehmen die amerikanische Aussprache]
10364 S. Well, there are a lot of things.
10365 L. Very good.
10366 S. We... Well, there are a lot of things.
10367 L. Yes.

- 10368 S. /'wɛlə'a:i'glətəls/ [völlig unverständlich]
 10369 L. Listen, Elisabeth.
 10370 TB. Well, there are a lot of things.
 10371 S. /'wɛlə'a:eis/ lot of /stɪŋs/.
 10372 L. Now look at me: Well, ... [unverständlich] look at this
 10373 picture. Well, there are a lot of things.
 10374 S. Well, they are a lot of this strings.
 10375 L. Elisabeth, well, there are a lot of things.
 10376 S. Well, they are ...
 10377 L. ... there are ...
 10378 S. Well, there are ...
 10379 L. ... a lot of things.
 10380 S. ... lot of things.
 10381 S. /wi:əl/ ...
 10382 L. Well, ...
 10383 S. ... there ... well, they are a ... lot of things.
 10384 L. Very difficult.
 10385 TB. Well, there are a lot of things.
 10386 S. Well, they are a lot of /sɪŋs/.
 10387 L. ... there are
 10388 S. They ... there are a lot of /sɪŋs/.
 10389 L. Well, there are a lot of things.
 10390 S. Well, there are a lot of /sɪŋs/. [S. betont 'lot']
 10391 L. ... there are a lot of things. [Lehrerin korrigiert und
 10392 betont 'are']
 10393 S. ... there are a lot of /sɪŋs/.
 10394 L. Petra.
 10395 S. Well, there are a lot of things.
 10396 L. Marion.
 10397 S. There are a [unverständlich]
 10398 L. Michael.
 10399 S. Well, there are a lot of things.
 10400 S. Well, they are a lot of ...
 10401 L. Listen once more.
 10402 TB. ... talking ... lot of things... Well, there are a lot of
 10403 things.
 10404 S. We ... Well, there are a /lɪt/ ... /lɪt/ of strings.
 10405 L. Look at me: Well, there are ...
 10406 S. Well, there are ...
 10407 L. ... a lot of things.

- 10408 S. ... a lot of /siŋs/.
10409 L. ... a lot of things.
10410 S. ... a lot of /siŋs/.
10411 L. Well, there are a lot of things.
10412 S. Well, there are a ...
10413 L. ... a lot of things.
10414 S. ... a lot of /siŋs/.
10415 S. Well, there are a ... a /'lədɔf/...
10416 L. Well, there are ...
10417 S. Well, there are ...
10418 L. ... a lot of things ...
10419 S. ... a lot of things ...
10420 L. ... a lot of things ...
10421 S. ... a lot of things.
10422 S. Well, they are of ... a lot of things.
10423 S. Hier, well there are a lot of things.
10424 S. Hier, hier.
10425 S. Well, there are a lot of things.
10426 S. Well, they are a lot of things.
10427 L. Well, there are a lot of things.
10428 S. Well, there are a ... the lot of things.
10429 L. Well, there are ... a lot of things.
10430 S. Hier.
10431 S. Well, ... well, there are a lot of /tiŋs/.
10432 L. Things, things.
10433 S. /ziŋs/
10434 L. Things.
10435 S. /ziŋs/
10436 L. Things.
10437 S. Th... things.
10438 L. Good.
10439 S. Well, there are a lot of ... lot of sins.
10440 L. /θiŋz/ yes. [Die Lehrerin versucht den /ŋ/-Laut durch
10441 Überbetonung zu verdeutlichen] ... and Marion ...
10442 S. ... well, ...
10443 L. Well, there are ...
10444 S. We... Well, there are a lot of /siŋs/.
10445 L. ... a lot of things.
10446 S. [äh], well, ... there are a lot of /siŋs/.
10447 L. Yes.

- 10448 S. Well, there are a lot of /siɪns/.
10449 L. Yes, try to say it all together.
10450 LS. Well, there are a lot of /siɪns/.
10451 L. Once more.
10452 LS. Well, there are a lot of things.
10453 TB. Those cups are full.
10454 S. Those cups /ʌ 'fɔ:ə/.
10455 L. ... are full.
10456 S. ... are full.
10457 S. /ðəʊəs/ cups ... a fu ... are /fəʊl/.
10458 TB. Those cups are full.
10459 S. ... cups are full.
10460 L. ... those ... those cups ...
10461 S. Tho ... Those ... /ðəʊs/ cups are full.
10462 L. Those cups are full. Tho...
10463 S. Those cups are full.
10464 S. Those cups are full.
10465 S. Those cups are full.
10466 S. Those cups are full.
10467 L. Petra.
10468 S. Those cups are /fɔ:ə/.
10469 S. Those cups are full.
10470 L. [äh], Petra, full.
10471 S. Full.
10472 L. Yes. Birgit.
10473 S. Those, those cups are full.
10474 S. Those cups are /'fəʊl/.
10475 S. Those cups are full.
10476 L. Wolf.
10477 S. Those cups are full.
10478 L. Yes, Lothar.
10479 S. Those cups are full.
10480 S. Those cups are full.
10481 L. Jochen.
10482 S. Those cups are fɔ:ə/.
10483 L. Those cups are full.
10484 S. /ðəʊ/ cups are /fɔl/.
10485 L. ... those ...
10486 S. ... those ...
10487 L. Those cups are full.

- 10488 S. Those cups are full.
10489 S. Those cups are /fol/
10490 L. [äh], full ...
10491 S. Those cups are full.
10492 S. Those cups are full.
10493 L. Mhm [zustimmend] ... all ... all the boys together.
10494 Ss. Those cups are full. [uneinheitlich]
10495 L. Once more.
10496 Ss. Those cups are full.
10497 L. And now the girls.
10498 Ss. Those cups are full.
10499 TB. The tea-pot's empty.
10500 S. The tea-pot is ... The tea pot is ... is empty.
10501 L. Anne, listen once more.
10502 TB. ... cups are full. The tea-pot's empty.
10503 S. The tea-pot's empty.
10504 L. The tea-pot's empty.
10505 S. The tea-pot's empty.
10506 S. The tea-pot's empty.
10507 S. The tea-pot's empty.
10508 S. The tea-pot's empty.
10509 S. The tea-pot's emptying.
10510 S. The tea-pot's empty.
10511 S. The tea-pot's emptying.
10512 L. Empty.
10513 S. Empty.
10514 S. Empty.
10515 L. Yes.
10516 S. The tea-pot's ... empty.
10517 S. The tea-pot empty.
10518 L. The tea-pot's empty.
10519 S. The tea-pot's empty.
10520 L. Yes, tea-pot's empty.
10521 S. ... tea-pot's ...
10522 LS. ... empty.
10523 L. Lothar.
10524 S. The tea-pot's empty.
10525 L. Irene.
10526 S. The tea-pot's empty.
10527 S. The tea-pot's empty.

- 10528 S. The tea-pot's empty.
10529 L. Good; all together.
10530 Ss. The tea-pot's empty.
10531 TB. Oh, I see now.
10532 S. Oh, I see now.
10533 S. Oh, I see now.
10534 S. Oh, I see now.
10535 S. Oh, I see now.
10536 S. Oh, I see now.
10537 S. Oh, I see now.
10538 S. Hier.
10539 S. Oh, I ...
10540 TB. ... my ... Oh, I see now.
10541 S. Oh, I see now.
10542 L. Oh, I see now.
10543 S. Oh, I see now.
10544 L. Richard says: Oh, I see now – Patrick.
10545 S. Oh, I see now.
10546 L. Now ...
10547 S. Now...
10548 L. Ulli.
10549 S. Oh, I see now.
10550 S. Oh, I see now.
10551 S. Oh, I see now.
10552 S. Oh, I see now.
10553 S. Oh, I see now.
10554 L. Angelika.
10555 S. Oh, I see now.
10556 L. Yes.
10557 S. Oh, I see now.
10558 L. All together.
10559 Ss. Oh, I see now.
10560 TB. There's no lid on the tea-pot.
10561 L. Listen once more.
10562 TB. ... now. There's no lid on the tea-pot.
10563 TB. ... now. There's no lid on the tea-pot.
10564 L. There ... there's no lid on the tea-pot.
10565 There's no lid on the tea-pot.
10566 S. There's no ... [Rest ist unverständlich]

- 10567 L. There's no lid on the tea-pot. Irene.
10568 S. There's no ...
10569 L. ... lid on the tea-pot.
10570 S. ... lid on the tea-pot.
10571 L. Yes.
10572 S. There's no lid /lɛtɪn/ on the tea-pot.
10573 L. Lid ... it's a lid here. There's no lid on the tea-pot.
10574 S. He's not ...
10575 L. There's ...
10576 S. There's not /lit/ of the tea-pot.
10577 L. Listen, Franz-Josef.
10578 TB. Oh, I see now. There's no lid on the tea-pot.
10579 S. This no /lit/ /li:d/ of ... of the tea-pot.
10580 L. Look here: There's no lid ...
10581 S. There's no lid...
10582 L. ... on the tea-pot.
10583 S. ... on the tea-pot.
10584 L. There's no lid on the tea-pot.
10585 S. There's no lid on the tea-pot.
10586 L. Good.
10587 S. There's no lid on the /tei/-pot.
10588 L. There's no lid on the tea-pot.
10589 S. There's no lid on the /te/-pot.
10590 S. There's no lid on the tea-pot.
10591 S. There's no lid on the tea-pot.
10592 S. There's no lid on the tea-pot.
10593 L. ... no ...
10594 S. ... no ...
10595 S. There's no lid on the tea-pot.
10596 S. There's no liddle on the tea-pot ... no lid on the
10597 tea-pot.
10598 L. Try it again: There's no lid on the tea-pot.
10599 S. There's not lid on ...
10600 L. ... no ...
10601 S. There's no lid on the tea-pot.
10602 L. Yes, Patrick.
10603 S. There's not lid on the tea-pot.
10604 L. ... no ... ni... not 'not'.
10605 S. ... no ... there's not ...
10606 L. Begin once more: There's no lid on the tea-pot.

- 10607 S. There's no ... /nə/ ...
10608 L. ... no lid ...
10609 S. There's no lid on the tea-pot.
10610 L. Yes.
10611 S. There's no /lid/ on the tea-pot.
10612 TB. There's no lid on the tea-pot.
10613 S. The ...
10614 S. There's [anderer Schüler sagt vor]
10615 S. /zɛ:əs/ ...
10616 L. There's ...
10617 S. /zɛ:əs/ not /lid/ on the tea-pot.
10618 L. Say 'no' ... 'no'
10619 S. There's no /lid/ on the tea-pot.
10620 L. It's a lid, a lid. There's no lid on the tea-pot.
10621 S. There's no lid on the tea-pot.
10622 L. Yes, all together.
10623 Ss. There's no lid on the tea-pot.
10624 L. Yes, we stop here with Unit 10, go on tomorrow and
10625 turn round and look here. [Die Schüler sollen sich
10626 der Flanelltafel an der Seite zuwenden, da die Lehrerin
10627 nun mit Hafelementen zu arbeiten beginnt, die sie
10628 an die Tafel heftet und die Kinder Fragen bilden lässt.]
10629 [äh], Angelika take your chair and sit here behind
10630 André ... take your chair ... So you can better see, what
10631 I'm showing here. Can you see now? All right. Try to
10632 find a question. ... Marion.
10633 S. Where is Andrew?
10634 S. He is in the kitchen.
10635 L. Hm, another question, Monika.
10636 S. Where is Richard?
10637 L. [unverständlich]
10638 S. In the study.
10639 L. Good ... yes may say 'In the study' or ... ?
10640 S. He is in the study.
10641 L. He is in the study, yes, right. And ...? Ralf.
10642 S. Where is /'dɑdi/? Where is Daddy?
10643 L. Yes, where's Daddy?
10644 S. In the bed.
10645 L. Hm, is this a bed here.
10646 S. Das kamman nich sehn, das blendet.

- 10647 L. Take your chair. [winkt den Schüler zu einem Platz,
10648 wo er besser sehen kann] Better now?
10649 Now, where's Daddy? Irene.
10650 S. In the garden ... He's in the garden.
10651 L. He's in the garden ... Lothar.
10652 S. Where is the /dɔk/? ... Where is Jip? [Jip ist der Name
10653 des Hundes]
10654 L. Yes, Jip ... Franz Jo... [äh] Franz Josef.
10655 S. He is on the table.
10656 L. Right ... Martina
10657 S. Where are the cup ... cups?
10658 L. Once more.
10659 S. Where are the cups.
10660 L. Britta.
10661 S. Is ... [äh] in /sə/ cupboard.
10662 L. Once more.
10663 S. They are in the cupboard.
10664 L. Good, and this question, please.
10665 [Name unverständlich]
10666 S. Where's the bi... Where's the big tree?
10667 L. How many trees stand here?
10668 Well, this is a big tree and this?
10669 S. A small.
10670 L. Yes, so try to find a question for both trees.
10671 S. Where are the trees?
10672 L. Yes, now, where are the trees?
10673 L. Well, look here: Where are the trees? Andrea.
10674 S. It's in the study.
10675 L. Can you help her? Ulli.
10676 S. There are in the study.
10677 L. They're...
10678 S. They're...
10679 S. They are in the study.
10680 L. Is this right? Is this right?
10681 S. Frau M., können Sie bitte noch die Essenslisten runter
10682 schicken?
10683 L. Nach der Stunde ... [äh], is it right? Are the trees in the
10684 study?
10685 S. There are in the study.
10686 L. Is it right?

- 10687 S. [unverständlich] ... study.
10688 L. Do you think so? Are the trees in the study?
10689 S. /nau/
10690 L. No, it's not right. Where are the trees?
10691 S. In the garden. [ungefragt]
10692 L. Mhm? Burghard.
10693 S. There are in the garden.
10694 L. They are ...
10695 S. They are in the garden.
10696 L. Right, now, another question ... Marion.
10697 S. Where's the ... kitchen?
10698 S. Where's the cupboard? ... the cupboard?
10699 L. You see the kitchen and a question?
10700 S. Where are ... where's in the cu... [äh] in the kitchen?
10701 L. No, who knows the right question-word here?
10702 S. Is it the kitchen?
10703 L. Yes, you may ask so? But, [äh] ... I help you. [ähm],
10704 begin the question with the word 'who'.
10705 S. Who is the kitchen?
10706 L. No.
10707 S. Who is the cupboard?
10708 S. Who is in the kitchen?
10709 S. Who is in the kitchen?
10710 L. Right, who is in the kitchen?
10711 S. Dad is in the kitchen.
10712 L. And once more ... Jochen.
10713 S. [äh], who is in the kitchen?
10714 L. Monika.
10715 S. Mummy is in the kitchen.
10716 L. Yes, and now? Irene.
10717 S. Mummy and Andrew ... are in the kitchen.
10718 L. Right... Mm ... [unverständlich] Andrea.
10719 S. Who is in the /'ga:tn/?
10720 L. Garden.
10721 S. Garden.
10722 L. Martin, look here.
10723 S. Jip ... Jip... in ... in the garden.
10724 L. Jip is ...
10725 S. Jip is in the garden.
10726 L. Yes, ... Jochen, look here.

- 10727 S. Where ...
10728 L. I told you, begin the question with the word 'who'...
10729 S. Who's /də/ ... who's /zæt/ tree?
10730 L. [Name] help him.
10731 S. Who's in the tree?
10732 S. Who's in the /bik/ tree?
10733 L. Yes, now, who ... ? Olaf.
10734 S. The cat is on the ... in the /bik/ tree.
10735 L. The cat is ... the cat is in the big tree. Stop here – [ähm],
10736 where's Ulli?
10737 S. Hier.
10738 S. He is sitting on the chair.
10739 L. Where's he sitting? Where's he sitting?
10740 S. He is sitting in the classroom.
10741 L. Where's Martina?
10742 S. He is sitting on the /'fɛ:ə/.
10743 Ss. She, she.
10744 S. She is sitting on the /'fɛ:ə/.
10745 L. Yes, where's the chair? Where's the chair?
10746 S. The chair, it's in the classroom.
10747 L. So she's ... Where's Martina?
10748 S. She's in the classroom.
10749 L. Where's Iris?
10750 S. She's in the /bet/.
10751 L. Where's Iris?
10752 S. She is in the bed.
10753 L. She's in bed – she's not here. And where's ... where's
10754 Mr. Y.? ... Where's he?
10755 S. He is sitting on the chair and he is sitting in the
10756 classroom.
10757 L. Good, where's Mr. S.?
10758 S. He is sitting in /zə/ ... in ... /zə/ study.
10759 L. He is sitting in his study. [äh]... He is not ... ?
10760 He is not ...
10761 S. He is not in /zə/ classro... classroom.
10762 L. Yes, [äh] ... where are ... Anne und Beatrix?
10763 S. /'ðɛərə:/...
10764 L. They are ... they are ...
10765 S. They are in the ga... classroom.
10766 L. And where are ... Jochen and Martin.

- 10767 S. There are in the classroom.
10768 L. They are ... they are in the classroom. [ähm], who's ...
10769 who's standing here?
10770 S. Mrs. M. standing here.
10771 L. ... is standing. Who is sitting here? Matthias, pay
10772 attention. Who's sitting here? Patrick.
10773 S. [äh] ... Ma ... Martina is sitting here.
10774 L. Yes, and?
10775 S. We are sitting here.
10776 L. We are all ...
10777 S. We are all sitting here ... in the classroom.
10778 L. Yes, ... and who is talking? Who is talking now?
10779 S. Mrs. M. ... Mrs. M. is talking.
10780 L. And Hansi, look at him, he is talking now. Who is
10781 talking? Who is ... who is ... who is talking?
10782 S. No, he is.
10783 L. No, he isn't, now he isn't more talking but before ...
10784 when I ... when I put my question he was ... talking.
10785 Now, [ähm], take your worksheets now....
10786 S. Worksheets.
10787 L. ... worksheets, Unit [..], No. 11. [Die Schüler kramen
10788 einen Moment] Number 11, and ... and please don't
10789 write now. Put your ... put your pencils down, Ulli ...
10790 put your pencil down ... don't write now ... don't
10791 write... Monika, we only want to read now, don't
10792 write [äh] ... Gottfried.
10793 S. Where's Mr. Hay?
10794 L. Ne, warte mal, das muß ich jetzt auf Deutsch sagen,
10795 Anne, was hab' ich gesagt?
10796 S. Nicht schreiben.
10797 L. Nicht schreiben jetzt! Ich hab' gesagt, wir wollen das
10798 nur mündlich machen. ... Now the question is
10799 'where'. And there's an example. Please, read the
10800 example, Michael.
10801 S. Where's Mr. Hay?
10802 L. Answer?
10803 S. There in the ...
10804 L. Look, here's the answer.
10805 S. He is in the study.
10806 L. In the study, once more.

- 10807 S. Where's Mr. Hay? He is ... ne, in the study.
10808 L. Yes, and the next picture? Example.
10809 S. Where are the biscuit? ...
10810 L. ... bi ... biscuits
10811 S. Where are the biscuits? In the cupboard.
10812 L. Right, now the ... the next picture, please.
10813 S. Where is the ... tr..ee? In the garden.
10814 [unverständlich]
10815 L. How many trees are there ... in the picture?
10816 S. Two.
10817 L. ... two, there are two, so what's the question now?
10818 S. Are the two /bik/ trees? Are the two trees?
10819 L. Now, look at ... look here ... you ... you ... you begin
10820 your question with the word 'where', Olaf.
10821 S. Where is the ... Where are the tree ... trees?
10822 L. Good, once more, Monika.
10823 S. Where are the trees?
10824 L. Answer, Olaf.
10825 S. In the garden.
10826 L. Right, next question, please, Irene.
10827 S. Where's the cat? ... on ... on /sə/ roof.
10828 L. On the roof ... Irene.
10829 S. On the roof.
10830 L. Yes, next question, please ... Martin, don't write now,
10831 Ulli.
10832 S. Where's you, Margaret?
10833 L. What? Once more.
10834 S. Where's Margaret? In /he/ her room.
10835 L. Goo/t/, Jutta, next question, please.
10836 S. Where are the cups? On the table.
10837 L. Yes, [äh] Martina.
10838 S. Where's Richard? In the ... [äh]
10839 L. In the goal. Is this Richard, do you think so?
10840 No it's not Richard.
10841 S. Where's /'hæRi/?
10842 L. No, it's not Harry.
10843 S. Alan, Alan [ungefragt]
10844 L. Yes, right ...
10845 S. Where is Alan Smith?
10846 L. Answer?

- 10847 S. In ... in the ...
 10848 L. ... in the ...?
 10849 S. Goal.
 10850 L. In the goal? Repeat the question, please. The last
 10851 question, please /ri'pi:dɪt/.
 10852 S. Where ... [äh] ... Where are the /kəʊbɪz/? In the
 10853 cupboard.
 10854 L. Next picture, please.
 10855 S. Where's Richard?
 10856 L. No, it's not Richard.
 10857 S. Where's Alan? In the goal.
 10858 L. Yes, where's Alan? Alan, you know Alan Smith, he's ...
 10859 he's the goal-keeper, he's the goal-keeper, he's in the
 10860 goal. So, this is Alan Smith, next question, please.
 10861 S. Where's the [unverständlich]? In the /'kʊbʌt/.
 10862 L. In the cupboard.
 10863 S. In the /'kʊbʌt/.
 10864 L. Yes, and the last one.
 10865 S. Where are Richard and Andrew? In the kitchen.
 10866 L. Right, now let's ... worksheet No. 12, and again I say
 10867 don't write now. And now you begin your question
 10868 with 'who'. There is an example, please read it.
 10869 S. Who's in the kitchen? Margaret is.
 10870 L. Now the first picture here.
 10871 S. Who's in the cupboard? Andrew is.
 10872 L. Right, next one [unverständlich]. Hansi, stop writing
 10873 ... Jochen.
 10874 S. Who is in the /'stʊdi/?
 10875 L. Study.
 10876 S. ... study? Mr. Hay is.
 10877 L. Yes, now, next one, Anne.
 10878 S. Who's on the t... where are ... Who's on the tree?
 10879 L. I would say 'in the tree'.
 10880 S. Who is in the tree? Richard and Andrew are.
 10881 L. Right, next one, please.
 10882 S. Who's /'gɔ:l-'ki:pʌ/? Alan is.
 10883 L. Ah, do you think you can see he's goal-keeper? Look at
 10884 the picture.
 10885 S. Hier.
 10886 S. Hier.

- 10887 L. Hm? What do you think, Ralf?
10888 S. Who's in that team?
10889 L. Yes.
10890 S. /ʌ 'lʌn/ is.
10891 L. Yes, who is in the team? Or who is in the...? Who's in
10892 the ...?
10893 S. School eleven.
10894 L. Yes, you may ask: Who is in the school eleven? Who is
10895 in the team? Or who is in the football team? Next
10896 picture, please, Franz Josef.
10897 S. Who is in the garden? Andrew and Margaret are.
10898 L. Right, and the last one, Michael.
10899 S. Who's on the roof? Harry is.
10900 L. Right, and now take your pencils and write worksheet
10901 No. 11 and 12 and those who are ready may write
10902 worksheet No. 13, but begin with 11 then 12 and then
10903 13.

2.4.2 Grade 5 (March 13, 1974; #25 in the Pre-Digital Corpus)

- 10904 Stundendokumentation Nr. 25
 10905 Datum: 13.03.1974
 10906 Klasse: 5. Jg. [34 Schüler/innen]
 10907 L. Well, then again: tell me something about today's
 10908 weather, please.
 10909 S. It's warm.
 10910 S. The sun is shining.
 10911 L. Right, yes.
 10912 S. I ... I don't know.
 10913 L. You don't know? Then look out of the window.
 10914 What's the weather like today? Pardon.
 10915 S. It's cold outside.
 10916 L. Is it indeed?
 10917 S. It's not very cold.
 10918 L. Well.
 10919 S. It's November [der Rest ist unverständlich]
 10920 L. Is it November?
 10921 Ss. No, no.
 10922 S. /nau/ it's März. [deutsche Aussprache]
 10923 L. What month is it today? ... Yes.
 10924 S. Mar...
 10925 L. March, right, march ... and can you remember the
 10926 exact date? Is it the 1st of March or the 2nd of March?
 10927 S. The thirteen March.
 10928 L. Yes, it's March 13th you see, and do you know the
 10929 year?
 10930 S. 1974.
 10931 L. [nachdem er das vollständige Datum an die Tafel
 10932 geschrieben hat] Well, could you please repeat the
 10933 date, today's date ... What month is it?
 10934 S. March.
 10935 L. And the day?
 10936 S. [äh], eh, ehm, ... day
 10937 L. Thirteen, thirteen.
 10938 S. Thirteen.
 10939 L. Thirteen.
 10940 S. /'θə:ti:n/

- 10941 L. Yes.
10942 S. /'θə:ti:n/
10943 L. Good, and the year?
10944 S. Nineteen seven four.
10945 L. Yes, in 1974 you may say, you are correst, it's 1974.
10946 S. /'nainti'sevənti'fɔ:/
10947 L. Yes, nineteen ... nineteen seventy four.
10948 S. 1974.
10949 L. Very good.
10950 S. 1974.
10951 L. That's right.
10952 S. 1974.
10953 L. OK.
10954 S. 1974.
10955 L. Yes
10956 S. 1974.
10957 L. And again, please.
10958 S. March 13th 1974.
10959 L. Yes, and [äh] ... you know ... [äh] ,... what day of the
10960 week is it today? Is it Monday?
10961 Ss. No, no, no, no, hier, hier .. ich weiß ...
10962 S. [äh], it's ... it's We... We...
10963 L. Over there?
10964 S. It's Wednesday?
10965 L. Right. Yes, Wednesday [schreibt 'Wednesday' an die
10966 Tafel.] I'm sure, [äh] ... you know some other days of
10967 the week ... What's the first day of the week?
10968 S. /'mɔndeɪ/
10969 L. Right, ... [äh] can somebody write it on the board,
10970 'Monday'? ... Yes, take a chair ... [Die Tafel hängt
10971 ziemlich hoch, da der Schiebermechanismus
10972 klemmt.] The first day of the week, you see, then we
10973 have the second and so on. Wednesday is the third.
10974 Now, could you come here and put 'Monday' on the
10975 board. [Gelächter, der Schüler macht verzweifelte
10976 Anstrengungen, die hochhängende Tafel zu
10977 erreichen] [äh], it's a shame that we can't move the ...
10978 the board.
10979 S. It's not Monday.

- 10980 S. It's not correct. [Der Schüler an der Tafel hatte
10981 Monday mit 'u' geschrieben.]
- 10982 L. Please come here and correct it. [...] Yes, that's right,
10983 the second letter is 'o', 'o', but we say, we pronounce
10984 it /'mʌndei/. Once more, please. [Das Folgende geht
10985 im Schülerlärm unter. Mehrere Schüler versuchen
10986 erneut ‚Monday‘ an der Tafel zu produzieren, die
10987 Versuche scheitern jedoch.] Hmmmm, better, better
10988 leave it like that. It is ... it's quite correct, yes. There is
10989 ... there is another day of the week ...
- 10990 S. It's not correct.
- 10991 L. We must cross it out, [äh], well, who can come here
10992 and ... correct it again?
- 10993 S. Darf ich den nächsten machen?
- 10994 L. We must correct it again. [unverständlich] That's
10995 wrong. Well then, let me correct it. Mm. ... look here,
10996 it's Monday. But there is another day of the week ... in
10997 ... What's the last day of the week? Do you know this?
- 10998 S. Saturday.
- 10999 L. Well, if we start with Monday ... [unverständlich]
- 11000 S. Sun ... Sunday.
- 11001 L. Well, can you write Sunday? Helga.
- 11002 S. Schreiben?
- 11003 L. Yes, come here, please [die Schülerin schreibt
11004 'Sunday' an die Tafel]
- 11005 S. Darf ich Saturday schreiben?
- 11006 L. There we are with the 'u' you see, look here ‚Monday‘
11007 with an 'o' but 'Sunday' with a 'u', you see, yes [unver-
11008 ständlich]. Well, we have some more days, well, the
11009 second, the fourth...
- 11010 S. Saturday.
- 11011 L. Right, can you come and put it down? [...] Ok, right,
11012 and there are some more days ... please, Beate.
- 11013 S. Thursday.
- 11014 L. Thursday, can you put it down? [...] The spelling is
11015 quite correct but ... but ...
- 11016 S. Das kommt an vierter Stelle.
- 11017 L. It's the fourth day of the week, you see, that's the
11018 fourth day. Ok, ... well, Thursday. I'll ... [äh] ... put it
11019 down [schreibt 'Thursday' an die richtige Stelle].

- 11020 Thursday, and now we should have the second day of
11021 the week, too. Who can do this, the second day. ...
11022 What's the second day of the week?
11023 [Es versuchen nun einige Schüler nacheinander das Wort
11024 'Tuesday' in korrekter Schreibung an der Tafel zu produ-
11025 zieren. Die anderen Schüler kommentieren lautstark die
11026 einzelnen Versuche. Es herrscht ein ohrenbetäubender
11027 Lärm.]
11028 L. Could you ... you please calm down. Please, calm
11029 down. [Der Lärm nimmt nicht ab, und die Aussagen
11030 des Lehrers sind nur fragmentarisch zu verstehen.]
11031 Thank you very much. And let me write it again here.
11032 Perfectly correct and [ähm] another day of the week.
11033 S. Tuesday.
11034 L. That's the second, you see, that's the second day of
11035 the week. [Wiederum erheblicher Lärm.] There we
11036 are, correct, well, then again, would you please repeat
11037 the days of the week. This one [zeigt auf 'Wednesday']
11038 S. Wen... Wenday
11039 L. Wednesday, will you please put your comic books
11040 away and look at the board, and this one, over there,
11041 'Monday', please repeat 'Monday'.
11042 S. Monday.
11043 L. And ..
11044 S. Monday.
11045 L. Monday.
11046 S. Monday.
11047 L. Good.
11048 S. Monday.
11049 S. Monday.
11050 L. Fine.
11051 S. Monday.
11052 S. Monday.
11053 S. Monday.
11054 S. Monday.
11055 L. Right.
11056 S. Monday.
11057 S. Monday.
11058 L. This one then [zeigt auf Sunday]
11059 S. Sunday.

- 11060 S. Sunday.
11061 L. Yes, you see, these two days are the most interesting
11062 days of the week for you [meint 'Saturday' und
11063 'Sunday'] and now go on then.
11064 S. Saturday and Sunday.
11065 L. Saturday and Sunday, how do we call this, these two
11066 days? We call ...
11067 S. /fraidei/, Saturday, Sunday.
11068 L. The end of the week, you see, weekend, weekend,
11069 that's weekend, Saturday and Sunday, weekend ...
11070 weekend ... There is no school, there's no school on
11071 Saturday and Sunday, yes, it's wee ... weekend.
11072 S. [unverständlich]
11073 L. Yes, right, ok., well let's go on with the days then,
11074 this one again, please [meint Sunday].
11075 S. Sunday.
11076 L. And that one again. [zeigt auf Donnerstag]
11077 S. Tuesday.
11078 L. Can you correct him?
11079 S. Thursday.
11080 L. And ..
11081 S. Thursday.
11082 L. Thursday.
11083 S. Thursday.
11084 L. Thursday.
11085 S. Thursday.
11086 L. Yes.
11087 S. Thursday.
11088 L. Thursday.
11089 S. Thursday.
11090 L. Right, and ..
11091 S. Thursday.
11092 L. Right, and over there ..
11093 S. Thursday.
11094 L. And you please ..
11095 S. Thursday.
11096 L. And ..
11097 S. Thur...
11098 L. Thursday ...
11099 S. Thur...

- 11100 L. Thursday.
11101 Ss. Thursday.
11102 L. Ok., and that one again. [zeigt auf 'Tuesday']
11103 S. Tuesday.
11104 L. Tuesday, ok., [äh] and now, would you please your ...
11105 [äh] ... would you please take your worksheet No. 6 of
11106 Unit 7. [Die Kinder nehmen ihre worksheets heraus,
11107 was jedoch mit erheblichem Lärm verbunden ist.]
11108 And could you please calm down again.
11109 S. Könn 'wa das machen jetzt?
11110 L. We are doing it as on oral exercise first and then you
11111 are doing it as a written exercise. Do not write now. Do
11112 not write no, but let's do it as an oral exercise, yes,
11113 please, Unit 7, Unit 7 worksheet 6, please do not write,
11114 do not write now, but let's do it together as an oral
11115 exercise. [äh], would you please read the example, the
11116 first sentence, Beate.
11117 S. Harry is coming next ... next Saturday.
11118 L. Could you speak up a bit.
11119 S. Next Monday.
11120 S. Next Monday.
11121 L. Please, speak up a bit, please a bit louder, please.
11122 S. Harry is coming next Monday.
11123 L. Ok., fine, and you see it is May 18th. The next day is
11124 Mai 19th. So, can you fill in the next sentence [unver-
11125 ständlich].
11126 S. Alan is playing his next match on Tuesday.
11127 L. That's it, fine, and the following one then. Go on
11128 then, please, yes, over there.
11129 S. What's Mr ... Mr Hay doing next /'wendei/.
11130 L. Yes, right, Wednesday Mai 20th and the following
11131 one then, Helga.
11132 S. When Margaret going out on /sə:sdei/.
11133 L. Well, one word ... [äh] ... was not correct.
11134 S. When's Margaret going out ...
11135 L. Going out, yes. When's Margaret going out on
11136 Thursday? Would you please repeat this sentence.
11137 Do not write please, now. And, again, please.
11138 S. When's Margaret going out on Thursday?
11139 L. Right. And the next one, please.

- 11140 S. Mr. and Mrs. Hay are not going out on Friday.
11141 L. Right, and the next one, over there.
11142 S. Richard's playing his first match on Saturday.
11143 L. Saturday, there we are. [äh] ... Beatrix, what's ...
11144 S. The boys are not playing football next Sunday.
11145 L. Yes, you see they are not playing on Sunday. And now
11146 put the names of the week down to this question.
11147 Now you may write.
11148 S. Schreiben?
11149 L. And let me switch on ... [äh] ... to German for a
11150 second: Wer mit diesem Worksheet dann fertig ist,
11151 versucht sich an dem Worksheet auf der Rückseite,
11152 das ist etwas komplizierter. And now let me switch on
11153 over to English again, back to English. [Die Schüler
11154 arbeiten still, der Lehrer geht von Schüler zu Schüler
11155 und gibt, wenn nötig, Hilfen, ca. 4 Minuten.]
11156 Well, there seem to be some difficulties with the
11157 fourth day of the week. Look here again. My
11158 handwriting is not the very best. [Schreibt 'Thursday'
11159 noch einmal deutlich an die Tafel]. Thursday. [Die
11160 Schüler arbeiten weiter.] Well, [ähm] ... [äh]... who
11161 has not finished his worksheet No. 6 yet? ... I see, most
11162 of you have finished, [ähm] ... so would you please
11163 repeat the sentences of worksheet No. 6 and
11164 [unverständlich] look at the board, Beatrix.
11165 S. [äh] ... Harry's coming next Monday.
11166 Alan's playing his next match on Thursday.
11167 What is Mr. Hay doing next Wednesday?
11168 Is Margaret going out on Thurs... /'tuəsdei/. Mr. and
11169 Mrs. ...
11170 L. [äh] ... wait, [äh] wait a moment, we must correct here.
11171 S. When's Margaret going out on Thursday?
11172 L. Yes, that's right, go on.
11173 S. Mr. and Mrs. Hay are not going out on /'fri:dei/.
11174 L. Wait a moment, please.
11175 S. Richard's playing his /'fiəst/ ...
11176 L. Ah no, May ... May 22nd, Mr. and Mrs. Hay ...
11177 S. [äh] ... [äh] ... Mrs. and Mrs. Hay are not going out on
11178 /'fri:dei/.
11179 Ss. Friday ... Friday.

- 11180 L. Beate.
11181 S. Friday.
11182 S. Mr. and Mrs. Hay are not going out on Friday.
11183 L. That's it, fine, and ... [äh] ... [äh] ... the next one, the
11184 last one.
11185 S. Richard [unverständlich] is playing his first match on
11186 [äh] [äh] on Saturday.
11187 L. Fine, and now the last one, [äh] ... yes please.
11188 S. [äh] ... the boys are not playing football next Sat... [äh]
11189 Sunday.
11190 L. There we are. Well, some of you have tried to solve the
11191 problem in worksheet No. 7. I m... must switch on
11192 over to ... [äh] ... German again for a second. [ähm] ...
11193 bei Worksheet 7 haben sich einige versucht; kann
11194 jemand mal sagen, was das Raffinierte bei Worksheet
11195 7 war? Hat das jemand schon herausgefunden?
11196 S. Hier.
11197 L. Ja?
11198 S. [äh], der 31. August, der war zweimal, und der
11199 30. auch.
11200 L. Mm [verneinend]
11201 S. Das ist alles doppe.... [äh] durcheinander.
11202 L. Aha, wenn man das ... das muß man natürlich eben
11203 gespannt haben. Danach ist es dann verhältnismäßig
11204 einfach. Wir wollen's am ersten ... [äh] ... Beispiel, am
11205 zweiten ... [äh] ... Beispiel mal auf Deutsch noch nach-
11206 sehen. [ähm] ... Welches Datum ist auf dem zweiten
11207 Kalenderblatt? Ja?
11208 S. Der 1. September.
11209 L. Welcher Wochentag ist das aber?
11210 S. Hier, Sonntag.
11211 S. Freitag.
11212 L. That's it. Well, and now we switch on to English
11213 again, back to English and let's do this worksheet but
11214 only orally, as an oral exercise. Do not write, please,
11215 no, not write, but [unverständlich]. Now, come on
11216 then, the first one. [zeigt auf einen Schüler]
11217 S. Ich?
11218 L. Yes, please.
11219 S. [unverständlich]

- 11220 L. Yes, please.
11221 S. Harry must play his first match on Monday.
11222 L. Fine, and the following one then ...
11223 S. He is playing it
11224 L. No, no, somebody else.
11225 S. He's playing it ... it on Friday.
11226 L. Would you please stop writing over there. Do not
11227 write now, please. Well, next one, please.
11228 S. Alan and Harry are ... they're coming ...
11229 L. Alan and Harry ...
11230 S. Alan and ... Alan and Harry are not coming next S...
11231 Sunday.
11232 L. But ... could you ... could you please take the next
11233 sentence as well ... they belong together these two
11234 sentences. 'Alan and Harry are not coming next
11235 Sunday'. But they're coming ... [Schweigen] When are
11236 they coming?
11237 S. They are coming next Friday.
11238 L. August 29th ... August 29th ... What day of the week is
11239 it then?
11240 S. /'wədnəsdeɪ/
11241 L. Are you sure?
11242 S. /'suːsdeɪ/
11243 L. You see, the second day of the week, Tuesday,
11244 Tuesday. Would you please repeat sentence No. 2.
11245 Alan and Harry and so on ... Say it again.
11246 S. Alan and Harry are not /'kɒmɪŋ/ ... coming next ...
11247 L. But they're ... Go on then. [Schweigen] When are they
11248 coming?
11249 S. They are ... They're coming on /'dʒuːzdi/.
11250 L. That's it, fine. And once more please sentence No. 2,
11251 these two sentences. Alan and Harry ... [äh], yes
11252 please.
11253 S. Alan and Harry not coming next ... are ... are not
11254 coming next ... [ähm] Saturday.
11255 L. Is it Saturday? ... Yes, right...
11256 S. [ähm] Al... Alan and Harry are not coming next
11257 Sunday.
11258 L. Quite so, but, can you take the next one as well then?
11259 S. Ich?

- 11260 L. Yes, please.
11261 S. Weiter? [äh] ... Mrs. Hay and ...
11262 L. No, they're comi.....
11263 Ss. They're coming on Tuesday.
11264 L. Yes, sentence No. 2, there are two sentences. One:
11265 'Alan and Harry ...' and then the next one 'They're
11266 coming on ... on Tuesday.' [äh], well, and No. 3 then
11267 Mr. and Mrs. Hay ... yes, please.
11268 S. Mr. and Mrs. Hay are going [äh] /ɔʊt/ on /sʌt.../
11269 /'sʌtʌdeɪ/... they not going /tu:s.../ Tuesday.
11270 L. [äh], could you please correct the pronunciation [äh]
11271 it was ... this day of the week was mispronounced
11272 [zeigt auf 'Saturday' an der Tafel]. When are they
11273 going out?
11274 S. Ich?
11275 L. Yes, please.
11276 S. [ähm], Richard, Harry and Alan are playing football
11277 next Tuesday.
11278 L. No, sorry, you're correct here but we must repeat
11279 sentence No. 3.
11280 S. Ach so, ja. Mr. and Mrs. Hay are going out on
11281 /'sʌtʌdeɪ/. They're not going out on Thursday.
11282 L. Quite so, could you please repeat it again then.
11283 S. He's ... Richard and ...
11284 L. No, no. No. 3. Mr. and Mrs. Hay ...
11285 S. Mr. and Mrs. Hay are going out on /'sʌtʌdeɪ/. They're
11286 not going out on Tuesday.
11287 Ss. Thursday, Thursday.
11288 L. Thursday, Thursday, could you please repeat
11289 'Thursday', 'Thursday', say 'Thursday'.
11290 S. Thursday.
11291 L. Thursday.
11292 S. Thursday.
11293 L. And you please.
11294 S. Thursday.
11295 L. And ..
11296 S. Thursday.
11297 L. Right.
11298 S. Thursday.
11299 L. And ..

- 11300 S. Thursday.
 11301 S. Thursday.
 11302 S. Thursday.
 11303 L. Thursday.
 11304 S. Thursday.
 11305 L. That's it, and ..
 11306 S. Thursday.
 11307 L. Thursday, good, and No. 4 then: Richard and ... [äh] ...
 11308 Richard, Harry and Alan, [ähm] over there please.
 11309 S. Richard, Harry and Alan are playing football next
 11310 /'sʌtədeɪ/.
 11311 L. Hm. [zustimmend]
 11312 Ss. [protestieren]
 11313 L. [unverständlich] 29, hm Helga?
 11314 S. Tuesday.
 11315 L. Tuesday, right yes, Tuesday, and the next one: They're
 11316 not playing... Will you please read the next sentence
 11317 ... Read the next sentence please. They're ...
 11318 S. Richard ... They're not playing ... next ... Wednesday.
 11319 L. Quite so, yes. Monday, Tuesday, Wednesday. And the
 11320 last one here No. 5: Andrew's playing etc. ... [ähm],
 11321 the boy over there, yes.
 11322 S. Andrew's playing his next match on Thursday.
 11323 S. Hier.
 11324 L. He's not ...
 11325 S. He's not playing on Wednesday.
 11326 L. Quite so. That's it, fine. And that should do for today.
 11327 [äh]... now, I should like to ask you some questions
 11328 using these fine figures, you know. [Der Lehrer
 11329 arbeitet jetzt mit Haftelementen an der Flanelltafel.]
 11330 Here we are ... My first ... my first question: Who's ...
 11331 who's in the study? [Die Schüler rufen und schreien
 11332 durcheinander: Margaret, Mrs. Hay, Margaret!] Not
 11333 all together, but put up your hands please, yes please,
 11334 come on.
 11335 S. Ich? Mrs. Hay is in the study.
 11336 L. Good, or simply Mrs. Hay is, Mrs. Hay is. Please,
 11337 repeat. Now ask the question again.
 11338 S. Who's in the study?
 11339 S. Mrs. Hay is in the study.

- 11340 L. And once more, that question.
11341 S. Where's ... where's in the study?
11342 Ss. Who's, who's, who's.
11343 L. Over there.
11344 S. Who's in the study?
11345 L. That's it, yes. Who's in the study?
11346 Ss. Jip, Jip, Jip, Jip.
11347 L. Who's in the study? Jip is, Jip is or the dog is,
11348 of course, well, once more.
11349 S. Who's in the study?
11350 S. The cat is.
11351 L. Fine. Now one of you wants to come to the board,
11352 flanelboard and ask the questions. One of you comes
11353 to the board, you want to?
11354 [Der Schüler geht vor die Klasse zur Flaneltafel.]
11355 L. Well, first ... first the question, first the question.
11356 S. Who's in the study. Ne, who's in the study?
11357 L. Good, now look at this on the board.
11358 Ss. The cup is [alle durcheinander]
11359 S. The cup is in the study.
11360 L. The cup is, the cup is, go on then.
11361 S. Who's in the study? [wrong] [Intonation goes up]
11362 Ss. [alle durcheinander]
11363 S. The dog is.
11364 L. The dog is, now [äh] please choose somebody else to
11365 do the same. Nimm dir bitte einen anderen, der das
11366 gleiche macht.
11367 Ss. [wieder alle durcheinander] Who's in the garden?
11368 S. [der jetzt vor der Klasse steht] Who's in the garden?
11369 [Allgemeine Heiterkeit, der Lehrer setzt das Bett in den
11370 Garten.]
11371 S. The /bet/ is in the garden.
11372 L. The bed is, you see, the bed is and go on then.
11373 S. Beate.
11374 S. Who's in the garden?
11375 S. [unverständlich]
11376 L. [unverständlich] fine. Now the final... the final
11377 question.
11378 S. Who's in the garden?
11379 L. And now be careful, be careful, yes over there.

- 11380 S. Mrs. Hay and Andrew in the garden.
11381 Ss. [alle durcheinander]
11382 S. are ... Mrs. Hay ... Mrs. And Andrew Hay are in the
11383 garden.
11384 L. Yes, you see, Andrew 'is' but Mr. and Mrs. Hay?
11385 S. Mr. and ... [äh] ... Mrs. and ... Mrs. Hay and Andrew
11386 'are' ...
11387 L. Right, Mr. and Mrs. Hay 'are'. There we are, yes, and
11388 now please take your worksheet No. 12 and let's ...
11389 Everybody has got the worksheet No. 12. So could you
11390 please read the example ... Well, [ähm], are you ready?
11391 Everybody is ready? O.k., fine then you start.
11392 S. Where's in the kitchen? Margaret is.
11393 L. We must correct her. Please, read the example again.
11394 S. Who's is in the kitchen? Margaret is.
11395 Ss. [durcheinander] Who's. Who's in ... in the kitchen?
11396 Margaret is.
11397 L. Once more, please, the example.
11398 S. Who's in the kitchen? Margaret is.
11399 L. That's fine, o.k. and the next one then.
11400 S. Ich?
11401 L. Yes, please.
11402 S. Who's in the cupboard? Andrew is.
11403 L. You see, well, cupboard, it's a different type of thing.
11404 You know another name?
11405 S. Wardrobe.
11406 L. Very good, wardrobe, that's it 'wardrobe'.
11407 S. Garderobe.
11408 L. Right, [äh] would you please go on then, [äh] question
11409 No. 2 or the first question again. Who's ...
11410 S. ... in the /'sɑndi/
11411 L. Could you please read this again?
11412 S. Who's ... Who's ... [äh] ... Who's ... Who's in the
11413 wardrobe? Andrew is.
11414 L. Yes, and [äh] the next one, please. [ähm] over ... over
11415 there.
11416 S. Who's in the study?
11417 L. And somebody else the answer.
11418 S. Mr. Hay is.
11419 S. Next question, please.

- 11420 S. Mach doch mal'n Fenster auf, /ei/
11421 L. Yes, it's terribly hot in here. [Ein Schüler öffnet ein
11422 Fenster] Thank you very much, and next question
11423 please.
11424 S. Who's up the tree? Richard and Andrew are.
11425 L. Good, and next question, please.
11426 S. Who's, who's in /ðə/ eleven ... in the
11427 Ss. team, in the team, the team [durcheinander]
11428 L. Who's in the eleven or who's in the team, who is in
11429 the school-eleven? All these three are perfectly
11430 correct, well, yes, football-team, school-eleven and
11431 the answer?
11432 S. Alan is.
11433 L. Good, next [äh] question, please.
11434 S. Who's in the garden?
11435 L. Fine, and the answer?
11436 S. Andrew and Margaret are.
11437 L. Yes, look here again, two persons, yes, Andrew and
11438 Margaret are, Alan ... Alan is but Andrew and
11439 Margaret are. [äh], go on, please, to the last on here.
11440 S. Who's onto the roof? Harry is.
11441 L. Well, [äh] now Richard's climbing onto the roof. But
11442 now he is on the roof. So ask the question again,
11443 please.
11444 S. Who's on the roof?
11445 L. Yes, answer? And answer?
11446 S. Harry is.
11447 L. Good, o.k. [äh] let's repeat it very quickly. First picture
11448 ... with the wardrobe. ... Do not write now, please do
11449 not write.
11450 S. Nicht schreiben. [ungefragt]
11451 L. Please do not write, [ähm] first picture.
11452 S. Who's in the wardrobe? Andrew is.
11453 L. Fine, second one.
11454 S. Who's ... who's in the study? Mrs. Hay is.
11455 L. Good.
11456 S. Who's, who's on the tree?

- 11457 L. Yes. Or who's in the tree? In the tree, they are on, they
11458 are not under but they are in the tree, you see. [Es
11459 läutet zum Schluß der Stunde. Die Schüler werden
11460 unruhig.] And the answer, wait a second please.
11461 S. Ich weiß: Richard and Andrew are.
11462 L. Ok. Bye, bye.

2.4.3 Grade 6 (March 22, 1974; #26 in the Pre-Digital Corpus)

- 11463 Stundendokumentation Nr. 26
11464 Datum: 22.03.1974
11465 Klasse: 6. Jg. [29 Schüler/innen]
11466 [Der Lehrer spricht mit einem amerikanischen Akzent.
11467 Er verstimmlicht die stimmlosen End-t-Laute zu /d/.
11468 z. B. /'wɔdiz/ statt /'wɔtiz/
11469 /'lɔdɔf/ statt /'lɔtɔf/
11470 Diese Abweichung von der Standard English Pronunciation wird nicht in phonetischer Umschrift gekennzeichnet. Die Schüler übernehmen stellenweise die Aussprache des Lehrers. Darüber hinaus scheint der Lehrer jedoch generell dazu zu neigen, häufiger stimmhafte Konsonanten zu produzieren. Dies ist vermutlich auf seine Angehörigkeit, stimmhafte – besonders Endkonsonanten – Konsonanten überzubetonen, zurückzuführen.]
11478 S. You're eating very slowly, Tony.
11479 S. You're /kəukt/ it beautifully, Mummy.
11480 L. Not correct, say it again.
11481 S. You're cooked
11482 S. You've cooked it beautifully, Mummy.
11483 L. You've cooked it, yes, good.
11484 S. Hier.
11485 L. Well.
11486 S. Don't eat so quickly, Peter.
11487 [Schweigen, ca. 30 Sek.]
11488 L. Nobody, oh, come on.
11489 Yes, good ... very difficult word.
11490 S. But ... but you /'u:su.../
11491 L. Usually ...
11492 S. Usually eat six potatoes for lunch.
11493 L. Usually, all together.
11494 LS. Usually.
11495 L. But you usually eat ...
11496 Ss. But you usually eat ...
11497 L. ... six potatoes for lunch.
11498 Ss. ... six potatoes for lunch.

- 11499 L. Ah, more fingers, more hands, ... you know it, come
11500 on, Angelika.
- 11501 S. Please Peter, pass it carefully, please.
- 11502 L. Pass it carefully, please, all together.
- 11503 LS. Pass it carefully, please.
- 11504 L. Yes, o.k. now, the next one. [Schweigen] Look at me!
11505 [Der Lehrer zeigt auf seine Hosenbeine.] Andrea.
- 11506 S. I don't want it on my /'trəʊzəs/.
- 11507 L. Well, the pronunciation is not correct.
- 11508 S. Trousers.
- 11509 L. Trousers, all together.
- 11510 LS. Trousers.
- 11511 L. Yes, now the next one. Look at me again! [Der Lehrer
11512 zeigt auf seine Magengegend.] Here, [äh] Udo and
11513 Axel, Ralf [unverständlich], don't ... look there I'm
11514 here, you see ... come on. What's the matter with you?
11515 Yes, [äh], Ulli.
- 11516 S. I'm sorry Mummy, I don't ... feel well.
- 11517 L. I don't feel well, all together.
- 11518 LS. I don't feel well.
- 11519 L. O.k. [Schweigen, ca. 30 Sek.] Oh, don't look into your
11520 book. Ulli, that's not fair. Come on.
- 11521 S. How?
- 11522 L. /ha:f/ is the pronunciation ... come on. Birgit, Ralf, ja.
- 11523 S. Eat an half pound ...
- 11524 L. Half?
- 11525 S. ... half a pound ...
- 11526 L. hal/v/ a pound, yes, hal/v/ a pound, say it again,
11527 hal/v/ a pound.
- 11528 S. Half a pound.
- 11529 L. All together.
- 11530 LS. Half a pound.
- 11531 L. Hal/v/ a pound of nut chocolate.
- 11532 Ss. Half a pound of nut chocolate.
- 11533 L. And there's a mistake of course, yet, here. What is
11534 wrong here with this? What is wrong? This here
11535 chocolate? [Das Wort 'chocolate' ist falsch
11536 geschrieben: 'chocolate']. There's a mistake. What is
11537 wrong? Come on. Wait a moment [unverständlich].
11538 You know the mistake? ... No, no, who knows?

- 11539 There's a mistake of course, here, something is wrong
11540 with the word. Who knows what is wrong?
11541 Ss. Oh.
11542 L. Ah, Ulrich, come here [unverständlich], come on.
11543 [Der Schüler verbessert das Wort.] Yes, yes, good,
11544 chocolate, yes, chocolate, good Ulrich, yes, our
11545 detective Ulrich, o.k. [Der Lehrer klappt die Tafel
11546 auseinander, sichtbar werden die folgenden Sätze:
11547 'Peter works quickly.' 'Peter works carefully.' 'Peter
11548 works well.' Aufgabe der Schüler ist, die Verben und
11549 Adverbien mit blauer bzw. gelber Kreide zu
11550 umrahmen. Dann werden die Sätze eben dieser
11551 Struktur per Overheadprojektor auf die Leinwand
11552 geworfen und die Schüler gehen nach Aufforderung
11553 einzeln zur Tafel und umrahmen das verlangte Wort,
11554 Verb oder Adverb. Da die Schüler das Verfahren
11555 kennen, fehlt der einleitende Satz des Lehrers, was im
11556 Folgenden zu geschehen hat. Der Unterrichtsab-
11557 schnitt vollzieht sich schweigend und dauert ca. 10
11558 Minuten.] And now we come to the second part of our
11559 lesson today. It's a 'crash' ... Switch on the light [meint
11560 den Schüler am Overheadprojektor]. Thank you.
11561 [kurze Pause, ca. 1 Minute] [liest den Text vor] Peter is
11562 on his journey home. /zə/ road is wet and there's a lot
11563 of traffic on it. Peter turns left and stops at /zə/ traffic-
11564 lights. Now a fast car is overtaking Peter. Suddenly he
11565 sees a car in front of them. It is on /zə/ wrong side of
11566 the road. Peter stops quickly and the car behind him
11567 stops, too. But /zə/ car hits /zə/ back of Peter's bike.
11568 There is a loud crash and Peter falls off his bike. Peter
11569 is o.k. He is looking at /zə/ big dent in /zə/ back of his
11570 bike. The driver of the car says to Peter: 'I'm sorry it's
11571 my fault. Here's 3 \$ for the cost of the repair. [...]
11572 No. 1 again. Peter is on his journey home. Peter is on
11573 his way home. Peter is on his journey home. /zə/ road
11574 is wet. Where is Peter going? Where is Peter going?
11575 Ralph.
11576 S. Peter is on his journey home.
11577 L. He is on his journey home. Good, yes. And what's the
11578 matter with the road?

- 11579 S. The road is wet.
 11580 L. The road is wet. And, there's a lot of traffic on it, a lot
 11581 of cars, there are a lot of cars, there's a lot of traffic on
 11582 it. What is on /zə/ road, Uwe?
 11583 S. A lot of traffic.
 11584 L. Yes, a lot of traffic. But shut your book, please. There's
 11585 a lot of traffic. O.k., and ... [äh] what /sə/ matter /wizə/
 11586 road? What /sə/ matter /wizə/ road? Come on,
 11587 Norbert.
 11588 S. The road is wet.
 11589 L. The road is wet. And [äh], well, where is Peter going?
 11590 Where is Peter going? Come on ... [Schweigen] He is
 11591 on ... He is on ... He is on ... Wilma.
 11592 S. He is on his journey home.
 11593 L. He is on his journey home. All together.
 11594 LS. He is on his journey home.
 11595 L. /zə/ road is wet.
 11596 Ss. The road is wet.
 11597 L. [ähm] ... and /zɛə/ ... there's a lot of traffic on it.
 11598 Ss. There's a lot of traffic on it.
 11599 L. No. 2, please, Peter turns left, look here.
 11600 S. Das hammer schon gestern gemacht.
 11601 L. Yes, o.k. Peter turns left. [äh] [Name], can you come
 11602 here. [Ein Schüler geht zur Tafel und zeichnet 'Peter's
 11603 way on the road' in eine Straßenzeichnung ein.]
 11604 Well, that's correct. That's good, yes, that's English
 11605 traffic, you go on this side of the road. [Zeigt auf die
 11606 linke Fahrbahn der Straße.] Peter turns left and [äh] ...
 11607 stop at the traffic-lights. Where are the traffic-lights?
 11608 Could you come, could you, yes, come on, come show
 11609 us the traffic-lights. Where are they? Go to the board,
 11610 Ralph. [Der Schüler zeigt den Verkehr] No, that is the
 11611 traffic, that is ... the traffic-lights!!! Lights!! Axel, the
 11612 traffic-lights. [...] O.k., yes, good, yes, here they are,
 11613 yes, your traffic lights. And whatdoes Peter do? What
 11614 does Peter do? What does Peter do? Manuela, shut
 11615 your book, shut your [unverständlich]. Come on,
 11616 what does Peter do? He ... He... Anne, Maria ... He...
 11617 S. He is on his left side.

- 11618 L. No, ... where does Peter turn? Oh, what about the
11619 /'ʌzəz/? Only two hands, only two hands? Come on,
11620 ... He turns ... Ralph.
11621 S. Peter he turns ...
11622 L. No, Peter turns...
11623 S. Peter turns from ...
11624 L. To ... Peter turns ...
11625 S. Peter turns left.
11626 L. ... to the left. Peter turns to the left, all together.
11627 LS. Peter turns to the left.
11628 L. O.k., and [äh] ... where does Peter stop ... at?
11629 Where does Peter stop?
11630 S. Peter stops on the traffic ...
11631 L. Not on ...
11632 Ss. At, at, at.
11633 S. Stops at ...
11634 L. ... stops at ...
11635 S. the traffic-lights.
11636 L. ... at the traffic-lights, all together.
11637 LS. Peter stops at the traffic-lights.
11638 L. [äh], Burghard, go to the board and show the
11639 traffic-lights. Where are they? Come on. [Schüler
11640 zeigt die Verkehrsampeln] Ah, yes, and where does
11641 Peter turn? Where does Peter turn? Ah, now, more
11642 fingers, not two only, three fingers, more, where does
11643 Peter turn? Oh, alles vergessen? Ja? So schwer? Come
11644 on, Axel, Rolf, Achim...
11645 S. Peter /'təʌn/ ...
11646 L. ...-s to the ...
11647 S. ... turns to the left.
11648 L. ... turns to the left. All together.
11649 Ss. Peter turns to the left.
11650 L. Where does Peter turn? Where does Peter turn? Udo.
11651 S. Peter turns to the left.
11652 L. Yes, [ahm], where does Peter turn? Ulrich.
11653 S. Peter turns ... to the left.
11654 L. And where does Peter stop ... at? Where does he stop?
11655 Axel.
11656 S. Peter stops at the traffic-stop.

- 11657 L. Lights, yes, at the traffic-lights, o.k. No. 3 now. Now a
 11658 fast car is overtaking Peter. All together.
 11659 LS. Now a fast car is overtaking Peter.
 11660 L. Where is the fast car? Where is the fast car? Go to the
 11661 board, [äh] ... Kirsten. Yes, o.k., what ... what color is
 11662 it? What color is it? Is it w.... white or blue?
 11663 S. Red.
 11664 L. It's red, yes, of course, it's red, yes, and a ... fast car is
 11665 overtaking Peter. 'Suddenly he sees a car in front of
 11666 them.' Where is the car in front of them? Go to the
 11667 board. Where is the car in front of them? Angelika.
 11668 Yes, o.k., and what is the fast car doing, yes, this car
 11669 [zeigt auf das überholende Auto.] Ja, what is the fast
 11670 car doing? Andrea.
 11671 S. The fast car is overtaking Peter.
 11672 L. The fast car is overtaking Peter. Good, Andrea, yes.
 11673 O.k., and suddenly he sees a car in front of them, it is
 11674 on the wrong side of the road. It is on the wrong side
 11675 of the road. Where is the wrong side here? This is a car,
 11676 yes, and not a good one, o.k. [meint das Auto auf der
 11677 Zeichnung]. Well now, the wrong side, where is the
 11678 car in front of them? Now, the wrong side? Yes,
 11679 Achim. [Schüler zeigt das Auto] Yes, o.k., yes it's ... yes,
 11680 it's a little car, yes, it's going like that [deutet auf der
 11681 Zeichnung die Richtung an]. It's on the wrong side in
 11682 England, in Great Britain it's on the wrong side, yes,
 11683 not here in Germany, it's on the wrong side, yes. But
 11684 [äh] be... [äh] ... [äh] ... Sorry ... [ähm], it is on the
 11685 wrong side of the road. [äh], where is the car? Where
 11686 is the car? Where is the car? Ralph.
 11687 S. There's the wrong side of the ...
 11688 L. Where?
 11689 S. The car is on wrong side ...
 11690 L. Yes, 'the car' or 'it's' on the wrong side ...
 11691 S. ... of the road.
 11692 L. ... of the road. All together.
 11693 LS. It's on the wrong side of the road.
 11694 L. Yes, o.k., and the next one. Peter stops quickly. What
 11695 does Peter do? What does Peter do? Birgit.
 11696 S. Peter stops quickly.

- 11697 L. Peter stops quickly. Yes, and the car behind him stops,
11698 too. Where's the car behind him, go to the board.
11699 Come on. Where's the car behind him? Where's the
11700 car? Norbert, ah, what's the matter today? Nothing
11701 hm? The car behind him? Yes [unverständlich]... this
11702 car, yes, o.k. and [ähm] ... What ... does Peter do?
11703 What does Peter do? Angelika.
11704 S. Peter stops quickly.
11705 L. Peter stops quickly, yes, and the car behind him stop,
11706 too, but the car hits the back of Peter's bike. It hits the
11707 back of Peter's bike. What does the car do? What does
11708 the car do?
11709 S. The car hits the back of ... of Peter's bike.
11710 L. Yes, the car hits the back of Peter's bike. Where's the
11711 back of Peter's bike? ... Come on, Birgit, go to the
11712 board. Where's the back of Peter's bike? Come on,
11713 where's the back? Come on, where's the back of
11714 Peter's bike? No? [äh] ... Axel, where's the back? [Der
11715 Schüler geht zur Tafel und zeigt 'the back of Peter's
11716 bike'] O.k., yes, that's it. That's the back of Peter ... [äh]
11717 Peter's bike. And [äh] ... what does the car do? What
11718 does this car do? ... Come on.
11719 Ss. Hier, hier, hier, hier, hier.
11720 L. Andreas ...
11721 S. This stops, too.
11722 L. Jo, yes, stops, too ... and ...
11723 S. /zə/ car hits of /zə/ back ...
11724 L. ... hits the back ...
11725 S. ... hits /zə/ back of Peter's bike.
11726 L. Ja, ... hits the back of Peter's bike. The car hits the back
11727 of Peter's bike. All together.
11728 LS. The car hits the back of Peter's bike. And now the last
11729 picture for today. The next one. There's a loud crash.
11730 There's a loud crash. What is there? Petra ... Petra.
11731 S. There's a loud /kræʃ/.
11732 L. There's a loud crash. [äh] ... well, what is there?
11733 S. That is a ...
11734 L. Not 'that is' ... not 'that is' ... What is there?
11735 S. There is ...
11736 L. There is ...

- 11737 S. There is the car ...
11738 L. No, no, no, no, no.
11739 S. ... a /ləʊd/ crash.
11740 L. What is there?
11741 S. There is a /ləʊd/ ...
11742 L. ... a /ləʊd/? No, there is a ... ? Betty, there is a ... ?
11743 S. Loud.
11744 L. Loud, yes, there's a loud crash. All together.
11745 LS. There's a loud crash.
11746 L. And Peter falls off ... Peter falls off his bike. What does
11747 Peter? Petra.
11748 S. Peter falls off his bike.
11749 L. Yes, open your books now, page 34.
11750 S. Wir ham nimmer so viel Zeit.
11751 L. Yes, I know. [Die Schüler schlagen ihre Bücher auf.]
11752 O.k. I start reading the text then you read, yes, well.
11753 Peter is on his journey home.
11754 Ss. Peter is on his journey home.
11755 L. The road is wet.
11756 Ss. The road is wet.
11757 L. And there is a lot of traffic on it.
11758 Ss. And there is a lot of traffic on it.
11759 L. Not 'there' 'is' ... there-is.
11760 Ss. There-is.
11761 L. There is a lot of traffic on it.
11762 Ss. There is a lot of traffic on it.
11763 L. Good, yes. Peter turns left.
11764 Ss. Peter turns left ...
11765 L. ... and stops at the traffic-lights.
11766 Ss. ... and stops at the traffic-lights.
11767 L. No. 3 now: Now a fast car is overtaking Peter.
11768 Ss. Now a fast car is overtaking Peter.
11769 L. Suddenly he sees a car in front of them.
11770 Ss. Suddenly he sees a car in front of them.
11771 L. It is on the wrong side of the road.
11772 Ss. It is on the wrong side of the road. [nicht einheitlich]
11773 L. Yes, what's the matter?
11774 [Das Nächste ist schwer verständlich.
11775 Der Klassensprecher wird verlangt.]

- 11776 L. Oh, sorry, [ähm]: It is on the wrong side of the road.
11777 Ss. It is on the wrong side of the road.
11778 L. Peter stops quickly ...
11779 Ss. Peter stops quickly...
11780 L. ... and the car behind him stops, too.
11781 Ss. ... and the car behind him stops, too.
11782 L. But the car hits the back of Peter's bike.
11783 Ss. But the car hits the back of Peter's bike.
11784 L. There is a loud crash...
11785 Ss. There is a loud crash...
11786 L. ... and Peter falls off his bike.
11787 Ss. ... and Peter falls off his bike.
11788 L. Yes, who wants to read sentence No. 1 [Name unverständlich] Now your voice here on the tape, come on,
11789 read No. 1.
11790
11791 S. Peter is on his journey home.
11792 L. Stop, stop, stop. Peter-is ... Peter-is, again...
11793 S. Peter is ...
11794 L. Not Peter is ... Peter-is...
11795 S. Peter is ...
11796 L. ... on his journey home.
11797 S. ... on his journey home.
11798 L. Good, yes, [äh] ... and the next one.
11799 S. The /røud/ is wet and there is a lot of the /'træfik/ on it.
11800 L. ... and there is a lot of traffic on it, yes. Another one,
11801 this sentence again, but Rolf, this sentence again,
11802 No. 1.
11803 S. Peter is.
11804 L. Not Peter is ... Peter-is...
11805 S. Peter is on his journey home.
11806 L. Yes.
11807 S. The road is /wi:t/ and there is ...
11808 L. The road ... ?
11809 S. Wet, wet.
11810 L. Wet.
11811 S. The road is wet and there is a lot of traffic on it.
11812 L. There is [unverständlich]. Again No. 1, again No. 1,
11813 come on [unverständlich], yes, switch off the light
11814 [gemeint ist wieder der Schüler am Overheadprojektor].
11815

- 11816 S. Peter is on his journey home ... home. There is lot ...
11817 L. The road ...
11818 S. The road is ... wet and there is a lot of the traffic on it.
11819 L. ... a lot of traffic not a lot of 'the'. No. 2?
11820 Ss. Hier, hier, hier.
11821 L. Well, Jörg.
11822 S. Peter turns left an/t/ /stʌps/ at the traffic-lights.
11823 L. Yes, and stops at the traffic-lights, ok. And [äh], oh,
11824 just a moment, yes Axel.
11825 S. Now a fast car is overtaking Peter. Suddenly he sees a
11826 car on front of them. It is on the /Rɔ/.../rɔŋ/ side of the
11827 road.
11828 L. Yes [unverständlich] it is on the wrong side of the
11829 road.
11830 S. /idis/ on th...
11831 L. nicht is... It is on the wrong side. Well, it's ringing
11832 now...
11833 [Das Klingelzeichen zum Ende der Stunde ertönt und der
11834 Rest geht im Pausenlärm unter.]

2.4.4 Grade 6 (March 22, 1974; #27 in the Pre-Digital Corpus)

- 11835 Stundendokumentation Nr. 27
11836 Datum: 22.03.1974
11837 Klasse: 6. Jg. [30 Schüler/innen]
11838 L. Now. The first one for today is to repeat Step 1 of Unit
11839 4 a bit and then begin Step 2, the text of Step 1. I hope
11840 you all ... you can all read the text [unverständlich].
11841 Will you please close all your books. Look at the text
11842 [unverständlich]. Can you sit down here first, yes, for
11843 one lesson only, and then we can put it up on the
11844 desk. Now I can't give you the text again from the tape
11845 because [äh] ... I haven't enough time. So, then let me
11846 only read the text myself.
11847 [Der Text wird per Overheadprojektor an die Tafel
11848 geworfen.]
11849 L. Tony loves nut chocolate.
11850 Mrs. Hill: You're eating very slowly, Tony. Don't you
11851 like your Irish Stew?
11852 Tony: Of course I do.
11853 Ann: You've cooked it beautifully, Mummy.
11854 Mrs. Hill: Don't eat so quickly, Peter, there's enough
11855 stew for everybody.
11856 Tony answers: I can't eat them.
11857 Mrs. Hill: But you usually eat six potatoes for lunch.
11858 Mrs. Hill: Pass the stew please, Peter. Pass it carefully,
11859 please. I don't want it on my trousers!
11860 Mrs. Hill: Where are you going, Tony?
11861 Tony: I'm sorry Mummy. I don't feel well.
11862 Mrs. Hill: He's never eaten so badly. I can't
11863 understand it.
11864 Ann: I can. He has eaten half a pound of chocolate this
11865 morning! O.k. So I'll sh... of course ...
11866 Now let us first read this text again in two phases, o.k.,
11867 so that you will repeat it [unverständlich]. Tony loves
11868 nut chocolate.
11869 Ss. Tony loves nut chocolate.
11870 L. You're eating very slowly, Tony.
11871 Ss. You're eating very slowly, Tony.

- 11872 L. Don't you like your Irish Stew?
11873 Ss. Don't you like your Irish Stew?
11874 L. Of course I do.
11875 Ss. Of course I do.
11876 L. You've cooked it beautifully.
11877 Ss. You've cooked it beautifully.
11878 L. Don't eat so quickly, Peter.
11879 Ss. Don't eat so quickly, Peter.
11880 L. There's enough stew for everybody.
11881 Ss. There's enough stew for every/bʌdi/ [amerikanisch].
11882 L. Everybody in English, please. You're looking very
11883 sadly...
11884 Ss. You're looking very sadly...
11885 L. ... at your potatoes, Tony.
11886 Ss. ... at your potatoes, Tony.
11887 L. I can't eat them.
11888 Ss. I can't eat them.
11889 L. But you usually eat six potatoes for lunch.
11890 Ss. But you usually eat six potatoes for lunch.
11891 L. Pass the stew please, Peter.
11892 Ss. Pass the stew please, Peter.
11893 L. Pass it carefully, please.
11894 Ss. Pass it carefully, please.
11895 L. I don't want it on my trousers!
11896 Ss. I don't want it on my trousers!
11897 L. Where are you going, Tony?
11898 Ss. Where are you going, Tony?
11899 L. I'm sorry, Mummy.
11900 Ss. I'm sorry, Mummy.
11901 L. I don't feel well.
11902 Ss. I don't feel well.
11903 L. He has never eaten so badly.
11904 Ss. He has never eaten so badly.
11905 L. I can't understand it.
11906 Ss. I can't understand it.
11907 L. I can.
11908 Ss. I can.
11909 L. He has eaten half a pound of nut chocolate this
11910 morning.

- 11911 Ss. He has eaten half a pound of nut chocolate this
11912 morning.
- 11913 L. O.k., that's very easy. And now let us read the some
11914 text in parts, first in this form and after that once more
11915 in that form.
- 11916 [verschiebt die Folie im Overheadprojektor, so daß der
11917 Text von einer Rolle verschwindet]
- 11918 Ss. Ah, oh, ja, gut.
- 11919 [Der Lehrer verteilt nun die Rollen]
- 11920 L. I hope that you know the text by heart and can easily
11921 read it. Now, first it is easy. Who wants to read Mrs.
11922 Hill's part? Mrs. Hill's part? Can we find a girl for that?
11923 Kirsten, fine. And Tony?
- 11924 L. A...
- 11925 S. Hier.
- 11926 L. ... boy perhaps, Michael, good, Ann? Ann? Martina,
11927 fine. Mrs. Hill, Peter, another girl, yes, Peter, Tony
11928 Mr... Mrs. Hill only Mrs. Hill, Thorsten o.k., Mrs. Hill
11929 begins.
- 11930 S1. You're eating very slowly Tony. Don't you like your
11931 Irish Stew?
- 11932 S2. Of course I do.
- 11933 S3. You've cooked it beautifully.
- 11934 S1. Don't eat so quickly, Peter. There's enough ... enough
11935 stew for every/bʌdi/.
- 11936 S4. You're looking very sadly at your potatoes, Tony.
- 11937 S2. I can't eat them.
- 11938 S1. But /'zu:ə/ usually eat six potatoes for lunch.
- 11939 S5. Pass the stew please, Peter. Pass /ət/ /'kæri.../ [äh] ...
- 11940 L. Pass it ...
- 11941 S5. Pass it carefully, please. I don't want it on my trousers!
- 11942 S1: Where are you going, Tony?
- 11943 S2. I'm very sorry, Mummy. I don't feel well.
- 11944 S1. He has /'nəvʌ/ eaten so badly. I can't /'ʌndʌstænd/ it.
- 11945 S3. I can. He has eaten half a pound of nut chocolate this
11946 morning?
- 11947 L. Yes, half a pound [unverständlich]. O.k., fine and now
11948 the same once more. [Nun wird der Text von 2 Rollen
11949 weggenommen.] We must know Tony's part and
11950 Ann's part by heart. First, Mrs. Hill? [unverständlich].

- 11951 Tony? [keine Meldung] Hahaha, yes, o.k., Hartmut,
 11952 and Ann? Martina, Mrs. Hill, Peter? Peter? O.k.,
 11953 Wilfried and Mr. Hill, it's easy, ah [unverständlich]
 11954 here I see many. Mrs. Hill, Lars. Mrs. Hill begins.
 11955 S1 You're eating very slowly, Tony. Don't you like your
 11956 Irish Stew?
 11957 S2. Of course I do.
 11958 S3. You've cooked it beautifully, Mummy.
 11959 S1. /dɔːnt/ eat so quickly, /'pi:tʌ/. There's enough stew for
 11960 every/bʌdi/.
 11961 S4. You're looking very sadly at your potatoes, Tony.
 11962 S2. I can't eat them.
 11963 S1. But you usually eat six potatoes for lunch.
 11964 S5. Pass the stew please, Peter. Pass it carefully, please.
 11965 I don't want it on my trousers.
 11966 S1. Where are you going Tony?
 11967 S2. I'm sorry, Mummy, I don't feel well.
 11968 S1. He has never eaten so badly. I can't understand it.
 11969 S3. I can. He has eaten half a pound of nut chocolate this
 11970 morning!
 11971 L. Yes, very good, fine. [Applaus von den Mitschülern]
 11972 You want to read it again?
 11973 Ss. Ja, ja.
 11974 L. Yes, and who wants to be Mrs. Hill now? Andrea, it's
 11975 easy, but now the next part, Tony's part?
 11976 Ss. Hier, hier.
 11977 L. Tony, Cord, do you know that by heart? Fine, and
 11978 Ann again? Ann? Pe... Petra, Peter? Christoph, fine.
 11979 Peter, Tony, Mr. Hill? Mr. Hill, can we find another
 11980 girl, Bettina?
 11981 S1. You're eating very slowly, Tony. Don't you like your
 11982 Irish Stew?
 11983 S2. Of course I do.
 11984 S3. You've cooked it beautifully, Mummy.
 11985 S1. Don't eat so quickly, Peter. There's enough stew for
 11986 everybody.
 11987 S4. You're looking very sadly at your potatoes, Tony.
 11988 S2. I can't eat them.
 11989 S1. But you usually eat six potatoes for lunch.

- 11990 S5. Pass the stew plea... please, Peter. Pass it carefully,
11991 please. I don't want it on my trousers!
11992 S1. Where are you going, Tony?
11993 S2. I'm sorry, Mummy ... He is ... feel well.
11994 L. I don't ...
11995 S2. I don't feel well.
11996 S1. He has never eaten so /'badli/. I can't /'ʌndʌstænd/ it.
11997 S3. I can. He has eaten half a pound of nut chocolate.
11998 /di.../ ... /dis/ morning.
11999 L. ... this morning, yes, o.k., fine. I think we can stop the
12000 reading and I only want to ask you some questions
12001 about the text, some questions, for instance. Just a
12002 moment [Mikrofon]. O.k., that's correct. ... How is
12003 Tony eating? Can you answer that, Klaus?
12004 S. Tony is eating nut chocolate.
12005 L. No, not what is he eating? How is he eating? Barbara.
12006 S. He eats very slowly.
12007 L. Yes, or here in our example 'He is eating' ... in our
12008 story. So you know that questions with 'how' and you
12009 answer with the form of '-ly', slowly is one example.
12010 And how's Peter eating? What's difficult? How's Peter
12011 eating? Michael.
12012 S. Very quickly.
12013 L. He ...
12014 S. [äh] ... Peter is eating very quickly.
12015 L. How's Mrs. Hill cooked the dinner? How has Mrs. Hill
12016 cooked the dinner? You know the new words, yes, yes
12017 [Name].
12018 S. He has /kɔ:kt/ it very /'bju:difuli/.
12019 L. You cannot say 'he'.
12020 Ss. She, she.
12021 L. Once more the answer, please, Martin. How has Mrs.
12022 Hill cooked the dinner? ... She ...
12023 S. She cooked ...
12024 L. She has cooked ...
12025 S. She has cooked [äh] ...
12026 L. Help him, please.
12027 S. She has cooked the dinner very ... [äh] ...
12028 Ss. beautifully
12029 S. ... beautifully.

- 12030 L. Beau-ti-fully, yes, beautiful, beautifully, o.k., it's a bit
12031 [äh] difficult. How is Tony looking at this dinner or at
12032 his potatoes? Wilfried.
12033 S. Peter looks very ... [unverständlich] ... sadly ...
12034 L. at ...
12035 S. ... at your potatoes.
12036 L. ... at my potatoes?
12037 Ss. At his, at his
12038 S. ... at his potatoes.
12039 L. ... at his potatoes. You must say 'Peter ...' who can go
12040 on?
12041 S. Looks.
12042 L. Looks or?
12043 S. is look... is looking?
12044 L. He is looking... what is correct here?
12045 Ss. Looks, looks, looking, looking. [durcheinander]
12046 L. Yes, I think you are looking ... Tony ... Peter says: Tony
12047 you are looking ... so the best answer is: He is looking
12048 sadly at his potatoes. How must Peter pass the stew?
12049 Do you remember? Another [unverständlich]. How
12050 must peter pass the stew to Mr. Hill? Hm, hm, hm,
12051 two, three, four, o.k. Ulli.
12052 S. He passed the stew carefully.
12053 L. Yes, 'He passes...' or better: He must pass the stew ...
12054 [äh] ... carefully, or it falls down. And now the last
12055 question: How does Tony feel? How does Tony feel?
12056 Do you know the answer? Peter.
12057 S. He doesn't feel well.
12058 L. Well, yes, so look at the answers again. How is he
12059 eating? One boy is eating slowly. The other boy is
12060 eating quickly. Mrs. Hill has cooked the dinner ...?
12061 Ss. Beautifully.
12062 L. Beautifully ... and Peter must pass the stew ... ?
12063 Ss. .. carefully.
12064 L. Carefully, Tony is looking ...?
12065 Ss. Sadly, sadly, badly, badly.
12066 L. Sadly, yes, not badly, sadly, 'sad' the opposite of
12067 'happy' ... sad, happily or unhappily or sadly. And
12068 now the last sentence. Peter doesn't feel ... ?
12069 S. .. badly.

- 12070 LS. Well, well, well [durcheinander].
- 12071 L. ‘Well’, yes, ‘badly’ is the opposite of ‘well’ yes. ‘He
- 12072 feels badly’ or ‘He doesn’t feel well.’ So these are the
- 12073 regular forms of the adverb with the ending -ly [zeigt
- 12074 auf die regelmäßigen Verben an der Tafel], and this is
- 12075 an irregular adverb [zeigt auf ‘well’]. We say: This
- 12076 book is good. The answer is good. But ‘The pupil has
- 12077 answered well’. Right, we must see about that when
- 12078 we do the exercises. [Ende des 1. Abschnittes.] I think
- 12079 we can stop here and we can begin to speak about Unit
- 12080 4, Step 2. Let us first see the pictures, please, all the
- 12081 pictures, one after the other. [Die Bilder zu Unit 4,
- 12082 Step 2 werden per Diaprojektor auf die Leinwand
- 12083 projiziert.] It was picture No. 8 the last picture. And
- 12084 now before we see the pictures again let us listen to
- 12085 the text of Step 2. First the slow version, o.k.
- 12086 TB. ... half a pound of chocolate this morning.
- 12087 L. It was the rest of Step 1.
- 12088 TB. The crash. Look and listen.
- 12089 [Die Nummern geben die Reihenfolge der Bilder an.]
- 12090 1 Peter is on his journey home. The road is wet, and
- 12091 there is a lot of traffic on it.
- 12092 2 Peter turns left and stops at the traffic-lights.
- 12093 3 Now a fast car is overtaking Peter. Suddenly he sees a
- 12094 car in front of them. It is on the wrong side of the road.
- 12095 4 Peter stops quickly, and the car behind him stops, too.
- 12096 But the car hits the back of Peter’s bike.
- 12097 5 There is a loud crash, and Peter falls off his bike.
- 12098 6 Peter is o.k. He is looking at the big dent in the back of
- 12099 his bike.
- 12100 7 The driver of the car says to Peter: I’m very sorry. It’s
- 12101 my fault.
- 12102 8 Here’s three pounds for the cost of the repair.
- 12103 L. That’s the end of our story. Now let us listen to the
- 12104 text again and let us also look at the pictures. Look
- 12105 and listen, please, and now the slow version.
- 12106 TB. Look, listen and repeat.
- 12107 [Der ‘speaker’ nennt jetzt die Nummern der Bilder.]
- 12108 1 Peter is on his journey home. The road is wet, and
- 12109 there is a lot of traffic on it.

- 12110 2 Peter turns left and stops at the traffic-lights.
 12111 3 Now a fast car is overtaking Peter. Suddenly he sees a
 12112 car in front of them. It is on the wrong side of the road.
 12113 4 Peter stops quickly, and the car behind him stops, too.
 12114 But the car hits the back of Peter's bike.
 12115 5 There is a loud crash, and Peter falls off his bike.
 12116 6 Peter is o.k. He is looking at the big dent in the back of
 12117 his bike.
 12118 7 The driver of the car says to Peter: I'm very sorry. It's
 12119 my fault.
 12120 8 Here's three pounds for the cost of the repair.
 12121 S. Wieviel sind denn 3 Pfund?
 12122 L. Well, how much is 1 Pound today? One English
 12123 Pound, how many DMs. What do you think?
 12124 S. Twenty marks.
 12125 L. No, no.
 12126 Ss. 4 Mark, 10 Mark.
 12127 L. Can you say that in English? Come on, how much is
 12128 it?
 12129 S. Four DM.
 12130 L. Oh it's more than four DMs.
 12131 S. Eight.
 12132 S. Ten.
 12133 L. No, not so much today.
 12134 S. Six DMs.
 12135 L. No, eight, about eight DMs, seven DMs and eighty or
 12136 ninety pennies or so. So, how much is three pounds?
 12137 ... Three pounds about ... ? Twenty four, twenty three,
 12138 twenty three DMs, o.k. All right. Now, let us look at
 12139 the first picture again. Once more the first sentence.
 12140 TB. Look, listen and repeat.
 12141 1 Peter is on his journey home.
 12142 L. There's a new word in this sentence and I'm going to
 12143 explain that 'journey' yes. 'Journey' is 'a long way' e.g.
 12144 you make a journey from Germany to Africa, from
 12145 Frankfurt to New York by airplane, you see, or by
 12146 ship, from Hamburg to New York, or so. That is a
 12147 'journey' 'a long way' you see. And here 'Peter is on his
 12148 way home'. It must be a long way from one end of
 12149 London to the other end or so, can be very long. He is

- 12150 on his 'way' home or he is on his 'journey' home.
12151 Who does not understand the word 'journey'? Is it
12152 clear, what the meaning of journey is? O.k. Next
12153 sentence.
12154 TB. The road is wet, and there is a lot of traffic on it.
12155 L. Well, look at the picture; what can you tell me about
12156 the weather? Peter, Peter.
12157 S. It's raining.
12158 L. It's raining. And so you understand what that means
12159 'The road is wet'.
12160 Ss. Naß, naß, naß.
12161 L. Psch, not the German word, say it in English. What
12162 does this mean?
12163 S. [äh] it ... [äh] it's ... [äh] it's rain of the road.
12164 L. Yes, there is rain ... there is water on the road, o.k. The
12165 road is wet, you see, and there is rain, water in the
12166 road. When you put water on a desk or on a table or so,
12167 the desk is wet, and when you put it on the floor, the
12168 floor is wet, that means there is water on it. And there
12169 is much traffic, there is a lot of traffic on the road. The
12170 'traffic' means there are busses, there are cars, taxies,
12171 bikes and many, many people, all this together is
12172 'traffic'. I think you understand the word, yes.
12173 'Journey' is new, 'traffic' and 'wet'. So let us repeat it.
12174 'Peter is on his journey home'.
12175 Ss. Peter is on his journey home.
12176 L. The road is wet ...
12177 Ss. The road is wet ...
12178 L. ... and there is a lot of traffic on it.
12179 Ss. ... and there is a lot of traffic on it. [ziemliches
12180 Durcheinander]
12181 L. ... and [unverständlich] once more: What is 'it' in this
12182 sentence ... there is a lot of traffic on it, on what? ... on
12183 it on what?
12184 S. ... on the street.
12185 L. ... on, yes, on the road better here, you see, yes, on the
12186 road. O.k. Is there a question about picture one? ... No,
12187 then we can go on, very clever class.
12188 TB. Two. Peter turns left and stops at the traffic-lights.

- 12189 L. ‘Traffic-lights’ is a new word. You can see them here
12190 [zeigt die Ampeln im Bild]. In English you must
12191 always say ‘traffic-lights’ with an –s, the plural form,
12192 because there are three colors. What are the colors,
12193 the same as in Germany.
12194 S. Red, yellow and green.
12195 L. Yes, red is at the top, yellow is in ...
12196 Ss. ... the middle
12197 L. ... the middle, yes, and the third color is red ...
12198 S. Green.
12199 L. Traffic-lights [äh] ... green, sorry, traffic-lights. The
12200 traffic-lights ... [äh] ... are at the corner here and he
12201 must stop at the traffic-lights. Why must he stop here?
12202 Hm? [fragend] Why must he stop there?
12203 S. He stops by /ret/.
12204 L. No, that’s not quite correct in English.
12205 S. Because the traffic-lights shows red.
12206 L. Very good, ‘The traffic-lights shows red’. Or ‘The
12207 traffic-lights are red’, that’s also very easy. O.k. He
12208 stops at the traffic-lights, but before that he has
12209 turned left, and that is also a new word. Now let us see.
12210 Here’s the crossing you see, and in England you must
12211 drive on the left side, on the left side in England, in
12212 Germany on the right side, here. And now he turns
12213 left, he wants to get into this road so he must turn left.
12214 [Das Ganze wird mit Hilfe einer Tafelzeichnung
12215 demonstriert.] You remember the words ‘left’ and
12216 ‘right’, yes, Elke, can you show me your left arm? Can
12217 you show me? [Die Schülerin zeigt den rechten Arm.]
12218 No ...
12219 Ss. Hier, hier, hier...
12220 L. Where is your left arm? [Ein Schüler zeigt seinen
12221 linken Arm.] Yes, that is your left ... that is my left arm,
12222 my left hand, and so on, my left leg, and then ,right‘,
12223 that is very ... easy. ... Peter, your right arm. [Der
12224 Schüler zeigt seinen rechten Arm.] Quite clear, right
12225 side, left side, and he turns left, you see, here in... you
12226 can see it better here in the picture, he turns left,
12227 comes to traffic-lights and must stop at the traffic-

- 12228 lights because the traffic-lights are red. So let us repeat
12229 this sentence. Peter turns left ...
12230 Ss. Peter turns left ...
12231 L. ... and stops at the traffic-lights.
12232 Ss. ... and stops at the traffic-lights.
12233 L. Yes, next picture then.
12234 TB. Three. Now a fast car is overtaking Peter.
12235 L. The word 'fast' is new but 'fast' is the same as 'quick',
12236 a quick car or a fast car.
12237 S. Ham'wer schon oft gehabt.
12238 L. No, ah yes, o.k., 'fast', well, in our vocabulary list is a
12239 new word. Fine, 'A fast car is overtaking him!' That is
12240 clear, you have learnt the word 'overtaken',
12241 'overtaking', to 'overtake' in Unit 2. [Dies ist ein
12242 Irrtum, denn das Wort 'overtaking' kommt erst in
12243 Unit 3 vor; vgl. Lehrwerk ,How Do You Do', B2, p. 26].
12244 ... is overtaking [äh] Peter. I can make another
12245 wonderful picture then here, you see. [Der Lehrer
12246 zeichnet eine Straße und erklärt den Schülern den
12247 Vorgang des Überholens.]
12248 Now when this is the road, Peter is driving on the left
12249 side, in England, clear. He is in this this ... driving on
12250 the left side. Now there is a car, a fast car wants to drive
12251 into this dir... /dai'ræktʃn/ too, and the fast car is
12252 overtaking him now. But what happens next? Let's
12253 listen.
12254 TB. Suddenly he sees a car in front of them.
12255 L. 'Suddenly' is a new word, 'suddenly' not 'slowly' or
12256 'after some minutes' but 'suddenly'. What ... what can
12257 this be in German? He sees a car suddenly.
12258 S. Hier ... plötzlich.
12259 L. Plötzlich, yes, plötzlich. Suddenly he sees a car and
12260 that car is ,in front of them', in front of Peter and in
12261 front of the fast car. Here, there's another car [zeigt auf
12262 das Auto im Bild]. 'Suddenly he sees a car in front of
12263 them'. Ant what's the matter with this car?
12264 TB. It's on the wrong side of the road.
12265 S. Auf der falschen Seite.
12266 L. It's on the wrong side of the road. It is driving here
12267 [zeigt auf das Bild]. Must be a very silly driver or so, or

- 12268 a German driver, yes, or a French driver or a driver
 12269 from Holland or so. O.k. He is on the wrong side. Now,
 12270 what must happen? Crash! Yes, o.k., now, let's first
 12271 repeat these sentences, the sentences of picture 3
 12272 'Now a fast car is overtaking Peter'.
 12273 Ss. Now a fast car is overtaking Peter.
 12274 [Höchstens die Hälfte der Schüler.]
 12275 L. Suddenly he sees a car in front of them.
 12276 Ss. Suddenly he sees a car in front of ... [nur einige
 12277 Schüler]
 12278 L. Once more: Suddenly he sees ...
 12279 Ss. Suddenly he sees ... them ...
 12280 L. ... a car in front of them.
 12281 Ss. ... a car in front of them.
 12282 L. All together the whole sentence: Suddenly he sees a
 12283 car in front of them.
 12284 Ss. Suddenly he sees a car in front of them.
 12285 L. Very good. What's the correct text? It's on the wrong
 12286 side of the road.
 12287 Ss. It's the wrong side of the road.
 12288 L. Any question about that? Do you see that, here? Here
 12289 the second car is coming ... coming up to Peter on the
 12290 wrong side, oh dear, oh dear ... [unverständlich] next
 12291 picture then.
 12292 TB. Four. Peter stops quickly, and the car behind him
 12293 stops, too.
 12294 L. Yes, now that's very easy. The car is coming. He sees
 12295 the car in front of him, and Peter stops quickly, very
 12296 quickly, as fast as he can he stops. And the car behind
 12297 him, there's also another car behind him, here [zeigt
 12298 das Auto im Bild], the car behind him stops, too. The
 12299 car behind him also stops, as fast as the driver can, or
 12300 the car can ... But...
 12301 TB. But the car hits the back of Peter's bike.
 12302 L. There are some new words, let me first explain that.
 12303 Here you see the car behind him. Peter on his bike.
 12304 That is ... this car here, the car behind him. But the car
 12305 behind him hits ... hits the back of Peter's bike. [Der
 12306 Lehrer zeigt dies anhand des Bildes Nr. 4.] Now, there
 12307 are two new words in it. First very simple picture

- 12308 [macht eine Zeichnung]. This is a car. It's driving into
12309 that /dai'ræktʃn/, o.k. Then we can say that is the front
12310 of the car and that is the back of the car. You are sitting
12311 in front of me. I'm standing in front of you, 'front',
12312 clear? In front. He's in front. And now 'back', 'back' is
12313 the opposite. That is my back [zeigt auf die Rücken-
12314 partie seines Körpers] here, you can't see my back
12315 now, I'm standing in front of you, you can't see my
12316 back. And here it is the back part of his bike. The car
12317 behind him hits the back part of his bike. Or you can
12318 only say 'hits the back, the back of his bike'. Now,
12319 who does not understand that? Please, put up your
12320 hands. So what can be 'to hit'? 'The car hits', ... what
12321 can this be? You all understand it, please, give the
12322 answer.
- 12323 S. [unverständlich] in German?
12324 L. Yes, in German. What can this be? Margit.
12325 S. [unverständlich]
12326 L. No.
12327 Zusammenstoßen.
12328 Yes, zusammenstoßen mit, or ..
12329 S. .. fährt hinten auf.
12330 L. Auffahren, ja, o.k. another word perhaps, hm
12331 [fragend]?
12332 Ss. Kollidieren, aufprallen.
12333 L. Ja, kollidieren mit, also etwas treffen, dagegenfahren,
12334 yes. O.k. and what can be the back of a bike, not the
12335 front of a bike, but the back. What can this be?
12336 S. Hinterreifen [ungefragt].
12337 L. Hinter..... ?
12338 S. ... reifen.
12339 L. ... rad, I think, we say 'Hinterrad'. 'Hinterreifen' not,
12340 'Hinterrad' I think is best. So the car behind him hits
12341 the back of Peter's bike. Now, let us repeat the text of
12342 picture four! Peter stops quickly
12343 Ss. Peter stops quickly
12344 L. ... and the car behind him stops, too.
12345 Ss. ... and the car behind him stops, too.
12346 L. But the car hits the back ...
12347 Ss. But the car hits the back ...

- 12348 L. ... of Peter's bike.
12349 Ss. ... of Peter's bike.
12350 L. Yes, and I think we can stop here for today and do the
12351 rest in the next ... [äh] ... English lesson.
12352 Ss. Yes, yes, yes, right.
12353 L. But let us read a bit, let us read a bit. [Das Nächste ist
12354 wegen des Schülerlärms unverständlich] I've brought
12355 ... I've brought the text in this special form here. Just a
12356 moment, here is the text. [Das Nächste ist wiederum
12357 aufgrund des Schülerlärms unverständlich.] We can
12358 do it very quickly, I think. Well, let us read the text
12359 again, first in two phases. [Der Lehrer hat den Text auf
12360 der Folie des Overheadprojektors einmal mit, einmal
12361 ohne die neuen Vokabeln festgehalten.] Peter is on
12362 his journey home.
12363 Ss. Peter is on his journey home.
12364 L. The road is wet ...
12365 Ss. The road is wet ...
12366 L. ... and there is a lot of traffic on it.
12367 Ss. ... and there is a lot of traffic on it.
12368 [ziemlich einheitlich]
12369 L. Peter turns left ...
12370 Ss. Peter turns left ...
12371 L. ... and stops at the traffic-lights.
12372 Ss. ... and stops at the traffic-lights.
12373 L. Now a fast car is overtaking Peter.
12374 Ss. Now a fast car is overtaking Peter.
12375 L. Suddenly he sees a car in front of them.
12376 Ss: Suddenly he sees a car in front of them.
12377 L. It is on the wrong side of the road.
12378 Ss. It is on the wrong side of the road.
12379 L. O.k. Thank you. Can you read that again?
12380 S. Alleine?
12381 L. Hm. [Das Nächste ist aufgrund des Schülerlärms
12382 unverständlich] Thorsten.
12383 S. Peter is on his /'jə:nei/ home.
12384 L. Thank you. /'dʒə:ni/, next sentence Martina.
12385 S. The road is wet and there's a lot of traffic on it.
12386 L. Fine, Kirsten.
12387 S. Peter turns left and stops at the traffic-light.

- 12388 L. ...lights, yes, traffic-lights [äh] Christa.
12389 S. Now a fast car is overtaking Peter.
12390 L. Andrea.
12391 S. /'sʌdlei/ he sees a car in front of them.
12392 L. Can you read that again, but a bit louder.
12393 S. /'sʌdlei/ he sees ...
12394 L. /'sʌdɛnli/ ...
12395 S. Suddenly he sees a car in front of them.
12396 L. ... in front of them, yes, and Bettina.
12397 S. It is on the /rɔ:ŋ/ side of the /rɛud/.
12398 L. Yes, now, who can read that again in this form?
12399 [Der Lehrer nimmt die neuen Vokabeln heraus.]
12400 Ss. Oh, nä...
12401 L. Do you know the new word? Ha? Yes, Regina.
12402 S. Peter is on his journey home.
12403 L. Very good.
12404 S. The /rɛud/I [ähm] ... is wet and /zɛə/ is a lot of traffic
12405 on it.
12406 L. Fine, can you read that again, please. Thorsten.
12407 S. The road is ... the road is [unverständlich].
12408 L. No, no, no. What is the road, Mike?
12409 S. The road is wet.
12410 L. Yes, once more, please.
12411 S. The road is wet and the ... and the is ...
12412 LS. There is, there is, there is...
12413 S. ... and there is ... is a lot of ...
12414 L. What was the new word? 'traffic'...
12415 S. traffic ... on it.
12416 L. Look, there's a lot of traffic on it, traffic. I think we
12417 must read that ... this sentence again, Regina.
12418 S. [äh], the road is wet and there is a lot of traffic on it.
12419 L. Yes, No. 2, Ulli.
12420 S. Peter turns left and stops at the traffic-lights.
12421 L. Yes, one more, please, Wilfried.
12422 S. Peter turns left and stops at the traffic-lights.
12423 L. Traffic-lights, yes. No. 3, the next sentence, Marita.
12424 S. Now a fast car is overtaking Peter.
12425 L. Have you all heard this sentence?
12426 Ss. Yes.

- 12427 L. I hope it was loud enough. Then the next sentence
12428 with the new word, Lars.
12429 S. ... Suddenly he sees a car on ...
12430 L. ... in ...
12431 S. ... front of them.
12432 L. ... front of them, yes. Once more this sentence, once
12433 more, Martina.
12434 S. /'sædnli/ he sees a car in front of than.
12435 L. Yes, suddenly, sudden, suddenly. And the last
12436 sentence, Karsten [äh] Rou...
12437 S. Ja, he ... it is on the /Ro.../ ... /Ro.../ /Rɔŋ/ side of the
12438 /Rəud/. [R/ phon. Zeichen für deutsches Rachen-r.
12439 Vgl. H.L. Küfner. Kontrastive Phonologie S. 30].
12440 L. Yes, once more this last sentence, /rɔŋ/ /rɔŋ/, Petra.
12441 S. It is on the wrong side of the road.
12442 L. O.k. What do you want to do now?
12443 S. Nix.
12444 L. That's clear, o.k.
12445 S. Nochmal lesen.
12446 L. Ne, ne, ne, or do you want to read it again?
12447 Ss. Nein, nein [die Schüler haben keine Lust mehr].
12448 L. We have only some ... some seconds .. then let's stop
12449 here. Thank you very much for today. We finish the
12450 lesson, now. Two minutes 'Quasselpause'.

2.4.5 Grade 7 (April 30, 1974; #28 in the Pre-Digital Corpus)

- 12451 Stundendokumentation Nr. 28
12452 Datum: 30.04.1974
12453 Klasse: 7. Jg. [29 Schüler/innen]
12454 L. What day is it today? Margaret.
12455 S. Tuesday is today.
12456 S. Today is Tuesday.
12457 L. That's better. What day was it yesterday? What day
12458 was it yesterday, Frank?
12459 S. Yesterday was Monday.
12460 L. Hm [zustimmend]. And what day was it the day
12461 before yesterday, Bernd?
12462 S. The day before yesterday are Sunday ... is Sunday ...
12463 was Sunday.
12464 L. O.k. Can you repeat your answer? What day was it the
12465 day before yesterday?
12466 S. The day before yesterday was Sunday.
12467 L. All right. Ahm, what about the ... the weather today.
12468 What's the weather like? What's the weather like
12469 today? Jürgen.
12470 S. The weather is not good.
12471 L. Hm [zustimmend].
12472 S. It's raining.
12473 L. Hm [zustimmend] fine.
12474 S. The sun is not shining.
12475 L. Hm... hm? The weather is not very fine. Or we can say
12476 the wea... the weather is bad, the weather ... the
12477 weather is bad. [Schreibt den Satz an die Tafel.] It's not
12478 fine, it's bad today, it's raining and it's cold ... cold.
12479 Yes, now, have a look at these pictures here. Look, can
12480 you see ... How many pictures can you see? Thomas.
12481 S. I can see four pictures.
12482 L. Yes, and you can see a man in the pictures. It's Mr.
12483 Hill. It's Mr. Hill. And these pictures here are photo
12484 graphs of his last holidays, photographs and now
12485 have a look at the first picture, you know photographs
12486 taken with a camera. Pic ... look at the first picture of
12487 those photographs, Lutz, good.

- 12488 S. But the sun in his holidays is shining and he swims in
12489 the sea.
- 12490 L. Hm, oh, Lutz, it's not the 'sea'. 'Sea' is not good,
12491 Eckard.
- 12492 S. It's a pool.
- 12493 L. Oh, the sea, you mean the open sea, that is very large,
12494 but a pool, Eckard, is very small. So what is this here
12495 [zeigt auf den See im Bild].
- 12496 Ss. Pfütze, Pfütze [Gelächter].
- 12497 L. No, Lutz said, 'Mr. Hill is swimming in the water.
12498 What kind of water is it? It's a lake [schreibt 'lake' an
12499 die Tafel]. It's a lake. It's not as large as the sea as the
12500 ocean and it's larger than a pool. It's a lake. Can you
12501 tell me the name of a lake in Germany? Do you know
12502 a lake in Germany, Matthias?
- 12503 S. See.
- 12504 L. [äh], yes.
- 12505 Ss. [unverständlich].
- 12506 L. Ah the name of a ... I don't want to hear the German
12507 word for 'lake'. I want to hear a name.
- 12508 S. Bodensee.
- 12509 L. All right, laut.
- 12510 S. Bodensee.
- 12511 L. And can you make a sentence, please. What is the
12512 'Bodensee'? [äh], Hans-Jörg.
- 12513 S. A lake in Germany is the 'Bodensee'.
- 12514 L. [äh] Can you put it just ... put the other way round?
- 12515 S. The 'Bodensee' is a lake in Germany.
- 12516 L. That's good, hm. And another lake in Germany? Ralf.
- 12517 S. The [unverständlich] is another lake in Germany.
- 12518 L. All right, now what's Mr. Hill doing here in this
12519 picture? Heike.
- 12520 S. Mr. Hill is swimming.
- 12521 L. Mr. Hill ... ?
- 12522 S. Mr. Hill is swimming.
- 12523 L. Yes, what about the weather? What's the weather
12524 like? Jörg.
- 12525 S. The weather is good. The sun is shining.
- 12526 L. Hm [zustimmend]. Let us say: The weather is fine. The
12527 weather is fine. Wait a minute.

- 12528 S. It is hot.
12529 S. It's very hot.
12530 L. Hm [zustimmend]. And what else ... can I write?
12531 S. It's very sunny.
12532 L. Oh, good, it's sunny and ... Lutz?
12533 S. It's very hot.
12534 L. Hm, it's very hot and ... Markus?
12535 S. [unverständlich, zu leise]
12536 L. Yes, well, all right, now look at the second picture ...
12537 Frank.
12538 S. [äh], the /'wæðʌ/ is bad and it is raining and Mr. ... ah,
12539 what name is /zə/
12540 L. Hill.
12541 S. Mr. Hill ... [äh] ... he ... he is going [äh] ... he is going ...
12542 [äh] ... [äh] ... going on the street and he don't like
12543 swim.
12544 L. Oh, there are two small mistakes. Mr. Hill, Where is
12545 he? On the street. Yes, yes, he's on the street. He's ...?
12546 S... .. on the way.
12547 L. Hm.
12548 S. [unverständlich]
12549 S. ... in the park.
12550 L. What's he doing?
12551 S. He's going home.
12552 [Das Nächste ist ziemlich durcheinander, da Lehrerin und
12553 Schüler gleichzeitig sprechen.]
12554 L. What's he doing? He's ... ?
12555 S. He's walking.
12556 L. That's better. He's walking through a park or so. Yes,
12557 [äh] ... and your second mistake, [ähm] he ... what
12558 did you say? I've forgotten your sentence.
12559 S. It was /kəult/.
12560 L. It is cold. It is cold, here, yes ... It's raining. It's cold...
12561 and [gleichzeitig mit der folgenden Schüleräuße-
12562 rung].
12563 S. The sun is not shining.
12564 L. Hm, all right, Eckhard.
12565 S. It is windy.
12566 L. Oh, good. It's windy ... It's windy and ...
12567 S. Das is alles. [ungefragt]

- 12568 L. It's rainy. Matthias.
12569 S. It's not warm. It's not warm.
12570 L. Oh yes, it's not warm and the rain ... the rain is falling
12571 down and you can say: it's rainy.
12572 Ss. ... cats and dogs, cats and dogs.
12573 L. Oh yes [unverständlich], good. It's rainy [schreibt den
12574 Satz an die Tafel] or what did you say, Lutz?
12575 S. ... cats and dogs.
12576 L. It's
12577 S. It's raining cats and dogs.
12578 L. Hm, good, now what's about the next picture? Carola.
12579 S. He lie down.
12580 L. What's Mr. Hill doing in this picture? ... What's he
12581 doing?
12582 S. He is sleeping.
12583 L. Maybe, he's sleeping, and he's ... can you correct your
12584 sentence you said before?
12585 S. He's lying. He's lying.
12586 L. Where?
12587 S. Hä?
12588 L. Where is he lying? He's ... ?
12589 S. ... on the grass.
12590 S. He's lying ...
12591 L. [unverständlich] your sentence is good, it's all right.
12592 Can you repeat it?
12593 S. Mr. Hill is lying on the floor.
12594 L. ... on the floor is not so good.
12595 S. ... on the /sænt/ ... on the /sænt/
12596 L. ... on the sand or ... Markus?
12597 S. ... on the grass.
12598 L. Hm, or what can you say, Eckhard?
12599 S. Mr. Hill /ə'lai/ in a /sa:nd/ of beach.
12600 L. What is he doing? He ... ?
12601 [Das Nächste ist wieder unverständlich, da die Schüler
12602 alle durcheinander sprechen.]
12603 L. Yes.
12604 S. He's sleeping in the sun.
12605 L. Hm.
12606 [Erneut Durcheinander bei den Schülern.]
12607 S. He's lying on the beach.

- 12608 L. Hm, and ...
12609 S. He's lying under ...
12610 L. What you say? A tree ...
12611 S. A tree ... is lying ... lying under the tree.
12612 L. Hm. Jörg.
12613 S. He /li:/, he /li:s/ and su
12614 L. Hm? Who can help him?
12615 L. Help him.
12616 S. Lies and ...
12617 S. He /li:s/ and ...
12618 L. What is ... What's he doing? What is he doing? He ...?
12619 S. He sleep in sun.
12620 L. Who can help Jörg? Sleep and lies that is not good.
12621 Lutz, [ähm] can you repeat [unverständlich] can you
12622 repeat your last sentence?
12623 S. Ja, [äh] Mr. ... Mr. Hill is lying under /zə/ tree.
12624 L. Hm, and now you. Mr. Hill is lying under a tree.
12625 S. Mr. Hill is ... Mr. Hill is lying ...
12626 Ss. ... under, under ...
12627 S. ... at the /stri:/ ...
12628 L. ... tree ... at the tree, oh yes.
12629 S. /zə/ August is come. August is come ... coming.
12630 [Wieder reden alle Schüler durcheinander.]
12631 L. Who is coming?
12632 S. August. [Gelächter]
12633 S. August.
12634 L. August, you mean the month August. August is
12635 coming. You mean August is coming, all right.
12636 And Sabine...
12637 S. [unverständlich]
12638 L. Hm, good. What's the weather like, Dirk?
12639 S. [äh] ...
12640 L. Hm? ...
12641 S. [äh] ...
12642 L. What's the weather like? ...in this picture here, Dirk.
12643 S. The sun is shining. The weather is /gu:t/... very /gu:t/
12644 [deutsche Aussprache des englischen 'good'].
12645 L. Hm. [Name unverständlich].
12646 S. I /sink/ it's in summer.

- 12647 L. Hm, I think so, too [lacht] ... and now look at picture
 12648 No. 4, Markus.
 12649 S. Mr. Hill is standing under /zə/ tree.
 12650 L. Hhm, Ing... [äh] [Name unverständlich].
 12651 S. It is raining.
 12652 L. Hm.
 12653 S. The /w'æðʌ/ is /bæt/.
 12654 L. Hm, you wanted to say the same, hm, Lutz.
 12655 S. It is cold, it is rainy. When he is under /zə/ tree it is not
 12656 so windy and it is not ... wie heißt 'tropfen', wie heißt
 12657 'tropfen'?
 12658 L. [ähm].
 12659 S. [anderer] and the /'wɔ:tʌ/
 12660 S. ... and the water [äh] ...
 12661 L. What is 'tropfen'? Entschuldigung [wendet sich an
 12662 einen Kollegen, der dem Unterricht beiwohnt]
 12663 LK. ... drop ...
 12664 L. ... drop ... The rain is dropping down over ...
 12665 LK. The rain is falling, well, is falling, falls down.
 12666 S. It's not fall down on his [äh] hat.
 12667 [Es reden dann wieder mehrere Schüler durcheinander.]
 12668 L. When Mr. Hill is standing under the tree the rain ...
 12669 S. ... is not fall down on his hat.
 12670 Ss. ...head, hat, hat, head, hat, on his hat.
 12671 [Die Schüler sind sich offenbar nicht einig, ob Kopf =
 12672 head, oder Hut = hat, gemeint ist.]
 12673 L. Yes, I think it's better to say: The rain cannot fall down
 12674 on his ... on his head or on his hat?
 12675 Ss. ... hat, hat, hat, hat.
 12676 L. Yes, on his hat on his head. Yes, now this: and you see
 12677 Mrs. Hill in the pictures?
 12678 S. No [ungefragt].
 12679 L. Can you see Mrs. Hill? [Kopfschütteln bei den
 12680 Schülern.] I can't either. [äh] ... Mrs. Hill was at home
 12681 last year. She was not on holidays with her husband,
 12682 with Mr. Hill. She was at home.
 12683 S. Why?
 12684 L. Ah, she was not all right, she was a bit ill. She was at
 12685 home. And when Mr. Hill started for his holidays she
 12686 said to him: "Oh Henry, you must write a postcard"

- 12687 from your holidays. You must write a postcard and
12688 please write what the weather was like in your
12689 holidays. Please write what the weather was like in
12690 your holidays.” Or Mrs. Hill’s question was: “What
12691 was the weather like?” [schreibt die Frage an die Tafel]
12692 and ... after three days on the fourth day, on
12693 Thursday, Mr. Hill wrote a postcard to his wife and
12694 can you tell me what ... he ... what /dit/ he wrote on
12695 Thursday? ... What ... What did he write ... what did
12696 he write about the weather? What did he write? ... You
12697 see, his [unverständlich] on holidays on Monday,
12698 Tuesday, Wednesday and Thursday. On Thursday he
12699 writes the post Only the post was last year and
12700 what did he write, Carola?
- 12701 S. The /' wæðʌ/ is /bæt/. But it’s not ver... not fine. It’s
12702 raining. It’s very cold.
- 12703 L. Hm. ... and, Dirk, can you go on?
- 12704 S. Yes, [äh], he writes: [äh] ... on Monday I ...
12705 L. ... he wrote ...
- 12706 S. Ja, on Monday it was good weather and /zə/ sun wa ...
12707 /zə/ sun was shining and I was swimming. And on [äh]
12708 ... on /' sju:sdei/ ...
- 12709 L. On, on ... ?
- 12710 S. ... on /' səsdei/
- 12711 L. Hä? Who can help him here? Frank.
- 12712 S. Tuesday, Tuesday.
- 12713 L. Tuesday.
- 12714 S. Tuesday.
- 12715 S. It was /bæt/ weather [äh] ... and it was raining ...
12716 L. [äh], wait a minute. The weather was ...
12717 S. ... /bæt/ on /' sju:sdei/
- 12718 L. [unverständlich] go on...
- 12719 S. The weather was bad on /' sju:sdei/ and it was raining
12720 and I must go home.
- 12721 L. I had [unverständlich] to go home.
- 12722 S. Ja, and on Wednesday it was /' wəri/ [äh] ... /' wəri/ /gut/
12723 ... /' wəri/ fine weather. /zə/ sun was shining and I ...
12724 L. Frank, can you correct yourself?

- 12725 S. The /'wæðʌ/ was fine. /zə/ /'wæðʌ/ was fine on
 12726 Wednesday and /zə/ sun was shining and I /hæf/ ...
 12727 /'aɪəf/ [äh] sleep under a tree in /zə/ sun.
 12728 L. I was sleeping ...
 12729 S. I was sleeping under /zə/ tree in /zə/ sun. And on
 12730 /'sju:sdeɪ/ ... [äh] ...
 12731 L. Oh ...
 12732 S. ... on /'sə:sdeɪ/ it was ... [äh] ... /bæt/ weather. It was
 12733 /'əuftən/ raining and [äh] ...
 12734 L. It often rained ...
 12735 S. ... rained, ja, raining /zɪs/ day [äh] ... and I can't ...
 12736 sleep.
 12737 L. It was raining for many hours ...
 12738 S. Ja, [äh] ... and I can't ...
 12739 L. I ... I couldn't ...
 12740 S. ... I couldn't go swim.
 12741 L. Well, o.k., swimming. I couldn't go swimming. Yes,
 12742 [ähm], Frank, [äh] ... can you repeat? The weather was
 12743 very ...
 12744 S. The weather was /'werɪ/ /'werɪ/ fine.
 12745 L. ... very, very fine.
 12746 S. ... very, very fine.
 12747 L. Hm, can you repeat 'very fine'?
 12748 S. /'werɪ/ fine.
 12749 L. No, not /'werɪ/, 'very'.
 12750 S. Very.
 12751 L. Very.
 12752 Very fine.
 12753 S. Very fine.
 12754 S. Very.
 12755 S. Very fine.
 12756 L. Very fine.
 12757 S. /'werɪ/ fine.
 12758 L. Andreas.
 12759 S. Very fine.
 12760 S. /'werɪ/ fine.
 12761 L. No, 'very'.
 12762 S. Very, very fine.
 12763 L. Very.
 12764 S. /'werɪ/

- 12765 L. Say 'Walter' ['Werner' wäre hier besser gewesen]
12766 S. Walter.
12767 L. Walter.
12768 S. Walter.
12769 L. Very.
12770 S. Very.
12771 L. Very.
12772 [Im Folgenden werden die Schüler zu laut, um noch eine
12773 genaue Trennung der Schüler- und Lehreraussagen
12774 vornehmen zu können.]
12775 L. Very fine, yes. On Thursday Mr. Hill ... [äh] ... today ...
12776 the weather is bad. Yesterday ... can you go on?
12777 [Schweigen bei den Schülern ca. 1 Min.] Today the
12778 weather is bad. Yesterday ... who can go on? Come on,
12779 Dirk.
12780 S. Yesterday the weather is very fine.
12781 L. He, that was not all right.
12782 S. Yesterday /zə/ /'wɛzɹ/ was fine.
12783 L. And ... who can go on, Lutz, what's the matter?
12784 S. The day before yesterday ...
12785 L. Ehm, on Wednesday ... the weather was fine. [Das
12786 Nächste ist unverständlich] Yesterday the weather
12787 was fine. [Das Folgende ist ein ziemliches Durchein-
12788 ander.] Yes, look Jörg, Mr. Hill was writing his letter
12789 on Thursday ... or he was writing a postcard on
12790 Thursday, the postcard to his wife, to Mrs. Hill. And
12791 on Thursday he wrote: Today the day ... on Thursday,
12792 today the weather is fine ... is bad, sorry, yesterday the
12793 weather was fine and ... who can go on, Michael? The
12794 day ... what about the day before yesterday? Yes,
12795 Bettina.
12796 S. The day before yesterday was /'θə:deɪ/.
12797 L. [lacht] No, what about the weather? What was the
12798 weather like? That is here Mrs. Hill's ... that was Mrs.
12799 Hill's question. All about the weather ... oh, I ... today
12800 the weather is bad, yesterday the weather was fine.
12801 The day before yesterday ...
12802 S. The day before yesterday the weather was ...
12803 [Der Rest ist unverständlich]

- 12804 L. ... bad, was bad, too [schreibt den Satz an die Tafel]
 12805 And, on Monday? Lo.... Hans-Jörg.
 12806 S. On Monday the weather was fine.
 12807 S. [unverständlich] Lutz.
 12808 S. On Monday was the /'weʒʌ/ fine.
 12809 L. Mm [verneinend]. On Monday the weather was fine.
 12810 All right, now read all the sentences again ... [ähm],
 12811 Heike. Start here with sentence No. 1, 2, 3, 4.
 12812 [Die Sätze stehen and der Tafel.]
 12813 S. Today the ...
 12814 L. Today the weather is fine ... bad, sorry.
 12815 S. Today the ... the weather is bad.
 12816 L. Go on.
 12817 S. Yesterday the wea... weather ...
 12818 L. ... weather ...
 12819 S. ... was fine.
 12820 S. /zə/ day before yesterday the weather was bad.
 12821 L. ... the weather...
 12822 S. On Monday the weather was fine.
 12823 L. All right, now ... wait a minute, yes. [Die Lehrerin
 12824 projiziert nun Fragen und Antworten auf die Lein-
 12825 wand.] Hans-Jörg.
 12826 S. It's bad.
 12827 L. Mm. [verneinend]
 12828 S. What's the weather like today? It's bad.
 12829 L. No?
 12830 S. What was the weather ... weather like yesterday?
 12831 S. It was ... fine.
 12832 L. Hm. [zustimmend] No. 3, Bettina, or Barbara, Barbara,
 12833 what about you?
 12834 S. What was the weather like the day before yesterday?
 12835 It was ... [ähm] ... it was fine, it was fine ...
 12836 L. The day before yesterday?
 12837 Ss. ... bad, bad. Nö ... Nö ...
 12838 L. What was it like? What was it like the day be... what
 12839 was ... [äh] ... what day was it the day before yesterday?
 12840 S. Tuesday.
 12841 S. /'mɔ:ndei/
 12842 S. Tuesday.
 12843 L. What day was it the day before yesterday?

- 12844 S. The day before yesterday was Sunday.
12845 L. Yes, and what was the weather like on Sunday?
12846 S. It was fine.
12847 L. Hm. [zustimmend] I think it was fine. [Die nächste
12848 Schüleraussage ist schwer verständlich] Yes, must
12849 stop here. Go out.

2.4.6 Grade 7 (October 17, 1974; #37 in the Pre-Digital Corpus)

- 12850 Stundendokumentation Nr. 37
 12851 Datum: 17.10.1974
 12852 Klasse: 7. Jg. [30 Schüler/innen]
 12853 L. Do you remember the new words... in the story 'Jacco
 12854 Goes to Town'? ... Don't look at the sheet, Ulrike.
 12855 S. Right ... right.
 12856 L. Right Klaus.
 12857 S. Performance.
 12858 L. Hm [zustimmend] ... [äh] Andreas.
 12859 S. Ring.
 12860 L. Petra.
 12861 S. /weə/ ... /weə/
 12862 L. Wear.
 12863 S. Wear.
 12864 L. ... and Klaus.
 12865 S. Bow.
 12866 L. Yes, [Name unverständlich]
 12867 S. Slipping.
 12868 L. Klaus.
 12869 S. Slip.
 12870 L. Well, Clemens.
 12871 S. [unverständlich]
 12872 L. Hm [zustimmend] yes, perhaps that will do. [äh] ... are
 12873 you able to write them down? ... Some of them ...
 12874 Michael. [Der Schüler geht zur Tafel und schreibt
 12875 'bow' an.] Read it again, Holger.
 12876 S. The /bəu/
 12877 L. Bow.
 12878 S. Bow.
 12879 L. Yes, and Klaus. [Der Schüler schreibt 'slip(p)' an die
 12880 Tafel.] Lutz.
 12881 S. Wore.
 12882 L. Yes, [äh] ... read it.
 12883 S. 'Bow', 'Slipp'.
 12884 L. Yes, mistake: only one 'p'.
 12885 [Ein Schüler schreibt das Präteritum von 'wear' – 'wore' an
 12886 die Tafel.]

- 12887 L. Yes, read it, Petra.
12888 S. /wɔːə/
12889 L. /weə/ ... [äh] ... oh yes ... wore.
12890 S. Wore.
12891 L. Hm [zustimmend] you ... you think of 'wear', correct,
12892 but here is 'who wore' [unverständlich], [äh] Ulrich.
12893 S. [geht zur Tafel und schreibt 'ring' an.]
12894 L. Yes, Gaby, read it, please.
12895 S. Ring.
12896 L. Yes, I think that will do. I ... know you ... have learnt
12897 or you remember the words and ... I'm going to read
12898 the list of words, listen to me:
12899 Words and expressions.
12900 Into the ring.
12901 Jacco wore a little red /het/.
12902 He could raise his /het/ and bow.
12903 At the end /ɔf/ the performance.
12904 Jacco poured a bucket of water.
12905 Jacco slipped out.
12906 The street led into the town.
12907 The boys tried to catch Jacco.
12908 A little black dog appeared from under a table, barking
12909 and snapping at Jacco.
12910 A huge leap sideways.
12911 They got an awful shock.
12912 A big bite.
12913 It reminded him /ɔf/ the circus.
12914 Both ladies screamed.
12915 The waiter fell flat on his face.
12916 He was coming towards him.
12917 Jacco was frightened.
12918 It burst like a snowball.
12919 Then Jacco threw another cream-cake.
12920 Like a snow-storm.
12921 He was quiet.
12922 Now look at the sheet – at the bottom [unverständ-
12923 lich]. Read the task, Rainer.
12924 [Aus der Nachbarklasse, die ohne Aufsicht ist, ertönen
12925 Klopzeichen. Die Schüler sind gekränkt, weil in ihrer
12926 Klasse keine Tonbandaufzeichnung gemacht wird.]

- 12927 L. Rainer ... Form ... Read the task.
- 12928 S. Form sentences /wiθ/ ... [äh] new words and /iks'presis/.
- 12929 L. And read the examples.
- 12930 S. Boxers fight ...
- 12931 L. Yes, perhaps a girl, Gaby?
- 12932 S. Boxers fight in a ring. Betty ... [äh] /weə/ a blue coat.
- 12933 Please /rais/ your hand if you want to stay.
- 12934 L. Raise your hand ... and the next, Lutz.
- 12935 S. /pə'fɔ:məns/ begins at ... at 8 o'clock.
- 12936 L. Yes, now go on. You see the words and expressions
- 12937 and form sentences with the new words and
- 12938 expressions ... Lutz said: The performance begins at 8
- 12939 o'clock. Correct ... Ulrike.
- 12940 S. [schweigt]
- 12941 L. It must not be 'poured' perhaps you [unverständlich],
- 12942 or you look at 'slipped out' or so, as you like to do it,
- 12943 one new word.
- 12944 S. [äh] ... snapping at, snapping at ...
- 12945 L. Pardon?
- 12946 S. Snapping at.
- 12947 L. Yes, but a sentence.
- 12948 S. [äh], ... /zə/ dog snapping ... at ... [äh] ... /zə/ boy.
- 12949 L. The dog snapping at the boy. There's one word
- 12950 missing. Help her, Lutz.
- 12951 S. The boy sna... [äh] dog snapping the boy ... boy.
- 12952 L. No, who can help Ulrike to find the word which is
- 12953 missing, Klaus.
- 12954 S. The dog is snapping ... to the boy.
- 12955 L. ... at the boy, yes. Say it again Ulrike.
- 12956 S. The dog is snapping at the boy.
- 12957 L. Yes, and past tense, not 'is' ... Who can do it? Not
- 12958 Jacco ... [äh] the dog is snap... is snapping [L. betont
- 12959 'is'] but ...
- 12960 S. [äh] ... /zə/ ... /zə/ dog isn't snapping at /zə/ boy
- 12961 [fragend]?
- 12962 L. Andreas.
- 12963 S. [äh] ... /zə/.../zə/ dog snaps...
- 12964 S. The /ðɔit/ ... [äh] the dog was snapping at the boy.
- 12965 L. Yes, clear Ulrike? The dog was snapping at the boy.
- 12966 Past tense 'was', Klaus.

- 12967 S. [äh] ... yesterday Jacco slipped out of /zə/ ... of /zə/
12968 house.
12969 L. Hm [zustimmend] and another sentence ... Now
12970 [Name unverständlich] come on, what about you?
12971 Detlef, [unverständlich] you form a sentence, now try
12972 ... Klaus.
12973 S. The boys try to catch the bus.
12974 L. Hmm [zustimmend], and Holger.
12975 S. ... [äh] ...
12976 L. There's perhaps Klaus and then Holger.
12977 S. [äh] /zə/ day before yesterday /zə/ waiter fell flat on his
12978 face.
12979 L. Hm, right, Holger.
12980 S. [sagt irgendetwas auf deutsch zum Lehrer, jedoch zu
12981 leise]
12982 L. Yes, but let's speak English, Holger, right, we'll form
12983 sentences.
12984 S. /zə/ girl tries to catch a ... cat.
12985 L. Hm, and Lutz.
12986 S. In winter are snow-storms.
12987 L. Hm, yes [unverständlich] good, Jörg.
12988 S. A man is standing into the ring.
12989 L. Not into ... look ... [Der Lehrer zeichnet ein Viereck an
12990 die Tafel und erklärt den Unterschied von 'in' und
12991 'into' mit Pfeilen und Gesten] ... ,into' ... and ...?
12992 S. ... in ... in the ring.
12993 L. Yes, and Dagmar.
12994 S. [schweigt]
12995 L. Ina, can you form a sentence?
12996 S. I poured a bucket of water on Karin's head [einige Ss.
12997 lachen].
12998 L. Ulrich.
12999 S. A boy jumped /hug/ leap sideways.
13000 L. Yes, the boy jumped a huge leap sideways, hm ... or ...
13001 the boy made a huge leap sideways, yes correct, Jutta.
13002 S. I /wə:ə/ a red trouser.
13003 L. Yes, now that will do. We formed ... we formed
13004 sentences with the new sentences. And now take this
13005 sheet with the story about Jacco and let's read this

- 13006 text, this story again. Who wants to start? ... Detlef ...
 13007 start reading this text.
 13008 S. Wo?
 13009 L. Oh, I forgot to give ...
 13010 [Der Lehrer hat vergessen, die Texte zu verteilen; es
 13011 entsteht eine Pause von ca. 1 ½ Minuten.]
 13012 L. My mistake ... yes, I made a mistake ... now, who
 13013 wants to begin? Detlef.
 13014 S. Jacco was a circus monkey who lived in a caravan with
 13015 his master Pimpo the clown. Jacco and Pimpo always
 13016 run into the ring together and they knew a lot of
 13017 funny tricks. Jacco ... Jacco who wore a little red hat
 13018 could ride a small bicycle and he could raise his hat
 13019 and bow. But their best trick always /kæ:m/ /kɛ:m/ at
 13020 /ðə/ ... at the end of the performance when Jacco
 13021 p...poured a bucket of water over Pimpo's head.
 13022 L. Yes, [unverständlich] and Hartmut.
 13023 S. /ɔn/ afternoon when Pimpo was talking to a /frend/ at
 13024 the ... at the ... at they open door of his /kɑr... 'kɑrɒvæn/.
 13025 Jacco slipped out and /θæn/ off between the /le...leɪns/
 13026 /keik/ and the /tsiækus/. Nobody /so:/ him go.
 13027 L. Yes, stop. [ähm]. Read this chapter once more, Klaus,
 13028 please. Listen to Klaus, Hartmut, there were some
 13029 mistakes, listen to Klaus.
 13030 S. One afternoon when Pimpo was talking to a friend at
 13031 the open ... at the open door of his caravan Jacco
 13032 slipped out and ran ... and ran off between the lions ...
 13033 and the circus tent. /'nəʊbɒdi/ s... saw him go.
 13034 L. Yes, /kærə'væn/
 13035 S. /kærə'væn/
 13036 L. and ... Jacco slipped out and ran off between ... yes,
 13037 read it again, Jacco slipped...
 13038 S. Jacco slipped out and ran off between the lions' /keitf/
 13039 /æntsə/ circus tent.
 13040 L. Yes, [ähm] ... [unverständlich], Ulrich.
 13041 S. /ʒɒst/ /zə/ /'tsiækus/ was at ... at the street which led
 13042 into /zə/ town. Two boys who were playing in the
 13043 street /sei/ Jacco. 'Look at the monkey', /seɪd/ one, 'he
 13044 must be from /zə/ /'siækus/. Let's catch him!' The boys
 13045 ...

- 13046 L. Yes, stop ... Jacco ... [äh] ... saw Jacco. Jacco saw ...
 13047 Pimpo. Say, Jacco saw Pimpo.
 13048 S. Jacco saw Pimpo.
 13049 L. .. and 'circus tent'.
 13050 S. Circus tent.
 13051 L. Yes, go on, Anke.
 13052 S. The boys tried to catch Jacco. But he was too quick for
 13053 them. He ran down the street and through /ɛn/ open
 13054 door. He was in a big room full /ɔf/ people who were
 13055 sitting at tables and eating and drinking. It was a ca...
 13056 a /'kʌfe/. Sandy a little black dog /əpɛəd/ from under a
 13057 /tæbl/ barking and snapping at Jacco.
 13058 L. Yes, ... stop ... It was a café.
 13059 S. Was a café.
 13060 L. It was a café.
 13061 S. It was a café.
 13062 L. ... and a black dog appeared from under a table.
 13063 S. And a black dog appeared from under a /tæbl/.
 13064 L. Yes, and let's go on, Andreas.
 13065 S. [ähm] ... he is in a big r... ne ... Jacco made a /hu:g/ leap
 13066 sideways and /'lænded/ on a table between /zə/ /laiəns/
 13067 ... /lain/ ... [ähm] ... who were eating cream-cakes and
 13068 drinking tea. For a moment /zei/ ... /zei/ got [äh] ...
 13069 /'a:ful/ shock. But /zen/ Jacco [äh] ... [äh] ... /raizd/ his
 13070 hat and /bəuft/ as Pimpo had /swɑ:/ him.
 13071 L. Yes, [äh] ... listen to me: He made a /dju:tʃ/ leap side
 13072 ways, Andreas.
 13073 S. [äh] ... he made a /dju:s/ /pli:s/ sideways.
 13074 L. Yes, that group Holger. André He made a /dju:tʃ/
 13075 leap sideways.
 13076 Ss. He made a a /dʒu:tʃ/ leap sideways [völlig uneinheit-
 13077 lich].
 13078 L. Once more.
 13079 LS. He made a a /dju:tʃ/ leap sideways [ebenso unein-
 13080 heitlich].
 13081 L. That group.
 13082 LS. He made a a /dju:tʃ/ leap sideways.
 13083 L. He made a a /dju:tʃ/ leap sideways.
 13084 Ss. He made a a /dju:tʃ/ leap sideways [uneinheitlich].
 13085 L. Once more.

- 13086 LS. He made a a /dzu:tʃ/ leap sideways.
 13087 L. Yes, and ... They got an awful shock, André ... Andreas.
 13088 S. [äh] ... made a awful shock.
 13089 L. They got an awful shock.
 13090 S. /zei/ got a awful shock.
 13091 L. ... an awful ... They got an awful shock.
 13092 S. /zei/ got an awful shock.
 13093 L. Yes, right; Jacco raised his /het/.
 13094 S. Jacco raised his hat.
 13095 L. ... and bowed.
 13096 S. ... and bowed.
 13097 L. .. as Pimpo had taught him.
 13098 S. [äh] ... as Pimpo /hiz/ taught him.
 13099 L. ... as Pimpo had taught him.
 13100 S. ... has Pimpo has ...
 13101 L. as ... as ...
 13102 S. ... has Pimpo had taught him.
 13103 L. as ... look, this word [schreibt 'as' an die Tafel] ... as
 13104 Pimpo had taught him.
 13105 S. ... as Pimpo had /bɔ:t/ him.
 13106 L. ... taught him.
 13107 S. ... taught him.
 13108 L. Yes, ... read it once more: Jacco made a /dju:tʃ/ ...
 13109 [ähm], Petra.
 13110 S. Jacco made a /dju:tʃ/ leap sideways and landed on a
 13111 table /bet'wi:n/ two ladies who were eating cream-cake
 13112 and drinking tea. For a moment /zeiəgəuin/ /a:ful/
 13113 shock. But then Jacco /raized/ his hat and ... bowed at
 13114 ... /a:s/ Pimpo had ...
 13115 L. ... had taught him.
 13116 S. ... taught him.
 13117 L. Yes. For a moment they got an awful shock but then
 13118 Jacco raised his hat and bowed as Pimpo hat taught
 13119 him. Once more.
 13120 S. For a moment?
 13121 L. [äh] ... For a moment ... yes.
 13122 S. For a moment they got an /a:ful/ shock but then Jacco
 13123 /raized/ his hat and bowed /.../ ...
 13124 L. As...
 13125 S. ... as Pimpo had /ta:t/ him.

- 13126 L. Yes. For a moment they got an awful shock. This
13127 group, please, all together. ‘For a moment they got an
13128 awful shock’.
- 13129 Ss. For a moment they got an /a:ful/ shock [uneinheitlich].
13130
- 13131 L. Awful.
13132 Ss. Awful. [uneinheitlich]
- 13133 L. But then Jacco raised his hat and bowed. All together.
13134 [unverständlich]
- 13135 S. But ... and but ...
13136 L. No, But then Jacco ...
13137 LS. But then Jacco raised his hat and bowed ...
13138 L. ... as Pimpo had taught him.
13139 Ss. ... as Pimpo had taught him.
13140 L. Yes, as Pimpo had taught him; ‘as’, clear. Now go on ...
13141 Ulrike.
- 13142 S. Oh, what a sweet little monkey, cried one of the
13143 ladies. But Jacco /wʌs/ more interested in the cakes
13144 on the table. He picked one up /tɔ:/ a big bite and then
13145 raised his hat and /bəʊd/ ... /bəʊft/ ag... /bəʊft/ ... /bɔ:d/
13146 again.
- 13147 L. Hm, stop, stop. [ähm] ... and bowed again.
13148 S. ... and bowed again.
13149 L. Yes, ‘Jacco raised his /het/ and bowed again’.
13150 S. Jacco /rais/... raised his hat and bowed again.
13151 L. Yes, go on, Ina.
13152 S. Isn’t he funny, said another lady and they both
13153 laughed. Jacco liked it when people laughed. It
13154 reminds him of the circus. It reminds him /'ɔ:lzəʊ/ /ɔf/
13155 his best trick /'wɪsə/ /'bɛkɪt/ ... bucket /ɔf/ water.
13156 L. Ja, one moment, let’s repeat... it reminded,
13157 it reminded him ...
13158 S. ... it reminded him ...
13159 L. ... /ɔf/ the circus.
13160 S. ... /ɔf/ the circus.
13161 L. ... and it reminded him also /ɔf/ his best trick.
13162 S. ... and it reminded him also /ɔf/ his best trick.
13163 L. Yes, now the next /peɪtʃ/ ... [ähm] ... Anette.

- 13164 S. Suddenly he saw the two cups of tea /wis/ /wəʃ/
 13165 standing on the table. He picked /zɛm/ up on /i:dʒ/
 13166 hand and /'pauəd/ /zɛm/ over the ladies' /hæts/.
 13167 L. He picked them up one in each hand and poured
 13168 them over the ladies' heads. Once more.
 13169 S. He picked /zɛm/ up on in ...
 13170 L. each ...
 13171 S. ... each hand and poured /zɛm/ over the ladies' heads.
 13172 L. Yes, and go on, [äh] ... Jörg.
 13173 S. /bɔ:t/ ladies /skri:...skri:met/ screamed and /zækə/
 13174 /zʌmpt/ backs... back-wards into /zə/ fl... floor straight
 13175 under /zə/ feet /ɔf/ /zə/ waiter who was just passing
 13176 /'wisɪs/ tray /ɔf/ plates and cups and saucers.
 13177 L. Yes, 'both ladies'.
 13178 S. Both ladies.
 13179 L. Yes, 'straight under the feet'.
 13180 S. Straight under the feet.
 13181 L. Hm [zustimmend] and Monika.
 13182 S. Crash ... the waiter ... fell flat on his face. People were
 13183 shouting and the little dog was barking again. Jacco
 13184 made a flying /lip/ and ... land on a counter.
 13185 L. [äh]... Monika ... 'on his face'.
 13186 S. On his face.
 13187 L. On his face.
 13188 S. On his face.
 13189 L. Yes, and ... Jacco made a flying leap.
 13190 S. Jacco made a flying leap ..
 13191 L. ... and landed on the counter.
 13192 S. ... and landed on the counter.
 13193 L. Yes, Ortwin.
 13194 S. /'evəwʌn/ was standing and looking at him and a man
 13195 whose face was red with /'eɪndʒə/ was /'kəmiŋ/ towards
 13196 him. Jacco was very /'fraɪnət/... /'fraɪnɪt/.
 13197 L. Yes ... whose face was red with anger ... anger.
 13198 S. Whose face was red with /'eɪndʒə/
 13199 L. Anger.
 13200 S. Anger.
 13201 L. ... and he was coming towards him.
 13202 S. he was coming ... he was coming towards him.
 13203 L. Jacco was very frightened.

- 13204 S. Jacky ...
13205 LS. Jacco ...
13206 S. ... was very /'fraɪnted/
13207 L. Frightened.
13208 S. Frightened.
13209 L. Yes... [ähm] Clemens.
13210 S. Suddenly he saw a little ... a lot of round white cakes
13211 near him on the counter. They /weə/ cream-cakes. He
13212 picked one up and the ... and /θreɪ/ it at /zə/ people.
13213 L. Yes. He picked one up and threw it at the people.
13214 S. He picked one up and threw it at /zə/ people.
13215 L. Go on.
13216 S. It hit /zə/ man in /zə/ face and burst like a snowball.
13217 Then Jacco threw another cream-cake, and another,
13218 and another, and another, and another. Soon /zə/ air
13219 was .. of flying cages and cream. It was like a snow-
13220 storm.
13221 L. Yes, ... who didn't read? Has everyone read at this
13222 lesson? Mechthild, yes, Mechthild.
13223 S. [unverständlich] Pimpo was looking/'ewri'weə/ for
13224 Jacco. He was /'wəri/ /'wəri/. Suddenly he saw four ...
13225 four peoples coming the way him. A [unverständlich]
13226 ... a policeman, /tu/ ladies, and a man in a white coat.
13227 He was the manager /ɔf/ the /'klɛf/.
13228 L. Yes, [äh] and ... The policeman.
13229 S. The policeman was carrying Jacco in his arms.
13230 L. Yes, [unverständlich] 'Meanwhile Pimpo was looking
13231 everywhere'. Say this: 'Meanwhile Pimpo was looking
13232 everywhere'.
13233 S. Meanwhile Pimpo was looking everywhere.
13234 L. 'He was very worried.'
13235 S. He was very /v/orried.
13236 L. He ... was coming towards him.
13237 S. He was coming towards him.
13238 L. And ... [Fingerschnalzen] ... Alfred.
13239 S. Pimpo was ... Pimpo was very happy to see Jacco
13240 again. But he was not so happy when he saw the bill
13241 the next day: Two ladies' hats, twelve plates, /fɪftɪn/
13242 cups and saucers, and 48 cream ... cream-cakes.

- 13243 L. Yes, now ... [äh] ... I want you to read the text again.
 13244 Who... who can read it without mistakes ... spelling
 13245 mistakes [unverständlich] ... pronunciation-mistakes!
 13246 Detlef, well, let's try.
- 13247 S. Jacco goes to town.
 13248 Jacco was a circus monkey who /lift/ in a /'kævɑ:n/
 13249 /wiθ/ his master Pimpo the clown. Jacco and Pimpo
 13250 always /rʌn/ into the ring together and they knew a lot
 13251 of funny tricks. Jacco who wore a little red hat, could
 13252 drive a small bicycle and he could raise his hat and
 13253 bow. But their best trick always /kæm/ ... came at the
 13254 end of the performance when Jacco ... /pauəd/ a bucket
 13255 of water over Pimpo's hat [ob hier 'head' gemeint ist,
 13256 läßt sich aus der Aussprache des S. nicht ermitteln.]
- 13257 L. Yes, and who wants to go on? Gabi.
- 13258 S. One afternoon when Pimpo was talking to a friend at
 13259 /ðə/ o... at ... at /ðə/ open door of his caravan Jacco
 13260 slipped out and /rʌn/ off between the lions' cage and
 13261 the circus tent. Nobody saw him go.
- 13262 L. Hm, Ulrike.
- 13263 S. Just /autsi:d/ the circus was ... was ... street which le...
 13264 which le... led him to the town. Two boys who were
 13265 playing in the street saw Jacco. 'Look at the monkey',
 13266 said one, 'he must be from the circus. Let's catch him'.
 13267 The boys tried to catch Jacco but he was too quick for
 13268 them. He ran do... he /rʌn/ do... ne... he ran down the
 13269 street and /sru:/ an open door.
- 13270 L. Yes, good, and Lutz.
- 13271 S. He was in a big room /fɔ:l/ of people who were sitting
 13272 at tables and eating and drinking. It was a /'kʌfi/.
 13273 Suddenly a little black dog /ə'peəd/ from under /zə/
 13274 table barking and snapping at Jacco. Jacco made a
 13275 /hu:ɔ:/ leap/'saidweə/ ... sideways and landed on a
 13276 table between two ladies who were eating /krəm/-cake
 13277 and drinking tea. For a moment they /gəu/ aw ... an
 13278 awful shock but /tsen/ Jacco rai... [äh] /zen/ Jacco
 13279 raised his hat and bowed as Pimpo had taught him.
- 13280 L. Yes, and Ina.
- 13281 S. 'Oh, what a sweet little monkey', cried one of the
 13282 ladies. But Jacco was more /intə'ræstɪd/ in the cakes on

- 13283 the table. He picked one up, took a big bite, and then
 13284 raised his hat and /bəʊd/ again. 'Isn't he funny', said
 13285 /zə/ other lady and they both laughed. Jacco liked it
 13286 when people laughed. It reminded him of the circus.
 13287 It reminded him al... also of his best trick /'wisə/
 13288 bucket of water.
- 13289 L. Yes, well done, and Klaus.
- 13290 S. Suddenly he saw two cups of tea which /weə/ standing
 13291 on the table. He picked them up [unverständlich]
 13292 each hand and poured them over the ladies' head.
 13293 Both [unverständlich] ... la... both ladies screamed
 13294 and Jacco jumped back-/wɔːdz/ on the /flɔːə/ straight
 13295 under the feet of the /wɛːtɪ/ who was just /'pɛsɪŋ/ /wiθ/
 13296 a tray of plates and cups and saucers. Crash! The
 13297 waiter fell flat on his face. People were shouting and
 13298 the little dog was barking again. Jacco made a flying
 13299 leap and landed on the counter.
- 13300 L. And go on ... Dagmar.
- 13301 S. Everyone was standing on looking at him and a man
 13302 /wɔːs/ face red with /ə'geɪn/ was coming /tuwɔːn/ him.
 13303 Jacco was very /fraɪtɪd/. Suddenly he saw a lot of /raːnt/
 13304 /wis/ cake near him on the counter. /ðeə/ ... /ðeə/ were
 13305 cream-cake. He picked one up and /'treɪn/ at the
 13306 /'piː'æpəl/. It hit the man in the face and /baːst/ like on
 13307 the snowball.
 13308 Then... then Jacco /θrəʊ/ an /entu'ʌðə/ ...
- 13309 L. Another.
- 13310 S. .. cream ... another cream-cake, and another, and
 13311 another, and another, and another. /səʊn/ the air was
 13312 ... was full of flying cake and cream. It was like snow-
 13313 /stɔːm/.
- 13314 L. Yes, and ... An... Anke.
- 13315 S. Meanwhile Pimpo was looking everywhere for Jacco.
 13316 He was very /wɔːd/. Suddenly he saw four people
 13317 coming /tu'weɪts/ him. A policeman ... A policeman,
 13318 two ladies, and a man in a white coat, who was the
 13319 manager of /zeɪ/ café. The policeman was carrying
 13320 Jacco in his arms. Jacco was very happy to see Jacco
 13321 again. But he was not so happy when he saw the bill
 13322 the next day: Two ladies' hats, twelve plates, /'fɪftɪn/
 13323 cups and saucers, and forty-eight cream-cakes.

- 13324 L. Yes, we'll read this text, this story in one of our other
13325 lessons after the short holidays. Now try to answer
13326 some questions. Who lived in a /kærə'væn/? ... Holger.
13327 S. Pimpo and ... [äh] ... Jacco.
13328 L. Yes, what was Jaccos's and Pimpo's best trick?
13329 ... Try to answer without looking at the text ... Ulrike.
13330 S. When Jacco ... [äh] ... pou... poured ... a [ähm] ... a
13331 bucket of /'wa:tə/ at Pimpo's /hæt/. [Lautdiskrimina-
13332 tion 'head' or 'hat'?]
13333 L. Hm, and Jacco poured a bucket of water over Pimpo's
13334 head. What happened one afternoon? What
13335 happened one afternoon? ... Lutz.
13336 S. Jacco slipped out.
13337 L. Hm. What did the two boys say when they saw Jacco?
13338 ... Alfred.
13339 S. He must be from the /'si:əkus/. Let's ca... let's ca...
13340 catch him.
13341 L. Hm. Where did Jacco run? ... Where did Jacco run? ...
13342 Anke.
13343 S. He ran in a café ... into a café.
13344 L. O.k., yes. And what did the little dog in the café do? ...
13345 Michael.
13346 S. The dog [äh] ... is snapping and /'beəkiŋ/.
13347 L. Past tense: was snapping.
13348 S. ... was snapping.
13349 L. Hm. What did the ladies cry? ... Ina.
13350 S. [unverständlich] ... sweet little monkey.
13351 L. What else happened in the café? What else happened
13352 in the cafe? ... No answer? Who fell flat on his face? ...
13353 Rainer.
13354 S. The waiter.
13355 L. And what had Pimpo to pay for the next ... [äh] ... for
13356 ... No, what had Pimpo to pay for the next day? [Der
13357 Lehrer kommt hier mit der Intonation von 'to pay
13358 for' durcheinander] What had Pimpo to pay for the
13359 next day? Ulrike.
13360 S. Two ladies' hats, twelve plates, /'fifti:n/ cups and
13361 saucers and 48 ... [äh] ... crème-cakes.
13362 L. Yes, [ähm]...
13363 [Das Zeichen zum Ende der Stunde ertönt.]
13364 This was short. [unverständlich] Thank you very much.

2.4.7 Grade 7 (October 24, 1974; #38 in the Pre-Digital Corpus)

- 13365 Stundendokumentation Nr. 38
13366 Datum: 24.10.1974
13367 Klasse: 7. Jg. [31 Schüler/innen]
13368 L. Do you know David Cassidy? [Name unverständlich]
13369 S. I don't like him.
13370 L. You don't like him and you know him of course. Now
13371 what about the Beatles? Do you know them?
13372 S. I like them.
13373 L. You like them. [äh], do you know Winston Churchill?
13374 Do you know Winston Churchill, Elisabeth?
13375 S. I don't know ...
13376 S. I don't know ...
13377 Ss. Him ... him ...
13378 L. Do you know ... [äh] ... Gerald Ford? Do you know
13379 Gerald Ford? [nickt einem Schüler zu]
13380 S. Ich?
13381 L. Yes.
13382 S. I don't know him.
13383 L. Hm, do you know the Osmonds? Do you know the
13384 Osmonds?
13385 S. I don't know him .. the... their ...
13386 S. [anderer ruft dazwischen] ... them.
13387 L. I don't know them. Say it again.
13388 S. I don't know ... [unverständlich]
13389 L. I don't know them. Say it again.
13390 S. I don't know them.
13391 L. That's right. Do you know Suzy Quatro? Brigitte.
13392 [Falsche Intonation: die Lehrerin senkt die Stimme am
13393 Ende der Frage.]
13394 S. Yes, I know her.
13395 L. And do you like her?
13396 S. No.
13397 L. Do you know Mr. H.? Do you know Mr. H.? Christine,
13398 do you know Mr. H.? ... Loud.
13399 S. I don't know him.
13400 L. You don't know him, hm. He comes from X. Do you
13401 know Mr. N.? Do you know Mr. N.?

- 13402 S. Yes, I know him.
 13403 L. I know him. You know him very well. Who is he,
 13404 Mr. N.? Who is he? Petra, who is he Mr. N.?
 13405 S. He is in the class.
 13406 L. He is in the class, and who is he? Where is he? He is in
 13407 the class. Who is he?
 13408 S. He is a man. [allgemeine Heiterkeit]
 13409 L. Anything else? ... What is he in the school? ... He's the
 13410 director, of course. Now look at the blackboard! [Die
 13411 Lehrerin schreibt an die Tafel: Betty has a little dog.
 13412 ... likes ...] ... likes. Now, two little words are missing.
 13413 One here and one here [zeigt auf die Lücken] Any
 13414 idea? Achim.
 13415 S. [schweigt]
 13416 L. No idea? ... Kirsten.
 13417 S. She likes him.
 13418 L. She ... likes.
 13419 S. it [ungefragt]
 13420 L. Him or it?
 13421 Ss. Him, him, him, him.
 13422 L. Well, him or it, both are right, o.k. [L. schreibt an die
 13423 Tafel: Jonny has a sister. ... teases ...] Jonny has a sister.
 13424 ... tease ..., two words are missing, Dorothee.
 13425 S. He tease ... her.
 13426 L. He teases her, that's right. [schreibt an die Tafel: Betty
 13427 and Jane listen to Roy Black. ... hate ...] Hate, two
 13428 words are missing, two words are missing. [Name
 13429 unverständlich]
 13430 S. They hate he.
 13431 Ss. Him, him.
 13432 L. There's a mistake.
 13433 Ss. Him, him.
 13434 S. They hate him.
 13435 L. That's right. Now let's make new sentences. Look
 13436 what I'm doing. Now, can you make a new sentence,
 13437 please, just one, a new sentence, please. Who has
 13438 what? Yes, please, Petra.
 13439 S. Peter has a nice car.
 13440 L. Thank you. [schreibt die Sätze an die Tafel.] Now,
 13441 what is missing here?

- 13442 S. Peter likes ... [Ss. reden durcheinander.]
13443 L. Peter ... say it ...
13444 S. Peter likes ...
13445 L. ... likes it. And a short word for 'Peter' now ... a short ...
13446 say ... the sentence again, please.
13447 S. He likes it.
13448 L. Very good, now let's have another sentence for this,
13449 please ... any idea ... yes, please.
13450 S. /zein/ has a big book.
13451 L. Jane has a big ... [Lehrerin schreibt den Satz an die
13452 Tafel] Jane, that's right ... has a big book. Now I must
13453 put this away, mustn't I? She can't [unverständlich]
13454 the book ...
13455 S. Read. [ungefragt]
13456 L. Now what can I put ...
13457 Ss. Read, read.
13458 L. Very good ... now ... what's ... the sentence with the
13459 short words? Brigitte N.
13460 S. She reads it.
13461 L. She reads it ... and you find ... one for the last one
13462 please.
13463 Ss. [Schweigen]
13464 L. What can you say? ... Who is listening to ...?
13465 S. Peter and Richard listen to the teacher.
13466 L. Good. [Lehrerin schreibt den Satz an die Tafel.] Nice
13467 boys .. Oh, they are not so nice.
13468 S. They hate him.
13469 L. They hate him. But they listen and that's important.
13470 Ss. Him, him.
13471 L. They hate him, yes.
13472 S. Her. [ungefragt, Anspielung auf die Lehrerin]
13473 L. Any other idea for the first one, please, once more ...
13474 Any other idea, Birgit.
13475 S. [äh], [äh] ... [ähm] Margaret has a new shirt. [Lehrerin
13476 schreibt den Satz an die Tafel.]
13477 L. Yes, Margaret has a new shirt. And you, please. [deutet
13478 auf einen Schüler]
13479 S. She likes it.
13480 L. Another one, please. ... I put away 'reads', too, let's try
13481 something /wits/ 'tease' ... Yes, please.

- 13482 S. Mummy has a /ɔ:ld/ /refɪtʃ/ ... refrigerator.
13483 L. Good, Mummy has an old – an old – an old – ... an old
13484 re-fri-ge-rator. Can I need that? Can I need that?
13485 Dorothee.
13486 Ss. Nein, Nein.
13487 L. Can she ... can she tease the fridge?
13488 Ls. No.
13489 L. What shall I do? Perhaps it's dirty. What can she do
13490 with it? What can she do with the fridge?
13491 S. She likes it.
13492 L. She likes it; that's possible. Any other idea?
13493 S. She hate it.
13494 L. She hates it. Why not? If it's old? But it's dirty.
13495 S. She cleans ...
13496 L. Yes, she... ? Say it again.
13497 S. ... cleans.
13498 L. She cleans it; that's right. And our last one: Who listen
13499 to whom? ... Perhaps someone to another pop-/singə/
13500 ... no idea? ... What about Franco?
13501 S. I don't know.
13502 L. Who is Jenny lis...listening to? Who is Jenny listening
13503 to? ... Brigitte.
13504 S. To ... to Beethoven. [deutsche Aussprache]
13505 L. [lacht] Good, Jenny listens to Beethoven. [Lehrerin
13506 schreibt den Satz an die Tafel.] Say ‚Beethoven‘. What
13507 shall I put here? Gabi.
13508 S. She hates her ... [äh] ...
13509 L. It's a man. She ... [schreibt an die Tafel] ... there's a
13510 little mistake: She...
13511 S. hates ...
13512 L. It's a 'she' ... She hates him. That's right... he, she, it,
13513 with 's', o.k.? Let's forget about that. I've brought you
13514 two beginnings of a story. Just beginnings ... and
13515 something is wrong with the stories. [Es tritt nun eine
13516 kurze Pause ein, in der die Lehrerin den Overhead-
13517 Projektor vorbereitet.] Can you read, Brigitte? Can
13518 you see it?
13519 S. Yes.
13520 L. Fine. Now the story:
13521 'They had it and they liked it very much and it liked

- 13522 them, too. It was big and black and its name was Peter.
13523 When they came home after school they always
13524 asked: 'Where is it?' One day ... ' etc. ... etc. ...etc. ...
13525 o.k.? Don't say anything.
13526 L. Listen to the other story. ... Story No. 2:
13527 'Jim McDonald has two hamsters. Jim feeds the two
13528 hamsters every morning before Jim has breakfast with
13529 Jim's parents. Jim's parents don't like the two
13530 hamsters very much. One day ... ' etc. ... etc. Now, do
13531 you know one of the stories? ... Do you know one /of/
13532 the stories? Do you? Do you understand the story?
13533 You do?
13534 Ss. Yes.
13535 L. Which is better? Which story is better?
13536 S. No. 1.
13537 L. No. 1 is better, hmm. Now which story do you know?
13538 Deep somewhere in your head, Mrs. N., do you
13539 remember?
13540 S. I know Story 1.
13541 L. The story No. 1. Now what's wrong with the stories?
13542 Something is wrong with the stories. Have you any
13543 idea? Is it a good beginning of a story? Listen again:
13544 They had it and they liked it very much and it liked
13545 them, too. It was big and black and its name was Peter.
13546 When they came home from school they always
13547 asked 'Where is it?' Is it a good beginning of a story?
13548 Ss. No, no.
13549 L. No; why not? You may say it in German if you want
13550 to. You may say it in German. Try it in English, yes.
13551 S. We don't know what 'they' is.
13552 L. Good, first thing, yes. Can you go on like that: we
13553 don't know who 'they' is. Who or what.
13554 S. The title is ... is not good.
13555 L. The title is not good. 'A story'.
13556 S. No.
13557 L. It's nothing, hm, o.k. Go on, we don't know who
13558 'they' is or what 'they' is. What else don't we know?
13559 'They had it and they liked it very much, and it liked
13560 them, too.' Kirsten.
13561 S. We don't know what 'it' is!

- 13562 L. ... what 'it' is; we never know.
 13563 S. Was heißt nochmal 'wer'? [language switching]
 13564 L. Who ...
 13565 S. We don't know who comes to school ... after s... [äh]
 13566 come home after school.
 13567 L. ... who comes home after school. We have no idea,
 13568 hm. [zustimmend] ... and we don't know what 'it' is.
 13569 But we can think a little bit. It's a story. Now, do you
 13570 think it's the same 'they' or it's another 'they'? How
 13571 many people do you think are in the story? What do
 13572 you think? How many people are in the story?
 13573 Guess... no idea?
 13574 S. Four, /sri:/
 13575 L. Perhaps four or three.
 13576 S. /sri:/ persons and one [äh] ... cat.
 13577 L. One cat or something like that! Why cat. Brigitte?
 13578 S. [äh] ... we know the story.
 13579 L. You have heard it already. You remember a little bit.
 13580 S. Yes.
 13581 L. Yes, you can see it. Where can you see it from,
 13582 Brigitte? What do you see /ɔf/ the old story?
 13583 S. [äh] 'Peter' and 'black'.
 13584 L. Yes, that's the sentence which can help you, hm. It
 13585 was big and black and its name was Peter; do you
 13586 remember the thing? What is big and black and is
 13587 called Peter?
 13588 S. This is a cat.
 13589 L. It's a cat. And whose cat was it? Do you remember?
 13590 S. From Peter and Jane.
 13591 L. Not Peter and Jane ... Peter is the cat.
 13592 S. [äh] ... Betty and Jane.
 13593 L. Betty and Jane and ... ?
 13594 S. and Mrs. Harvey ...
 13595 L. .. and Mrs. Harvey, yes. So, we'll see about that later.
 13596 Now, look at our story. You don't know it ... you don't
 13597 know this story. It's only the beginning... I was too
 13598 lazy to write the end. Now, what's wrong with this
 13599 story? Is it a good story? Let's ask that again. Gabi, is it
 13600 a good story, a good beginning?
 13601 S. No.

- 13602 L. No, why not, you may say it in German. Why not? ...
13603 [äh] think, who can write a story like this? ... Who
13604 writes a story like this. Think of your little brothers
13605 and sisters at home, when they write letters or when
13606 they write stories, they write them like this.
- 13607 S. Auf Deutsch?
- 13608 L. Soll'n wir's grad mal auf Deutsch klären, was da so
13609 komisch dran ist an dieser Geschichte? [Die Lehrerin
13610 diskutiert im Folgenden mit den Schülern über die
13611 stilistischen Mängel der Anfänge obiger Geschichten.
13612 Die Kinder erhalten die Anweisung in Stillarbeit Ver-
13613 besserungsvorschläge zu erarbeiten: Beseitigung der
13614 Eintönigkeit, Erzählzeitveränderung – past tense –.
13615 Das Ganze dauert ca. 4 Minuten. Zählwerk Nr. 414-
13616 476.] Now, are you ready? And now, you dictate me
13617 the new story, please ... Frank.
- 13618 S. Mr. McDonald ...
- 13619 L. Mr. McDonald, why not? [schreibt an die Tafel]
13620 Mr. McDonald ... say the sentence, please, Mr.
13621 McDonald ...
- 13622 S. ... has two hamsters.
- 13623 L. Yes, and you said we should take the past, please.
- 13624 S. Had.
- 13625 L. Had ... two hamsters. [schreibt gleichzeitig] Now, we
13626 only want to use ... [äh] Klaus-Peter's trick, you know.
13627 We don't want to make a beautiful story. We just use
13628 Peter's trick ... [Die beiden Namen werden von der
13629 Lehrerin deutsch aus gesprochen; ein echtes Beispiel
13630 für 'language switching'.] ... and make it a bit better,
13631 oh ... [äh] Petra.
- 13632 S. [ähm] ... he feeds they two hamsters ... he feeds...
- 13633 L. Yes, say the sentence, please. Yes, he feeds...
- 13634 S. He feeds the two hamsters every morning.
- 13635 L. Yes, ...
- 13636 S. ... before ...
- 13637 L. Thank you; we said 'past', we should use the past: The
13638 past of 'feed' is 'fed'. Now Petra said: Jim fed the two
13639 hamsters every morning. Can we do it even better?
- 13640 S. Every morning ...
- 13641 L. He fed the two hamsters every morning. Jim

- 13642 McDonald had two hamsters. He fed the two
 13643 hamsters every morning. Any other idea, Elisabeth?
 13644 Jim McDonald had two hamsters. He fed the two
 13645 hamsters every morning. You please [deutet auf einen
 13646 Schüler]...
- 13647 S. He feed they every morning.
 13648 L. Not they ...
 13649 S. [ungefragt] them ...
 13650 L. After the verb: He feeds them, ok.
 13651 S. Man kann den Satz aber auch umdrehen.
 13652 L. Yes, what's your idea?
 13653 S. [ähm] ... [ähm] ... every morning Jim [äh] feds ... feds
 13654 the two hamsters ... feds ... feds the two hamsters.
 13655 L. ... fed the two hamsters, very good. Who doesn't
 13656 [unverständlich]. Let's say: Mr. Jim McDonald ...
 13657 every morning, very good ... Who can dictate it again
 13658 to me, can you Brigitte N.? Every morning ...
 13659 S. ... Jim feds ...
 13660 L. We won't say Jim ... we'll use the trick.
 13661 S. ... he feds ...
 13662 L. ... he fed, the past
 13663 S. ... [äh] ... the two hamsters.
 13664 L. Now let's ... don't let's say 'two hamsters'
 13665 S. ... them ...
 13666 L. ... fed them ... o.k., short and nice, hm? Next sentence,
 13667 please. 'He fed them every morning before ...? Now,
 13668 how shall we go on, Christine?
 13669 S. ... before he has breakfast with Jim's parents.
 13670 L. ... before he ... ?
 13671 S. ... had ...
 13672 L. ... had breakfast ...
 13673 S. /wis/ his ...
 13674 L. Do we say: ... 'with Jim's parents?' , with ...
 13675 S. ... his parents...
 13676 L. ... his parents; now old Mr. McDonald and old Mrs.
 13677 McDonald are living 'mit' [echtes language
 13678 switching] with Mr. McDonald. We must say 'old Mr.
 13679 McDonald', his parents, they live in the house, too.
 13680 S. Senior.

- 13681 L. Yes, you can't say that in English. Now, [äh] ... Brigitte
13682 N., can you dictate me the sentence again, please? ...
13683 After the comma ...
13684 S. Before he has breakfast ... /wɪsɪs/ ...
13685 L. Before he ...
13686 S. ... has breakfast.
13687 L. ... had breakfast ... yes.
13688 S. ... with ... with her parents ...
13689 L. ... her parents? Jim is a man.
13690 S. His.
13691 L. ... with his parents ... o.k. 'Mr. Jim McDonald had two
13692 hamsters. Every morning he fed them before he had
13693 breakfast with his parents'. That's a bit better isn't it?
13694 Ss. Yes, ja.
13695 L. Now, could you do the last sentence, please? Could
13696 you do the last one, Franco?
13697 S. I can't see the ... thing.
13698 L. You can't see? The sentence is: Jim's parents don't like
13699 the two hamsters very much. ... [unverständlich]
13700 S. His parents.
13701 L. Yes, say the sentence ... yes, you can say 'Jim' again ...
13702 [unverständlich] never mind ... 'His parents' or 'Jim's
13703 parents', go on.
13704 S. [äh] ... don't like ...
13705 L. ... don't like ... or didn't like.
13706 S. /zə/ two hamsters very much.
13707 S. ... them. [ungefragt]
13708 L. Yes, what shall we d... shall we say: Jim's parents
13709 didn't like the hamsters very much? No, we use the
13710 trick just once ... once... einmal? Brigitte.
13711 S. [äh] ... /zə/ parents don't like /zeə/ /zɛm/ ... [äh] ... very
13712 ...
13713 L. ... very much, yes; would you dictate it again, Martina
13714 ... 'His parents ... '
13715 S. His parents don't ...
13716 L. ... didn't ...
13717 S. ... ach so, didn't like ... the two hamsters ...
13718 L. No, we won't say 'the two hamsters', we use the trick.
13719 S. Them.

- 13720 L. Hm [zustimmend] ... very much ... ok. Let's read it
 13721 again the second ... beginning of the story. Let's read
 13722 it, what about Matthias?
- 13723 S. Mr. Jim McDonald had two /'hʌmstəs/. Every morning
 13724 he fed them before he had breakfast /wis/ his parents.
 13725 His parents didn't... didn't ... like them very much.
- 13726 L. ... very much, yes. I'll put this old story away, and you
 13727 look at this one. Now. Let's /tʃeɪntʃ/ the s... you want to
 13728 say something...
- 13729 S. Ich hätte aber Namen reingemacht für die Hamster.
- 13730 S. [anderer] Ja eben.
- 13731 L. Yes, now ...
- 13732 S. Das wär' noch besser gewesen, ,them' is' so eintönig
 13733 [der Rest ist unverständlich].
- 13734 L. Now, how shall we call the two hamsters, a name for
 13735 the two hamsters please, two names.
- 13736 S. Max und Moritz.
- 13737 L. English names, please ... Max and ...
- 13738 S. Patty
- 13739 L. Max and Patty? [Schüler reden alle durcheinander
 13740 und rufen verschiedene Namensvorschläge in die
 13741 Klasse.] Let's say Max and Patty. [Es folgt wieder ein
 13742 allgemeines Durcheinanderreden.]
- 13743 S. Snoopy and Charly.
- 13744 [Wieder allgemeines Durcheinander]
- 13745 L. O.k., Snoopy and Charly ... We must say one sentence
 13746 more. Say the story with the names, please. Tell the
 13747 story with the names of the hamsters [unverständ-
 13748 lich].
- 13749 S. Mr. Jim McDonald had two hamsters. [äh] ... the
 13750 name ...
- 13751 L. Their names.
- 13752 S. Their names ... are ...
- 13753 L. .. were...
- 13754 S. .. were Snoopy and Charly.
- 13755 L. Good, go on reading.
- 13756 S. Every morning he feed them.
- 13757 L. ... he fed them.
- 13758 S. ... he fed them before he had breakfast with his
 13759 parents. His parents didn't like /zem/ very much.

- 13760 L. Now we are going to /tʃeɪntʃ/ the story again. /tʃeɪntʃ/ =
13761 verändern. Now let's talk about Elizabeth and her
13762 pony. Can you tell the same story about Elizabeth and
13763 her pony? Try, everybody tries ... Petra, yes, Astrid,
13764 you please, you please, come on, about Elizabeth and
13765 her pony, try. No idea?
13766 S. Elizabeth [deutsche Aussprache] has a /'pɒni/. Every
13767 morning she feeds it.
13768 L. She fed it, hm.
13769 S. ... fed ... before she had breakfast ... with her parents.
13770 L. Yes.
13771 S. Her parents didn't like it very much.
13772 L. Yes ...
13773 S. The story ...
13774 L. No, we have heard the story now. [Eine Schülerin
13775 wollte die Geschichte noch einmal wiederholen.]
13776 Perhaps a name for the pony, a name for the pony.
13777 S. Peppermint.
13778 L. [lacht] O.k., now story No. 3 about Jenny Harlow and
13779 her two cats. Two cats now, Jenny Harlow and two
13780 cats. That's your story. [unverständlich] You please,
13781 Astrid.
13782 S. [äh], wie hieß der nochma'?'
13783 L. Jenny Harlow.
13784 S. Jenny Harl...
13785 L. Harlow.
13786 S. ... Harlow had two cats. Every morning she feeds them
13787 ...
13788 L. She fed them, it's the past.
13789 S. ... she fed them before she had breakfast /wɪs/ ... /wɪs/
13790 ... [äh] ... /wɪs/ her parents. His parents ... her parents
13791 [auf Zwischenruf 'her' eines anderen S.] didn't like
13792 /zɛm/ very much.
13793 L. Good, now I must tell you, somebody else can tell
13794 you, something with ice. /sri:/ mice. Now who has got
13795 /sri:/ mice? (Mäuse). Who has got /sri:/ mice, /sri:/
13796 white mice, /sri:/ white mice. ... What about you,
13797 Thomas? Try! ... Who has /sri:/ mice? Perhaps two
13798 boys, Jim and Phil, come on, try ... no? Heike, Jim and
13799 Phil.

- 13800 S. Jim and Phil had two mice.
 13801 L. Two, three, three mice.
 13802 S. ... three mice. Every morning he fed them.
 13803 L. Jim and Phil.
 13804 S. Ah so ... they fed them before they had breakfast with
 13805 his parents.
 13806 L. With...?
 13807 S. ... their parents. [ungefragt]
 13808 S. ... their parents.
 13809 L. ... their parents, that's right.
 13810 S. Their parents didn't like ... [ähm] ... /zem/ very much.
 13811 L. Now, if you say that: 'Their parents didn't like them
 13812 very much', it could be Jim and Phil. Now, what
 13813 should we say [unverständlich]. Their parents didn't
 13814 like ... they liked Jim and Phil, o.k., they didn't like ...
 13815 Heike.
 13816 S. They didn't like ...
 13817 L. ... the mice very much. That's better, hm. We mustn't
 13818 use the trick too much. Now, everybody takes a sheet
 13819 of paper and writes a new beginning of the story, two
 13820 minutes come on... you take a new person and a new
 13821 animal, a new person and a new animal. [Die Schüler
 13822 arbeiten mehr oder weniger still, ca. 4 Minuten.] So.
 13823 Now, stop please and read your story. ... Who can read
 13824 us his or her beginning of the story? Now Helmut,
 13825 your turn. So, wir achten jetzt mal drauf, ob wir die
 13826 Geschichte gut verstehen und genau wissen, wer
 13827 wann gemeint ist, ja? ... come on ...och hör mal ...
 13828 Helmut ... you please [deutet auf einen anderen
 13829 Schüler].
 13830 S. Harry had a big hippo...
 13831 L. Sprich mal ganz laut.
 13832 S. Harry had a big hippopotamus. Every morning he fed
 13833 it before he had breakfast /wiθ/ his parents. His
 13834 parents didn't like Snoopy very much.
 13835 L. Good. War gut, war verständlich, wir wußten immer
 13836 was gemeint war, findet ihr nicht auch?
 13837 Ss. [pflichten bei]
 13838 L. Thomas.

- 13839 S. Mrs. [Name unverständlich] has two birds. Every
13840 morning she feeds them before she ea... [äh] had
13841 breakfast /wiseə/ ...
13842 L. ... has breakfast with her parents.
13843 S. Her parents didn't like them very much.
13844 L. Oh, and Hanna.
13845 S. Mrs. L. had an elephant [allgemeine Heiterkeit].
13846 L. An elephant, please, yes.
13847 S. Every morning she feeds it before she had breakfast
13848 /wis/ her parents. Didn't like Pimpy very much.
13849 L. Ich finde das Ende war nicht ganz klar. Sagste
13850 nochmal nach dem Frühstück.
13851 S. [unverständlich] ... didn't like Pimpy very much.
13852 L. But – da fehlt was – [unverständlich; language
13853 switching].
13854 Ss. Her parents, her parents.
13855 L. Her parents ... didn't like Pimpy very much. Another
13856 story, please, Birgit.
13857 S. Mrs. Jane Marple had two dogs. The name of the dogs
13858 is Richard and Harry. Every morning feeds them...
13859 L. Wer tut das jeden Tag?
13860 S. [äh] she ... she feeds them /bəfɔ:/ she had breakfast
13861 with her parents. Her parents dind't like the dogs very
13862 much.
13863 L. Wußten wir immer, wann wer gemeint ist?
13864 Ss. Ja.
13865 [Zeichen zum Ende der Stunde ertönt.]

2.4.8 Grade 8 (June 6, 1974; #30 in the Pre-Digital Corpus)

- 13866 Stundendokumentation Nr. 30
 13867 Datum: 06.06.1974
 13868 Klasse: 8. Jg. [28 Schüler/innen]
 13869 L. Open your books, please, at page 74. Heathrow
 13870 Airport, London, Tony, come on, hurry up. Yvonne,
 13871 start reading, please.
 13872 S. Heathrow Airport, London, is larger, busier and more
 13873 interesting than all other /'əɪrə'pi:ən/ airports.
 13874 L. Mistake.
 13875 Ss. /'ju:rəpi:ən/ /'ju:rəpi:ən/ /'ju:rəpi:ən/
 13876 L. O.k., carry on, please.
 13877 S. It is the largest, the busi... busiest and the /mɔ:st/
 13878 interesting airport in Europe. Almost every minute a
 13879 plane lands or takes off. Almost every day about 1.000
 13880 planes land or take off. All day and almost all night
 13881 planes circle over the airport.
 13882 L. Thank you very much. Manuela, carry on, please.
 13883 S. Heathrow Airport is like a small town. There are roads
 13884 and tunnels bus stations and car parks, shops and
 13885 banks, /hɒt/ ... /'həʊtlz/ ...
 13886 L. Hotels.
 13887 S. ... hotels and restaurants, office and workshops.
 13888 There's a post-office, a police-station, a home for
 13889 animals, and a small ... and a small church. There are
 13890 three ... terminals for /'æɪvəls/ and depar...
 13891 L. for? ... arrivals.
 13892 S. ... arrivals and departures.
 13893 L. Yes.
 13894 S. Terminal 1 is for inland and BEA flights to Europe.
 13895 Terminal 2 is for other /'ju:rəpən/ flights. Terminal 3 is
 13896 for overseas flights to America, Africa, [äh] /aus'tra:liə/
 13897 ...
 13898 L. Australia.
 13899 S. ... Australia, and ...
 13900 L. Asia.

- 13901 S. ... and Asia. More than 50 airlines carry passengers to
13902 London – or from London to all continents of the
13903 world.
- 13904 L. Thank you. Tony, carry on, please.
13905 [Der Schüler ist Engländer.]
- 13906 S. In the waiting-lounges there are people from all
13907 countries and continents. They are waiting for their
13908 flights. They are buying things in the duty-free shops.
13909 They are reading or talking. [Ahm] ...
- 13910 L. Carry on.
- 13911 S. A little boy is crying. He is crying loudly. Two ladies
13912 are talking. They are angry. They are talking angrily. A
13913 passenger is walking to the restaurant. He is walking
13914 slowly. A man is running to the gate. He is running
13915 quickly, because he is late. Two girls are reading the
13916 time-table. They are reading carefully.
- 13917 L. Yes, so far, thank you very much. Let us read it once
13918 more, please. Once more from the beginning, Juliane.
- 13919 S. Heathrow Airport, London is larger, busier ...
- 13920 L. Speak up a little bit, please.
- 13921 S. Heathrow Airport, London, is larger, busier and more
13922 /ɪntə'reɪstɪŋ/ than /ɔl/ /ʌðʌ/ European airports. It is the
13923 largest, the busiest and the most /ɪntə'reɪstɪŋ/ airport in
13924 Europe.
- 13925 L. Yes, go on.
- 13926 S. [äh] ... Almost every minute a plane /lænts/ or takes
13927 off. Almost every day about 1.000 planes /lænt/ or take
13928 off. All day and almost ... [äh] ... all night planes circle
13929 over the airport. ... Heathrow Airport ...
- 13930 L. Yes, go on.
- 13931 S. ... is like a small town. There are roads and tunnels,
13932 bus stations and a car park [im Buch steht 'and car
13933 parks'], shops and banks, hotels and restaurants,
13934 office and workshops.
- 13935 L. Offices, ...
- 13936 S. ... offices and workshops. There is a post-office, and a
13937 police-station, a home for animals, and a small
13938 church.
- 13939 L. Christian, carry on, yes, thank you.

- 13940 S. [unverständlich] Ach so ... There are /ʃri:/ terminals of
13941 arrivals and departures.
- 13942 L. No, once more, please: There are three terminals for
13943 arrivals ...
- 13944 S. There are three terminals for arrivals and departures.
13945 L. Yes.
- 13946 S. Terminal 1 is for inland and BE/a:/ ... flights to
13947 /'ɔɪrəʊp/ ...
- 13948 L. Europe.
13949 S. ... to Europe.
- 13950 L. ...flights to Europe.
13951 S. ... flights to Eu... Europe. Terminal 2 is for other
13952 /'ɔɪrɒpi:ən/ flights.
- 13953 L. ... European flights.
13954 S. ... European flights. Terminal 3 is ... [äh] ... is for
13955 overseas flights to America, Africa, Austr/a:/lia...
13956 L. Australia.
- 13957 S. Australia and Asia. Yes, more than fif... fifty airlines
13958 carry passengers to London – or from London to all ...
13959 the continents of the world.
- 13960 L. Right, yes, and the last part, please. [unverständlich]
13961 S. In the waiting-lounges there are people from all
13962 /kauntriz/ and continents. They are wai...
13963 L. [unterbricht, um zu verbessern] Countries...
13964 countries...
- 13965 S. Countries. They are waiting for /ðei/ flights. They are
13966 buying things in the /dauti/-free shops.
13967 L. Duty-free shops.
- 13968 S. ... duty-free shops. They are reading or talking. A little
13969 boy is crying. He is crying loudly. Two ladies are
13970 talking. They are angry. They are talking angri... ang...
13971 gri...ly. A passen... passenger is walking to the
13972 restaurant. They are walking slowly [im Text steht:
13973 'He is walking slowly'.] A man is running to the gate.
13974 He is running quickly, because he is late. Two girls are
13975 reading the /teim/-table...
13976 L. Time-table.
13977 S. /teim/...
13978 L. Time-table.
13979 S. Time-table. They are reading carefully.

- 13980 L. Yes, o.k., close your books please. I'm going to ask you
13981 some questions on this unit. My first question: What
13982 is the name of this London airport, [Name unver-
13983 ständlich].
- 13984 S. Heathrow Airport.
- 13985 L. Yes, [ähm] ... Is it a large airport? Is Heathrow Airport
13986 a large airport? ... Gaby.
- 13987 S. Yes.
- 13988 L. Yes, it is. Yes, it is. [ähm]... Is it the largest airport in
13989 Europe? Or what is said here about Heathrow Airport?
13990 Is it the largest airport in Europe or what is said here
13991 about this airport? [der Lehrer hat die Angewohnheit
13992 bei den Fragen 'Is it a ...?' und 'What is ...' den stimm-
13993 losen deutschen Verschlusslaut /t/ zu /d/ zu verstim-
13994 mlichen. Er tut dies auch bei anderen t + Vokalfolge: z.B.
13995 /ledʌs/ = let us]... Manuela.
- 13996 S. It is the largest, busiest and most interesting airport in
13997 Europe.
- 13998 L. Yes, the busiest, the largest and the most interesting
13999 airport in Europe, yes, what is Heathrow Airport like?
14000 Ulrike.
- 14001 S. Like a small town.
- 14002 L. Yes, why is it like a small town? Michael, why is it like
14003 a small town?
- 14004 S. [äh]... the Heathrow Airport had a church... [äh]...
- 14005 L. Yes, it has a church, it is still there, the church is still
14006 there, yes ...
- 14007 S. .. and a [äh]... office ...
- 14008 L. ... offices are there, yes ...
- 14009 S. [äh] [äh] shops.
- 14010 L. Yes.
- 14011 S. ... and [äh] ... a bank
- 14012 S. BOEC.
- 14013 L. BO...?
- 14014 S. ..A...
- 14015 L. ... AC... Do you know what BOAC was short for?
- 14016 S. British Overseas ...
- 14017 L. Yes, British Overseas...
- 14018 S. ... [äh] ... Airways...
- 14019 L. Yes.

- 14020 S. Das Letzte weiß ich nicht.
14021 L. Cor...
14022 S. Corporation.
14023 L. Corporation, yes. British Overseas Airways
14024 Corporation. So BEA, British European Airways and
14025 BOAC, British Overseas Airways Corporation were
14026 united and now this airline is called BA. Give me other
14027 airlines, give me the names of other airlines you
14028 know, Juliane, other airlines you know, Gaby?
14029 S. LTU, LTU.
14030 L. LTU, yes, do you remember our visit to ... to Düsseldorf
14031 Airport? Do you remember our visit to Düsseldorf
14032 Airport? What did we see on Düsseldorf Airport,
14033 Ulrike?
14034 S. A Lufthansa.
14035 L. A Lufthansa airoplane, no, I don't think so. Gaby said
14036 LTU is an airline, LTU, it's a German airline. So what
14037 did we see on Düsseldorf Airport, when we visited
14038 Düsseldorf Airport a few month ago? What did we
14039 see? Tony.
14040 S. LTU's.
14041 L. Yes, LTU's, an LTU-airplane, we went into one of the
14042 LTU-airplanes. Don't you remember that? Don't you
14043 remember that we saw an LTU-plane, an LTU-
14044 airplane? What is the meaning of 'remember', the
14045 German meaning of remember? Yvonne.
14046 S. Erinnern.
14047 L. Pardon?
14048 S. Erinnern.
14049 L. Erinnern, yes, so if I ask you 'Don't you remember?'
14050 What is the German meaning of that? Manuela.
14051 S. [unverständlich]
14052 L. No, no. Könnt ihr euch nicht erinnern? Erinnert ihr
14053 euch nicht? So, don't you remember? My question
14054 was: Don't you remember that we went to Düsseldorf
14055 Airport? Don't you remember it? Rüdiger.
14056 S. Yes.
14057 L. Yes, you ... you remember it, you do. So, what did we

- 14058 see on Düsseldorf Airport? What did we see on Düsseldorf Airport? Gaby.
14059 see on Düsseldorf Airport? Gaby.
14060 S. An LTU-plane.
14061 L. An LTU-plane, yes. Other airlines, the names of other
14062 airlines you know, give me names of other airlines,
14063 Rüdiger.
14064 S. TWA.
14065 L. TWA, what is TWA short for? Do you know?
14066 S. Transworld Airlines.
14067 L. Right, yes. Other airlines? Klaus-Peter.
14068 S. Pan Am.
14069 L. Pan Am, what is Pan Am short for?
14070 S. Pan American.
14071 L. Pan American Airways, yes, other airlines you know?
14072 Yvonne.
14073 S. Lufthansa.
14074 L. Lufthansa, yes, o.k. Where do the passengers wait for
14075 their planes for the machines? What are these rooms
14076 called? Claudia.
14077 S. [schweigt]
14078 L. Walter.
14079 S. In the waiting-lounges.
14080 L. Yes, can you answer in a whole sentence, please?
14081 The passengers ...
14082 S. The passengers ...
14083 L. Where do they wait?
14084 S. ... wait ... [äh] ... in the waiting-lounges.
14085 L. ... wait in the waiting-lounges. What do they do while
14086 they are waiting? What do they do while they are
14087 waiting? Dirk, what do they do while they are
14088 waiting?
14089 S. [schweigt]
14090 L. Gaby M.
14091 S. Talking.
14092 L. Talking or they talk, yes. What else do they do? Tony.
14093 S. They read.
14094 L. They read, yes, what else? Gabi.
14095 S. They go to the duty-free shops.
14096 L. Yes. What is a duty-free shop? Can you explain what

- 14097 is a duty-free shop? Michael, what would you buy in a
14098 duty-free shop?
14099 S. [schweigt]
14100 L. Klaus-Peter.
14101 S. [äh] ... sweets, cigarettes.
14102 L. Sweets, yes, pardon?
14103 S. Cigarettes.
14104 L. Cigarettes, yes, Liliane, or Juliana.
14105 S. Whisky.
14106 L. Whisky, yes, what else can you buy in a duty-free
14107 shop? Walter.
14108 S. /'kʌfi/
14109 L. Coffee.
14110 S. Coffee.
14111 L. Coffee or tea, yes, o.k., and why would you buy it
14112 there? Why do people buy things in the duty-free
14113 shops on the airport? Do they buy them because they
14114 are hungry or why do they buy them there? Yvonne.
14115 S. Because they are cheaper.
14116 L. They are cheaper there of course, yes. They are much
14117 cheaper, yes, o.k. Who of you is able to tell me
14118 something about Heathrow Airport? Can you tell me
14119 a little story about Heathrow Airport? Who of you is
14120 able? Tony, tell us something about Heathrow
14121 Airport.
14122 S. Ah it's ... it's a very big airport.
14123 L. Yes.
14124 S. Ahm ... many people work there.
14125 L. Yes.
14126 S. ... and ... it's very interesting. You see a lot of things
14127 there.
14128 L. Right, yes.
14129 S. ... and a lot of planes take off and land.
14130 L. Right ... any more informations, Manuela?
14131 S. [äh] ... Heathrow Airport likes a small town.
14132 L. ... is like a small town, yes. Any other information, we
14133 got from this unit here about Heathrow Airport? Any
14134 other information, Rüdiger?
14135 S. [schweigt]
14136 L. What about the airlines, Juliane.

- 14137 S. Heathrow Airport has 3 terminals.
14138 L. Yes, 3 terminals, o.k. Yes, open your books again,
14139 please, and let us have a look at the map, the plan of
14140 Heathrow Airport, on page 74, page 74, there's a plan
14141 of Heathrow Airport... How do you get to the center of
14142 Heathrow Airport? How do you get to the center of
14143 Heathrow Airport? How do you get there? Yvonne.
14144 S. Through the tunnel.
14145 L. Through the tunnel. Why do you have to go through
14146 the tunnel? You can't see that from the map, but I told
14147 you, why do you have to go through the tunnel?
14148 Frank, try it to say.
14149 S. Was ist 'Rollbahn'?
14150 L. over ... ah 'Rollbahn' you asked for, runway, sorry.
14151 S. /'rʌnwei/ was there.
14152 L. Yes. The runway is above it and to go into ... to get into
14153 the center of the airport where the car park, the
14154 busstation etc. are, you have to go through the tunnel
14155 under the runways, yes. [ähm] what do you find in the
14156 center of Heathrow Airport? What do you find there
14157 in the center of Heathrow Airport? Jörg.
14158 S. Bus station.
14159 L. A bus station is in the center. What else is in the
14160 center? Jürgen.
14161 S. /'ɔfisi:s/
14162 L. Offices, yes. What offices do you find on an airport?
14163 What offices do you find there, what do you think,
14164 Manuela?
14165 S. A post-office.
14166 L. Perhaps, yes, a post office. What other offices?
14167 S. There's a police-station.
14168 L. Is that an office? All right, yes. But what offices do you
14169 find, Tony? What do you think? What offices do you
14170 find?
14171 S. [Tony schweigt]
14172 L. Yvonne.
14173 S. For booking a flight.
14174 L. For booking a flight, good, yes, the office of the
14175 airlines of course are there. Yes, what else do you find
14176 in the center of Heathrow Airport? Ulrike.

- 14177 S. Car parks, tunnels, and /'kɒntrəl/ tower.
 14178 L. Yes, and what about ... the control tower ... yes, what
 14179 about the terminal, the terminals? What belongs to a
 14180 terminal if you look at the map here, at the plan.
 14181 What belongs to a terminal? Look into the book, you
 14182 will see then, what belongs to a terminal ... Yvonne.
 14183 S. The pier.
 14184 L. Yes, the piers belong to the terminals. What are the
 14185 piers for? What are the piers for? Why do you need
 14186 piers at the terminals? Gabi, what do you think?
 14187 S. There land and take off the planes.
 14188 L. No, the piers are not for landing and taking off, no, I
 14189 don't think so. Who are the piers for?
 14190 S. Passengers. [ungefragt]
 14191 L. Who are the piers for, Tony?
 14192 S. They are meant for equipment and the people
 14193 working there.
 14194 L. Yes, so the piers are for the passengers ... for the
 14195 passengers first of all, yes, why are they for the
 14196 passengers? What do the passengers do on the piers?
 14197 Manuela.
 14198 S. They are going into the plane.
 14199 L. They are going, they are boarding the planes from the
 14200 piers, yes or they are leaving the planes, yes, o.k., so
 14201 far. Turn over please to page 76, ... 76. 'Off to New
 14202 York ... Off to New York'. [...] 'Your attention, please!'
 14203 said a voice over the loudspeaker at Heathrow Airport.
 14204 'We must inform passengers that there will be delays
 14205 to all flights because there is a bad fog over London.
 14206 Will all passengers wait in the waiting-lounges,
 14207 please'. Read that, please, Claudia.
 14208 S. Off to New... New York.
 14209 Your ... wie heißt das? ...
 14210 L. Your attention, please!
 14211 S. Your attention, please!' said a /va.../ /vais/ over /zə/
 14212 lou ... /'ləʊdspɪ:kə/ at Heathrow Airport. 'We must
 14213 /'ɪnfɔ:m/ /'pæʃɪnzəs/ that [äh] there will be /di'lais/ to
 14214 all flights because there is a bad fog over London. Will
 14215 /zə/ passengers /wait/ in /zə/ /waiting/-lounges, please'.

- 14216 L. Yes, the last sentence once more, please, Claudia.
14217 'Will all passengers wait in the waiting-lounges,
14218 please'.
14219 S. Will all passengers wait in the waiting- /launʃs/, please.
14220 L. Lounges, lounges [unverständlich], yes, lounges,
14221 please, o.k. Read it once more, Guido.
14222 S. Off ... Off to Ne... New York.
14223 Our ...
14224 L. Your attention, please!
14225 S. 'Your attention, please!' /seɪd/ a voice ... voice.
14226 L. Yes, a voice, yes, carry on.
14227 S. ah ... over the/'ləʊd.../ loudspeaker at Heathrow
14228 Airport. 'We must inform /'pæʃɪnsə/
14229 LS. Passengers.
14230 S. ... that there will be /'di:leɪs/ to all flights be...cause
14231 there ... is ... /bæt/ fog over London. Will all passengers
14232 wait in the waiting-lounges, please'.
14233 L. Thank you, Heike, once again, please.
14234 S. [äh]. Your at....
14235 L. What about the headline?
14236 S. Off to New York.
14237 L. Yes.
14238 S. 'Your attention, please!' said a voice over the
14239 loudspeaker at Heathrow Airport. 'We must in...
14240 /'ɪnfɔ:m/ passengers that there will be /'di:leɪs/ ...
14241 L. ... delays ...
14242 S. ... delays to all flights because there is /bæt/ fog over
14243 London. Will all passengers wait in the waiting-lon ...
14244 lounges, please'.
14245 L. Well, yes. [...] It was half past ten on a Friday morning
14246 in April. The waiting-lounges in the tree terminals
14247 were full of people who were waiting for their flights.
14248 Gabi N.
14249 S. It was half past ten on a Friday morning in /ə'prɪl/. /zə/
14250 waiting-lounges in /zə/ /sri:/ terminals were full of
14251 people who were waiting for their flights ... flights.
14252 L. Flights, Zwiebel, once more, please.
14253 S. [weiß nicht, wo die Stelle im Buch ist]
14254 L. Second paragraph.
14255 S. Ja, [äh]...

- 14256 L. Oh, come on ... It was ...
- 14257 S. It was ... /hal.../ /hæl.../ ...
- 14258 L. ... half past ten...
- 14259 S. It was half past ten on a Friday morning in /ə'pril/.
- 14260 L. ... in April ...
- 14261 S. In April. /. /zə/ waiting-lounges in /zə/ three terminals
- 14262 ... terminals...
- 14263 L. Yes ...
- 14264 S. ... were full of peop...
- 14265 L. of people...
- 14266 S. people /wo/ were waiting for the flights.
- 14267 L. Thank you, yes, Martin.
- 14268 S. It was half past ten on a Friday morning in /'æpril/ ...
- 14269 L. in April.
- 14270 S. .. April. The waiting-lounges in the three terminals
- 14271 were full of people who were waiting for their flights.
- 14272 L. Right. [...] Mike Miller from Finchley was waiting in
- 14273 the waiting-lounge of terminal 3. He was going to visit
- 14274 his uncle and aunt in New York, and the flight was a
- 14275 present from his uncle. Mike Miller was waiting in the
- 14276 waiting-lounge of terminal 3. He was going to visit his
- 14277 uncle and aunt in New York, and the flight was a
- 14278 present from his uncle [unverständlich].
- 14279 S. Mike Miller from Finchley was waiting in the waiting-
- 14280 lounges of terminal 3. He was going to /'wizit/ his
- 14281 uncle and aunt in New York, and the flight was a
- 14282 present from his uncle.
- 14283 L. Yes, there was one mistake in the 'waiting-lounge', it's
- 14284 only one, yes, o.k. only one, you said 'waiting-
- 14285 lounges', you used the plural. Detlef.
- 14286 S. Mike ... [Räuspern] Mike Miller Finchley was /wai.../
- 14287 /wai.../ /'waitɪŋ/ in /zə/ waiting-lounges – of terminal
- 14288 3. [hinter 'lounge' läßt der Schüler den Ton absinken]
- 14289 L. Yes, there was no full stop after 'waiting-lounge', you
- 14290 have to carry on 'in the waiting-lounge of terminal 3.'
- 14291 There is a full stop, yes.
- 14292 S. He was going to his uncle and aunt in /nu:/ York ...
- 14293 L. New York...
- 14294 S. ... New York, and the flight was ... was ... a present
- 14295 from his uncle.

- 14296 L. O.k. 'That's bad luck,' Mike thought when he heard
14297 the announcement. He walked slowly to a snack-bar
14298 and queued up for a cup of coffee and a /'sændwɪdʒ/...
14299 There are difficult words in here: the announcement,
14300 repeat that, please, Rüdiger, the announcement.
14301 S. The announcement.
14302 L. Good, Yvonne.
14303 S. The announcement.
14304 L. Frank.
14305 S. The announcement.
14306 L. The announcement, Gabi U.
14307 S. The ano... the a...
14308 L. The announcement.
14309 S. The announcement.
14310 L. Yes, Udo.
14311 S. The /ə'nauntsənt/
14312 L. The announcement, once more.
14313 S. The /əd'naunts.../
14314 L. The
14315 S. The /əd'n.../
14316 L. Announcement, Christian.
14317 S. The announcement.
14318 L. O.k., and another difficult word 'queued up, queued
14319 up', Walter.
14320 S. Queued up.
14321 L. Gabi M.
14322 S. Queued up.
14323 L. Ulrike.
14324 S. Queued up.
14325 L. Joachim.
14326 S. /ku:d/ up.
14327 L. Queued up, yes, o.k. Read that paragraph, please,
14328 Jürgen.
14329 S 'This bad /luk/ ...
14330 L. Luck ...
14331 S. ... luck, 'Mike /θu:t/ when he ...
14332 L. ... thought ...
14333 S. ... thought, when he /hi:əd/ the ... the /ə'nəʊs.../
14334 L. ... the announcement.

- 14335 S. ... the announcement. He walked slowly to a snack bar
 14336 and ...
- 14337 L. ... queued ...
- 14338 S. /ku:d/ ...
- 14339 L. ... queued ...
- 14340 S. ... queued up for a cup of coffee and a /'sændwɪtʃ/.
- 14341 L. Bärbel.
- 14342 S. 'That's bad luck', Mike thought /'vɛnə/ he /hə:t/ the
 14343 /ə'nu:ntsmənt/.
- 14344 L. ... the announcement.
- 14345 S. ... the announcement. He ... he walk snack ...
- 14346 L. ... slowly to a snack ...
- 14347 S. ...to a snack bar and queued up for a cup of /'kɔ:fe/ and
 14348 ... and a /'sæntwɪtʃ/.
- 14349 L. ... and a sandwich. [...] 'No planes! What's wrong?' a
 14350 young Frenchman asked angrily. 'The fog is too
 14351 thick', answered Mike. 'There's often fog in England.
 14352 Sometimes it lasts for days.' Arndt.
- 14353 S. 'No planes! What's /rɔŋ/?' a /juŋ/ ... young Frenchman
 14354 asked angrily. The fog is too thick answered Mike.
 14355 There's /'əʊfən/ /fɔk/ in England. Some ... sometimes it
 14356 /lei.../ /lei.../ /lets/...
- 14357 L. ... lasts ...
- 14358 S. Ach ja.
- 14359 L. ... it lasts ...
- 14360 S. ... it lasts for days.
- 14361 L. Yes, and another one, please, Gabi O.
- 14362 S. No planes! What's /rɔŋ/? A ... a young Fre... Fre...
 14363 Freshman asked angrily ...
- 14364 L. .. not a Freshman, but a Frenchman.
- 14365 S. ... Frenchman asked angrily. The /fɔk/ is too thick, an
 14366 swered Mike. There often /fɔk/ in /eŋ.../ in /eŋlənd/ ...
- 14367 L. There's often.
- 14368 S. There's often /fɔk/ in /eŋlənd/.
- 14369 L. ... in England.
- 14370 S. ... in England. Sometimes it lasts for days.
- 14371 L. O.k., and the last paragraph: [...] 'My last fog delay was
 14372 in Frankfurt, in February', said an Englishman. 'Our
 14373 plane circled over Frankfurt for more than an hour. It
 14374 was terrible!' Gabi N.

- 14375 S. 'My last fog delay was in Frankfurt, in/'febuəri/ ', said
14376 an Englishman. 'Our plane circled over Frankfurt for
14377 more than an hour. It was terrible!'
14378 L. And Klaus-Peter.
14379 S. 'My last delay was in /'februəri/ ...
14380 L. February.
14381 S. ... February', /sæt/ an Englishman. 'Our plane circled
14382 over Frankfurt for /mæ/ /zæn/ an hour. It was terrible.'
14383 L. Thank you very much. You've got five minutes now,
14384 five minutes, to look up all the words you don't know,
14385 to look up all the words you don't know, five minutes,
14386 and afterwards I'm going to ask you questions on this
14387 new unit, five minutes to look up the words. ... You
14388 can work together, you can work with your
14389 neighbours if you want to. [Die Schüler arbeiten still
14390 ca. 5 Min.] Well, o.k., the lesson is nearly over. So let
14391 me ask you some questions. Where is Mike Miller
14392 going to? Where is Mike Miller going to? Detlef.
14393 S. The waiting-lounge.
14394 L. Liliane.
14395 S. [keine Antwort]
14396 L. Gabi.
14397 S. He is going to America.
14398 L. ... to America, yes, where to in America, where to in
14399 America, Ulrike.
14400 S. His uncle and his aunt.
14401 L. To his uncle and his aunt, and where are they living?
14402 Gabi.
14403 S. In New York.
14404 L. In New York, yes. How is Mike Miller going to New
14405 York? How is he going to New York? Yvonne.
14406 S. By plane.
14407 L. By plane, right. [äh] ... what happened to him on
14408 Heathrow Airport?
14409 [Das Zeichen zum Ende der Stunde ertönt]
14410 L. What happened to him ... before he was leaving for
14411 New York? What happened? Manuela.
14412 S. [keine Antwort]
14413 L. Yvonne.
14414 S. His flight was delayed.

- 14415 L. Why was his flight delayed? Why was his flight late?
14416 Bärbel.
14417 S. Because there's /fɒk/ ... /fɒk/ over England.
14418 L. There was fog over London, yes, o.k., and what did
14419 Mike Miller do while he was waiting for his flight?
14420 What did he do?
14421 S. He /wait/ on a snack bar ... [äh]
14422 L. ... he queued, yes, he queued up in a snack bar. Why
14423 did he queue up? Why did he queue up? Stupid
14424 question, why do you have to queue up? Because
14425 there are too many people there of course.
14426 O.k., that far, I'll see you in the fifth lesson.

2.4.9 Grade 8 (October 17, 1974; #36 in the Pre-Digital Corpus)

- 14427 Stundendokumentation Nr. 36
14428 Datum: 17.10.1974
14429 Klasse: 8. Jg. [22 Schüler/innen]
14430 L. Shut your books, please. [Die Schüler kramen einen
14431 Augenblick.] The South of Manhattan, give me
14432 another word for the South of Manhattan. [Schwei-
14433 gen] Hm, well, Lower Manhattan.
14434 S. Der untere Teil von Manhattan.
14435 L. Sch, in English, repeat, Lower Manhattan.
14436 S. Lower Manhattan.
14437 L. Lower Manhattan ... Look out of the window, you can
14438 see New York, you have a good ...? You have a good
14439 ... ? [Schweigen] ... view ... repeat.
14440 S. View.
14441 L. View, you have a good view of New York. The skyline
14442 of Manhattan is a wonderful view, repeat. The skyline
14443 of Manhattan is a wonderful view.
14444 S. The skyline of Manhattan is a wonderful ... wonderful
14445 /fju:/.
14446 L. Yes, [äh] ... give me the name of a famous department
14447 store in New York ... a famous department store in
14448 New York.
14449 S. The World Trade Center.
14450 L. Sorry, the World Trade Center is not a department
14451 store ... It starts with an 'm' – It's Macy's, do you
14452 remember?
14453 S. Rockefeller Center.
14454 L. ... is not a department store, no. Give me the name of
14455 a famous shopping street in New York.
14456 S. Fifth Avenue.
14457 L. Fifth Avenue is correct, Macy the famous ... [äh] ...
14458 when you go to the cinema you must by a ...
14459 S. ... ticket.
14460 L. You must by a ticket for a ...
14461 S. ... /zə/ /trein/
14462 L. Ah ... Have you got your book open? No, [äh] for a
14463 train, too, yes. If you want to skate, where do you go?

- 14464 S. I go to Rockefeller Center.
 14465 L. Ah yes, Rockefeller Center, you want to go ... you can
 14466 go to Rockefeller Center, but what is it called? ... a
 14467 skating rink ... a skating rink, a skating ring. Can you
 14468 skate on water?
 14469 S. No, no.
 14470 L. No, you can't.
 14471 S. ... you can't.
 14472 L. You skate on...?
 14473 S. You skate on ice.
 14474 L. Yes. There's water all around an...?
 14475 S. /zis/ is a island.
 14476 L. An island.
 14477 S. An island.
 14478 L. [gleichzeitig] an is... an island.
 14479 L. Who were the first people in America?
 14480 S. /zə/ Dutch people ... /zə/ first on /zə/ island.
 14481 L. Ah, Indians were the first people in America before
 14482 the white man came. Tom gives Jim a book and Jim
 14483 gives Tom a ball. Tom ... knock knock knock [der
 14484 Lehrer klopft dreimal] a book ... knock ... knock [der
 14485 Lehrer klopft zweimal] a ball.
 14486 S. /ɛks'tfeintʃ/ Tom /ɛks'tfeintʃ/ a book ...
 14487 L. Exchanges
 14488 S. ... exchanges ...
 14489 L. ... exchanges. [Der Lehrer zeichnet eine Axt an die
 14490 Tafel] What's this, an ax or an hammer ... or a
 14491 hammer?
 14492 S. An ax.
 14493 L. It's an ax. What's this [zeichnet einen Hammer]
 14494 S. A hammer.
 14495 L. What is the plural? ... one ax, two ...?
 14496 S. Axes.
 14497 L. One hammer ...
 14498 S. Two ham... ne one ... [äh] ... weiß ich nich...
 14499 L. Two hammers [unverständlich]... [äh] Iwan, come
 14500 here, please, take your book with you, will you. [Der
 14501 Schüler geht nach vorne.] Repeat, open your book on
 14502 105, page 105, yes, you repeat. Landing card.
 14503 S. Landing card.

- 14504 L. The stewardess gives everyone a landing card before
14505 the plane lands.
- 14506 S. The stewardess gives /'ɛvriʝʌŋ/ a landing card /bəfɔː/
14507 /zə/ plane lands.
- 14508 L. /ɛvri'wʌŋ/
14509 S. Everyone.
- 14510 L. Customs; when you enter a country you must go
14511 through the customs.
- 14512 S. Customs; when you enter a /'kʌntri/ ... /'kʌntri/ you
14513 must go /truː...sruː/ the customs.
- 14514 L. Customs officer.
14515 S. Customs officer.
- 14516 L. The customs officer looks in your suitcase.
14517 S. The customs officer looks in your suitcase.
- 14518 L. Passport.
14519 S. Passport.
- 14520 L. You must show your passport when you enter a
14521 country.
- 14522 S. You must show your passport when you enter a
14523 /'kʌntri/.
- 14524 L. Passport officer.
14525 S. Passport officer.
- 14526 L. The man who looks at your passport.
14527 S. The man who looks at your passport.
- 14528 L. Have you anything to declare?
14529 S. Have you anything to declare?
- 14530 L. Liver-sausage.
14531 S. Liver-sausage.
- 14532 L. In England they say liver-sausage, but in America they
14533 say liverwurst.
- 14534 S. In England they say liver-sau/setʃ/, but in /'ʌmerikʌ/
14535 they say liver/wurst/.
- 14536 L. Liverwurst /'livəwɔːst/
14537 S. Liver/wuːst/
- 14538 L. The States, the U.S.A.
14539 S. The States, the /uː/.S.A.
- 14540 L. U.S.A.
14541 S. /uː/S.A.
- 14542 L. Leave.
14543 S. Leave.

- 14544 L. It's fine weather.
14545 S. It's fine weather.
14546 L. You can leave your umbrella at home.
14547 S. You can leave your /um'brɛɪɹ/ at home.
14548 L. Yes, that's too bad.
14549 S. That's too bad.
14550 L. Thank you very much; next please, Stefan come on
14551 105 scene.
14552 S. Scene.
14553 L. Allowed.
14554 S. /ə'ləʊd/
14555 L. Allowed.
14556 S. Allowed.
14557 L. /au/ allowed... Cars are not allowed on motorways.
14558 S. /zə/ ... /zə/ ...
14559 L. Cars are ... cars are not allowed on motorways.
14560 S. Cars are /'lɒtəweɪ/ on a /mʌ.../... motorway.
14561 L. ... are not allowed ...
14562 S. ... are not /ə'ləʊd/...
14563 L. ... on motorways.
14564 S. ... on motorways.
14565 L. Animals are not allowed.
14566 S. Animals are not /ə'ləʊd/.
14567 L. ... not allowed.
14568 S. ... are not allowed.
14569 L. ... not allowed. Tobacco.
14570 S. Tobacco.
14571 L. There is tobacco in cigarettes.
14572 S. There is tobacco ...
14573 L. ... in cigarettes.
14574 S. ... in cigarettes.
14575 L. ... and in cigars.
14576 S. ... and in cigars.
14577 L. Wine.
14578 S. Wine.
14579 L. I like wine better than whisky.
14580 S. I like wine better than whisky.
14581 L. Safe.
14582 S. Safe.

- 14583 L. The opposite of dangerous ... the opposite of
14584 dangerous.
14585 S. The /'ʌpə...sɪt/ of dangerous.
14586 L. The opposite.
14587 S. The opposite.
14588 L. ... of dangerous.
14589 S. ... of dangerous.
14590 L. Was heißt das Wort auf Deutsch, the opposite of
14591 dangerous?
14592 S. His car isn't safe.
14593 L. His car isn't safe. He arrived safely.
14594 S. He arrived safely.
14595 L. Brooklyn.
14596 S. Brooklyn.
14597 L. Skyscraper.
14598 S. Skyscraper.
14599 L. A very tall building.
14600 S. A very tall ... ball ... tall building.
14601 L. Thank you very much, [äh] ... next please. Lower
14602 Manhattan – the south of Manhattan.
14603 S. Ye... low Mannhattans.
14604 L. Lower, lower.
14605 S. Lower.
14606 L. Lou... /əu/, /əu/ lower ... lower Manhattan.
14607 S. Lower Manhattan.
14608 L. The south of Manhattan.
14609 S. The /saus/ of Manhattan.
14610 L. South.
14611 S. South.
14612 L. Tour.
14613 S. Tour.
14614 L. Tourists make sightseeing tours.
14615 S. Tourists make sightseeing tours.
14616 L. Let's go on a tour by bus.
14617 S. Let's go on a tour by bus.
14618 L. Life – lives.
14619 S. Life - /laifs/
14620 L. He lived for ninety years. He had a long life.
14621 S. He /lif/ for ninety years. He /hæt/ a long life.
14622 L. Not even.

- 14623 S. Not /h/even.
14624 L. Not even London is as busy as New York.
14625 S. Not ... not he.. even London is /bisn/ ...
14626 L. ... is as busy as New York.
14627 S. ... is as busy as New York.
14628 L. Tokyo.
14629 S. Tokyo.
14630 L. View.
14631 S. View.
14632 L. Look out of the window.
14633 S. Look out of /zə/ /v/indow.
14634 L. There's a good view of New York.
14635 S. There's a good view of New York.
14636 L. What a wonderful view!
14637 S. What a /'wɒn/-derful view!
14638 L. Wonderful.
14639 S. Wonderful.
14640 L. Skyline.
14641 S. Skyline.
14642 L. Go on foot-walk.
14643 S. Go on foot-walk.
14644 L. Avenue.
14645 S. Avenue.
14646 L. Fifth avenue is a famous shopping street in New York.
14647 S. /fif/ avenue is a /'fəʊməs/ /'tʃəpiŋ/ ...
14648 L. Famous.
14649 S. Famous.
14650 L. Famous, and raise your voice, is a famous ... is a
14651 famous shopping street in New York.
14652 S. ... is a famous /'ʃəpiŋ/ street in New York.
14653 L. Rockefeller Center.
14654 S. Rockefeller Center.
14655 L. Macy's.
14656 S. Macy's.
14657 L. A famous department store in New York.
14658 S. A f... famous department store in New York.
14659 L. Museum.
14660 S. Museum.
14661 L. Ticket.
14662 S. Ticket.

- 14663 L. When you go to the cinema you must buy a ticket.
14664 S. When you go to the cinema you must buy a ticket.
14665 L. You must buy a ticket for the train, too.
14666 S. You must buy a ticket for the train, too.
14667 L. ... for the train, too, yes. Thank you very much, next
14668 please, Birgit... 106.
14669 Birgit, theatre.
14670 S. [unverständlich]
14671 L. Theatre.
14672 S. /'θiʌtʌ/
14673 L. Theatre.
14674 S. /'θiətʌ/
14675 L. Theatre .. skating-rink.
14676 S. /'keitiŋ/-rink.
14677 L. Do you want to skate?
14678 S. Do you want to skate?
14679 L. Do you want to skate?
14680 S. Do you want to skate?
14681 L. Do you want to skate?
14682 S. Do you want to skate?
14683 L. Let's go to the skating-rink.
14684 S. Let's go to the skating-rink.
14685 L. Ice.
14686 S. Ice.
14687 L. You skate on ice.
14688 S. You skate on ice.
14689 L. Island.
14690 S. Island.
14691 L. There is water all around an island. [Im Text steht
14692 'round'.]
14693 S. /zeə/ is water all around an /'ɔɪlənt/
14694 L. Hudson River.
14695 S. Hudson River.
14696 L. Indian.
14697 S. Indian.
14698 L. Indians were the first people in America, before the
14699 white men came.
14700 S. Indian is the first [unverständlich] ...
14701 L. Indians were the first people in America ...
14702 S. Indian is the first people ...

- 14703 L. ... were ... Indians ...
14704 S. ... were ...
14705 L. ... were the first people in America ...
14706 S. the first people in America ...
14707 L. ... before the white men came.
14708 S. ... /bə/-fore the white men came.
14709 L. Exchange.
14710 S. /ik'tʃeɪns/
14711 L. Tom gives Jim a book ...
14712 S. Tom /gɪf/ Jim a book ...
14713 L. Gives.
14714 S. /gɪfs/
14715 L. Gives.
14716 S. Gives.
14717 L. Gives Jim a book and Jim gives Tom a ball.
14718 S. ... and Jim gives Tom a ball.
14719 L. Tom exchanges a book for a ball.
14720 S. Tom /ɪk'tʃeɪnzɪs/ a book for a ball.
14721 L. Tom exchanges a book for a ball.
14722 S. Tom /ɪk'tʃeɪnzɪs/ a book for /zə/ ball.
14723 L. Cloth.
14724 S. /krɒs/
14725 L. Sue bought some blue cloth...
14726 S. Sue /brɔ:ts/ a book a /blu:/ /krɒs/
14727 L. ... blue cloth ...
14728 S. ... blue /krɒs/ ...
14729 L. ... blue cloth and made a long dress with it.
14730 S. ... and made a long dress with it.
14731 L. Fur.
14732 S. Fur.
14733 L. Jane has got a new fur coat.
14734 S. Jane /ɪzə'kɔ:vən/ new /fəu/ /kə:t/
14735 L. Jane ... has ... got ... a ... new ... fur ... coat.
14736 S. Jane have got a new /fəu/ coat.
14737 L. No, fur coat.
14738 S. Fur coat.
14739 L. Yes, that's right. New Amsterdam.
14740 S. New Amsterdam.
14741 L. Ax.
14742 S. Ax.

- 14743 L. Hammer.
14744 S. Hammer.
14745 L. Rum.
14746 S. Rum.
14747 L. Do you want a glass of rum?
14748 S. You on the grass rum?
14749 L. Do you want ... do you want ... ?
14750 S. Do y... do you ...
14751 L. [gleichzeitig] do you want ...
14752 S. [gleichzeitig] want ...
14753 L. ... a glass of rum!
14754 S. ... a glass of rum?
14755 L. Dollar.
14756 S. Dollar.
14757 L. American money.
14758 S. Ameri-/kʌn/ money.
14759 L. Square meter.
14760 S. /kweə/ meter.
14761 L. How big is the room?
14762 S. How big is the room?
14763 L. 20 square meters.
14764 S. 20 square meters.
14765 L. Land.
14766 S. Land.
14767 L. He bought some land near New York and built a house
14768 on it.
14769 S. He /bəʊts/ a land and built /zə/ long of /dəʊs/ /'hʌnɪs/
14770 L. No, he bought, he bought.
14771 S. He /bəʊ/ ...
14772 L. ... some land ...
14773 S. ... some land ...
14774 L. ... near New York ...
14775 S. ... near New York ...
14776 L. ... and built ...
14777 S. ... and built ...
14778 L. ... a house ...
14779 S. ... a /haus/ ...
14780 L. ... on it.
14781 S. ... on it.

- 14782 L. He bought some land near New York and built a house
14783 on it.
- 14784 S. He /bəʊt/ /zə/ ne... new.
- 14785 L. [äh] next please. What's your name? Hildegard, [äh] ...
14786 once more 'land'. He bought some land near New
14787 York and built a house on it.
- 14788 S. He bought to land...
- 14789 L. ... some land ...
- 14790 S. ... some land near ...
- 14791 L. ... New York ...
- 14792 S. ... New York ...
- 14793 LS. ... and built a house on it.
- 14794 L. World Trade Centre.
- 14795 S. World a /trɛs/ Center. [das letzte Wort sprechen S. u. L.
14796 gemeinsam]
- 14797 L. Grand Central Station.
- 14798 S. /grænt/ /sentrəl/ /steɪfn/
14799 L. Empire State Building.
- 14800 S. Empire State Building.
- 14801 L. United Nations Building.
- 14802 S. /u'naitɪd/ /neɪs.../
14803 L. ... Nations Buildings.
- 14804 S. ... Nations ...
- 14805 L. United Nations Buildings... Statue of Liberty.
- 14806 S. Statue of Liberty.
- 14807 L. Yankee Stadium.
- 14808 S. Yankee Stadium.
- 14809 L. Thank you very much. Now let's see: questions
14810 [äh] ... where do Uncle Henry and Aunt Milly live?
- 14811 S. He /lɪfs/ in Brooklyn.
- 14812 L. Uncle Henry lives in Brooklyn.
- 14813 S. Uncle Henry /lɪfs/ in Brooklyn.
- 14814 L. Yes, Aunt Milly lives in Brooklyn, now where do they
14815 live? ... Where do they live?
- 14816 S. They live in Brooklyn.
- 14817 L. They live in Brooklyn. [äh] ... where does Uncle Henry
14818 work?
- 14819 S. He li... [äh] ... he work in /zə/ sky/'skreɪpə/ in lower
14820 Manhattan.
- 14821 L. Aha ... he ... [will das -s der 3. Pers. Sing. Präs. hören]

- 14822 S. He works in the ...
14823 L. Ja, leave your books shut ... skyscraper in lower
14824 Manhattan ... How long did the boat tour round
14825 Manhattan take? ... One hour, two hours, three
14826 hours?
14827 S. Three hours.
14828 L. Yes, and a sentence: The boat tour round Manhattan
14829 ...
14830 S. The boat tour round Manhattan ... [äh] ...
14831 S. /zri:/ hours.
14832 L. No, ... took ... take, took, taken. The boat tour round
14833 Manhattan took three hours. Where are the
14834 expensive shops? Which avenue? One, two, three?
14835 Shut your book please, Stefan, which avenue?
14836 S. The /fiθ/
14837 L. ... fifth ...
14838 S. ... fifth ...
14839 L. Fifth avenue, yes. ... Where did Mike go to skate?
14840 Where did he go? World Trade Center, Rockefeller
14841 Center, East River? ... Statue of Liberty or where? Yes,
14842 please.
14843 S. He go to /'rækə/-feller Center.
14844 L. Yes, where did he go? He ... past tense, please.
14845 S. He goes.
14846 L. No, past tense! What's the past tense?
14847 S. He went.
14848 L. He went. He went to Rockefeller Center. [äh] ... how
14849 long did he skate there? One hour, two hours, three
14850 hours, four...? Day and night? [Schweigen] Listen: 'I
14851 skated for an hour in front of Rockefeller Center, and
14852 then I went to Macy's'. So, how long, how long?
14853 S. ... one ... [äh]
14854 L. One hour; how many minutes is that? How many
14855 minutes?
14856 S. Sixty minutes.
14857 [Es ist hier nicht genau zu verstehen, ob der S. ‚sixty‘ oder
14858 ‚sixteen‘ sagt.]
14859 L. Yes, exactly and you've only got 45. [äh]... where does
14860 Manhattan Island lie? Between ... and ... between ...
14861 and ...

- 14862 [Schweigen]
 14863 S. Manhattan lies ... [äh] /zə/ East River and /zə/ Hudson
 14864 River.
 14865 L. ... the East River and the Hudson River. Was Henry
 14866 Hudson an Englishman or a Dutchman?
 14867 S. Henry Hudson was ... [äh] ... was a Englishman.
 14868 L. ... an Englishman.
 14869 S. ... an Englishman.
 14870 L. ... an Englishman. Was he the captain of an English
 14871 sailing-ship?
 14872 S. No, he was the captain of a Dutch sailing-ship.
 14873 L. When did he come to Manhattan? [Name unver-
 14874 ständlich]
 14875 S. 16... [äh] 46.
 14876 L. Is that correct?
 14877 S. 1620. [prompting]
 14878 S. 16 hundred ... and nine
 14879 L. Is that correct, 1600...? In 1609. [äh] who was on the
 14880 island when Hudson arrived?
 14881 [Schweigen]
 14882 L. Who was on the island? Mr. N. and his ... and ... die
 14883 Gesamtschule. [Language switching mit fremdl.
 14884 Akzent in die Muttersprache] Or who? Mr. N. and his
 14885 friends? Who? Mao-Tse-Tung and the Chinese? Who
 14886 was there?
 14887 S. /zə/ Indians.
 14888 L. Yes, the Indians, the Indians. And they bought the
 14889 islands from the Indians or for what?
 14890 BS. Sorry, Sir, I'm afraid there's a mistake in the book. It
 14891 has to be Red Indians.
 14892 L. It has to be Red Indians, yes, that's correct.
 14893 BS. That's a mistake in ... in ... [äh] H4. [language
 14894 switching; gemeint ist das Lehrwerk Englisch H]
 14895 L. Ja, ja, a mistake, yes. It's ... [äh] ... I'm very grateful to
 14896 you ... pointing it out to me, because ... [äh] ... I had
 14897 overlooked it, [äh] if you hadn't said it, I'd overlooked
 14898 it myself: Indians ... Indians is for India ... I will ... I
 14899 explain that [äh] ... to the class, to the boys and girls
 14900 after this recording ... I explain that. [äh] ... Very good
 14901 we'll say 'Red Indians', 'Red Indians' the 'Red Indians'

- 14902 ... Now what did they give the ... I ... What did they
14903 give to the Indians?
14904 S. /fɔ:/ hammers and [äh] ... /fɔ:/ axes and two bottles of
14905 /rɒm/.
14906 L. Hm... a ... a few axes and hammers ... yes, [äh] ... two
14907 bottles of rum ... How much was that worth altogether
14908 ... in American money?
14909 S. 24 /'dɒləs/
14910 L. Yes, 24 dollars ... [äh] ... what can you tell me about
14911 one square meter of land in Fifth Avenue today?
14912 Stefan.
14913 S. [schweigt]
14914 L. Iwan.
14915 S. /zə/ are 50 /'tauzənd/ square meters.
14916 L. Ah, yes, yes, all right, all right. Now ... [unverständ-
14917 lich] yes, one square meter of land in Fifth Avenue is
14918 worth thousands of dollars, we can't tell the exact
14919 price.... Why are the skyscrapers on Manhattan
14920 getting higher and higher? ...Why ... price ...? How
14921 much does it cost? What is the price? ... Repeat my
14922 question. Why...
14923 S. Why...
14924 L. ... are the skyscrapers on Manhattan getting higher
14925 and higher?
14926 S. Why are /zə/ skyscrapers ... in Man... in Man...
14927 L. [dazwischen] getting ... higher and higher ...
14928 S. Getting higher and higher?
14929 L. Because the land on Manhattan is getting more and
14930 more expensive. The prices rise; the prices go up. It is
14931 clear, it is expensive, it is getting more and more
14932 expensive. Now open your books on page ... 7, please,
14933 first and read 'Mike's Letter to His Girl-Friend'. Who'd
14934 like to read, Iwan?
14935 S. [unverständlich]... a number of mistakes. I'll read it
14936 again and you listen, hm? Now, let's see.
14937 L. [äh]... Dear Jane ... [äh] 'Mikes Letter to His Girl-
14938 Friend', Iwan, listen, and all the others, too. Dear Jane
14939 ...
14940 S. [Iwan] Dear Jane, ...

- 14941 L. No, not [unverständlich] I arrived safely ... You listen,
 14942 you listen... I arrived safely in New York a week ago.
 14943 Uncle Henry and Aunt Milly met me at Kennedy
 14944 Airport. They live in Brooklyn. Uncle Henry works in
 14945 one of the skyscrapers in lower Manhattan. When you
 14946 look out of the window in his office you can only see
 14947 walls and other windows. You can't see the sky. Read
 14948 it again, Iwan.
- 14949 S. Dear Jane, I /ə'raivəd/ safe... /'sefəli:/ in New York a
 14950 week ago. Uncle /'henri/ and Aunt Milly /me:t/ at ... at
 14951 Kennedy /'aipɔ:t/. /zei/ /laif/ in /brʌukli:n/ ...
- 14952 L. ... live in Brooklyn ...
- 14953 S. ... /li:f/ Brooklyn ... in Brook...
- 14954 L. ... live in Brooklyn ...
- 14955 S. ... live in Brooklyn. Uncle /'henri/ /wɔ:ks/ in one /of/
 14956 /zə/ /'skai'keipəs/ in /'lauə/ Man-/'tætn/.
- 14957 L. Lower Manhattan.
- 14958 S. ... lower Man-/'tætn/. When you look out /of/ /zə/
 14959 window in his /'əʊfɪs/ you can only see /wɔ:ls/ and /zə/
 14960 /'ɔzə/ windows. You can't see /zə/ sky.
- 14961 L. Yes, thank you. [äh] ... next please. On my first day in
 14962 New York I made a sightseeing tour by bus through
 14963 Manhattan. I've never seen so many people and cars
 14964 in all my life – not even in London. New York is only
 14965 the third largest city in the world, after Shanghai and
 14966 Tokyo. But I think it must be the busiest and the most
 14967 interesting city.
- 14968 S. On my first day in New York I made a sightseeing tour
 14969 by bus ... [ähm] ... through Manhattan. I've never seen
 14970 so many people and cars in all my live – not even in
 14971 London. New York is only the th... the third largest ...
- 14972 L. ... third largest city ...
- 14973 S. ... third largest city in the world after Shanghai and
 14974 Tokyo. But I think it must be the busiest and the most
 14975 /intə'restɪŋ/ ci...
- 14976 L. City, yes ... [äh] ... The day before ... [äh] I've forgotten
 14977 your name, what's your name?
- 14978 S. Petra.
- 14979 L. Petra ... [äh] ... The day before yesterday I went on a
 14980 tour by boat round Manhattan. It took three hours.

- 14981 We had a wonderful view of the famous skyline.
14982 Yesterday I went sightseeing on foot. I looked at the
14983 expensive shops in Fifth Avenue and walked through
14984 Central Park. I skated for an hour in front of
14985 Rockefeller Center, and then I went to Macy's – 'The
14986 World's Largest Department Store' – at the corner of
14987 34th Street and Broadway. I bought a lovely present
14988 for you there. Guess what it is! Love from Mike. Yes.
14989 S. The day before yesterday I went on a tour by boat
14990 round Manhattan. It took /sri:/ /'hauəs/
14991 L. ... hours, the 'h' is not pronounced ... took three
14992 hours.
14993 S. ... took /sri:/ hours. We had a wonderful view /of/ /zə/
14994 /'fəuməs/ skyline.
14995 L. Famous.
14996 S. Famous. Yesterday I went sightseeing on foot. I liked
14997 ...
14998 L. I looked ...
14999 S. I looked at /zə/ expensive shops in [äh] ... Fifth Avenue
15000 and walked /sru:/ Central Park. I...
15001 L. I skated ...
15002 S. I skated for a hour ...
15003 L. ... an hour ...
15004 S. ... an hour in front of Rockefeller Center, and then I
15005 went to Macy's – 'The World's Largest Department
15006 Store' – at the corner at ...
15007 L. Broadway ...
15008 S. /'se:ti'tə:/ Street and Broadway. I bought a lovely
15009 present for you there. Guess what it is! Love from
15010 Mike.
15011 L. Tomorrow I'm going to one of the no... [äh] famous
15012 museums, and I'll try to get a ticket for a theatre on
15013 Broadway. Please, Ulrike, don't fall asleep, P.S.
15014 tomorrow...
15015 S. P.S. Tomo-Rəu/ I'm going to visit one of the famous
15016 mu.../'se:iəms/ ...
15017 L. Museums.
15018 S. /mju:'se:iəms/, and I'll /tschai/ to get a ticket for a /si:s/
15019 on /'brə:twei/.
15020 L. For what? Ticket for what? For a theatre.

- 15021 S. ... ticket for a theatre on /'brɔ:twei/.
- 15022 L. Yes, well, quick questions, yes [unverständlich]. [äh]
- 15023 ... what is No. 3? [äh] ... [äh] ... let's have a look at ... the
- 15024 map. What is No. 3?
- 15025 S. Grand Central Station.
- 15026 L. Yes, No. 3 is Grand Central ... What is No. 7?
- 15027 S. Sky...scrapers in /'ləʊvə/ Manhattan.
- 15028 L. ... lower Manhattan. What is No. 9?
- 15029 S. Manhattan /britʃ/
- 15030 L. Manhattan Bridge.
- 15031 S. ... Bridge.
- 15032 L. ... Bridge, No. 10?
- 15033 S. Yankee Stadium.
- 15034 L. No. 2?
- 15035 S. Times Square.
- 15036 L. Times Square, now let's read 'Manhattan Island in
- 15037 1664 and Today', start, please ... what's your name?
- 15038 S. Guido.
- 15039 L. Guido, yes.
- 15040 S. Manhattan Island in /'sɪksti/64 and Today.
- 15041 Manhattan Island /li:s/ between /ðə/ East River and
- 15042 the Hudson River. Henry Hudson was an Englishman
- 15043 and the captain of a Dutch sailing-ship. He came to
- 15044 Manhattan in /'sɪksti/ hundred and nine. There /'weə/
- 15045 only a few Indian ...
- 15046 L. [unterbricht] [äh] Red... let's say 'Red Indians' on the
- 15047 island ...
- 15048 S. Red Indians on /ðə/.../ðə/ island, and Hudson
- 15049 /ɛk'feɪnft/ /knaɪfs/ and /kləʊθ/ for tobacco and /fə:s/
- 15050 /wiθ/ ... [äh] ... them.
- 15051 L. Yes, [äh] ... knives, say, say that, knives, we don't
- 15052 pronounce the 'k', knives, knife – knives.
- 15053 S. Knife.
- 15054 L. Manche ziehen früh die Hose mit der Kneifzange an
- 15055 [Gelächter], knife – knives, knife – kni... and say again
- 15056 ,lies', ,lies'.
- 15057 S. Lies.
- 15058 L. Lies, lies, listen again: Manhattan Island in 1664 and
- 15059 Today. Manhattan Island lies between the East River
- 15060 and the Hudson River. Henry Hudson was an

- 15061 Englishman and the captain of a Dutch sailing ship.
15062 He came to Manhattan in 1609. There were only a few
15063 Indians on the Island and Hudson exchanged knives
15064 and cloth for tobacco and furs with them. Now, next
15065 part, please.
15066 S. In 16...
15067 L. [äh] ... what's your name?
15068 S. Rei... Reiner.
15069 L. Reiner, yes, go on, please.
15070 S. In /'siksti/ hundred twenty /faif/ some Dutch people
15071 ...
15072 L. [unterbricht] sixteen, let's say 1625, nochmal.
15073 S. In 1625 some Dutch people built a small town on
15074 Manhattan and called it New Amsterdam. In /'siksti/
15075 twenty six ...
15076 L. In 1626 ...
15077 S. In 1626 they bought /ðə/ island from /ðə/ Indians ...
15078 L. ... the island
15079 S. ... the island ... for a few axes and hammers, some
15080 cloth ...
15081 L. Cloth.
15082 S. ... cloth and two bottles of /rum/ ...
15083 L. ... rum ...
15084 S. rum – worth only 25 dollars altogether.
15085 L. Is that 25 ... [im Buch steht '24 dollars']
15086 S. 25.
15087 L. ... in your book, 25?
15088 S. [äh] ... n... n... 25.
15089 L. In your book is 25? [äh] ... in whose book is it 25, too?
15090 [äh] Karl-Heinz in your book 25?
15091 S. No, ... twenty ... two.
15092 L. Yes, prices are going up, ha...?
15093 S. ... 22 dollars ...
15094 L. to a [unverständlich] hight.....
15095 S. ... altogether. Today /ɔn/ square meters of land in Fifth
15096 Av... Avenue worth /to/ thousands of dollars.
15097 L. [gleichzeitig] ... thousands of dollars.
15098 Yes, thank you very much, next, please [äh] Ulrich.
15099 S. Because ... [äh] ... the land on Manhattan is getting
15100 more and more expensive the sky/'kreipəs/ are getting

- 15101 higher and higher. The /'hɑɪjəst/ one is the new World
 15102 Trade Center /wɪs/ one hundred ten floors...
- 15103 L. ... a hundred and ten floors...
- 15104 S. Fifty /'saʊzənd/ people /wɔ:k/ there.
- 15105 L. ... work there. Yes, that's right ... Now it's question
 15106 time for you. You ask questions. Why? Where?
 15107 When? How? How much? What's the price? ...
 15108 Questions like e.g. where does Manhattan lie? A boy
 15109 asks a question, a girl answers the question. A girl asks
 15110 a question a boy answers the question, or a boy ask a
 15111 question and a boy answers the question, come on,
 15112 take part, take attempt.
- 15113 S. Who come ... Henry Hudson on Manhattan?
- 15114 L. What does that mean in German? Who? Sag mal, was
 15115 soll das auf Deutsch heißen?
- 15116 S. Ach so, hm,... Wann kam Henry Hudson nach ... also
 15117 nach [äh] ... Manhattan?
- 15118 L. Ah, let's see: When? ... Who can translate that? When
 15119 did Henry Hudson came to Manhattan? Yes, answer
 15120 the question, please. Take your chance, answer the
 15121 question, Iwan.
- 15122 S. Where ...
- 15123 L. Oh no, answer the question, Iwan. When did he
 15124 come? When did he come?
- 15125 S. Sixty ... hundred nine.
- 15126 L. In 1609, yes... Henry Hudson came to Manhattan.
 15127 Next question, Iwan.
- 15128 S. Where's ... [äh] ... Manhattan Island?
- 15129 [Es kann auch lauten 'Where's the Manhattan Island?']
 15130 Nicht genau zu verstehen bzw. zu unterscheiden.]
- 15131 L. Ah yes, where is ... [äh] ... where is Manhattan Island
 15132 situated or where does Manhattan Island ... say ... You
 15133 can't say: Where is Manhattan Island. It's not correct
 15134 English, not quite. Where does Manhattan Island lie?
 15135 Answer...
- 15136 S. Manhattan Island [äh] ... lies between /zə/ East River
 15137 and /zə/ Hudson River.
- 15138 L. ... and ... yes, next question, Stefan ask the question.
 15139 [Schweigen] Ask a question [Name unverständlich].
 15140 Where ... How ... Why ... [Schweigen] I give you two

- 15141 minutes. Everyone writes down a question, everyone
15142 write down a question, everyone. One question,
15143 everybody write down one question, please now, two
15144 minutes. [...] Yes, a question. I give you some
15145 examples; I give you an example: Where does
15146 Manhattan lie? Who was Henry Hudson? Was he an
15147 Englishman? What did the Dutch people call it? Why
15148 is the land getting more and more expensive?
15149 Questions like these.
- 15150 S. [unverständlich]
15151 L. Yes, one question, everyone a question please. Karl-
15152 Heinz, write down a question by asking: Who... where
15153 ... when ... why... how ... [Die Schüler arbeiten still]
15154 No, only the answer. Now let's hear your questions.
- 15155 S. Ich?
15156 L. Yes.
15157 S. Who did Henry Hudson came to Manhattan?
15158 L. Ha, again.
15159 S. Who ...
15160 L. Again ...
15161 S. Who did Henry Hudson came to Manhattan?
15162 L. Ah, can you write that question on the board please,
15163 and next, please. Next please.
- 15164 S. Who lies Manhattan?
15165 L. Aha, can you write that on the board?
15166 S. Yes.
15167 L. Yes, right. [äh]... [äh] it's wrong by the way. Yes, your
15168 question [spricht den nächsten Schüler an.] Question,
15169 one question.
- 15170 S. Who come the Dutch people and build a small town?
15171 L. Aha ... you write it on the board. A question, please, a
15172 question. What's your question?
15173 S. [unverständlich]
15174 S. Was Henry Hudson a Dutchman?
15175 L. Yes, you're right. More questions. What's your
15176 question, Stefan? A question, one, one question, only
15177 one, please, [unverständlich] be a good boy, ask a
15178 question, come on.
- 15179 S. [äh] ... Who is Henry Hudson?
15180 L. Yeah, write it on the board.

- 15181 S. Is Henry Hudson is a Englishman?
15182 L. What's your question? [meint weiteren Schüler]
15183 [Schweigen] What's your question, Birgit ... let's hear.
15184 S. [schweigt]
15185 L. Now let's see. 'Where' and 'Who'. 'Where' – what's
15186 that in German? What's that in German?
15187 S. Wo?
15188 L. Aha .. very good, and 'who' – what's that in German?
15189 S. Was?
15190 L. No.
15191 S. Wer ... wer?
15192 L. Yes, now let's look at the ... at your questions. O.k.,
15193 I'm sorry.
15194 [Hier endet der 1. Teil der Doppelstunde]

2.4.10 Grade 8 (October 24, 1974; #39 in the Pre-Digital Corpus)

- 15195 Stundendokumentation Nr. 39
15196 Datum: 24.10.1974
15197 Klasse: 8. Jg. [24 Schüler/innen]
15198 Ss. Good morning Mr. [Name]
15199 L. Now today we talk about a certain person you all
15200 know ... Who is that?
15201 S. This is Mr. Carter.
15202 L. O.k., can you ask the question now?
15203 S. [äh]... [äh] who ... [äh] what ... who's ... who's there?
15204 S. Who's this?
15205 L. Who's that? Who's that? O.k. You answer [zeigt auf
15206 einen Schüler].
15207 S. Ja ... [äh] Mr. Carter is an engineer.
15208 L. No, this is ... ?
15209 S. This is Mr. Carter.
15210 L. O.k., next question ... yes, please.
15211 S. He is an engineer.
15212 L. No, question ... Dieter.
15213 S. How are ... /həu/ are he live?
15214 L. No.
15215 S. What /haz/ /dʒɒp/?
15216 L. Once again.
15217 S. What has /dʒɒp/?
15218 L. There's a mistake.
15219 [Die Schüler reden durcheinander.]
15220 L. What's his job? O.k., Astrid.
15221 S. He's an engineer.
15222 L. Next question ... Uwe.
15223 S. Where does he live?
15224 L. Answer...
15225 S. He /lif/ in Aberdeen.
15226 [Es ist nicht genau zu verstehen, ob der Schüler /lif/ oder
15227 /lifs/ sagt.]
15228 L. O.k., ... that's a difficult question.
15229 [Schweigen]
15230 L. First word is 'Where...'
15231 S. Where does he go?

- 15232 L. Where does he go? One word is missing.
15233 Ss. Often ... often ... often ... [drei verschiedene Schüler].
15234 L. Often, right ... Can you repeat the question once
15235 again?
15236 S. Where does he often go?
15237 L. O.k., answer? ...
15238 S. He /lifs/ in Lon... He l...
15239 L. Where does he often go?
15240 S. He /ɔ:fn/ to London.
15241 [Protest bei den Mitschülern.]
15242 L. Heike.
15243 S. He often go to London.
15244 L. Once again.
15245 S. He ... He often go to London.
15246 L. No, ... Astrid.
15247 S. He often goes to London.
15248 [Die Schülerin betont 'goes', um die korrekte Verbform
15249 der 3. Person Sing. Präsens mit End-s hervorzuheben.]
15250 L. Yes, Heike.
15251 S. He often goes to London.
15252 L. Fine, very good ... you can ... make two questions. ...
15253 Birgit.
15254 S. [äh] ... what's his children's name?
15255 L. What are ... ?
15256 S. What are the children's names?
15257 L. ... his children's ... names; say it again, please, what
15258 are ...
15259 S. What are his children's names?
15260 L. O.k., answer is? Michaela.
15261 S. They are /su:/ ... /su:/ and Andy.
15262 L. Say it again /sju:/
15263 S. /su:/
15264 L. Sue.
15265 S. Sue.
15266 L. Yes, Sue and Andy. They're Sue and Andy ... or?
15267 S. Their children's name are Sue and Andy.
15268 L. His...
15269 S. His children's name are Sue and Andy.
15270 L. Is it one name or two names?
15271 Ss. Two names, one, [äh] two [drei verschiedene Ss.]

- 15272 L. O.k., say it again, please.
15273 S. His children's name...s... are /su:/ ... Sue and Andy.
15274 L. O.k., his children's names are Sue and Andy. ...
15275 Answer is: They talk a lot ... They talk a lot ... about
15276 their visit to London.
15277 [Schweigen]
15278 L. They talk a lot ... ja? ... What do ... yes, please.
15279 S. What do we hear of /ðə/ trip of them?
15280 S. [anderer] Hä?
15281 L. No, ... that ... that's nothing, you couldn't understand
15282 that. What do ... ?
15283 S. ... they do?
15284 L. ... they do? Or, what do they do? And the answer is? ...
15285 Petra ...
15286 S. They ...
15287 L. They ...
15288 S. They talk a lot.
15289 L. ... about ...
15290 S. ... about ...
15291 L. ... their trip ...
15292 S. ... their trip London.
15293 L. ... their trip to London.
15294 S. ... to London.
15295 L. Yes, about their trip to London. O.k., now you; one of
15296 you asks the /kwesʃn/, the other one says the answer.
15297 ... Who wants to start? ... Birgit.
15298 S. Who's this?
15299 S. This is Mr. Carter.
15300 S. [unverständlich]
15301 L. No, next one.
15302 S. What is .. What his job?
15303 L. What's his job?
15304 S. Ja.
15305 S. He ... He's an engineer.
15306 L. Next ... next question... come on ... Birgit.
15307 S. [äh] ... where does ... his /lif/? ... Where does he /lif/?
15308 Where does he /lif/?
15309 S. He /lif/ in /'eibədi:n/. He /lif/ in /'eibədi:n/.
15310 L. Aberdeen.
15311 S. Aberdeen ... Muß ich jetzt? [Language switching]

- 15312 L. Yes, or...
- 15313 S. Irgendeine? [Language switching]
- 15314 L. Yes, please.
- 15315 S. Oh ... [Gelächter]
- 15316 L. Dieter, you take one.
- 15317 S. Where ...
- 15318 L. ... does ...
- 15319 S. Where does ... /əu/ ... /'əuvə/ ... /əufn/ ... go? ... go?
- 15320 L. [unverständlich] ... Say it again: Where ...?
- 15321 S. Where does ... /əufn/ go?
- 15322 L. ... he often go? Where does he often go? ... yes, please.
- 15323 S. He go ... He goes to London.
- 15324 L. He often ...
- 15325 S. [anderer] goes.
- 15326 S. He often goes to London.
- 15327 L. O.k., he often goes to London. [unverständlich].
- 15328 Andy not Andry. OK. ...
- 15329 S. What's her children's name?
- 15330 L. Her or his?
- 15331 S. ... his children's name?
- 15332 L. Name or names?
- 15333 S. Names.
- 15334 L. Fine.
- 15335 S. His children's names ...
- 15336 L. [unterbricht den Schüler] No, you take one.
- 15337 [Der Schüler soll einen anderen aufrufen.]
- 15338 S. Klaus.
- 15339 S. Sue and Andy.
- 15340 L. Sue and Andy. His children's names are ...
- 15341 S. His children's name are Sue and Andy.
- 15342 L. OK, say it again: His children's ..
- 15343 S. His children's name ...
- 15344 L. ... names ...
- 15345 S. names /su:/ ...
- 15346 L. ... are ...
- 15347 S. are S... Sue and Andy.
- 15348 L. ... are Sue and Andy, o.k. Now I can tell something
- 15349 about myself.

- 15350 [Der Lehrer schreibt Daten und Informationen zu seiner
15351 Person an die Tafel und bittet die Schüler, ihm Fragen zu
15352 stellen.]
15353 L. So you ask me ... Yes, please.
15354 S. Was?
15355 L. You ask me, What's your ...
15356 S. Ah ... What's your name?
15357 L. My name is Mr. [Name]
15358 S. Where does you live?
15359 L. What nati... [unverständlich]
15360 S. What's you ... What /'nʌtjə' næli/ is ...
15361 L. What nationality ...
15362 S. is ... is he.
15363 S. ... are
15364 LS. ... are ...
15365 Ss. ... are ... are
15366 LS. ... are you?
15367 L. I'm German. ... Astrid ... Where ...
15368 S. Where does he /lif/? Where ... Where do you /lif/?
15369 L. Yes.
15370 S. I /lif/ in Germany.
15371 L. You? I live in Germany. Where in Germany? I live in
15372 [Ort].
15373 S. What is your job?
15374 L. What's your job? I'm a teacher.
15375 S. How o... How /ɔ:ld/ you ...
15376 L. ... are ...
15377 S. ... are ...
15378 L. [Name unverständlich] How old are you?
15379 S. Ho... /həu/ /ɔ:ld/ are you?
15380 L. I'm 39. How old are you?
15381 S. I'm 40.
15382 L. 14 or 40?
15383 S. 14.
15384 L. 14, yes. This is 14, this is forty. [schreibt die Zahlen an
15385 die Tafel.] You are 14, 14, Michaela, you are a
15386 teenager, right. Are you a teenager? Say: Yes, I am.
15387 [gibt die korrekte Antwort vor.] Michaela: Yes, I am.
15388 Yes, you are a young lady [allgemeine Heiterkeit].
15389 How old are you? [fragt einen weiteren Schüler]

- 15390 S. I'm thirteen.
15391 L. thirteen?
15392 S. 'thir'teen.
15393 L. 'thir'teen.
15394 S. 'thir'teen.
15395 L. not 'thirteen, thir'teen [level stress].
15396 S. thir'teen.
15397 L. Yes, very good. How old are you?
15398 S. 14.
15399 S. 13, 13.
15400 L. O.k., what's your name?
15401 S. Jürgen. My name is Jürgen.
15402 L. My name is Jürgen, ok. Have you any brothers?
15403 S. [äh] ... yes, one ... one ...
15404 L. [gleichzeitig] one ...
15405 S. I have one /'brʌzə/
15406 L. ... one brother. Have you a sister, Heidi? [unverständlich]
15407 L. ... Gabi.
15408 S. Yes.
15409 L. Ja, now, who can ... introduce himself like this? [zeigt auf die Datenliste an der Tafel] My name is ... I'm
15410 L. German. I live in ... [ähm] ... I'm a pupil, and how old
15411 L. are you? What's your age? O.k.
15412 L. S. [äh], [äh] ... I'm. [ähm] I'm German. I /lif/ in
15413 L. Germany. [äh] ...
15414 L. ... in ... [unverständlich] O.k., very good, Gabi.
15415 L. S. I'm [äh] ... Gabi
15416 L. ... a pupil. Say it again: I'm a pu...
15417 L. S. I'm a pupil.
15418 L. Yes, fine, ok., a boy, please. Dieter.
15419 L. S. I'm Dieter .. I'm German.
15420 L. You say: My name is ... My name is ...
15421 L. S. My name is Dieter. [äh] ... I'm German. I live in
15422 L. Germany, in ... I ... I'm a pupil. I'm 14 years old.
15423 L. Yes, now who wants to go to London? Who wants to
15424 L. go to London? Please, point your finger if you want to
15425 L. go to London ... Do you want to go to London?
15426 L. S. No.
15427 L. L. No. You?
15428 L. S. Yes.

- 15430 L. Go to, ok., who wants to go to London ... in two years
15431 with me? [unverständlich]... one two, three only?
15432 Hm... you too? OK, now what would you do if you
15433 were in London? Can you tell me something about
15434 the sights in London? The places? Yes, please.
15435 S. If I were in London, I'd take a look at ... Tower Bridge.
15436 [Der Schüler betont den ersten Teil des Satzes falsch:
15437 /ifai'wə:/ statt /ifa'iwə:/; beim zweiten Teil ist nicht genau
15438 zu verstehen ob er sagt: ... I'd take oder ... I take.]
15439 L. ... at the Tower Bridge, o.k. ... Heike.
15440 S. If I were in London [wrong intonation, s.o.] it take a
15441 look ...
15442 L. I'd ...
15443 S. ... I'd take a /luk/ ... look at /zə/ Big Ben.
15444 L. ... at ... ?
15445 S. ... at /zə/ ...
15446 L. ... at?
15447 S. ... at Big Ben.
15448 L. ... Big Ben, all right [schreibt 'Big Ben' an die Tafel] ok.,
15449 Klaus, what would you do?
15450 S. If you were in London ... [S. betont falsch]
15451 L. [korrigiert]... If I were in London ...
15452 S. If I were in London ...
15453 L. I'd take ...
15454 S. ... I'd take ... If ... If I were in London I'd take a /luk/ at
15455 /zə/ ... /'tɛmzə/.
15456 L. ... at the Thames, Thames, say it again, Klaus.
15457 S. ... at /zə/ Thames.
15458 L. ... Thames [schreibt 'Thames' an die Tafel]. It's th - a -
15459 m e - s, not like in German not ... th-a-m-e-s, the
15460 Thames. Petra.
15461 S. If I were in London [wrong intonation]...
15462 L. If I were in London ...[im Gegensatz zu den vorange-
15463 gangenen Fällen korrigiert der Lehrer hier plötzlich
15464 die falsche Intonation]
15465 S. If I were in London it take ...
15466 L. ... I'd ...
15467 S. ... I'd take a look at ... Tower.
15468 L. ... at the Tower, o.k. [schreibt 'Tower' an die Tafel] the
15469 Crown Jewels ... and you, Rolf.

- 15470 S. If I were in London ... [wrong intonation]
 15471 L. If I were in London I'd ...
 15472 S. ... take a look at Piccadilly Circus.
 15473 L. OK., Piccadilly Circus [schreibt 'Piccadilly Circus' and
 15474 die Tafel] Ute.
 15475 S. If I were in London ... [wrong intonation]
 15476 L. If I were in London ...
 15477 S. If I were in London I'd take a look at ... at /zə/
 15478 Buckingham /pa'last/ [deutsche Aussprache].
 15479 L. at...?
 15480 S. Buckingham ...
 15481 L. ... Buckingham...
 15482 S. Palace.
 15483 S. Palace.
 15484 L. Palace ... ok., what would you do, Stefan?
 15485 S. If is I were in ...
 15486 L. If I were in London.
 15487 S. If I were in London. [S. betont 'were']
 15488 L. No, ... if I were in London...
 15489 S. If I were in London ... I'd talk a lot at /zə/ ... [der S.
 15490 meint 'take a look']
 15491 L. You'd talk a lot [Gelächter], yes, to the English people
 15492 ...
 15493 S. I'd take a look ... at /zə/ ... Westminster Abbey.
 15494 L. At Westminster Abbey, right [schreibt 'Westminster
 15495 Abbey' an die Tafel] /'æbi/ yes, it's a very big church in
 15496 London. Now what would you do, Astrid?
 15497 S. If I were in London, I's take a look at /zə/ House of
 15498 Parliament.
 15499 L. Is it one or two?
 15500 S. [ungefragt] ... the houses.
 15501 S. /zə/ Houses of Parliament.
 15502 L. Yes, Houses of Parliament [schreibt an die Tafel]
 15503 /pa:li:/
 15504 S. /...ament/...
 15505 L. Parliament... the Houses of Parliament, right. Now,
 15506 imagine you are in London. I am a /pɔ'li:smæn/ and
 15507 you ask me the way ... to one of these places [zeigt auf
 15508 die an der Tafel stehenden Sehenswürdigkeiten]

- 15509 Londons] in this way: Excuse me, sir, can you tell me
15510 the way ... [schreibt das Frageformelmuster an die
15511 Tafel) ... me the way [L. spricht beim Anschreiben] to
15512 ... and you take one of these places. I'm the
15513 policeman, come on, Dieter.
15514 S. /ɛks.../ /ɛk'sɔ:s/ ...
15515 L. Excuse me ...
15516 S. /ɛks'kju:s/ me, can you tell me the way to Big Ben?
15517 L. Yes, of course my boy. You take this street straight on
15518 and then you take the second turn to the right, and
15519 then you see it already.
15520 S. Thank you.
15521 L. All right.
15522 S. Thank you, sir.
15523 L. You're welcome.
15524 S. /ɛks'ju:s/ sir, ...
15525 L. Excuse me, let's say all together: 'Excuse me'
15526 LS. Excuse me. [noch ziemlich uneinheitlich]
15527 L. Once again.
15528 LS. Excuse me, sir.
15529 Ss. [einige] sir, sir, sir.
15530 L. Sir, excuse me, sir.
15531 S. Excuse ... excuse me, sir, can you tell me /zə/ way to
15532 /zə/ Buckingham Palace?
15533 L. [äh] ... yes, yes, that's right my boy ... you [äh] ... you
15534 take the No. 3 bus and [äh] ... and you get off at
15535 Buckingham Palace. There's a changing of the guards
15536 at 10 o'clock... You say something ...
15537 S. Thank you.
15538 L. That's all right.
15539 S. /ɛks'kju:z/ me, sir, can you tell me the way to ... to
15540 /pikə'dæli/ Circus?
15541 L. Ah, yes, young lady, [äh] ... you see that sign there?
15542 There's 'Underground' on it. You go downstairs and
15543 then you get a ticket and then you go to Piccadilly
15544 Circus.
15545 S. Thank you.
15546 L. You pop up there and you could [unverständlich] a
15547 look round.

- 15548 S. [äh] ... /ɛks'ju:s/ me, sir, can you tell me the way to the
 15549 Tower? [die Äußerung kommt abgehackt, Wort für
 15550 Wort]
- 15551 L. Yes, [äh] ... of course, young lady, [Räuspern]... [äh] ...
 15552 you take the second crossing to the left, and then the
 15553 first to the right and then you go straight on and then
 15554 you come exactly to the Tower.
- 15555 S. /sænk/ you.
- 15556 L. That's all right my bo.. girl. Excuse me ... yes, please.
- 15557 S. /ɛks'kju:s/ me, sir, can you tell me the way /ɔf/ the
 15558 Tower...
- 15559 S. [anderer] wa' doch grade...
- 15560 S. ... Bridge?
- 15561 L. ... to the Tower Bridge, oh y...yes, you take the No. 2
 15562 bus, you know, that red bus over there if you hurry up
 15563 you can get it. Then you tell the conductor you want
 15564 to get off at the Tower Bridge. You have to hurry,
 15565 come on.
- 15566 S. /ɛks'kju:z/ me, sir, can you tell me /zə/ way to /zə/
 15567 Victoria Station?
- 15568 L. ... to Victoria Station, oh yes, you better take a taxi,
 15569 [äh] taxi, taxi. This boy wants to go to Victoria Station.
- 15570 S. [äh], good bye.
- 15571 L. O.k., good bye [Gelächter] ... Jürgen.
- 15572 S. /ɛks'kju:z/ me, sir, can you tell me /zə/ way to ... [ähm]
 15573 Buckingham Palace?
- 15574 L. Yes, if you turn round you're exactly in front of
 15575 Buckingham Palace. You only have to turn round and
 15576 here is Buckingham Palace. [allgemeine Heiterkeit].
- 15577 S. /sænk/ you, sir.
- 15578 L. That's all right.
- 15579 S. [äh] /ɛks'u:s/ ... /ɛks'u:s/ me sir ...
- 15580 L. Excuse me ...
- 15581 S. /ɛks ... ɛks.../
- 15582 L. /iks...iks... 'kju:z mi: .../
- 15583 S. Ex...use me, sir, can you tell ... /m...mei...mei/
- 15584 L. ... me ...
- 15585 S. ... me /zə/ way to /zə/ /tʌms/ ... /zə/ Thames?

- 15586 L. ... Thames, yes [äh] ... you go along Hyde Park then
15587 you come to Hyde Park Corner, there you get on a
15588 Nr. 17 bus and that takes you to the Thames.
15589 S. /sænk/ you, sir.
15590 L. That's all right, my girl. [Klassengeräusche]
15591 S. /ɛks'kju:s/ me, sir, can you tell me the way to the St.
15592 /'pɔ:lnes/ /'kæsedr.../
15593 S. [anderer] St. Paul's. [allgemeine Heiterkeit]
15594 L. Cathedral, St. Paul's Cathedral, yes, [ähm] ... [äh]
15595 that's ... well I think you better go by underground
15596 here and you take the tube [äh] ... it's the Bakerloo
15597 line, that's the red line, the Bakerloo line, ok., now
15598 you see that sign over there. There's the underground
15599 station.
15600 S. Thank you.
15601 L. That's all right.
15602 S. /ɛks'kju:s/ me, sir, can you tell me the way to the
15603 Tower Bridge.
15604 L. Yes [äh] ... you are here at the Thames you can take a
15605 ship, a boat to the Tower Bridge. It's a very nice trip.
15606 S. /sænk/ you.
15607 L. You're welcome.
15608 S. Excuse me, sir, can you tell me ... the way to the
15609 Nelson's Columns?
15610 L. Nelson's Column, yes [äh] ... you better take the No. 7
15611 bus that takes you to Trafalgar Square and there you
15612 see Nelson's Column.
15613 S. Thank you.
15614 L. ... the statue and Nelson on it. O.k., now I help the
15615 policeman any l... any longer. Now here [zeigt auf das
15616 Tafelbild]: 'What would you do if you were in
15617 London?' Are you in London or are you not in
15618 London?
15619 S. No, no.
15620 L. You're not in London. There's only the possibility 'If
15621 you were in London then you would do this or that,
15622 and this 'would' this is 'I would' the short form 'I
15623 would' and I'd' is the short form [schreibt 'I would' an
15624 die Tafel]. 'I would' the Englishmen are very lazy.
15625 They wipe out w - o - u - l and only leave the 'd', you

- 15626 see: I'd. There's another short form you know: That's,
 15627 I'll [schreibt 'I'll' an die Tafel]. What's the long form
 15628 for it?
 15629 S. I will.
 15630 L. I will or I...?
 15631 S. ...shall.
 15632 L. ... shall, all right. I will or I shall. O.k., now 'what
 15633 would you do?' Can you think of something you
 15634 would do if you were an ... a millionaire? You say: If I
 15635 were a millionaire [schreibt gleichzeitig an die Tafel]
 15636 so [deutsch; language switching]. I'd buy something.
 15637 You tell me what you would buy.
 15638 S. I'd drive ... [äh] ... the biggest /ga:/ ... [äh] ...
 15639 L. OK ..
 15640 S. ... on the /wɔ:ld/ ... on the ... [lacht verlegen] ... on the
 15641 /wɔ:ld/.
 15642 L. ... of the world.
 15643 S. ... of the world.
 15644 L. Yes, I'd dr... I'd drive the biggest car ... [schreibt
 15645 gleichzeitig an die Tafel] in the world... OK., any other
 15646 idea: What would you do if you were a millionaire?
 15647 Yes, please.
 15648 S. I ... [äh] ... I ... [äh] ...
 15649 L. If I ...
 15650 S. If I a millionaire I did I ...
 15651 L. Once again...
 15652 S. I .. [äh] were a mi...
 15653 L. If I were ...
 15654 S. If I were a millionaire [S. betont die erste Silbe] I did
 15655 buy a trip of the world.
 15656 L. ... I'd make ...
 15657 S. Ja. [language switching]
 15658 L. I'd make ... [schreibt wieder an die Tafel] [äh] ... you
 15659 don't say 'a trip around the world' you say 'I'd make a
 15660 ... a voyage or journey round the world', yes ... Dieter,
 15661 what would you do if you were a millionaire?
 15662 S. If I were a millionaire I'd buy ... a big swimming pool.
 15663 [allgemeine Heiterkeit]

- 15664 L. I'll buy a big swimming pool [schreibt an die Tafel]. ...
15665 swimming pool, ok., Birgit, what would you do if you
15666 were a millionaire?
15667 S. If I were a millionaire I'd buy ... an horse.
15668 L. ... a horse, yes, I'd buy a horse [schreibt an die Tafel]
15669 and, Rolf.
15670 S. If I /wɔ:t/ a millionaire I'd ... never work.
15671 L. ... I'd never work [schreibt an die Tafel]. So what
15672 would you do all the time? Eat, sleep, kiss young ...
15673 beautiful girls or what? [allgemeine Heiterkeit].
15674 S. [äh] ... I /wɔ:t/ ... [äh] ... I /wɔ:t/ the last of ... [äh] ...
15675 L. ... the last of what? ...
15676 S. I wou... I wou... I would do the last thing, kiss many
15677 beautiful girls. [Gelächter]...
15678 L. ... and ...
15679 S. If I were a ... [falsche Betonung]
15680 L. If I were a millionaire...
15681 S. If I were a millionaire it...
15682 L. I'd ...
15683 S. .. buy ...
15684 L. ... I'd ...
15685 S. I'd buy [äh] ... an... a new bicycle. [Gelächter]
15686 L. [lachend] A millionaire on a bicycle. [der Rest ist
15687 unverständlich] No, that's really snobbish, if you buy
15688 a bicycle when you are a millionaire ... yes, please.
15689 S. If I were a millionaire [S. betont auf der ersten Silbe]
15690 I'd buy a snack-bar [Gelächter] ... and ... and a mofa.
15691 L. ... a mofa, what is it? Mofa, moterscooter?
15692 S. A big motor-scooter.
15693 L. Big motor-scooter, yes, ok. Now let's ask each other.
15694 You ask Uwe: What would you do if you were a
15695 millionaire? And Uwe says to you what he wants to
15696 do.
15697 S. What was [äh] ... what ... what was do yo...
15698 L. What would... What would do ... [falsche Vorgabe].
15699 S. What would do ...
15700 L. [korrigiert sich und den Schüler] ... you do...
15701 S. [äh] ...
15702 L. Not do you, you do... if you were ...
15703 S. Ja, wha...

- 15704 L. Take it easy, boy, take it easy, come on, once again:
15705 What would you do?
- 15706 S. What would you do ... whe... when you were ... if you
15707 were a millionaire [Ton auf der 1. Silbe].
15708 S. [äh] ... I
- 15709 L. If I were a millionaire ...
15710 S. If I were a millionaire ... I ...
15711 L. I'd ...
15712 S. I'd make a trip to Hawaii.
15713 L. ... trip to Hawaii, hm, very good, ok. Now who wants
15714 to ask his friend? Doris?
15715 S. [ähm] what would you do when you ...
15716 L. ... if you ...
15717 S. .. if you ...
15718 Ss. .. were, were .. [prompting]
15719 S. .. if you were a millionaire, Carmen?
- 15720 S. Oh [lacht verlegen], if I were a millionaire [S. betont
15721 'were' und 'millionaire' auf der 1. Silbe] I would buy
15722 [äh] ... buy a ...
15723 Ss. Ship, ship, ship. [prompting]
15724 S. A... a ship.
15725 L. You'd buy a ship, ok. Now look here? [Spricht und
15726 schreibt gleichzeitig an die Tafel]. If-the-weather-is-
15727 fine-tomorrow... so ... I'll – If the weather is fine
15728 tomorrow I'll do this or that ... yes, please.
15729 S. If the weather fine ...
15730 L. ... is fine ...
15731 S. ... weather is fine I'll drive /wis/ my bicycle.
15732 L. I'll go...
15733 S. ... I drive /wis/ ...
15734 L. No, you don't say 'drive', 'I'll go' you say 'I'll go' .. 'I'll
15735 go with my bicycle' or 'I'll make a bicycle tour' yes,
15736 you want to do that? 'If the weather is fine tomorrow
15737 I'll make a bicycle tour.' Ok. [schreibt den Satz an die
15738 Tafel] make-a-bicycle-tour. Ok, Jürgen.
15739 S. If /zə/ /'wezə/ is fine tomorrow I'll ... I'll go into the
15740 swimming-pool.
15741 L. ... I'll go to the swimming-pool, or I'll go swimming
15742 [schreibt die Sätze an die Tafel]. O.k., next one.
15743 S. If the weather is fine tomorrow I'll fly to Spain.

- 15744 L. You fly to Spain [schreibt den Satz an die Tafel] [äh] ...
15745 eviva Espana. [singt einen sehr bekannten Schlager-
15746 text – allgemeine Heiterkeit].
15747 S. If /zə/ /'wezə/ is fine tomorrow I'll ... I'll play tennis.
15748 L. You ... you'll play tennis, lucky girl. Can you play
15749 tennis, Andrea, can you play tennis?
15750 S. [unverständlich]
15751 L. Yes, yes I can, But I'm learning. OK.
15752 S. The ... if the weather is fine tomorrow [äh] .. I'll [äh] ...
15753 table-tennis ...
15754 L. I'll ...
15755 Ss. Play, play.
15756 S. I'll play table-tennis.
15757 L. Hm [zustimmend, schreibt den Satz an die Tafel] and
15758 last one, Dieter.
15759 S. If the weather is fine tomorrow I'll catch with my
15760 friends.
15761 L. I'll catch what? You want to fight, yes fight, you catch
15762 someone, catch-as-catch-can, box, hit him, yeah?
15763 S. [language switching] Nein, Spiel, also 'sketch'.
15764 L. You... you'll play a sketch.
15765 S. Ja.
15766 L. So [deutsch; language switching] ok., now will you
15767 please take out your exercise books and everybody
15768 writes five sentences from 'What will you do?' ... and
15769 five sentences with 'What would you do?'
15770 [Die Schüler arbeiten still bis zum Ende der Stunde, ca. 10.
15771 Minuten.]

2.4.11 Grade 8 (December 5, 1974; #40 in the Pre-Digital Corpus)

- 15772 Stundendokumentation Nr. 40
15773 Datum: 05.12.1974
15774 Klasse: 8. Jg. [26 Schüler/innen]
15775 L. Good morning.
15776 Ss. Good morning Mr. X.
15777 L. We can start now /wiθ/ our question tags short
15778 answers. First I give you some sentences and you say
15779 the short answer. ... Freddy has a beautiful
15780 motorbike, hasn't he?
15781 S. Yes, he has.
15782 L. Louder, please.
15783 S. Yes, he has.
15784 L. OK, can you speak a little bit louder?
15785 S. Yes, he has.
15786 L. She runs beautifully, doesn't she, Andrea?
15787 S. Yes, she does.
15788 L. She looks ... she looks great, doesn't she?
15789 S. Yes, she does.
15790 L. She can do more than a hundred miles, can't she?
15791 S. Yes, she can.
15792 L. She has a lot of extras, hasn't she?
15793 S. Yes, she has.
15794 L. She was very expensive, wasn't she?
15795 S. Yes, she was.
15796 L. She is very fast, isn't she?
15797 S. Yes, she is.
15798 L. He cleans her up every day, doesn't he?
15799 S. Yes, he does.
15800 L. Freddy ... Freddy had three motor-bikes up to now,
15801 hadn't he?
15802 S. Yes, he had.
15803 L. He can handle her all right, can't he?
15804 S. Yes, he can.
15805 L. He is very happy about her, isn't he?
15806 S. Yes, he is.
15807 L. Ok., now can you ... supply now the tag questions I
15808 say only the statement and you say the ... tag question

- 15809 and then I say the short answer, ok. Freddy has a
15810 /'mju:ti/ ... has a beautiful motor-bike, ...
15811 S. Hasn't he?
15812 L. Yes, he has. She runs beautifully ... Dieter, she runs
15813 beautifully...
15814 S. ... runs she beautiful?
15815 S. Doesn't she?
15816 L. Yes, doesn't she. She runs – full verb – doesn't she?
15817 Yes, she does. She looks ... she looks great, she looks
15818 great ...
15819 S. [unverständlich]
15820 L. Yes, she does. She has a strong motor ...
15821 S. Hasn't he? Hasn't she?
15822 L. Yes, she has. She can do more than a 100 miles ...
15823 S. [ungefragt] can't she?
15824 S. Can't she?
15825 L. Yes, she can. She was very expensive.
15826 S. [ungefragt] wasn't she?
15827 L. Angelika.
15828 S. Wasn't he?
15829 L. Wasn't ... ?
15830 Ss. She, she.
15831 L. Yes, she was. She is very fast. She is very fast ...
15832 Dagmar.
15833 S. Isn't she?
15834 L. Yes, she is. He cleans her up every day... He cleans her
15835 up every day ...
15836 S. Doesn't he?
15837 L. Doesn't he? Yes, he does. Freddy had three
15838 motorbikes up to now ...
15839 S. [ungefragt] hadn't he?
15840 S. Hadn't he?
15841 L. Hadn't he? Yes, he had. He can handle her all right ...
15842 S. [ungefragt] can't he?
15843 L. Klaus.
15844 S. Can't he?
15845 L. Yes, he can. He is very happy about her ...
15846 S. [ungefragt] isn't he?
15847 L. Please, don't say anything in between.

- 15848 [Der Lehrer rügt den Schüler, der laufend ungefragt die
15849 richtigen Antworten vorgibt.]
15850 L. Dagmar.
15851 S. Isn't he?
15852 L. Yes, he is. Very good. Now when the statement is
15853 positive what about the question tag?
15854 S. The question tag is negative.
15855 L. What about the short answer then?
15856 S. The short answer is positive.
15857 L. Ok., statement negative, question tag is ...
15858 Ss. Positive.
15859 L. Positive [zustimmend] short answer is ...
15860 Ss. Negative.
15861 L. ... negative again. Another example: Tim is very thin
15862 ... tag question?
15863 S. ... isn't he?
15864 L. Isn't he, yes, he is. He doesn't look strong ... Doris.
15865 S. ... does he?
15866 L. Yes, he does, no, he doesn't. What is correct now?
15867 S. No, he doesn't.
15868 L. No, he doesn't [schreibt das Beispiel an die Tafel].
15869 The statement is negative so the short answer must be
15870 negative, too, ok. Tom was rather fat.
15871 S. Wasn't he?
15872 L. Yes, he was. He is not good looking ... Andrea, ... He is
15873 not good looking.
15874 S. He di... didn't he?
15875 L. Is...? Your memory bank? Yes, please.
15876 S. Is he?
15877 S. No, he isn't.
15878 L. He is not good ... good looking, is he? And the short
15879 answer is?
15880 Ss. [reden durcheinander]
15881 L. Yes, Thomas.
15882 S. No, he isn't.
15883 L. No, he isn't, o.k. Tom couldn't see the stone ... Ute.
15884 S. Could he?
15885 L. Answer? Alfred.
15886 S. No, he could.
15887 L. No, he couldn't.

- 15888 S. No, he couldn't.
15889 L. All right; Tim looked weaker than Tom ... Tim looked
15890 weaker than Tom ... looked ... Gabi?
15891 S. ... didn't he?
15892 L. Yes, very good.
15893 S. Yes, he ... yes.
15894 L. Yes, he did. Why do you ... why did you say 'didn't
15895 he'?
15896 S. [unverständlich]
15897 L. No, nothing about the aux ... Hilfsverb or auxiliary
15898 verb.
15899 S. Full verb.
15900 L. Full verb and which tense is it?
15901 Ss. Past, past, past.
15902 L. Past tense, yes, very good. Peter wrote a postcard ...
15903 S. [ungefragt] ... wrote he?
15904 L. First question: auxiliary verb? No! Full verb? Yes! Past
15905 tense? Yes! Peter wrote a postcard ...
15906 S. ... didn't he? [wrong intonation]
15907 L. [korrigiert] ... didn't he? Answer?
15908 S. Yes, he... did.
15909 L. Yes, he did. Ok., well, that's very good. Now, let's see
15910 how much you ... kept in your memory bank ... about
15911 ... [äh] ... asking people in a train. Now you are sitting
15912 in a train and you are puffing along. It's a beautiful
15913 sight, the Rhine on one side and someone is sitting
15914 opposite you and he is reading a newspaper and you
15915 want to read it, too. What do you say?
15916 S. Give me, please, your news... [unverständlich]
15917 L. Give me your ...?
15918 S. Give me ... your ... news...
15919 L. ... newspaper, please. Give me your newspaper,
15920 please. O.k., or?
15921 S. Please, can you give me your newspaper?
15922 L. Yes, fine, or?
15923 S. Could you, please, ... me ..
15924 L. ... give ... the newspaper.
15925 Could you please give ...
15926 S. ... me the newspaper, please.

- 15927 L. Fine. Could you please give me the newspaper? Ok.,
15928 or?
- 15929 S. May I the newspaper ...
- 15930 L. May I ... ?
- 15931 S. May I can ...
- 15932 L. May I ... have your newspaper, please. Ok. [äh]...
15933 someone is rea... rea...ding a magazine and you want
15934 to read it, too. So what do you say? Thomas.
- 15935 S. /ɛks'ju:z/ me, sir, can you could me ... nä [bricht ab].
15936 Could you ... [bricht verlegen lachend erneut ab]. Can
15937 you give ... [äh] ... me your ... your magazine please?
- 15938 L. Yes, fine, but it's not a sir, it's a lady.
- 15939 S. Excuse me, lady ...
- 15940 L. You don't say 'lady', you say 'madam', excuse me,
15941 madam, or excuse me [...]
- 15942 S. Mrs.
- 15943 L. Mrs., if you know her name, you say Mrs. so and so
15944 e.g. if is it Miss N., Mrs. N. or Mrs. O, or Miss. O. Excuse
15945 me, Miss O., can you give me your newspaper please,
15946 or could you give me your magazine, please, yes. Now
15947 you want someone to open the window. You want
15948 someone to open the window. What do you say?
- 15949 S. Excuse me, can I open the window?
- 15950 L. You want someone to open the window, not you
15951 yourself. You are sitting in one corner and you cannot
15952 get up, cannot stand up very well. Hm?
- 15953 S. Sorry, can you open the window?
- 15954 L. Yes, can you open the window, please, or? Axel.
- 15955 S. Please, would you open the window?
- 15956 L. Fine, please, would you open the window?
- 15957 S. Please, can you open the window?
- 15958 L. Yes, o.k. ... and?
- 15959 S. /'pɑ:dən/ can you open the window?
- 15960 L. Pardon, yes, can you open the window, please?
- 15961 S. Could you open the window.
- 15962 L. Yes, all right. [äh] you want someone to close the
15963 window. There's an awful draught and you're getting
15964 a headache, it's cold ... in the train and you want some
15965 one to ... to close the window, Dieter.
- 15966 S. Please, can you shut the window?

- 15967 L. Ok.
15968 S. Please, could you shut the window?
15969 L. Yes.
15970 S. Shut the window, please.
15971 L. Shut the window, please, yes, it's very energetic, shut
15972 the window, please, come on. Well, someone is
15973 smoking and is blowing the smoke into your face and
15974 you're getting [unverständlich] sick [L. rülpst, um
15975 Übelkeit anzudeuten.] What do ... do you say?
15976 Thomas.
15977 S. Can you stop smoking, Sir?
15978 L. Yes, fine, or?
15979 S. Pardon, can you stop ... ne, doch ... what ... can you
15980 stop smoking, please?
15981 L. Yes.
15982 S. Pardon, can you stop smoking?
15983 L. Well.
15984 S. /ɛks'kju:z/ me can you ...
15985 S. [anderer sagt vor] stop...
15986 L. ... could you ...
15987 S. ... could you stop ... [äh] smoking?
15988 L. Yes, you are green in your face, you know, [äh] can
15989 you stop smoking, please [legt einen weinerlichen
15990 Ton in seine Stimme]. Yes, please.
15991 S. Stop smoking.
15992 L. Fine, could you stop smoking? Äm, you have a very
15993 heavy suitcase, a very heavy suitcase and you want
15994 someone to help you with it. What do you say?
15995 S. Excuse me, can you carry...
15996 L. Help or carry, help me carrying ...
15997 S. ... help me carrying ... /'sju:skeis/...
15998 L. My suitcase, once again. Excuse me ...
15999 S. [anderer] lauter.
16000 L. Yes, you say it again in English, please. [meint den
16001 Schüler, der 'lauter' gerufen hatte] You want someone
16002 to speak a little bit louder, so what do you say?
16003 S. Speak a bit, a little louder, please.
16004 L. Ok., Peter, speak a little bit louder, please, or speak up
16005 a bit.
16006 S. /ɛs'kju:s/ me, ... [äh] can you carry my ... [äh] /sju:s.../

- 16007 L. Suit...
- 16008 S. Suitcase.
- 16009 L. Yes.
- 16010 S. Could you carry my suitcase?
- 16011 L. ... my suitcase ... please! Yes, or ... Can you ... help ...
- 16012 you want someone to help you, Andrea.
- 16013 S. Can you help me ...
- 16014 L. ... to ...
- 16015 S. ... to carry my /'sju:skeis/?
- 16016 L. Yes, you say it again, Michaela.
- 16017 S. /ɛs'kju:s/ me, can you help me ... my carrying ...
- 16018 L. ... to carry ...
- 16019 S. ... to carry my /'kju:təns/
- 16020 S. ... suitcase.
- 16021 S. ... suitcase.
- 16022 L. My suitcase, say it again.
- 16023 S. Suitcase.
- 16024 L. Yes, you mustn't be nervous.
- 16025 S. Kann man sagen: Can you help me...
- 16026 L. Can I say, come on, can I say or may I say...
- 16027 S. Can you help me by this...
- 16028 L. ... with this, with this.
- 16029 S. With this.
- 16030 L. Yes, that's possible; can you help me with this
- 16031 suitcase? Well, [ähm] ... You did not understand what
- 16032 someone said, you did not understand, yes please.
- 16033 S. I beg your pardon.
- 16034 L. I beg your pardon, or ... shorter ... shorter than I beg
- 16035 your pardon.
- 16036 S. Sorry. [ganz leise]
- 16037 L. Yes, sorry, sorry or pardon, too ... now we have three
- 16038 already, three /'freis/. 'Sorry', 'Pardon', 'I beg your
- 16039 pardon' ...
- 16040 S. /ɛks'kju:s/ me.
- 16041 L. Excuse me.
- 16042 S. Please.
- 16043 L. Please, can you ...
- 16044 S. Can you help me?
- 16045 L. No [allgemeine Heiterkeit]. No, could you repeat what

- 16046 you said? Could you repeat what you said? Or, ‘could
16047 you speak a little bit ...’
16048 Ss. Louder, louder.
16049 L. Louder or ‘could you speak up a bit?’ So, but at least
16050 you must know ‘pardon’, ‘sorry’, ‘I beg your pardon’,
16051 ‘what did you say?’ all right. Can you repeat that,
16052 please? Dieter, what can you say?
16053 S. Sorry.
16054 S. Sorry, pardon, /ɛks'kju:s/ me, and please.
16055 L. No, no, you don’t say ‘please’. If you don’t understand
16056 in German you say ‘bitte?’ You don’t say ‘please’ in
16057 English, that’s not possible. You say ‘pardon’, or
16058 ‘sorry’, ‘excuse me’, ‘can you speak up a bit?’ Can you
16059 speak a little bit louder?’ ... Oh halt! It’s raining cats
16060 and dogs [Gelächter], it’s raining cats and dogs. Ok.,
16061 well, here I’ve written some sentences on the /bɔ:d/.
16062 Who wants to read the first sentence, please? ... This
16063 one in the middle.
16064 S. /zə/ pu ... /zə/ ...
16065 L. People ...
16066 S. ... people of Cologne /daunt/ like to /wɔ:k/.
16067 L. Can you say/dəunt/? [Name unverständlich]
16068 S. /dəunt/
16069 L. ... don’t, don’t, yes, once again: The people of
16070 Cologne ...
16071 S. /zə/ people of Cologne don’t like to /wɔ:k/.
16072 L. .. to work.
16073 S. .. to work.
16074 L. Ok., once again, please, Birgit.
16075 S. They like to ...
16076 L. No, once again, the same sentence, please.
16077 S. The people of Cologne don’t like to work.
16078 L. Yes, Jürgen, next one.
16079 S. /zei/ like to ... /la:.../
16080 L. .. laugh ..
16081 S. .. a lot.
16082 L. Ok., [unverständlich] say it again, please.
16083 S. They like ...
16084 L. No, ok., yes ... they...
16085 S. They like to laugh a lot.

- 16086 L. Fine, Klaus.
16087 S. They like /'wəʊmən/ and wine.
16088 L. What was it?
16089 Ss. Woman, woman.
16090 L. Women, ... women ... one woman, two women ...
16091 They like women and wine, women and wine ... wine.
16092 S. They like women and wine.
16093 L. Yes, ... nice girls and something to drink.
16094 S. Wine.
16095 L. Yes, wine, Gabi.
16096 S. [äh] ... they are easy going.
16097 L. Yes, they are easy going. ['Why not' oder 'well now';
16098 nicht genau zu verstehen] If I don't like to work today
16099 then I work tomorrow. ... Then I'll work tomorrow:
16100 that's easy going, ok., and Michaela.
16101 S. /zei/ make friends easily.
16102 L. Yes, can you repeat that, please? Andreas.
16103 S. They make friends easily.
16104 L. Yes, once again everybody takes one sentence only.
16105 Doris, can you please start ... The people of Cologne ...
16106 S. The people of Cologne ... don't like to work.
16107 L. Ok., next one, Petra.
16108 S. /zə/ like to /ləuf/ a lot.
16109 L. Was that correct?
16110 Ss. No, laugh, laugh, laugh.
16111 S. They like to laugh the ... a lot.
16112 L. They like to laugh a lot, Petra, can you say it again?
16113 S. They like to laugh a lot.
16114 L. Fine, Petra N.
16115 S. /zei/ like /'vimen/ and /vain/.
16116 L. Women and wine [korrigiert das 'w']
16117 S. Women and wine.
16118 L. Yes, Gabi.
16119 S. /zei/ ea... /zei/ are easy going.
16120 L. Yes, ... can you ... link it: They're, they're easy going.
16121 S. /zeiə/ easy going.
16122 L. Yes, that's better. Dieter
16123 S. We make /frains/ easily.
16124 L. Is that correct? ... Dieter
16125 S. They make /frains/ easily.

- 16126 L. Is that correct?
16127 S. No.
16128 L. No, [unverständlich]
16129 S. /zei/ make friends easily.
16130 L. Yes, a bit louder.
16131 S. They ... they make friends easily.
16132 L. Yes, ... [äh] Ute, can you repeat that: They make ...
16133 S. /zei/ /mei.../ ... /zei/ make /frəns/ easily.
16134 L. Friends.
16135 S. Friends easily.
16136 L. O.k. They make friends easily. Well, the people of
16137 Cologne don't like to work. Now you say: I think
16138 that's true.
16139 S. [ungefragt] No.
16140 L. I don't think that's true. I don't think that's correct. I
16141 agree. I don't think so. So. [language switching: häufig
16142 in der L1 auftretendes Füllwort ohne semantische
16143 Relevanz.] The people of Cologne don't like to work.
16144 What do you think about that?
16145 S. That's true.
16146 L. That's true. You say: I think that's true.
16147 S. I /θɪŋk/ that's true.
16148 L. Ok., what do you say?
16149 S. [ähm] ... I /sɪŋk/ ... I think that's correct.
16150 L. That's correct, or?
16151 S. I agree.
16152 L. I agree, fine, or Hartmut, what do you think about
16153 that sentence? People of Cologne don't like to work.
16154 S. I agree.
16155 L. You agree.
16156 S. That's correct.
16157 L. That's correct.
16158 S. [unverständlich]
16159 L. You think that's correct, fine. Now can we use these
16160 phrases to say: I think that's true. I think that's
16161 correct. I think that's right. I agree. Then the next one
16162 says: I don't think that's right. I don't think that's
16163 correct. I don't think that's true. I don't think so. Now

- 16164 let's start with Michaela: The people of Cologne don't
16165 like to work.
16166 S. The people...
16167 L. I think ...
16168 S. [keine Reaktion]
16169 L. Hallo [deutsche Aussprache] I think you are sleeping
16170 [allgemeine Heiterkeit]. I think you are sleeping with
16171 your eyes open [allgemeine Heiterkeit]. Excuse me, I
16172 beg your pardon. Next one, Jürgen.
16173 S. I think, ok.
16174 L. I ... I think ... that's ...
16175 S. That's o.k.
16176 L. That's ... no, you say: I think that's true. And you say?
16177 S. I agree.
16178 L. And you say?
16179 S. I don't think that's true.
16180 L. Ute.
16181 S. I think so.
16182 L. I don't think so.
16183 S. I don't think ... that's right.
16184 L. ... that's right.
16185 S. I don't think that's correct.
16186 L. And the last one is, ja, Birgit?
16187 S. [schweigt]
16188 L. I don't ...
16189 S. I don't think so, it's correct.
16190 L. I don't think so.
16191 S. I don't think so.
16192 L. So, ok., that's all. I don't think so. Next one. They like
16193 to laugh a lot. Thomas you start.
16194 S. They like to laugh a lot.
16195 L. Yes, you say [unverständlich] something about it: I
16196 think so or I think that's right.
16197 S. I think that's right.
16198 L. Ok., Gabi.
16199 S. I think that's true.
16200 S. I think that's correct.
16201 L. I ... I agree. Now, negative, Hartmut.
16202 S. I don't think that's right.
16203 L. Fine, Gabi.

- 16204 S. I don't think that's true.
16205 L. Dieter.
16206 S. I don't think that's correct.
16207 L. And ..
16208 S. I /sɪŋk/ so ...
16209 L. I don't ...
16210 S. I don't think so ['think so' wird von L. und Ss.
16211 gemeinsam gesprochen.]
16212 L. Ok., will you please shut your books, some of you ...
16213 [äh] ... have their books open. Ok., once again: They
16214 like women and wine. What do you think about that?
16215 They like women and wine.
16216 S. That's right.
16217 L. That's right.
16218 S. That's true.
16219 L. I think that's right. I think ...
16220 S. I ... I think that's true.
16221 L. [Name]
16222 S. I think that's correct.
16223 S. That is correct.
16224 L. Yes, I ...
16225 S. I think that's ...
16226 L. I ...
16227 S. I think ...
16228 L. No.
16229 S. I think ...
16230 L. No, without think [unverständlich]. I ...
16231 S. Agree.
16232 L. I agree. And now the negative. I ... [unverständlich]
16233 S. I don't think so.
16234 L. Yes.
16235 S. I don't think s... I don't think correct.
16236 L. ... that's correct, yes, say it again, Stefan.
16237 S. I don't /sɪŋk/ /zæts/ correct.
16238 L. Yes, Birgit.
16239 S. [schweigt]
16240 L. Gabi.
16241 S. I don't /sɪŋk/ that's right.
16242 L. And ..
16243 S. That's not correct.

- 16244 L. That's not correct, that's not true. Well, they are easy
16245 going. They are easy going. What do you think about
16246 that? They are easy ... going, Dieter.
16247 S. That's not correct.
16248 L. That's not correct... Petra, what do you think about
16249 that: They are easy going.
16250 S. I don't /sɪŋk/ ...
16251 L. ... that's ...
16252 S. ... correct.
16253 L. I don't think that's correct, ok., and ...
16254 S. I agree.
16255 L. You agree, Hartmut.
16256 S. I don't think so.
16257 L. You don't ...
16258 S. I don't know.
16259 L. You don't know. Yes, that's very good. You say: I don't
16260 know. And they make friends easily.
16261 S. I agree.
16262 L. You agree.
16263 S. That's correct.
16264 L. That's correct. Ursula.
16265 S. I agree.
16266 L. You agree.
16267 S. I /sɪŋk/ /zæts/ true.
16268 L. Petra.
16269 S. I don't think that's correct.
16270 S. I /sɪŋk/ that's /raɪt/.
16271 L. Can you say /θɪŋk/?
16272 S. Think.
16273 L. Tha... that's better.
16274 S. I think so.
16275 L. I think so, yes, ok. Well, [äh] who can read that?
16276 Look, here are some of the rules how you should be
16277 have in the English Department. Who can say what
16278 we said about 'write'? What does /zə/ English teacher
16279 says [der Rest ist unverständlich].
16280 S. Please, can you write clearly?
16281 L. No, that's a command: Write clearly! Can you write
16282 'clearly' on the board, please? Come on, write

- 16283 'clearly'. [Schüler schreibt 'clearly' an die Tafel] Next
16284 one, speak Andreas.
16285 S. Speak louder.
16286 L. No, Gabi.
16287 S. Speak distinctly!
16288 L. Yes.
16289 S. Was hat die Gabi jetzt gesagt?
16290 L. Gabi, will you please go to the board and write ,speak'
16291 ... [äh] and write ,distinctly'? [Die Schülerin schreibt
16292 'distinctly' an die Tafel.] Next one is ,walk'. Don't rush
16293 in! Walk ... ! What was the word!
16294 Ss. [reden durcheinander]
16295 S. Walk la...
16296 L. Birgit.
16297 S. Quietly.
16298 L. Mm, no, we had another word.
16299 Ss. [reden durcheinander, 'quickly' wird schließlich
16300 mehrmals genannt]
16301 L. No, quite, the opposite, not ,quickly'.
16302 S. 'Slowly'.
16303 L. 'Slowly', yes, Hartmut, please, go to the board and
16304 write it. [Schüler schreibt 'slowly', an die Tafel] Walk
16305 slowly. Next one: ,sit up', ... No? Nobody? Dieter.
16306 S. Sit up, please. [Gelächter]
16307 L. No, 'sit up, please'. How do you sit up? How must you
16308 sit up?
16309 S. Sit up probably!
16310 L. Prop...
16311 S. .. perly.
16312 L. Properly, yes [alle reden durcheinander] properly.
16313 Do you write 'properly'? ... come on... [Ein Schüler
16314 schreibt 'properly' an die Tafel.] And the last one:
16315 'Leave the room ...', Birgit.
16316 S. Quietly and clearly.
16317 L. Not quite [der Lehrer dehnt das Wort 'not']
16318 S. [übertönt mit lauter Stimme das allgemeine
16319 Durcheinander] Quickly and quietly.
16320 L. Ah, yes.
16321 S. Quickly and quietly.

- 16322 L. Would you write it, please. [Schülerin schreibt die
16323 beiden Wörter an die Tafel. Bemerkt einen Fehler an
16324 der Tafel.] Not ,poperly‘ [allgemeine Heiterkeit]. Sit
16325 down properly. [Hier tritt eine kurze Gesprächspause
16326 ein, da an der Tafel noch geschrieben wird.] Yes,
16327 thank you. So, here we have some words with -ly at
16328 the end. What are these words? Andreas.
- 16329 S. /'advə:bs/
16330 L. Adverbs, yes. Now look at that part of the board. Here
16331 we have some ... What are these, Gabi?
16332 S. Adjectives.
16333 L. Adjectives, right, and here are some...
16334 S. Verbs.
16335 L. Verbs, now can you make a sentence and use the verb
16336 and an adverb.
16337 S. He /rʌns/ quick. He /rʌn/ ...
16338 L. He runs...
16339 Ss. Quickly, quickly, quickly.
16340 L. ... quickly. How does he do it?
16341 S. Quickly.
16342 L. Quickly, he runs quickly, ok., next one.
16343 S. He is a quick runner.
16344 L. Yes, very good, he is a quick runner.
16345 S. He runs quickly.
16346 L. He runs quickly.
16347 S. He drives carefully. He drives carefully.
16348 L. Yes, and ... the sentence with 'careful'?
16349 S. Ich?
16350 L. Yes, please.
16351 S. He is a careful driver.
16352 L. Yes, he is a careful driver, he drives carefully.
16353 S. Ja, he's ...
16354 L. .. laughs, she...
16355 S. .. she laughs happy
16356 L. .. happ...
16357 LS. Happy happily.
16358 L. He laughs happily. Aha, now a sentence with happy.
16359 She's a happy girl.
16360 S. She's a happy girl.

- 16361 L. Girl, yes, very good. She's a happy girl; she laughs
16362 happily. Ok., once again. Thomas, can you say your
16363 first sentence again?
16364 S. Ah [äh], he's a quite runner. He /draif/ --- [äh] he
16365 /draifs/ quickly.
16366 L. Oh. [allgemeine Heiterkeit]
16367 S. [ungefragt] He runs quickly.
16368 [Wrong intonation. Der Schüler hebt die Stimme am
16369 Ende des Satzes, vermutlich nach Zustimmung durch den
16370 Lehrer heischend.]
16371 L. Yes, ok., he is a quick runner. He runs quickly.
16372 Next one.
16373 S. He's a careful driver. He drives carefully.
16374 L. Yes, and ...
16375 S. He's a ... nä ... She's a happy ... girl ... /ləuf/
16376 L. Girl.
16377 S. Girl ... ja ...
16378 L. ... lau...
16379 S. He lau...
16380 L. She laughs...
16381 S. She laughs ... happily.
16382 L. Yes, can you say it again? It's a difficult word. [She
16383 laughs happily. Dieser Satz ist nicht genau zu
16384 verstehen, sondern beruht auf Vermutung des
16385 Übersetzers.] Michaela.
16386 S. She laughs happily. [äh] ... [äh] ... she's [äh] ... she's a
16387 ... happy girl.
16388 L. Ja, she's a happy girl. She laughs happily, ok., now,
16389 will you please open your books.
16390 S. [ungefragt] /peitʃ/ 62.
16391 L. No, page 52, please [Ss. blättern], page 52. In the
16392 middle of the page you have a picture, the poster of
16393 the Circus Torrino. How many girls are in the poster?
16394 Ss. Three, three, one, one.
16395 L. Is it three or one girl?
16396 Ss. One, one, one.
16397 L. One girl with three activities.
16398 S. Yes ...
16399 L. In the middle she's walking on a rope, on a tight-rope.
16400 In the middle she is walking on a tight rope. On the

- 16401 right hand side she is juggling with balls, she's tossing
 16402 them from one side to the other, she is juggling, and a
 16403 person who juggles is called a juggler; and a person
 16404 who is walking on a tight-rope is a tight-rope walker.
 16405 So, on the right hand side she is a juggler, in the
 16406 middle she is? What is she? ... A tight ... you say it ...
 16407 [deutet auf einen Schüler] a tight-...
 16408 S. .. tight-rope ...
 16409 L. ... rope walker. Can you repeat that word?
 16410 LS. Tight-rope walker.
 16411 L. Walker, walker, you walk...
 16412 S. Tight-rope walker.
 16413 L. ... on the right rope; the tight-rope walker. Astrid, can
 16414 you repeat that word? ... a tight...
 16415 S. ... a tight-/rɔ:p/ ...
 16416 L. Rope.
 16417 S. /əʊp/ /'wɔ:lkə/
 16418 L. Walker.
 16419 S. A tight-rope /'wɔ:lkə/
 16420 L. ... walker .. once again: a tight-rope walker. Let's say it
 16421 all together.
 16422 LS. A tight-rope walker.
 16423 L. ... walker, a tight-rope walker. And on the right hand
 16424 side she is a juggler. Say it all together.
 16425 LS. A juggler.
 16426 L. A juggler, she is juggling with balls. Well, and on the
 16427 left hand side she is standing...? On what?
 16428 S. Standing on the horse.
 16429 L. On a horse, ok., she is standing on a horse and people
 16430 who can stand on a horse are called acrobats, acrobats.
 16431 [schreibt das Wort an die Tafel]
 16432 S. Akrobat.
 16433 L. Right, yes, like the German word 'Akrobat', an
 16434 acrobat; so the girl's name is Linda, Linda May.
 16435 S. She is twelve years old.
 16436 L. She is twelve years old, right. She's a circus acrobat's
 16437 daughter. So, what's her father's job?
 16438 Ss. Acrobat, acrobat.
 16439 L. He is an...
 16440 S. He is a acrobat.

- 16441 L. .. an ..
16442 S. .. an acrobat.
16443 L. Yes, what is his... what is her father?
16444 S. An acrobat.
16445 L. An acrobat, acrobat.
16446 S. Acrobat.
16447 L. Yes, she's an acrobat's daughter. Her father's job is an
16448 acrobat. Is the circus very big?
16449 Ss. No, no, no.
16450 L. No, it isn't. It's a very small circus. But 'Everybody has
16451 to work hard.' 'Everybody has to work hard.' For 'has
16452 to' we can say 'must' work hard in the circus. And 'the
16453 circus travels around all summer'. 'It travels' that
16454 means 'it goes from one place to the other' from X to
16455 Y, from Z to Z etc. it travels around. [Die Ortsangaben
16456 wurden aus den bekannten Gründen gelöscht] 'They
16457 stay in one town for a week or so and then go on'. 'In
16458 winter they stay on a farm'. 'In summer Linda never
16459 goes to school for more than a week'. So, when she is
16460 in X, she comes to this school for ... for a week and
16461 then she goes to Y, and goes there to school for a
16462 week and so on. 'She has a lot of school problems'.
16463 Well, I [äh] ... I think so, I agree, she has a lot of school
16464 problems; 'but she is a fine tight-rope walker'. 'She
16465 can dance very well. And she is a good juggler'. 'And
16466 she can ride and stand in the saddle.' The juggler is the
16467 person on the right hand side tossing balls. So, how
16468 old is Linda?
16469 S. She is twelve years.
16470 L. She is twelve. How old are you?
16471 S. Thirteen [falsche Betonung; S. betont die 1. Silbe]
16472 L. [korrigiert] Thirteen. [Betonung auf der 2. Silbe] You
16473 are a teenager, yes, you are. All the girls from 13 to 19
16474 are teenagers. Who is twelve here in this class?
16475 Nobody. Who is 13, hand up, please. Who is older
16476 than that? Who is 14? Anybody fifteen? You are
16477 fifteen already? Oh, when are you going to marry?
16478 [allgemeine Heiterkeit] Two years or three?
16479 S. I'm sixteen [allgemeine Heiterkeit]

- 16480 L. You are sixteen already? [Gelächter] Ok., what's her
16481 father's job? What's her father's job, Dieter.
16482 S. He is a acro... an acrobat.
16483 L. He is an acrobat. Is she a taxi driver's daughter?
16484 Ss. No.
16485 S. No, no, she is, she isn't.
16486 L. No, she isn't. Is the circus very big?
16487 Ss. No.
16488 L. No, it isn't. Has every/bäudi/ to work hard? Has
16489 everybody to work hard?
16490 Ss. Yes, yes, yes.
16491 L. Yes, yes he has. Yes, he has. O.k., well, what does the
16492 circus do all summer?
16493 S. He [äh] ...
16494 L. It ...
16495 S. It drive to ...
16496 L. [unverständlich] Dieter
16497 s. It drives ...
16498 L. .. travels ..
16499 S. .. travels /ə'raund/
16500 L. It travels around. So what does this mean? It travels
16501 around.
16502 S. [Schweigen]
16503 L. It goes ...
16504 Ss. .. around, goes around.
16505 L. No, from one place to the next place. It goes from one
16506 place to the next place. That means it travels around.
16507 Ok., where do they stay in winter? Yes, please.
16508 S. On a farm.
16509 L. Say: In winter they stay ...
16510 S. In winter they stay on a farm.
16511 L. Ok., what do they do in summer? Astrid.
16512 S. In summer [äh] ... Linda never go to any school for
16513 more than a week.
16514 L. No, I was asking about the circus not about Linda
16515 May. In winter they stay on a farm. What do they do
16516 in summer?
16517 S. The circ... the circus travels around.
16518 L. Travels around, what does this mean, 'it travels
16519 around'? ... Ute.

- 16520 S. From one ..
16521 L. .. it goes ..
16522 S. It goes ... from one place to the next place.
16523 L. Ok., it goes from one place to the next. You can leave
16524 out the second ... 'place'. It goes from place to the
16525 next. Ok. Now, how long does Linda go to a school at
16526 a time in summer? How long?
16527 S. She has a lot /f.../
16528 L. No, you didn't understand my question. How long
16529 does she stay in one school?
16530 S. [unverständlich]
16531 L. A week. How long does she stay in one school in
16532 summer? A week. And what is the consequence of
16533 this? Yes, Ute.
16534 S. She has a lot of school problems.
16535 L. Yes, very fine. She has a lot of school problems. Ok.,
16536 but in circus, what does she do in circus? What is she
16537 in her father's circus? Thomas.
16538 S. But she is a fine /traip/...
16539 L. Tight...
16540 S. Tight-/ 'rəupə/
16541 L. No.
16542 Ss. [reden durcheinander]
16543 L. Oh, that's a very difficult word: tight-rope walker,
16544 tight-rope walker. Say it again, Thomas, tight...
16545 S. Tight-rope walker.
16546 L. Yes, that's fine. She's a fine tight-rope walker. Where
16547 else is she? Oh, she is a tight-rope walker and ...?
16548 Ss. Jungler, juggler, juggler.
16549 L. Juggler; she is a good juggler, ok., and what else can
16550 she do?
16551 S. She can /dæns/ very well.
16552 L. She can dance very well, o.k., and?
16553 S. She can ride and stand in the /zædl/
16554 L. In the ...?
16555 S. Saddle.
16556 L. Saddle, yes; she can ride and stand in the saddle, ok.,
16557 well, now, let's read that small passage.
16558 [Zeichen zum Ende der Stunde ertönt.]

2.4.12 Grade 9 (February 15, 1974; #22 in the Pre-Digital Corpus)

- 16559 Stundendokumentation Nr. 22
 16560 Datum: 15.02.1974
 16561 Klasse: 9. Jg. [25 Schüler/innen]
 16562 L. Our topic at the moment is Canada. So we have heard
 16563 a little bit about the history of Canada already. Now,
 16564 when you compare the history of Canada and the
 16565 history of Germany ... yes, please?
 16566 S. [ähm] the Canadian land is not [äh] so old as German
 16567 or no [ähm] the people are not [äh] so long in Canada.
 16568 L. Hmm [zustimmend].
 16569 S. The state is not so long ... old.
 16570 L. Five. The state, the /neɪfn/ [Versprecher] as such is not
 16571 very old. Anything that you can tell me about how old
 16572 Canada as a nation is?
 16573 S. [äh] 1967 they had had the ... 100th birthday.
 16574 L. Could you give the date again?
 16575 S. [äh] 1967.
 16576 L. [schreibt 1868 und 1967 an die Tafel] So ...
 16577 S. On /'dʒu:lai/ 1st.
 16578 L. Alright, so we go back a hundred years. What
 16579 happened in 1867 on July 1st? ... yes, please.
 16580 S. In 1867 on July /zə/ first [äh] a new /nefn/ came in
 16581 Canada.
 16582 L. I'm sorry?
 16583 S. An new /nefn/ in /zə/ northern part of came in ...
 16584 [unverständlich] ... to Canada.
 16585 L. Could we have that again?
 16586 S. Canada became a state.
 16587 L. Canada became a state, an independent state. [L.
 16588 schreibt 'independent state' an die Tafel] What was
 16589 Canada before that?
 16590 S. A colony of [äh] /'ɪŋlənt/.
 16591 [L. schreibt 'colony of England' an die Tafel]
 16592 S. And of /frɛ:ns/.
 16593 L. ... of France.
 16594 S. /fra:ns/
 16595 L. Right, 1867 it became an independent state. Before

- 16596 that it had been a British colony. Did it break ... it's ties
16597 with Great Britain?
16598 S. No, it's [ähm] it's just an independent state but it's a
16599 dominion state of [äh] ... a dominion of Canada.
16600 [L. schreibt 'dominion' an die Tafel.]
16601 L. It's the dominion of Canada. [Intonation!]
16602 S. [äh]
16603 L. And as a dominion?
16604 S. But /zə/ Queen is /zə/ /hæt/ /ɔf/ /zə/ dominion.
16605 L. And?
16606 S. /zei/ /hæf/ /zɛə/ o ... own parliament.
16607 L. They have their own parliament.
16608 S. [äh], ... and they /hæf/ a prime minister who elected
16609 from the people.
16610 L. Sorry?
16611 S. ... who elected from the people.
16612 L. ... is elected by the people.
16613 S. [unverständlich]
16614 L. Right.
16615 S. The representative of the /k.../ of the Queen was the
16616 Governor General.
16617 L. Was?
16618 Ss. Is, is.
16619 L. .. is, right. Now, where does this general ... this
16620 gentlemen live or have his seat /ɔf/ office?
16621 S. It's Ottawa.
16622 L. It's Ottawa.
16623 [L. schreibt 'Ottawa' an die Tafel]
16624 L. The capital of Canada. So the Prime Minister and the
16625 Governor General both stay in Ottawa and Ottawa is
16626 the capital of Canada in the province /ɔf/ Ontario.
16627 O.k., now, who can sum this up, say this again?
16628 Now, sum it up first and then take some notes. ... Yes,
16629 please.
16630 S. In 1867 /kə'neidiə/ [äh] came ...
16631 L. [unverständlich]
16632 S. In 1867 /kə'neidiə/ became an independent state.
16633 [ähm], before that it was a colony ... [ähm] ... of
16634 /'ɪŋlənt/. [ähm] ... now it has a parliament a own

- 16635 parliament and /zə/ Queen Elisabeth II of /'iŋlənt/ is
 16636 in /kə'neidiə/ also /zə/ /hæt/.
- 16637 L. /'kænədə/ - it's Canada.
- 16638 S. Can... Canada.
- 16639 L. Yes, I'm sorry. I forgot one thing. [ähm] What do we
 16640 call this group of nations? ... [äh] where the Queen is
 16641 the head of?
- 16642 S. /'kʌmənweɪθ/
 16643 L. /'kəmənweɪθ/
 16644 [schreibt das Wort an die Tafel]
- 16645 L. Yes ... [unverständlich] I'm sorry.
- 16646 S. /ænt/ [äh] /zə/ [ähm] Government /kʌ.../ [äh] General
 16647 /ænt/ /zə/ Minister ha... had /zə/ ... /zə/ Prime Minister
 16648 had /zə/ seat in Ottawa.
- 16649 S. Have.
- 16650 L. Have their seat in Ottawa. And Ottawa is the ...
 16651 S. ... [äh] capital of Canada [unverständlich] Ontario.
- 16652 L. Just take down these notes. [Es entsteht eine Pause
 16653 von ca. 3 Min.] All right. And now after the survey of
 16654 history we want to find out something about [äh]
 16655 geography, the geography of Canada and it's
 16656 industries. So please take page 55 where we have the
 16657 map and the diagram. ... So what does the map show
 16658 us?
- 16659 S. Canada is smaller than U.S.A. and it is [äm] a bit
 16660 smaller as [äh] Russian.
- 16661 L. Smaller than ...
 16662 S. ... smaller than Russia.
- 16663 L. We have the big map, and we have the small map, and
 16664 we have the diagram. Can we stop this noise [ein
 16665 Fenster knarrt]. Right. And now, could you please
 16666 look very closely at the map, at the big map, at the
 16667 little map, and at the diagram below, the diagram
 16668 which shows us something about the population of
 16669 Canada ... and [unverständlich] will you please make
 16670 your own notes of the maps and the diagram right
 16671 now. You get five minutes for that. [Es entsteht eine
 16672 Pause durch die Stillarbeit von ca. 8 Minuten.] All
 16673 right. All right now. Let's say what we found out in the
 16674 map. Let's begin with the map first and then we come

- 16675 to the diagram [unverständlich], all right. What's
16676 [unverständlich]? Who'd like to begin?
16677 S. With the borders first?
16678 L. Fine, if you want to tell something about the
16679 Canadian borders, yes.
16680 S. The b... the biggest border ... also ... [äh] yes ... doch ...
16681 the borders [ähm] ... which [ähm] ... ok., the bor...
16682 two... [äh] three borders: Alaska, Greenland and the
16683 USA the United States.
16684 L. All right, Bob.
16685 S. I wanted to say some [unverständlich] about the big of
16686 Canada.
16687 L. [äh] the size, yes.
16688 S. Canada is [äh] bigger than the U.S.A. and but smaller
16689 than the /sov'jet union/
16690 L. Sovjet Union ... more.
16691 S. Most people [äh] in Canada /lif/ in towns.
16692 L. Right.
16693 S. The most towns are ...
16694 L. Most towns ...
16695 S. Most towns [Glottal Stop] are in east ... of Canada.
16696 L. ... in the east, and, it is correct, but we can say more, in
16697 the east...
16698 S. By the [äh] lakes in Ontario ...
16699 L. Near the lakes and ... we have Winnipeg Vancouver.
16700 S. Near U.S.A. ...
16701 L. Near the U.S.A., in the southern part of Canada. Now
16702 can you say why, can you imagine why, why we have
16703 many states, [äh] many cities, sorry, many towns
16704 in the east along the American border and at the
16705 lakes? ... Yes, please.
16706 S. /biko:s/ [äh] /zə/ /'kli:mət/ is there ... [äh]
16707 L. The climate ..
16708 S. ... /milt/
16709 L. ... is mild.
16710 S. Mild.
16711 L. Right.
16712 S. [äh] Canada is very /bik/ and when /zei/ /lif/ at /zə/
16713 borders /zei/ can go quicker to another country.
16714 L. They can go abroad, can go, can travel, yes.

- 16715 S. And the settlers can better fishing there.
 16716 L. Where?
 16717 S. ... and [äh] ...
 16718 L. Where?
 16719 S. By the seas.
 16720 L. [äh] you mean lakes, yeah, of course and ...
 16721 S. And the country is /'fruitful/ there, the country is
 16722 /'fruitful/ there.
 16723 L. Fruitful.
 16724 S. Fruitful.
 16725 L. Yes [äh].
 16726 S. There's most important industry [ähm] along
 16727 [unverständlich] with /'airən/ and coal.
 16728 L. Hhm.
 16729 S. That's better for /ðə/ import and export.
 16730 L. ... to be closer to some waterways.
 16731 S. Yes.
 16732 S. Isn't that the [äh] St. Lawrence Seaway that they can
 16733 go quicker out of there?
 16734 L. Mhm, we have a picture of the St. Lawrence Seaway
 16735 which is more than 2.000 miles long and which is the
 16736 seaway from the center of Canada to the Atlantic
 16737 Ocean. A very, very long seaway which [unverständ-
 16738 lich]... [ähm] and one more thing, [äh] someone said
 16739 that there are more towns in the east, ... and when we
 16740 think of the history maybe we can give the reason for
 16741 that.
 16742 S. The settlers come to Canada ... and the ... came to
 16743 Canada and [ähm] /zei/ built /'hausiz/ in the east of
 16744 Canada.
 16745 L. Why in the east? /'wai in 'wai inðə'i:st/?
 16746 S. [ähm] they, they wouldn't walk so long.
 16747 L. Oh, all from the continent.
 16748 S. They came from /ðə/ east.
 16749 L. They came from /ðə/ east. They came across the
 16750 Atlantic and not the Pacific. They were not Chinese
 16751 and Japanese people but British and French people,
 16752 came from the east and ...
 16753 S. They were /'ju:rəpiəns/.
 16754 L. They were Europeans, surely right.

- 16755 S. The /pəpuleɪʃn/ of Canada is not very much, there are
16756 not so much people in Canada .. many people.
- 16757 L. Mhm, what can you give about the numbers? Yes,
16758 please.
- 16759 S. In 1971 ... [ähm] ... in Canada lived [ähm] 22 millions
16760 of /'pi:əpəl/, more than ...
- 16761 L. There are more than 21 million people, and when you
16762 look back?
- 16763 S. Mh. In 1871 [äh] the rural population was bigger than
16764 /ðə/ urban population ...
- 16765 L. Mhm.
- 16766 S. ... /ænt/ in 1931 ... [äh] ... there was the rural
16767 population smaller than the urban.
- 16768 L. ... and in seventy one?
- 16769 S. [äh] in 19.. in 1971 [äh] /ðə/ urban population was ...
16770 as ... the biggest.
- 16771 L. ... as the biggest? What the biggest?
- 16772 S. I mean ... [äh] ... the rural population was in 1871
16773 much bigger than /ðə/ urban and 1971 the urban
16774 population was much bigger than the rural
16775 population.
- 16776 S. I know why because ... [ähm] ... /ðə/ early settlers [äh]
16777 where most farmers and they are [ähm] they need not
16778 so much people to ... on ... on the fields and so on ...
16779 and in ... [ähm] /mænu'fæktərəs/ [äh] they need more
16780 peoples and they are in towns and so there are ... [äh]
16781 more ... [äh] urban peoples now as hundred years ago.
- 16782 L. Right, and that's a good [äh] reason, and one thing
16783 that's both the numbers 3 million, 21 million Canada
16784 has grown very quickly ... where did ... did it get all the
16785 people? Hm? [fragend]
- 16786 S. From /ɔi' rəupi/
16787 L. Europe.
- 16788 S. Europe, France [unverständlich] and England.
- 16789 S. Yes and [äh] German.
- 16790 S. U.S.A.
- 16791 L. Certainly from the U.S.A. most are from Europe, all
16792 right, and now, you already mentioned [äh] the
16793 question of industries that not so many people live in
16794 the country any more and more people live in towns.

- 16795 Now let's have a look at the industry. I do have the
 16796 little symbols ... here to tell me something about the
 16797 industry.
 16798 S. In the /'sauðən/ part is it more farming and in the
 16799 northern there is trapping and forestry.
 16800 S. Mining.
 16801 S. /zə/ ... /zə/ farming industry is bigger than the fishing
 16802 industry.
 16803 L. Mhm [zustimmend] more farms than fish.
 16804 S. /ðə/ importance industry is farming then comes mi ...
 16805 [äh] ... mining and minerals, then cars, then paper,
 16806 then forestry, and then fish and /fəs/. [Es ist nicht mit
 16807 Sicherheit zu hören, ob der Schüler 'importance' oder
 16808 'importantst' sagt.]
 16809 L. And once again where do we have the biggest farming
 16810 areas?
 16811 S. Wheat, it's wheat, [äh] the biggest is [äh] wheat [äh]
 16812 because of their many [äh] great big [äh] fields.
 16813 L. In which area?
 16814 S. Ja, hier, [ähm] South-Saskatchewan and /æl'beəta:/.
 16815 L. Alberta, fine, and that's ... has something to do with
 16816 the climate.
 16817 S. It's more in the south.
 16818 L. Yes.
 16819 S. It's not too cold and not too hot.
 16820 L. Ah, up in the north ... [ähm] ... it's much too cold.
 16821 S. And there are too much woods forest [ähm]...
 16822 L. But you can cut the forests when the climate is good
 16823 enough.
 16824 S. That is too much work.
 16825 L. Well, you do this kind of work when you think it's
 16826 good.
 16827 S. Yes, but [äh] there are the /pre:'ri:z/ and ...
 16828 L. Prairies.
 16829 S. Prairies and you can [äh] better ... [unverständlich]
 16830 L. The woods are very deep and you would not cut these
 16831 woods because the climate is too cold. And we have
 16832 cold winters, very cold and long winters, and rather
 16833 short and hot summers in the prairies and the prairies
 16834 is what you find in Alberta, Saskatchewan, and

- 16835 Manitoba. In the ... in the eastern provinces you have
16836 the lakes and there you have pictures, you know, the
16837 first picture on the left shows you the lake area like
16838 Ontario ... one lake following the other one and as
16839 you see in the picture.. farming is not too good in that
16840 area.
- 16841 S. Fishing.
16842 L. Fishing, yes.
16843 S. But only for sport-fishers.
16844 L. Yes [alles lacht], you stand there and spend your time
16845 fishing.
16846 S. You can't go with a [unverständlich]
16847 L. No trollies there, definitely not, so you can't get lost in
16848 a storm in this area. [ähm] ... the picture at the bottom
16849 shows you the prairies and they are flat like that and
16850 you don't see anything and when you see a tree, oh,
16851 it's a great change, you see, you just see fields and
16852 fields and fields for hour unended. And the
16853 mid-picture shows you the west and I think it's the
16854 most beautiful part of Canada, you have the Rocky
16855 Mountains. And that's what you find in parts of
16856 Alberta and British Columbia. What about farming
16857 there?
16858 S. Farming isn't good there because there are so ma...
16859 [äh] much [ähm] ...
16860 S. In the southern of Alberta [äh] there's farming but ...
16861 in British Columbia not.
16862 L. Yes.
16863 S. Too much stones and too dry.
16864 L. Too many stones too high mountains. You can do
16865 forestry there and [yet?] you can do some trapping.
16866 But as you found out trapping today is not very
16867 important industry. When you look back into the
16868 past ... it was different.
16869 S. Forestry was there the most important industry. It was
16870 [äh] one of the /fərst/... first industries of ... [äh] ... state
16871 of the nation [äh] the ... that was the ... wie heißt der
16872 Erwerb? ... the first [äh] thing on the trap... [äh], ... and
16873 the farmer has thought on [unverständlich] thought

- 16874 on this ... er dachte zuerst an das ... an das ... die Tiere...
- 16875 and ... d... an den Pelz.
- 16876 L. It was thought of trapping, how to get furs.
- 16877 S. Becau ... [äh] ... they /ju:sd/ the fur for everythings
- 16878 [ähm] clothes and [ähm] weapons and so on.
- 16879 S. The first men, /mi:ns/ came to catch the beaver.
- 16880 L. The first men ...
- 16881 S. .. men...
- 16882 L. ... came to catch the beaver. All right, and now that
- 16883 story of the beaver. Who would like to read it? ... Yes,
- 16884 please.
- 16885 S. This is what a Canadian newspaper wrote about early
- 16886 /kə'naɪdɪən/ industries: Beaver fur could be sold in
- 16887 Europe for high /praɪs/ prices. So workers were sent
- 16888 from France to catch the beaver. The ri... the beaver
- 16889 began to think that life on the Eastern /kaʊst/ of
- 16890 Canada was too dangerous. The Hudson Bay
- 16891 /'kæmpəni/ sent English workers to trap the beaver on
- 16892 the land around Hudson Bay. The beaver thought life
- 16893 might be /'kwaɪtə/ in the /nə:θən/ parts of the country.
- 16894 He was wrong. He is still being trapped today.
- 16895 L. Yes, it's 'company' and 'quieter', yes. Will you go on,
- 16896 please? [meint einen anderen Schüler]
- 16897 S. The workers who trapped the beaver and the other
- 16898 settlers who came to /kə'neɪdɪə/ needed wood to /bild/
- 16899 ...
- 16900 L. ... Canada ...
- 16901 S. ... Canada needed wood to /bild/ /'haʊsɪs/ and /hæt/ to
- 16902 clear /lænt/ for their farms. They /be'gæn/ to cut down
- 16903 trees. Later they found [unverständlich] out that /wʊt/
- 16904 /kut/ be turned into money: it /kut/ be /ju:st/ for many
- 16905 things, including ships. In these ships the sailors
- 16906 caught /kɒt/ and sometimes /kəʊlt/. The owners of the
- 16907 ships took two-/θɛ:ts/ of the /kəʊd/, but the sailors
- 16908 were allowed to keep all the /kəʊlts/.
- 16909 L. Well, that's difficult: /kæd/, /kəʊld/ and /kɔ:t/ [schreibt
- 16910 die Wörter an die Tafel]. Could we have the second
- 16911 part again.
- 16912 S. Yes.
- 16913 L. Yes, please, the second part, ,The workers ...'

- 16914 S. The workers who /træpid/ ...
16915 L. .. trapped ...
16916 S. ... who trapped the beaver and the other S...
16917 L. [unverständlich] again.
16918 S. The workers who trapped the beaver and the other
16919 settlers who came /də/ /kə'neidiə/ needed ...
16920 L. ... Canada...
16921 S. .. Canada need... needed wood to build houses and
16922 had to clear (the) land for their farms. They began to
16923 cut down trees. Later they found out that wood
16924 /kəuld/ ... could be turned into money: it could be used
16925 for /'mʌni/ ... for many things, including ships. These
16926 sh... in these ships the sailors caught /kod/ and
16927 sometimes ...
16928 L. ... and some caught cod and sometimes cold.
16929 S. In these ships the sailors caught cod and sometimes
16930 cold. The /au.../ the owners of the ships took two-
16931 thirds of the /kod/, but the sailors were always /ɔ:l.../
16932 allowed to keep all the colds.
16933 L. Yes, /kəd/ you know I've brought you [unverständ-
16934 lich] cod liver pieces 'cod' is a ...? Is a fish and it's very
16935 fat. So you make oil out of it, and it doesn't taste very
16936 nice, cod-liver-oil is very good for your health but its
16937 taste is not very nice, cod-liver, cod-liver-oil. So, they
16938 caught cod, and sometimes cold, /tschi/ [Lehrerin
16939 imitiert das Niesgeräusch]. So, if they had had more
16940 cod-liver-oil they would not have caught cold,
16941 because when you have the cod-liver in you, you
16942 don't get colds any more, you know, you're strong
16943 and healthy, o.K. Now, which information do we get
16944 about the early industries of Canada? Mhm?
16945 [fragend] [Für einen Augenblick herrscht Schweigen,
16946 dann ruft die Lehrerin ein Mädchen auf.] Now, young
16947 lady?
16948 S. The early industries of Canada [äh] were farming, fish,
16949 furs and forestry.
16950 L. Mhm [zustimmend], [äh] ... but here in this story, do
16951 we hear much about fish?
16952 S. [äh], ... [äh] ... we don't /he:/ /æni'θiŋ/ about fish.
16953 L. I beg your pardon?

- 16954 S. We don't /he:/ /æni'θiŋ/ about fish.
 16955 L. [unverständlich]
 16956 S. [äh]. But we hear more about the beaver and the
 16957 forestry.
 16958 L. O.K., now, anything about the beaver, any
 16959 information?
 16960 S. Worker from /'i:ŋlənd/ and France /kæm/ to ... came to
 16961 catch the beaver.
 16962 S. [äh]. They catch the beaver because in /'airəup/ [die
 16963 Lehrerin klopft aufs Pult] ... be... because in /'airəup/
 16964 they [äh] they became therefore high /'praiziz/. They
 16965 become, [äh] they became high /'praiziz/ for /zə/
 16966 [ähm] ...
 16967 S. .. get .. [ungefragt]
 16968 L. ... they ..
 16969 Ss. .. get, get .. [ungefragt]
 16970 S. ... high /'praiziz/ for the fur.
 16971 L. Yes, and it was in the past, so ...
 16972 Ss. Got, got, got. [ungefragt]
 16973 L. They got high prices for the fur.
 16974 S. [äh], we heard that settlers [äh] built houses /wis/
 16975 wood. We heard that the settlers built houses /wis/
 16976 wood.
 16977 S. We heard the settlers needed [äh] wood for built
 16978 housing /ænt/ then they saw that they can need the
 16979 wood for built shipping and something like so the
 16980 wood industry became the second bigst industry ...
 16981 biggest industry.
 16982 S. They thought they ... that wood can be /tɛ:nt/ into
 16983 money.
 16984 L. Mhm [zustimmend]. So take the wood and turn it to
 16985 money.
 16986 S. And [ähm], I want to say something about the beaver.
 16987 Mhm, there had some English settlers [ähm] made the
 16988 Hudson Bay Company in /'siksti/ ... [äh] /'siksti/
 16989 -hundred twenty and it was a company where some
 16990 trappers and some Indians [ähm] trapped [äh] ... the
 16991 beaver or other [ähm] fur animals and [ähm] it... if
 16992 they had one ... if they had [ähm] one fur they could
 16993 [ähm] give it to the ... to the mans and [ähm] they

- 16994 would bring them other things like axes or [unver-
16995 ständlich] or what they need for trap the beaver.
16996 L. Did you understand what he said?
16997 S. They can earn money with that. They [ähm] earned
16998 money with that.
16999 L. Who?
17000 S. [äh], the trappers. They can go to the company and
17001 say 'I have here one beaver fur, I want to have a knife
17002 or ...' and then they ... [ähm] ... have it.
17003 L. Ok., and the Indians helped them.
17004 S. Yes.
17005 L. And still today we have the Hudson Bay Company,
17006 and you know what it's now? It's a big department
17007 store and you can go and get ... [äh] ... get anything
17008 you want in that Hudson Bay Company. But do you
17009 bring beavers now?
17010 S. Yes.
17011 S. No.
17012 S. The furs, yes.
17013 L. I don't bring beavers. Well, may be some people bring
17014 their furs with them. But what do other people do?
17015 S. You must bring your money.
17016 L. Yes.
17017 S. There's [ähm] in north of Quebec [äh] ... [äh] some
17018 [ähm] companies ... Hudson Bay Companies, too...
17019 [äh] there can you bring your furs, too.
17020 L. Fine.
17021 S. [unverständlich] ... money, they will have money for
17022 that.
17023 L. That's quite correct. The Hudson Bay Company
17024 started as a company where you brought the furs and
17025 got money for it. [äh]... get money for them. And
17026 today you bring your money and you can get
17027 everything at Hudson Bay Company.
17028 S. And you don't ... you don't found one beaver now
17029 there.
17030 L. You don't find ...
17031 S. You don't find a beaver.
17032 L. No beaver in Hudson Bay Company [Gelächter].
17033 S. ... and in this land screen.

- 17034 L. Why not?
17035 S. Oh, [ähm], too much settlers have killed /zə/ beavers
17036 and now there /lif/ no beavers.
17037 S. I think there are ... [äh] ... a few. They are living still
17038 here.
17039 L. Where are beavers now?
17040 S. In national parks or in the northern ... [unverständ-
17041 lich]
17042 S. But in the book they write [ähm] they trapped the
17043 beaver... beaver until today.
17044 L. Where [unverständlich] beavers today? [Schweigen]
17045 In their gardens? [Gelächter]
17046 S. In the northern parts of the country.
17047 L. Yes, and why there?
17048 S. Because they live ... there live not people or not so
17049 much.
17050 L. And the beavers know, when you look at the story.
17051 S. They think ... [ungefragt]
17052 L. What ... they ...
17053 S. ... think.
17054 L. They think, the beavers are clever. What do they
17055 think here, what did they think here? Now where do
17056 you find it? Read it.
17057 S. They began to think that life on the eastern coast of
17058 Canada was too dangerous.
17059 L. Now, think of a beaver, standing there o.k. now I
17060 think, it's too dangerous for me here ... but ... and
17061 what else did the beavers think?
17062 S. They think that it's ... might be quieter in the
17063 northern parts of the country.
17064 L. Hhm, clever, now a question: What you th.....
17065 what y-o-u [stark betont] – being clever – think of this
17066 story? How you like it ... How do you like the story?
17067 S. It's a bit crazy, now the the beavers don... [äh] ...can't
17068 think.
17069 L. Beavers and animals, they can't think.
17070 S. I don't like this story very much, I think it's very.....
17071 it's too short, [äh] ... we must say something about
17072 /zə/ early industry from this ... [äh] ... few sentence we
17073 can not say very much.

- 17074 L. All people, what do you think of what she says. She
17075 says I don't like it, it's too short.
- 17076 S. Is ... there are some informations in ... in that [äh]
17077 story but it's for a little child, only [ähm] there is an
17078 industry and so on, nothing more.
- 17079 L. Other people.
- 17080 S. They said ... [ähm] first it was so and ... but ...
- 17081 L. No, [unverständlich]
- 17082 S. ... the different from first and now ... also ... ni... 1871
17083 and 1971.
- 17084 L. And don't you think that's good?
- 17085 S. That is ... that is good.
- 17086 L. So you like the story?
- 17087 S. No, it must more.
- 17088 L. You want to know more.
- 17089 S. Yes.
- 17090 L. Hhm.
- 17091 S. Ah, but this is only ... a ...n /a:'tikəl/ of the newspaper
17092 and I think they only write [unverständlich]
- 17093 S. I don't like the story because ... [äh] ... [äh] the story
17094 tells /noθ/ ... /'noθiŋ/ about people. The story tells
17095 nothing about people .. [äh] ... that is in the countries
17096 or in the towns.
- 17097 L. Is that true? Does the story tell anything about
17098 people?
- 17099 S. The story tells about the settlers who came to Canada.
- 17100 S. Yes, but ... [äh] ... but about the population ... [äh], ...
17101 the urban po... population.
- 17102 S. The story is too simple. When it is from a newspaper
17103 it's a very bad newspaper. [unverständlich]
- 17104 L. Well, what do you think of the question: Should a
17105 newspaper write a story like this? Would you agree
17106 that he says 'Oh, it must be a bad newspaper when it
17107 has articles like this'?
- 17108 S. It might be ah ... ah fu ... funny that they want ah they
17109 want ... [unverständlich] ... funny.
- 17110 L. Yes, and do you think it is funny?
- 17111 S. Ne, no.
- 17112 S. Only that the beavers think and so on.

- 17113 L. What do other people think? Do you think it's funny?
 17114 ... He's correct I think, it's meant to be funny. The
 17115 writer thought: Now I've written a wonderful funny
 17116 story.
 17117 S. No, it's [äh] not funny.
 17118 L. Why not?
 17119 S. It's for little /tʃə:tʃ/, it's for little /tʃə:t/ then ... for little
 17120 /tʃə:t/ is the story ... for little /tʃə:tʃ/ is it funny
 17121 [Gelächter] for little /tʃild/ is it funny.
 17122 L. For little children it might be funny but not for you.
 17123 Now we heard something that you have against the
 17124 story. It's not long enough, what else do you think is
 17125 not so good?
 17126 S. I think it's [äh] it's only a piece of the ... of the whole
 17127 story, because the beginning is nothing when you
 17128 write in the newspaper you don't begin so. The
 17129 beaver's [äh] fur /kəuld/ be ... [äh] ... be sold in
 17130 /ɔi'rəupə/ for high /'pri:səs/.
 17131 L. So you mean the book cut the story.
 17132 S. And the pictures are not very good, [äh] the first one.
 17133 L. Hmhm, now when you come to the pictures, what do
 17134 the pictures tell us?
 17135 S. How the bea... beaver was trapped.
 17136 L. Right, and now can you explain how ... yes.
 17137 A. [äh], a trapper [äh] runs after the beaver with an ax.
 17138 S. It's a caricature, caricature.
 17139 S. I've ... I found that there is ... [äh] ... too much ... [äh]
 17140 ... irony.
 17141 L. Aha, fine, so and you s... mentions a little caricature ...
 17142 irony and ...
 17143 S. But you said the picture can't be true because you
 17144 can't catch a bea... beaver with a ... a ... an ax.
 17145 L. Oh, aren't you clever? [ironisch] Really, it can't be
 17146 true. But when you look at the next picture I think
 17147 that can be true.
 17148 S. A little bit.
 17149 L. A little bit, well, that's not the way how they caught
 17150 the beaver, you know, to put a trap like that, it looks
 17151 like a shoe, like an old shoe.
 17152 S. The tooth of Grandma. [Gelächter]

- 17153 L. O.K., but that, o.k., to come back here, she says it's too
17154 much irony in it or satire. It wants to be witty and
17155 ironical and satirical but I think you are correct the
17156 writer doesn't quite ... reach this again. He wants to be
17157 funny but as you all have seen it's not really funny
17158 and you would rather have some simple information
17159 and not a story like that.
- 17160 S. It might be a school-newspaper.
- 17161 L. Well, school-newspapers I hope are much better than
17162 this one. O.k., anything about the picture ... of the
17163 photo that we have in the book!
- 17164 S. That interesting ... that's interesting ... [äh] because
17165 we can see [ähm] how the ... [ähm] ... [äh] /wut/ is
17166 transport from the ... [äh] ... /wuts/ to the towns to the
17167 ...
- 17168 L. ???
- 17169 S. They only throw the /wut/ in ... [äh] ... in a river and
17170 the river ...
- 17171 L. ... rivers take the ...
- 17172 S. ... rivers take the /wut/ to ...
- 17173 L. ... to factories. And that still is one of the main ways to
17174 take the wood from the forests down to the coast or
17175 down to the factories where they ... [äh] take the wood
17176 and make ... [äh] ... planks out of them or ... [äh] ...
17177 they make paper out of the wood. All right. [Es ent-
17178 steht eine kurze Pause] Well, [äh] ... to sum the whole
17179 thing on ... [äh]... up. Let's read and start reading
17180 again at the very beginning ... [äh] ... this 'The nation
17181 of Canada'. Yes, please.
- 17182 S. A few years ago, Canada /sələ'breitid/ ... it's [äh] 100th
17183 birthday. On /'dʒu:li/ the first /'eiti'seɪnti'siks/ ... a
17184 new na... 1867 a new nation came into being in the
17185 northern half of /zə/ North American continent. On
17186 /zæt/ day, /zə/ /'fɑ:mə/ /'kɒliə/ ... /'kɒlɒniəs/ were
17187 /ju:nit/ into /zə/ /'dɒmɪnjət/ of Canada.
- 17188 L. Yes, can you correct her, please. The last sentence was
17189 not good.
- 17190 S. Dominion.
- 17191 L. [ähm], dominion and ...
- 17192 S. .. former colonies.

- 17193 L. Yes ..., could you take the beginning again, yes.
- 17194 S. A few years ago, Canada celebrated its one /'hʌndrəθ/
17195 birthday. On /'dʒu:li/ 1st ...
- 17196 L. July ... July.
- 17197 S. ... on July 1st, 1867, a new nation came into being in
17198 the northern half of the North American continent.
17199 On that day, the former colonies were /'ju:nit/ ...
17200 /'ju:nitit/ to the Dominion of Canada.
- 17201 L. It's ... were united.
- 17202 S. ... were united to the Dominion of Canada. The
17203 Canadian nation joins two different ...
- 17204 L. ... cultures ...
- 17205 S. ... cultures. This fact is still important for /'prəsəns/
17206 present day life in Canada. Canada ...
- 17207 L. Stop. [zeigt auf einen anderen Schüler]
- 17208 S. Canada is an independent nation. As a symbol of free
17209 association /ə'mɒŋ/ the Canada ... /ə'mɒŋ/ ... the
17210 nations of the Commonwealth, Elizabeth II is Queen
17211 of Canada. /heə/ representative in Canada is the
17212 Governor General. His residence is in the capital of
17213 Canada, Ottawa. Ottawa is also the seat of the
17214 Govern... and Parliament ... /'pa:liəmənt/ which is
17215 /ek.../ ... is elected by the /'kænədʒən/ people.
- 17216 L. Yes, and this part again ... [ähm] ...
- 17217 S. A few /'ji:əs/ ago /sələ'breitid/ its 100th /bə:s.../
17218 birthday. On July 1st nineteen hundred seven ...
17219 seventy six, [äh], [äh] ... 1867 a new nation came into
17220 being in northern half of the North American
17221 continent. On that day, the former colonies were
17222 united into the Dominion of Canada. The /'kænədʒən/
17223 ... ah ... the Canadian nations joins two different
17224 /'kultʃuəs/, English and French. This fact is still
17225 important for present day life in Canada.
- 17226 L. Yes, please. [ruft einen anderen Schüler auf]
- 17227 S. Canada is an independent nation. As a symbol of free
17228 /əse:su'eɪfŋ/ /ə'mɒŋ/ the nations of the Common
17229 wealth, Elizabeth II is Queen of Canada. Her
17230 representative in Canada is the /'kəʊvənə/ General.
17231 His residence is in the capital of Canada, Ottawa.
17232 Ottawa is /'ɔ:lzəu/ the seat of the Government and

17233 /'pɑ:liəmənt/ which is elected ... elected by the
17234 /gʌ.../ Canadian people.

2.4.13 Grade 9 (February 15, 1974; #23 in the Pre-Digital Corpus)

- 17235 Stundendokumentation Nr. 23
 17236 Datum: 15.02.1974
 17237 Klasse: 9. Jg. [31 Schüler/innen]
 17238 L. Well, then, once more the question: Do you know
 17239 where the next Olympic Games will be, Elke?
 17240 S. The next Olympic Games will be in 1976 and they will
 17241 be in Montreal in Canada.
 17242 L. Yes, and do you know where one of the last world-
 17243 exhibitions was? There was one world-exhibition one
 17244 was the last ones in Japan, and do you remember
 17245 where the last exhibition before that was?
 17246 S. What's the exhibition? Ex... a world exhibition?
 17247 [unverständlich]
 17248 L. Any idea, what is it ..
 17249 S. Yes, [ähm] also ... [ähm], in ... in ... [äh] in France it was
 17250 in Paris and for this world exhibition they built the
 17251 Eiffel-Turm.
 17252 L. O.K., the Eiffel-Tower was built.
 17253 S. ... in Bruxelles they ... [äh] ... built ... [äh] Atomium.
 17254 L. O.K., and do you know how ... [äh] ... do you
 17255 remember there was a world exhibition in Canada can
 17256 you still remember in what town that was?
 17257 S. Was it not Ontario?
 17258 L. I don't know.
 17259 S. Ontario isn't a town.
 17260 L. It was in Montreal as well and from this you can see
 17261 that ... [äh] ... [äh] ... [äh] Canada has ... is of quite
 17262 importance, you see, when there is a world-exhibition
 17263 and there is Olympic Games, then ... [äh] you see this
 17264 country must be of some importance. Where is it
 17265 situated this country of Canada? ... Well ... ?
 17266 S. In the north of A... [äh] ... America.
 17267 L. Yes, and what else do you know about this country?
 17268 For instance, some examples.
 17269 S. Canada is in the Commonwealth.
 17270 L. And what is a Commonwealth? ... Can you ... any one
 17271 explain what a Commonwealth is?

- 17272 S. Many states ... [äh] ... built the Commonwealth.
17273 L. [äh] ... many states ... bot /bilt/ ... they don't /bilt/
17274 a house, ja?
17275 S. They agree to the /'kʌmən/wæltʃ.
17276 L. They are members of the Commonwealth, all right
17277 well then, you know the text, here in our book we
17278 have a text about Canada and let's have a look at that.
17279 [Die Schüler schlagen ihre Bücher auf] On page 52 ...
17280 you /hæf/ a pencil in your hands and underline the
17281 words you don't know. [...] The nation of Canada. A
17282 few /si:ə/ ... A few /'ji:əz/ ago, Canada celebrated its
17283 100th birthday. In July 1st, in 1867, a new nation
17284 came into being in the northern half of the /nɔ:s/
17285 American continent. On that day, the former colonies
17286 were united into the Dominion of Canada. Any words
17287 you ... you don't know in this chapter?
17288 S. Celebrated.
17289 L. Yes, Canada celebrated its 100th birthday. Any idea
17290 what that could mean? Robert.
17291 S. When [äh] ... I was twelve /'ji:əz/ old I [äh] ...
17292 celebrated [äh] ... my birth... [äh] birthday party.
17293 L. When you were twelve /'ji:əz/ old, o.k., or another
17294 example you can give, any other example, when do
17295 you celebrate something?
17296 S. It's a big festival, and ...
17297 L. Yes, ... a festival, that you make a party, o.k. Other
17298 questions about words here?
17299 S. What are 'former colonies'?
17300 L. Mm, first questions is: What are colonies? [Schwei-
17301 gen] Once more, first question is: What are colonies?
17302 There's a German word, that is quite similar to it, then
17303 you should know what that is. Martin?
17304 S. Kolonie.
17305 L. No, not in German, please, give an
17306 /'ɪŋlɪʃ zɛ:ksplə'neɪʃn/... well.
17307 S. That's India and Australia were [äh] ... colonies of
17308 Britain.
17309 L. Jaa, /ænt/ what could be a definition of a colony? It is a
17310 country ... What is this country not for ... for instance.
17311 S. It's not free /ænt/ it's ...

- 17312 L. Yes.
- 17313 S. It belongs to another country and have to give the
17314 other greatest... greater country [äh] ... [äh] ...
- 17315 L. Yes, some ... some ...
- 17316 S. It may not govern itself, it's [äh] ...
- 17317 L. Just a minute, let's [unverständlich] ... belongs to
17318 another one, [äh]... to another country and has to give
17319 this country for instance what? ... What has it to give?
17320 For instance ... Can you gi... tell me some?
- 17321 S. Well, [äh] ... wood or [äh] ...[äh]
- 17322 L. And other goods?
- 17323 S. Gold.
- 17324 L. Yes, and?
- 17325 S. Tea.
- 17326 L. O.K., now your definition, yes, your, sorry ...
- 17327 S. Ach so. ... ja [äh] [allgemeine Heiterkeit] [äh] ... a
17328 colony ... [äh] cannot govern itself, it's [äh] ... it's
17329 being governed [äh] ... by another state.
- 17330 L. Ja, o.k., the former colonies that is, Elke, there is a
17331 colony and now it becomes independent, and so in
17332 former times, in times, long ago it was dependent on
17333 England for instance but now it is independent. Now,
17334 other questions about words in the text, Elke?
- 17335 S. [äh] ... were united into /zə/ Dominion ... of Canada.
- 17336 L. Jaa, what can one conclude from this? The Canadian
17337 ... sorry ... On that day, the former colonies were
17338 united into the Dominion of Canada. What bo... form
17339 was before 1867? ... Was there one Canada before?
17340 Christian.
- 17341 S. No, there was few [ähm] colonies, a French colony, a
17342 English colony and [ähm] this colonies are formed to
17343 the /'dɒmɪn/ of Canada.
- 17344 L. Yes, there were some mistakes. These colonies were
17345 formed into one country. You must not change
17346 within tenses. O.k., now, to the next chapter: Canada
17347 is an impor... indepen... sorry ... The Canadian nation
17348 joins two different cultures, English and French. This
17349 fact is still important for present d... day life in
17350 Canada. Now, any questions here?
- 17351 S. Joins.

- 17352 L. The Canadian nation joins two different cultures, ja;
17353 what could it mean?
17354 S. Have two nations, have [äh] ... two ...
17355 L. Sorry, I don't understand you, once more.
17356 S. Have [äh] ... two ...
17357 L. It has ... two different ca..., it can be yes, gut [German],
17358 here it joins it...
17359 S. Put together. [ungefragt]
17360 L. What is it? They are put together or they are? How do
17361 you call it? ... No, they are? They are put together?
17362 They are ...?
17363 S. Bound. [unverständlich]
17364 L. Bound together, or they are connected together, you
17365 see some of these words. And any other words?
17366 S. What's the 'present day life'?
17367 L. Hm.
17368 S. Not the life in former times and not the time in the
17369 future ... it's [ähm] it's today.
17370 L. [liest weiter vor] Canada is an independent nation. As
17371 a symbol of free association among the nations of the
17372 Commonwealth, Elizabeth II is Queen of Canada. Her
17373 representative in Canada is the Governor General. His
17374 residence is in the capital of Canada, /ɔ'ta:va/. Ottawa
17375 is also the seat of the Government and Parliament,
17376 which is elected by the Canadian people. [...] Well, I
17377 think we better go through that [äh] ... sentence by
17378 sentence. 'Canada is an independent nation!' So, any
17379 questions?
17380 S. Independent.
17381 L. Hm, what is independent? Come on. Now let us make
17382 a sentence. [Der Lehrer schreibt an die Tafel] A colony
17383 is dependent on ... on what? E.g. Australia was
17384 dependent on...? Christine.
17385 S. [schweigt]
17386 L. ... on France?
17387 S. ... on England.
17388 L. Aha, and this country /wɔ:s/ really called the mother
17389 country ... [ähm] the mother country England.
17390 [Schreibt dies an die Tafel] A Dominion is ... now can

- 17391 you get on with the sentence some more fingers
 17392 always ...
 17393 S. ... is independent [äh] on another state.
 17394 L. No, it's just another definition ... is independent ...
 17395 another definition ... not on but ...
 17396 S. .. from ...
 17397 L. [lacht] ... from ... from its ...
 17398 S. .. start.
 17399 L. No, not from its start ...
 17400 Ss. Mother country, mother country.
 17401 L. Mother country, o.k. ... yes, what does it mean now, ...
 17402 mean now it's independent? Antje.
 17403 S. When [äh] a colony is dependent [ähm] it must [äh] ...
 17404 /gif/ [äh] ... something like so [äh] ... the country ...
 17405 L. .. to the others, ja.
 17406 S. [äh] ... and [äh] when it's independent they mustn't
 17407 do it.
 17408 L. ... needn't do so, /ænt/
 17409 S. [äh] ... [äh] ... Canada is governed himself.
 17410 L. And so it's independent in ... government from ...
 17411 from ... England. O.k., now, [ähm]... As a symbol of
 17412 free association among the nations of the
 17413 Commonwealth, /ə'lizəbeɪz/ /zə/ second is Queen of
 17414 Canada. All the rest of you seem to know everything.
 17415 S. Association.
 17416 L. Ja, any idea what 'association' can mean? [Schweigen]
 17417 Now, when you have a group of several countries and
 17418 they are linked together or they are connected
 17419 together they are an association. E.g. we have the Free
 17420 Trade Association in Europe, F.T.A., Free Trade
 17421 Association. You see, there are different countries,
 17422 they've combine/t/ for the reason that they have ...
 17423 that they get a better price, that they can export and
 17424 import more than before they made this connection
 17425 or this association, and so it is an association in which
 17426 you connect many different countries, but not very
 17427 strictly, you see, the countries remain independent,
 17428 they only from an association as to get a better trade as
 17429 to export and import more than before. Or other
 17430 questions? [Schweigen, der Lehrer nimmt den

- 17431 nächsten Satz] Her representative in Canada is the
17432 Governor General! Ja, what a Governor General is, it is
17433 just an idea or a person that is typical for all the
17434 dominions; you see, in all the dominions there is one
17435 representative of the Queen, and this representative
17436 is the Governor General. What he has to do we shall
17437 look after that later on.
- 17438 S. Ich, hier.
- 17439 L. Yes.
- 17440 S. But if Elizabeth II is the Queen of Canada [äh] ... why
17441 isn't Canada the ... [äh] ... a in ... independent [äh]
17442 nation.
- 17443 L. Ja, o.k., once more?
- 17444 S. [äh], the Queen, [äh] only the Queen is a
17445 representative for ... for the state. [äh] ... the Queen
17446 has in in most countries when there is a Queen she
17447 has nothing to do ...
- 17448 L. She has no....
- 17449 S. She has no ... [äh] no right [äh] for the political things
17450 she only is a representative for the state.
- 17451 L. Hm [zustimmend] Elke.
- 17452 S. But the Queen is the Queen of England I don't ...
17453 I can't understand [äh] ... that [äh]... Canada has a re...
17454 rep... representative of hisself.
- 17455 L. But as you mean they have no Prime Minister for
17456 instance or no 'Bundespräsident' as we have got,
17457 but it has no man for itself, [äh] ... a person that they
17458 elect, well.
- 17459 S. [äh], Canada has [äh] ... has a ... a... Government and
17460 par... a parliament.
- 17461 L. Yes, that is elected by the Canadians but as Elke said
17462 there is no person like our 'Bundespräsident' who is
17463 elected by [äh] ... the ... by the cou... by the people in
17464 the country, o.k.
- 17465 S. I think Elizabeth can't [äh] ... understand the
17466 problems [äh] problems of Canada so good [äh] as a
17467 man who comes from...
- 17468 L. ... who comes from the country, yes. [Der Lehrer läßt
17469 den Schüler nicht ausreden, sondern fällt ihm einfach
17470 ins Wort] ... and Elke, o.k., we know the problem now,

- 17471 and later on we come back to this problem in our
 17472 texts. [Der Lehrer liest die letzten Sätze vor] His
 17473 residence is in the capital of Canada, in Ottawa is also
 17474 the seat of the Government and Parliament, which is
 17475 elected by the Canadian people. Any words here?
 17476 S. What's elected?
 17477 L. Mhm, you should know that what 'elected' means.
 17478 S. In nineteen... [äh] ... sixty-nine [äh] the S.P.D. was
 17479 elected by the people in Germany.
 17480 L. Yes, as the leading party in Germany, yes, you could
 17481 say so. Now, any other questions? Ah it's better to say,
 17482 sorry, ... what did you want?
 17483 S. Ne, ich dachte Sie wollten ...
 17484 L. Sorry, sorry in English.
 17485 S. Seat, what's a seat?
 17486 L. Yes, is also the seat of the government and
 17487 parliament.
 17488 S. Place ...
 17489 L. .. where ...
 17490 S. .. the go... /'gʌvənəmənt/ and parliament is.
 17491 S. Aja, Sitz.
 17492 L. Yes, o.k., now, who can read all this text now? Can
 17493 you please begin?
 17494 S. The nation of /'kʌnədə/. ... Canada. A few years ago,
 17495 Canada /'tʃe:ləbreitid/ its 100th ... [äh] 100th birthday.
 17496 [äh], on /'dʒu:li/ first, ah ...
 17497 L. Sorry [unverständlich] there is a mistake!
 17498 S. On July.
 17499 S. On July first. [äh]
 17500 L. Any mis ... sorry ..
 17501 S. On first of July ..
 17502 L. Or ..
 17503 S. On /zə/ first ...
 17504 S. /'dʒu:li/ /zə/ first ..
 17505 L. No, on July ...
 17506 S. ... the first ..
 17507 L. So, once more, Robert.
 17508 S. On July 1st, [äh] ... [äh]... eig... eighteen hundred six...
 17509 [äh] sixty seven, a new nation came into being in the
 17510 northern half of the North... North American

- 17511 continent. On that day, the former colonies were
17512 united into the Dominion of Canada. The Canadian
17513 nation joins two different /'kultʃəs/. English and
17514 French. This fact is still important for present day life
17515 in Canada.
- 17516 L. Ja, next chapter please, Kerstin.
- 17517 S. Canada is an independent nation. As a symbol of free
17518 association among the nations of the Common
17519 wealth, Elizabeth II is Queen of Canada. Her ... her ...
17520 re... representative in Canada is the Govenor Ge...
17521 General. His /rɛ:zi'dens/ is in the capital of Canada,
17522 Ottawa. Ottawa is also the seat of the Go...
17523 Government and Parliament, which is elected by the
17524 Canadian people.
- 17525 L. Let's read it once more and then speak about the text
17526 and look at the text what are the facts here we get
17527 about Canada. Now, begin reading once more Martin,
17528 please.
- 17529 S. The nation of Canada. A few years ago, Canada
17530 celebrated its 100th birthday. On July 1st,
17531 eighteen seven ... seven ... seventy ... six...
- 17532 L. Sorry, once more.
- 17533 S. Sixty-seven.
- 17534 L. [äh], once more: On July...
- 17535 S. On July 1st, [äh] 1867, a new nation /kʌm/ into being
17536 in the nation ... in the northern /half/ of the North
17537 American continent.
- 17538 L. Thanks, just a minute...
- 17539 S. Came into ... [äh] ... [äh]
- 17540 L. A new nation ...
- 17541 S. A new nation came into being.
- 17542 L. Yes, go on, Martin.
- 17543 S. On that day the former colonies were united into the
17544 Dominion of Canada.
- 17545 L. Thanks, what are the facts we get? ... Yes, please.
- 17546 S. [ähm], a few ... a few ye... a few years ago Canada
17547 celebrated it's [äh] 100th birthday.
- 17548 L. Yes, and when was that?
- 17549 S. [ähm], sixty-seven, in 1967.

- 17550 L. Yes, and so what fact get ... do we get about history?
17551 Well, Mary.
17552 S. On July 1st at 18...
17553 L. In 18...
17554 S. In 1867 a new nation came into the north of America
17555 and ...
17556 L. It didn't come there [unverständlich] Sylvia.
17557 S. It came into being in the northern half of the North
17558 American continent.
17559 L. Good, now other facts, other facts. [Lehrer schreibt
17560 das Genannte an die Tafel.] Oh, come on, some more
17561 fingers, please. Angela.
17562 S. The former colonies were united ... [unverständlich]
17563 into the Dominion of Canada.
17564 L. ... into the Dominion of Canada, now here we have
17565 got one country now, and what was before? There
17566 were ...? Hans.
17567 S. A lot of colonies were there.
17568 L. For instance what colonies were there?
17569 S. Newfoundland.
17570 S. British Columbia.
17571 L. And ... not exactly the names but under ... what
17572 influence were they?
17573 S. French colonies.
17574 L. Yes, ... and?
17575 S. Ach ja.
17576 L. And?
17577 S. And English colonies.
17578 L. O.k., now other facts... What did it become then?
17579 S. And they're united into the Dominion of Canada.
17580 L. Ja, o.k. [schreibt alles an die Tafel] The Canadian
17581 nation still joins two different cultures, English and
17582 French. This... this fact is still important for present
17583 day life in Canada. What do we hear from that?
17584 [Name unverständlich]
17585 S. In Canada [äh] there the people speak [äh] French and
17586 ... and English.
17587 L. Right, is there only the fact that they speak only
17588 English and French or is there even more? Steven.

- 17589 S. Ja, [äh] there was [äh]... a English and a French colony
17590 and now [äh] ... they speak English and French.
- 17591 L. Yes, but my question is: Is there even more than that
17592 they speak English and French? Peter.
- 17593 S. No, the culture is [äh] ... also English and [äh] ...
17594 French.
- 17595 L. Ja, so they have ... what do you mean by culture? It's
17596 more than language? What could it be for instance?
- 17597 S. The day live.
- 17598 L. Ja, ev... everyday life [unverständlich]
- 17599 S. And what they eat, and what they wear and /'kləʊsɪs/
17600 L. Ja, and ...
- 17601 S. The speak.
- 17602 S. The language.
- 17603 L. The language, and, think of something different.
- 17604 S. The schools are ... [ähm]
- 17605 L. Jaa, the ... the school systems are different and ...
- 17606 S. And the life [unverständlich], the different lives
17607 between [äh] [äh] French and English.
- 17608 L. You mean the style or the way of life is different or...?
- 17609 S. I don't know [äh] the English word but [äh] they are
17610 very different from being. The English are ... don't
17611 speak so much then the French an/t/ ...
- 17612 L. ... as the French, yes.
- 17613 S. ... as the French an/t/ [äh] ... they're ... the ... they're
17614 more /kəʊlt/ ... and the French ...
- 17615 L. They are colder, yes.
- 17616 S. Colder.
- 17617 L. [äh], what you mean is the attitude towards life,
17618 the one is more reserve/t/ you mean?
- 17619 S. Ja.
- 17620 L. And the other is more ...
- 17621 S. ... more free.
- 17622 L. Well, how do we call that [äh] full of temperament is
17623 more vivid, yes, that might be ... and who is more
17624 vivid of the two?
- 17625 S. The French.
- 17626 L. And what about the English?
- 17627 S. It's ... He is colder.

- 17628 L. Ja, ... not colder [äh] that's a temperature but he is
 17629 more ...
- 17630 S. Ja, [äh] ...
- 17631 S. ... zurückhaltend. [Gelächter] In English.
- 17632 L. What is he? He's more?
- 17633 S. In the background.
- 17634 L. Oh no, not in the background ... in the background.
 17635 [allgemeine Heiterkeit] What is he more?
- 17636 S. Reserved.
- 17637 L. Yes, and?
- 17638 S. Serious.
- 17639 L. Yes ... for instance as well. Ok., next chapter, please.
 17640 [äh] go on to read, [äh] Doris.
- 17641 S. The Canadian nation joins two different cu...
 17642 cultures.
- 17643 Ss. No, no, no, no.
- 17644 L. All right go on, it's all right.
- 17645 S. /kə'neɪdʒə/ is an independent nation.
- 17646 L. What?
- 17647 S. Independent.
- 17648 L. Yes, but what nation did you speak of?
- 17649 Ss. Canada, Canada.
- 17650 S. Canada.
- 17651 L. Yes, all right.
- 17652 S. [ähm], as a symbol of free association among the
 17653 nations of /zə/ Commonwealth, Elizabeth /zə/ ...
- 17654 S. [anderer] ... second ..
- 17655 S. .. the second is Queen of Canada. Her ... her
 17656 representative in Canada is /zə/ Governor /ge/
 17657 General. His residence in ... is in /zə/ capital of
 17658 Canada, Ottawa. Ottawa is also /zə/ seat of /zə/
 17659 government and /'pa:liəmənt/ which is elected by /zə/
 17660 Cana... Canadian people.
- 17661 L. Ok. Well, any facts we ...
- 17662 S. [ähm] Elizabeth [äh] II is the Queen of Canada.
- 17663 L. And some more, Barbara.
- 17664 S. They /hæf/ go... government and /'pa:liəmənt/.
- 17665 L. And .. some more facts.
- 17666 S. Her representative is the [äh] Governor General.
- 17667 L. Jaa, ... and ...

- 17668 S. [äh] the seat of the /'gʌvənəmənt/ and /'pɑ:lɪəmənt/ is in
17669 Ottawa.
17670 L. Jaa, ... and?
17671 S. And government and parliament ... [äh] is elected by
17672 the Canadian people.
17673 L. [schreibt das Gesagte an die Tafel] Some more,
17674 Christian.
17675 S. Canada is a member of /ðə/ association of
17676 Commonwealth.
17677 L. And ... [äh] ... these members have a certain /'stætjʊs/.
17678 What are they called? They are called? All the
17679 members in the Commonwealth have a certain name.
17680 Ss. Dominion, dominion, oder wie, ne.
17681 L. Sorry?
17682 S. Dominion.
17683 L. Yes. [unverständlich]
17684 S. Dominion?
17685 L. They are Dominions, yes. Now, [äh] Can... the capital
17686 is Ottawa and it's [äh] ... /'stætjʊs/ within the
17687 Commonwealth is a dominion.
17688 S. And independent from ... [äh] ... Britain ... Britain.
17689 L. Yes, you see, I think that is in this fact there was a new
17690 nation at that time it was no longer a colony. Ok.,
17691 now can we please form sentences from what we
17692 wrote down here? We begin with history; go to
17693 culture and afterwards to politics. Now, who can
17694 begin with this? What do we know about the history
17695 of Canada? Helmut.
17696 S. Canada ... [ähm] ... celebrated [äh] ... at the Ju... the
17697 first Ju... [äh] of in /'dʒu:li/19... 1967 ...
17698 L. And can you correct that sentence in a minute?
17699 [ähm], wha... what would to be corrected, Antje?
17700 S. [äh] ... [äh] Canada /'kænəbrɛ:tɪd/ ... it's ...
17701 L. [äh], what... what is that? /'kænəbrɛ:tɪd/?
17702 S. Celebrated it's ... [äh] ... [ähm]... hund... hundred...
17703 [ähm]... birthday ... but on /'ju:li/ ...
17704 S. [anderer] July.
17705 S. July [äh] ... in /'naintɪhʌdrɪd/ ... /'eɪtɪ.../
17706 S. [anderer] 1800.
17707 S. ... /eɪtɪ.../ [ähm] ...

- 17708 S. [anderer] 1867.
 17709 S. 1867 [ähm] a new nation came into ... being.
 17710 L. Into?
 17711 S. Being in the no....
 17712 L. Yes, Antje now, once more your sentence but slowly
 17713 /ænt/ correct the sentence and don't make [äh] ... ten
 17714 small sentences but one sentence /wiθ/ [äh] ... definite
 17715 subject and object. Begin once more.
 17716 S. On July ... [äh] 1st [äh] ... in ... in ... 1867 a new nation
 17717 came into ... [äh] the ... the ... north ...
 17718 L. It didn't come there from South America. It didn't
 17719 walk there or something like that.
 17720 S. ... nein, nein ... [äh] ... in the northern ...
 17721 L. Yes, and a new nation came into ...?
 17722 S. Into ... being.
 17723 L. Ok., and therefore a hundred days ... a hundred years
 17724 later they celebrated their birthday. What about the
 17725 situation before, now go on Antje.
 17726 S. [ähm], aja, [ähm]... before ... [äh] French and England
 17727 colonies [ähm] are ... [äh] took ... took a ... are taken ...
 17728 and other things from ... from Canada.
 17729 L. I didn't quite understand your sentence. Can you
 17730 please begin once more. What was before 1867?
 17731 S. Ja, [äh]... Canada was an indep ... [äh] ... pendent on
 17732 [äh] ... an dependent [ähm] na...
 17733 L. Was it independent before 1867...?
 17734 S. Dependent.
 17735 L. Aha, on what?
 17736 S. [äh] ... of England and ... [äh] ... French.
 17737 L. ... on England and ...?
 17738 S. French.
 17739 L. ... and ... ?
 17740 S. ... and ... ?
 17741 L. 'French' is the adjective and ...
 17742 Ss. ... and France.
 17743 L. ... and France, yes. Now then, who can sum up the first
 17744 chapter once more? Ralf.
 17745 S. On July 1st ... [äh] ... 1800 ... /seks/ ... sixty-seven [äh]
 17746 ... a new /næfn/ [äh] come into being the ... the
 17747 northern half of America, Canada. [äh]. Before there

- 17748 were French and English colonies and /zəu/ ... the the
17749 persons [äh] the people in Canada speak [äh] ...
17750 French and English.
17751 L. O.K. [Name unverständlich]
17752 S. In /'kænədə:/ ... In Cana...
17753 L. Canada ...
17754 S. ... in Canada two different ... different sorts of [äh] ...
17755 culture were ... [ähm] ...
17756 Ss. ... are ... are ...
17757 S. .. are there.
17758 L. Once more, begin once more: In Canada ...
17759 S. In Canada [äh] ... are two sorts of culture: /'iŋliʃ/ and
17760 French because ... [äh] ... before
17761 /'eitihʌndrɪd'sɪksti'se:vən/ [ähm] ... Canada were French
17762 and /'iŋliʃ/ colonies.
17763 L. Ja, and can you still tell us some differences of these
17764 cultures?
17765 S. The French [äh] are more ... [ähm] ... the French have
17766 more [äh] ... temperament and the [ähm] ...
17767 Englishmen, [äh] ... are serious.
17768 L. ... or reserved, yes, and we said something else? The
17769 difference is once language and [unverständlich]
17770 S. [unverständlich] ... the school life and for the eating.
17771 L. ... concerning meals, and ...
17772 S. Ja ... or what they play ... football or...
17773 L. Ok., now then politics. Who can sum up the results of
17774 politics, Elke?
17775 S. [äh] ... Canada is an independent nation. The Queen
17776 Elizabeth II is /zə/ Queen of Canada. Her ... her repr...
17777 representative [ähm] is in Canada. The seat of ... of ...
17778 repre... presentative and government and parl...
17779 L. Sorry, her representative is who?
17780 S. is [äh] the Govern... Ge.. [äh]... Generation.
17781 [Gelächter] ... General ... General ... [äh] ... the seat of
17782 parliament and government [äh] is in Ottawa.
17783 L. Yes, and you still know as an association ... as a
17784 member of an association it has a certain /'stætʃu:s/
17785 and what is the /'stætʃu:s/ called?
17786 S. Canada is as ... a symbol of free association.
17787 L. Yes, it is but what is this symbol called?

- 17788 S. Dominion.
- 17789 L. Now, in the next part of our lesson we go through
- 17790 some facts. We have ... we form two groups ... three
- 17791 groups now... what that?
- 17792 S. Ottawa is [äh] the main town of Canada.
- 17793 L. She said that before. It's the capital, yes. [äh] ... now
- 17794 then, there's one group ... my I just ask who ... which
- 17795 of you ... there are some of you I think who study
- 17796 French, who is it? Oh ... so the main part, thanks, all
- 17797 right, now this group here, you have a look at /peitʃ/
- 17798 56. It's called: A country of two languages. They g...
- 17799 they give a program of Radio Canada International
- 17800 and a small text under the ... that diagram. And you
- 17801 ask the questions: What do we know, what do we get
- 17802 to know about the two cultures? Now the second
- 17803 group here in the middle up to here we say you have a
- 17804 look at chapter ... at chap... at /peitʃ/ 53 what ... They
- 17805 get the text: Some Canadian industries of the past.
- 17806 What industries were there and of what importance
- 17807 were they? But have a look at the pictures as well, o.k.?
- 17808 And you have a look in our text in the vocabulary aids
- 17809 on /peitʃ/ 35. There is a diagram about the
- 17810 government in Canada, and you try to form this into
- 17811 sentences, that is all. And you begin with the people
- 17812 of Canada on the right side and then go on. If you
- 17813 have ... when you have questions please ask me, I
- 17814 come round. Sorry, I ... I repeat it, you speak about the
- 17815 language program, the two different cultures, you
- 17816 about the industries of the past and their importance,
- 17817 and you try to give us a definition of the government
- 17818 in Canada. [Die Vorbereitung dauert etwa 8 Minuten]
- 17819 Let us begin and answer the questions I asked you. We
- 17820 have three questions. The first question is: What do
- 17821 we get to know about the two different languages, the
- 17822 two different cultures? The second question is: What
- 17823 industries were there in the past? And the third
- 17824 question is: How does government work in Canada?
- 17825 Now, let us begin to deal with the government at first
- 17826 because we have got rather a lot about that. Ok. Who
- 17827 can begin to form us a text for the ... [äh] ... s... it's in

- 17828 the vocabulary aids on /peɪtʃ/ thirty /faɪf/. Please /hæf/
17829 a look at that. Vocabulary aids /peɪtʃ/ thirty /faɪf/..
17830 Well, who can read us his text please? Now, Sylvia,
17831 can you please begin?
17832 S. I'm not finished.
17833 L. Yes, but begin.
17834 S. The Queen of England nominates the representative.
17835 The representative was called the Governor General.
17836 He has to choose the Prime Minister from the leading
17837 party in the /haʊz/ of Common which is elect by ...
17838 which is elected by the people of Canada. Also the
17839 Prime Minister from the Cabinet which must be
17840 connect from the /haʊz/ of /'kʌmən/ ... from the
17841 members of the /haʊz/ of /'kʌmən/ and the Senate.
17842 L. Yes, there were some slighter mistakes. It is the House
17843 of Commons with an 's', ah, you see, /ænt/ [äh] ... the
17844 Cabinet is chosen from the Senate ... is chosen from
17845 the Senate. Now can anyone of you explain us in his
17846 own words, once more. [Name unverständlich] can
17847 you please begin.
17848 S. The Queen choose the Governor General.
17849 L. What does she do?
17850 Ss. Chooses, chooses.
17851 S. Chooses.
17852 L. Yes, and ...
17853 S. ... and the Governor General chooses the Prime
17854 Minister who is from the [äh] leading party in the
17855 /haʊz/ of /'kʌmənz/ [äh] in the /haʊz/ of /'kʌmənz/ are
17856 264 members and the /haʊz/ of /'kʌmənz/ is elect...
17857 L. ... is what?
17858 S. [anderer sagt vor] ... is elected...
17859 S. ... is elected [äh] from the people of Canada by the
17860 people and [äh] ... the Prime Minister chooses the
17861 /kabi'net/ about 30 mem... members who came ...
17862 L. ... who came ...[unverständlich]
17863 S. ... who are ta ... who are taken from the ... [äh] /sə'neɪt/
17864 and from the House of Commens.

- 17865 L. Now, one mistake in pronunciation ... who are taken
 17866 from the ... What is it? The House of Commons is one
 17867 and the other is called?
 17868 S. The Senate.
 17869 L. The Senate, ok. Now, have you questions about that,
 17870 no, then let us come to the second group, please, [äh]
 17871 ... the cultural point of view. What can you tell us
 17872 about the two cultures in Canada about the two
 17873 languages? Where is it in our book?
 17874 S. /peɪtʃ/ 65 ... [äh] ...
 17875 L. Once more.
 17876 S. 56.
 17877 L. Now any facts about this. Christian, can you please
 17878 tell us?
 17879 S. There are three languages. The Es... English, the
 17880 French, and also /ðə/ Eskimo and [ähm] ... you can see
 17881 on [äh] ... [äh] ... there's a ...
 17882 L. .. a diagram, you mean ...
 17883 S. ... diagram, there can you see that there are eighty %
 17884 speaking English, 10 % speaking English and French
 17885 and also 30 /'pɛ:sənt/ speaking French.
 17886 L. Ja?
 17887 S. Nein, 80, 10.
 17888 L. And?
 17889 S. And [ähm] ... and the dominant /'ɔ:fɪʃəl/ languages are
 17890 ... is ... are English and French.
 17891 L. And both, what are they both?
 17892 S. /'ɔ:fɪʃəl/
 17893 L. Official language.
 17894 S. Official language.
 17895 L. Yes.
 17896 S. That means that the Parliament... [ähm] ... the ... the
 17897 members of parliament speak English and also
 17898 French.
 17899 L. For instance, when do you have a debate in
 17900 Parliament as in our 'Bundestag' today you must have
 17901 a debate in English and one in French, ok.
 17902 S. [ähm] the /tæsk/ of the radio in Canada is to send
 17903 information to the ... the people in Canada because
 17904 the ... the ... there are not many [äh] person on a

- 17905 square only 2 ½ people and so important ... to send ...
17906 /ðə/ [ähm] ... importance to ...
17907 L. ... the important news.
17908 S. /ðə/ important news to the persons because they [äh]
17909 can't [ähm] ...
17910 L. Well, because otherwise they don't get any news at
17911 all.
17912 S. Yes.
17913 L. And so, in Canada the radio is ... of ... im ... especial
17914 importance. Why is it in ... of especial importance in
17915 Canada? Can you repeat this once more.
17916 S. Because in Canada [äh] ... is... it's a very /bik/ town and
17917 there are not enough ...
17918 [unverständlich, weil der Lehrer dazwischen redet]
17919 L. It's a big, a very big country. [unverständlich]
17920 S: ...country, they all live [äh] ... they all /lif/ [äh] in .. in
17921 ... in huts, or so in the /wuts/ and they don't /lif/
17922 together in ...
17923 L. .. in towns...
17924 S. .. in towns... not many peoples ... the most of them are
17925 in the country.
17926 [Gelächter]
17927 S. ... yes, I think so.
17928 L. And why is it necessary?
17929 S. When they /hæf/ no news [äh] they .. they ... they
17930 don't know what's happening in the world.
17931 L. But why... why can't they get ... why can't they read a
17932 newspaper?
17933 S. Because perhaps there is no newspaper because ...
17934 L. Why not?
17935 S. Ja, because [äh] ... not ... not ... not a single postman
17936 /dreifs/ with a bicycle into the ... [Gelächter]
17937 L. Yes, ok. That is just the point here. But now there is a
17938 ... a... a... r... riddle in mathematics: 80 % speaking
17939 English, 30 % speaking French, and 10 % speaking
17940 English and French, there are altogether how many
17941 percent?
17942 S. 120 (deutsch).
17943 Ss. 120 (englisch).

- 17944 L. Yes, and who can solve this riddle? Anyone.
 17945 [unverständlich]
- 17946 S. There are 80 % speaking English and [äh] 10 % of the
 17947 [unverständlich] speak English are speaking also
 17948 French.
- 17949 L. Yes, and then ... and ...
- 17950 S. ... then of the French 10 % speak also English.
- 17951 L. ... also speak English, yes, and then we get 70 % ...
- 17952 S. 70 % [äh] who speak [äh] ... [äh] ... /'əŋlɪʃ/ and don't
 17953 speak French and 10 % who [äh] ... speaking English
 17954 and French ...
- 17955 L. Who speaking?
- 17956 Ss. Who is ... who are.
 17957 [Die Meinungen sind offenbar geteilt]
- 17958 S. Who are speaking ...
- 17959 L. [unverständlich] just a minute, why do you use the
 17960 continuous form?
- 17961 S. Who speak.
- 17962 S. Who speak English and French and 20 % who speak
 17963 French.
- 17964 L. OK. Any questions to these persons in that group?
 17965 Something you did not understand? Well you don't
 17966 [unverständlich] your fingers, well. Now let's come
 17967 to the last part of these. The task were to find out what
 17968 were the main industries of the past and what the
 17969 pictures tell us here. Now, who can begin to give us
 17970 a short summary of what you [äh] read? Doris can you
 17971 please begin?
- 17972 S. Yes, early Canadians industries are: the beaver fur
 17973 could be sold in /ɔi' rəupa:/ for high prices.
- 17974 L. [ähm]. Doris, just a minute [äh] ... we don't to have
 17975 some text read. What I mean is that you tell us
 17976 something in your own words.
- 17977 S. Ja, ich hab's aufgeschrieben.
- 17978 L. Yes, but not from the book, it's text from the book.
- 17979 S. Ja, is gut.
- 17980 L. Say it in your own words, what were main industries?
 17981 You mentioned one: The beaver fur was one you
 17982 think.

- 17983 S. Yes, because [äh] ... they get ... [ähm] ... the Canada...
17984 the Canadian become high prices for the beaver fur.
17985 L. They got them, yes.
17986 S. ... got them ... [äh] ... and when they began to cut the
17987 trees down for building houses they found out that
17988 wood be can ... can be turned into money because it's
17989 used for many things: building ships.
17990 L. What was the main ... the second industry now?
17991 S. Beaver fur.
17992 L. Just a minute, what was the second industry? Let's
17993 come back, what was the first industry, Sylvia?
17994 S. Beaver fur.
17995 L. And what was the second industry now?
17996 S. Wood.
17997 L. Ja, and what could one do with wood?
17998 S. Ah, you could build many things with them.
17999 L. For instance?
18000 S. Including ships.
18001 L. .. and ..
18002 S. .. houses ..
18003 L. .. and ..
18004 S. ... furnitures ... furnitures ...
18005 L. .. furniture, it's used in the singular, and ..
18006 S. .. for the paper mills.
18007 L. Yes, ok., now next industry.
18008 S. With these ships they [äh] they ... caught many many
18009 fish and full of cod and sometimes a cold.
18010 L. What ... what ... what did they do?
18011 S. They caught [äh] [äh] full of cod and sometimes a
18012 cold.
18013 L. Can you read that sentence from your book please ...
18014 S. This here?
18015 L. Where is it, please, tell the others, /peitf/ ...
18016 S. /peitf/ [äh] 53 ... [äh]... 53 [äh] down part, ganz unten.
18017 S. In these ships. [ungefragt]
18018 S. In these ships the sailors ...
18019 L. The last chapter.
18020 S. In these ships the sailors caught cod and sometimes a
18021 cold.
18022 L. What does it mean? What does it mean here?

- 18023 S. Caught cold.
18024 L. What does the sentence mean?
18025 S. Was heißt den 'cod'?
18026 L. It's a sort of fish.
18027 S. Kabeljau.
18028 S. Ach so.
18029 L. Now what does it mean this sentence? There's a
18030 certain irony in it. What irony is it? Oh, some more
18031 fingers, Martin. What is... what irony is there in the
18032 text? Now, what is cod?
18033 S. Kabeljau.
18034 L. No, sorry that is? Is it an elephant, no it is a fish, ok.
18035 Now, and what did they do when they caught the
18036 cod? ... What did they catch as well?
18037 Ss. Cold, cold, cold.
18038 L. Yes, ok., well, now any questions about this? Now can
18039 you summarize once more. What were the main
18040 industries?
18041 S. Beaver.
18042 L. Beaver?
18043 Ss. Fur ... fur.
18044 L. And second?
18045 S. Wood.
18046 L. What did they do with the beavers, with the beaver
18047 furs? Stephan?
18048 S. They catch him.
18049 L. They caught them and then?
18050 S. [äh]... they sold the beavers for high prices.
18051 L. And where did they sell them for instance?
18052 S. They want to be money?
18053 L. Where did they sell than? To Australia? To the North
18054 Pole? Greenland?
18055 S. Canada.
18056 L. To Canada.
18057 S. /ɔi'ru:p/
18058 L. To?
18059 S. /ɔi'ru:pə/
18060 L. Who is that? To what country?
18061 S. To France.

- 18062 L. Or other countries in Europe, ok. Therefore they got
18063 money. What was the second industry that was
18064 important, Christine?
18065 S. Wood.
18066 L. Wood, yes, something more about that.
18067 S. The settler needed wood to build houses and [äh] they
18068 found out that they ... that they could be used for
18069 many [äh] ... for many things.
18070 L. Yes, for instance some of these things, once more.
18071 S. Wood is need for ...
18072 L. Sorry, just a minute some of these things once more.
18073 S. They could build [äh] houses.
18074 L. And ..
18075 S. .. farms ..
18076 L. .. and ..
18077 S. .. furniture.
18078 S. Paper.
18079 L. They could make paper from it, ok. Now
18080 S. And, noch was /'fju:nitʊə/.
18081 L. Furniture. What is furniture for instance? Antje?
18082 S. Furniture.
18083 L. Can you ... ?
18084 S. ... table, chair, chair.
18085 L. Or what else? A cup-board not a board o.k. Well, then
18086 let us finish now and in the following part of the
18087 lesson you write down a small essay about what you
18088 had to check out as a task in this lesson. You write
18089 a small essay about [äh] about your ... [äh] the two
18090 different cultures and you about the industries and
18091 you about the government. And when you have
18092 finished this, when you have finished this you begin
18093 to make a text from what we wrote down on the
18094 black-board.

2.4.14 Grade 9 (June 6, 1974; #31 in the Pre-Digital Corpus)

- 18095 Stundendokumentation Nr. 31
18096 Datum: 06.06.1974
18097 Klasse: 9. Jg. [28 Schüler/innen]
18098 L. Well, last lesson you saw a film. Can you tell me /zə/
18099 title of /zə/ film? Sabine.
18100 S. In a hotel.
18101 L. Is it right? In a hotel? Just think it over, Petra.
18102 S. At the hotel.
18103 L. O.k., and in the film you learnt something about the
18104 life in the hotel. Well, now imagine you come in a
18105 hotel and what do you see in the hall? Peter.
18106 S. I'm going to the /ri'tseptʃn/.
18107 L. Once more, please, speak up, please
18108 S. I'm going to the /ri'tseptʃn/.
18109 L. Hm [zustimmend] and ... [ähm] ... who is standing
18110 there? Herbert.
18111 S. the /ri'tsept.../
18112 L. Once more.
18113 S. The /ri'tsept...onist/
18114 L. The receptionist.
18115 S. /ri'tseptonist/
18116 L. Once more, the receptionist.
18117 S. /ri'tseptʃionist/
18118 L. Receptionist.
18119 S. /ri...ri'tsep...
18120 L. ...septionist.
18121 S. /ri'tseptʃənist/
18122 L. [äh] ... listen, all together, please, receptionist.
18123 All together.
18124 Ss. Receptionist.
18125 L. Andrea.
18126 S. Receptionist.
18127 L. Ulrike.
18128 S. Receptionist.
18129 L. Uli.
18130 S. /ret'septionist/

- 18131 L. O.k., and what does the receptionist do?
18132 What does he do? Sabine, have you any idea? ...
18133 Nothing? What do the people want to come in a
18134 hotel? Kathrin.
18135 S. /zei/ want to book a room.
18136 L. O.k., and the receptionist, what does he do? Brigitte.
18137 S. He /gifs/ them his key.
18138 L. OK, and think what does he ... what else does he do?
18139 S. He books /zə/ room.
18140 L. He books the room, and ... he asks the name of the
18141 person, ok., well [äh] ... last lesson we learnt ... [äh] to
18142 know a new story about Klaus Müller, a German
18143 businessman. Please take your books ... It's on page
18144 62. [äh] ... I think, Susanne, you are the receptionist
18145 [S1], ... [äh] ... Petra, you are Klaus Müller [S2], and
18146 Anette, please you read the text [S3], come on.
18147 S3. This is /zə/ /ri'tseptʃn/ desk in Park Hotel, Toronto,
18148 /'kʌnʌdʌ/. It looks like /zə/ /ri'tseptʃn/ desk in many
18149 /'ʌzʌ/ /bik/ hotels all over /zə/ world. In all /bik/ hotels
18150 /ret'septionists/ speak English, of course.
18151 L. Klaus Müller ...
18152 S3. Klaus Müller, a /'zə:mən/ /'bisinəs:mən/ has just
18153 entered the hotel.
18154 S1. Good evening, sir. Can I help you?
18155 S2. Good evening. My name is Müller, I write to you a
18156 fortnight ago and booked a room with /beiθ/ for /faif/
18157 days.
18158 S1. Just a moment please. – I'm sorry, but I can't find your
18159 name in the book. Did we confirm the booking?
18160 S2. No, you didn't.
18161 S1. Well, we haven't got your letter, then. We always
18162 confirm our bookings.
18163 S2. Wait a /'mimit/ ... a minute. I think I've got a /'kopi/ in
18164 my brief-case. Here it is. Oh, and here's the letter, too.
18165 I forgot to ... to /post/ it.
18166 S1. That's all right, sir. I think we can give you a room.
18167 Yes, we've got a single room with shower.
18168 S2. Thank you very much.

- 18169 S1. It's room fifteen thirty three ... thirty two. That's on
 18170 the 15th floor. Here's the key, sir. /θə/ elevator is over
 18171 there.
- 18172 L. Thank you quite good reading. [äh]... Petra there's
 18173 something to correct. Please say 'a boo... a room with
 18174 bath for five days'... 'a room with bath for five days'.
- 18175 S. A room /wis/ bath for /faif/ days.
- 18176 L. Ok., and Anette, please, once more 'reception'.
- 18177 S. Re... reception ...
- 18178 L. Scharfes /s/
 18179 S. Reception.
- 18180 LS. Reception [beide gleichzeitig]
- 18181 L. That's it, once more.
- 18182 S. /ri'tseptʃn/ ... reception.
- 18183 L. That's it, all right. Please, read once more. [ähm],
 18184 Ulrike, will you please read the text [S3], [ähm]
 18185 Brigitte, you are Klaus Müller [S2], and one of the
 18186 boys, please, Wolfgang, you are the receptionist [S1].
- 18187 S3. This is the /ri'tsep.../ reception desk in Park Hotel,
 18188 Toronto, /'kʌnʌdʌ/. It looks like the reception desk in
 18189 many other /bik/ hotels all over the world. In all /bik/
 18190 hotels /ret'septionists/ speak English, of course. Klaus
 18191 Müller, a German businessman, has just entered the
 18192 hotel.
- 18193 S1. Good evening, sir. Can I help you?
- 18194 S2. Good evening. My name is Müller, I write to you a
 18195 fortnight ago and booked a room with bath for five
 18196 days.
- 18197 S1. Just a moment, please. I'm /'səri/, but I /kænt/ find
 18198 your name in /zə/ book. Did we /kən'fi:əm/ the
 18199 booking?
- 18200 S2. No, you didn't.
- 18201 S1. Well, we haven't got your letter, /zen/. We always
 18202 /kən'fi:əm/ our bookings.
- 18203 S2. Wait a minute. I think I've got a /ko'pi:/ in my
 18204 briefcase. Here it is. Oh, and here's the letter, too. I
 18205 forgot to post it.
- 18206 S1. That's all/Rait/, sir. I /sink/ we can /gif/ you a /Ru:m/.
 18207 Yes, /wif/ got a single /Ru:m/ /wis/ /fauʌ/.
- 18208 S2. Thank you very much.

- 18209 S1. It's /Ru:m/ fifty /'zə:ti/ two. That's on the /'fifti:s/
18210 floor. Here's /zə/ /kei/, sir. /zə/ elevator is over /'zɛə/.
18211 [/R/ = gargled German /r/ + vowel].
18212 [Schüler betont 'over' statt 'there']
18213 L. Thank you, Wolfgang, /'sʌmsɪŋ/ to correct, 'to
18214 confirm'.
18215 S1. To confirm.
18216 L. I confirm your booking.
18217 S1. I confirm your booking.
18218 L. Hm, [äh] there was 'key', Here is the key, sir.
18219 S1. /hie:r/ is /zə/ key, sir.
18220 L. Hm, [äh] 'on the fifteenth floor'.
18221 S1. On /zə/ fifteenth floor.
18222 L. All right, and [äh] Brigitte only a small thing, [ähm]
18223 it's 'copy'. I'll give you a copy of it. Once more.
18224 S2. Copy.
18225 L. I'll give you a copy of it.
18226 S2. I'll give you a copy of it.
18227 L. OK., well, on /peɪtʃ/ 63, there's another dialogue
18228 between Mrs. Wilson and the receptionist. Please
18229 have a look at it, and if there are some words, please
18230 ask. [Die Schüler gehen die Lektion auf unbekannte
18231 Wörter durch; ca. 1 Min.] Heike?
18232 S. What is tired, oder so ähnlich, I'm tired.
18233 L. Tired? Well then, I worked all the day from 7 o'clock
18234 in the morning till 7 o'clock in the evening, and I'm so
18235 tired.
18236 [Die Lehrerin macht die Gebärde des G[äh]nens.]
18237 S. Müde.
18238 L. All right, another word...? I think it's all clear, or?
18239 [ähm] Sabine, will you please read the receptionist,
18240 and I'm Mrs. Wilson, o.k.?
18241 Good evening. I want a double room /wiθ/ bath for
18242 tonight.
18243 S. I can give you a nice double room on 15th floor,
18244 madam.
18245 L. Haven't you got a room on the first floor?
18246 S. No, madam. There is o.... There are only restaurants
18247 on the first floor.

- 18248 L. Then I'll take the room on the 15th floor. How much
18249 is it?
- 18250 S. It will cost twenty-/faif/ /'dɒlə:s/ - I sell tickets for the
18251 te...
- 18252 L. ... theatre ...
- 18253 S. ... for the theatre, madam. Do you want any tickets for
18254 tonight?
- 18255 L. No, thank you. I'm tired and I want to go to bed early.
18256 – Thank you. [äh] ... and now please read again, [ähm]
18257 Peter, you are the receptionist [S2], and Mrs. Miller,
18258 Antje [S1]... ok., come on ... Mrs. Wilson...
- 18259 S1. Good evening. I want a double room with bath for
18260 tonight.
- 18261 S2. I can give you a nice double room on the 15th floor,
18262 madam.
- 18263 S1. Haven't you got a room on the first floor?
- 18264 S2. No, madam. There's only restaurants on the first
18265 floor.
- 18266 S1. Then I'll take the room on the 15th floor. How much
18267 is it?
- 18268 S2. It will cost twenty-five dollars. – I sell tickets for the
18269 /'θi:ətɹə/, madam. Do you want any tickets for
18270 tonight?
- 18271 S1. No, thank you. I'm /'tiəd/ ...
- 18272 L. ... tired ...
- 18273 S1. ... tired and I want to go to bed early.
- 18274 L. Antje once more, 'tired'.
- 18275 S1. Tired.
- 18276 L. I'm tired.
- 18277 S1. I'm tired.
- 18278 L. OK., and let's /tfeins/ another time. [ähm] ... yes,
18279 Anette [S1], Mrs. Wilson, and receptionist [ähm] ...
18280 Marion [S2] ... yes, now you.
- 18281 S1. Good evening. I want a /'dubəl/ /Ru:m/ /wiθ/ bath for
18282 tonight.
- 18283 S2. I can give you a nice double room on the 15th floor,
18284 madam.
- 18285 S1. Haven't you got a /Ru:m/ on the first floor?
- 18286 S2. No, madam, there are only restaurants on the first
18287 floor.

- 18288 S1. Then I take /zə/ /ru:m/ on the 15th floor. How much is
18289 it?
18290 S2. It will /kəʊst/ twenty-five dollars. – I sell tickets for
18291 the ...
18292 L. .. theatre ...
18293 S2. Theat ... madam [verlegenes Lachen]. Do you want
18294 any tickets for tonight?
18295 S1. No, thank you. I'm tired /ai.../ and I want to go to /bet/
18296 early.
18297 L. Thank you. Marion, let's correct: theatre.
18298 S2. Theatre.
18299 L. Listen please, 'theatre'.
18300 SL. [gleichzeitig]
18301 L. No, listen 'theatre'. Now speak all together.
18302 Ss. Theater.
18303 L. I want to go to the theatre, Petra.
18304 S. I want to go to the theatre.
18305 L. And Rüdiger.
18306 S. I want to go to the theatre.
18307 L. Hm [zustimmend]. I sell some tickets for the theatre,
18308 Antje.
18309 S. I ...
18310 L. I sell some tickets ...
18311 S. I sell some tickets to the ...
18312 L. ... for the theatre.
18313 S. ... for the theatre.
18314 L. Uwe.
18315 S. I sell the tickets for the /'si:ətə/.
18316 L. Hm, 'theatre'.
18317 S. /'si:ətə/
18318 L. Keep it in mind. Now please have a look. Think of the
18319 film yesterday. There was a sentence which you heard
18320 very often. It was the sentence 'Would you please
18321 etc....'. Can you remember some sentences in the
18322 film? Think it over. Think of the word 'key' ... Sabine.
18323 S. Would you please to give me the key.
18324 L. Once more.
18325 S. Would you please to give me the key.
18326 L. Ah, there is a mistake.
18327 S. Would you please give me ...

- 18328 L. That's it. Come on.
 18329 S. Would you ... would you please give me the key.
 18330 L. OK., and what else, remember the telephone,
 18331 [Name unverständlich].
 18332 S. Would you please get me a plane call to feeds.
 18333 L. OK, and now you remember it, please, try to make
 18334 questions and use those forms. Please, come on,
 18335 Brigitte.
 18336 S. Would you please book a room with bath for ... for ...
 18337 L. Would you please ...
 18338 S. ... book me a room with bath or shower.
 18339 L. Ok., and Wolfgang.
 18340 S. Would you please handing the letters.
 18341 L. Yes, and [äh] ... Marion.
 18342 S. Would you please get a pho.....
 18343 L. [unverständlich]
 18344 S. ... book a table for table ..
 18345 L. ... table for ... ?
 18346 S. ... for table.
 18347 L. Ok., that's my mistake. [Die Lehrerin hatte 'to book a
 18348 table for table for table' an die Tafel geschrieben.]
 18349 I'm sorry. [Gelächter] Marion, please make a correct
 18350 sentence out of it.
 18351 S. Would you please book a table for ... two ... tea ...
 18352 L. [ähm] ... [Gekicher] Heike.
 18353 S. Would you please order the [unverständlich]
 18354 newspaper.
 18355 L. Hm [zustimmend], and Uwe, once more.
 18356 S. [äh] /wɒd/ you please had /zə/ letters.
 18357 Ss. Hand, hand me ...
 18358 L. ... hand me the letters.
 18359 S. ... hand me /zə/ letters.
 18360 L. You can change it a bit? .. and Cornelia.
 18361 S. Ahm, /wɒd/ you please ...
 18362 Ss. Get, get, get [prompting]
 18363 S. /wɒd/ you please get a /fɔ:n/call to Leeds.
 18364 L. Hm, and ...
 18365 S. [unverständlich]

- 18366 L. No, [äh] now you ... [äh] ... the receptionist asks some
18367 questions to the hotel guest. What does he ask?
18368 [Name unverständlich]
18369 S. Would you please fill the form in ... on ...
18370 L. Once more.
18371 S. Would you please fill in the form?
18372 L. Hm, Sabine.
18373 S. Would you please tell your name?
18374 L. Yes, of course. Now have another close look at this
18375 here, all right. This here is the reception desk [das Leh-
18376 rerpult] and ... [hm] let me see. I need a receptionist.
18377 I think Anette [S1], you are the receptionist. Please
18378 come [unverständlich] the reception desk and I need
18379 a hotel guest, Brigitte [S2], please come on, take your
18380 luggage and enter the hotel [allgemeine Heiterkeit].
18381 Come on, take some luggage ... [Die Schülerin nimmt
18382 einige Schultaschen] Now you enter the hotel.
18383 S2. Good evening.
18384 S1. Good evening.
18385 S2. Can I book here a room [äh] ... with bath for a night?
18386 S1. Yes, of course ... Would ... would you please /fil/ the
18387 form ... [äh] /fil/ your name in /zə/ form.
18388 S2. [äh] yes. Is that a good room?
18389 S1. Oh yes.
18390 S2. Is it quiet?
18391 S1. Very quiet.
18392 L. [flüstern vor] Schlüssel.
18393 S. Can you give one the key?
18394 S1. O.k. [S. macht die Geste des Überreichens]
18395 S2. Thank you, where is the room and ... [äh] ... what is
18396 the number?
18397 S1. The /Ru:m/ is on the fifty/'sevent'/ ... [Gelächter] on
18398 the 57th floor [Gelächter wird lauter] ... and the
18399 number is [äh] ... seven [riot].
18400 S2. Thank you.
18401 S1. /ðə/ /'elef.../... /ðə/ elevator is there.
18402 S2. Thank you very much.
18403 L. Thank you, you both, sit down please. Sabine [S1],
18404 please come on, now you are the receptionist ... and
18405 there are some other hotel guests, there is a couple, a

- 18406 man and a woman ... [äh] a woman, [ähm], Katrin [S2]
 18407 .. and let me see [äh], ... Ingbert [S3].
 18408 S2. Good evening.
 18409 S1. Good evening. Can I help you?
 18410 S2. [äh], yes, we want [äh] ... a double /Raum/ for two
 18411 nights.
 18412 S1. Yes, there is a nice double room on 15th floor.
 18413 S2. Yes, we take /zæt/.
 18414 S1. Here is the key.
 18415 S2. Thank you.
 18416 S3. Thank you. Is the ... Is the room with bath and
 18417 shower?
 18418 S1. Yes, [ähm] would you write [der Rest ist
 18419 unverständlich]
 18420 S2. Yes.
 18421 S3. Good bye.
 18422 L. Thank you all of you, then, and the last one please,
 18423 Eddy [S1], come on, and I need a nice hotel guest,
 18424 Wolfgang [S2] [Gelächter], oh no, you are in England
 18425 now.
 18426 S2. Good evening.
 18427 S1. Good evening, Sir. Can I help you?
 18428 S2. Yes [der Schüler stockt, allgemeine Heiterkeit der
 18429 Klasse].
 18430 L. [unverständlich] ... what you want.
 18431 Ss. A single room, a single room. [prompting]
 18432 L. Wolfgang, 'I want a single room'.
 18433 S2. I want a single /Ru:m/.
 18434 S1. [ähm] ... I have a nice single /Ru:m/ on the fifteenth
 18435 floor.
 18436 Ss. How much is it? How much is it? How much is it?
 18437 [prompting]
 18438 L. How much is it?
 18439 S2. How much is it?
 18440 S1. It will cost 16 dollars.
 18441 S2. I have not money.
 18442 L. I've no money ... Speak up, please... Wolfgang once
 18443 more: I have no money.
 18444 S2. I have no money.
 18445 S1. Oh, I'm sorry. You can ... You can't have the room.

- 18446 L. Good bye then.
18447 S2. Good bye, /sænk/ you.
18448 L. Ok., thank you, sit down please ... Now please take
18449 your books again. On the top of /peitʃ/ 63 there is a
18450 letter. Can you please tell me: Who wrote the letter?
18451 Rüdiger, have a book.
18452 S. Dear Sir, I would like ...
18453 L. No, answer my question, please, I said: Who wrote the
18454 letter?
18455 S. Ach so, Klaus Müller.
18456 L. Once more [unverständlich]
18457 S. [unverständlich]
18458 L. Klaus Müller wrote ...
18459 S. Klaus Müller /Rəʊt/ a letter.
18460 L. OK., and to whom did he write the letter? Petra, ...
18461 look at this here! [zeigt auf die Adresse] This is the
18462 address.
18463 S. The Manager Park Hotel, Toronto, /'kʌnʌdʌ/.
18464 L. Hm, hm..., and what is it 'The Manager Park Hotel,
18465 Totonto, /'kʌnʌdʌ/?
18466 S. /zə/ /ʌ 'dres/.
18467 L. Yes, and /ðə/ address of the hotel, o.k. It's a letter to
18468 the hotel manager. And now let's read what Klaus
18469 Müller wants. Now you can read, come on.
18470 [Die Lehrerin nimmt den Schüler namens Rüdiger]
18471 S. Dear Sir. I would like to book a single /Ru:m/ /wiθ/
18472 /bæθ/ for the time for /mu:ndei/, /'ju:li/ 23 till
18473 Saturday, 'dʒu:li/...
18474 L. July ...
18475 S. ... 28. Will you please confirm /zə/ booking. Yours
18476 sincerely Klaus Müller.
18477 L. OK there were some mistakes. Can you please read the
18478 date once more, Sabine.
18479 S. Nein, ich ... ich wollt' nur fragen 23 ... [äh] ... twenty
18480 three...
18481 L. It was not right, can you please correct the date?
18482 S. ... twenty /sə:d/ ...
18483 L. Bitte?
18484 S. ... twenty /sə:d/ ...

- 18485 L. Please, take the whole date here: from Monday ...
 18486 please, read this sentence ... Monday
 18487 S. [äh] Monday, July 23rd till Saturday July twenty ...
 18488 S. [anderer sagt vor] eight...
 18489 S. Eight.
 18490 L. OK, thank you. And please, read once more,
 18491 [Name unverständlich].
 18492 S. [unverständlich]
 18493 L. No, the whole letter, please.
 18494 S. Dear Sir, I would like to book a single room with /ba:s/
 18495 for the time from Monday /'dʒu:li/ ... [Zwischenruf:
 18496 lauter!] ... Juli 23rd till Saturday, /'dʒu:li/ 28. Will you
 18497 please /kən'fi:əm/ conf... confirm the booking. Yours
 18498 sincerely, Klaus Müller.
 18499 L. O.k., /sænk/ you, but say 'July'.
 18500 S. July.
 18501 L. Ok., now it's your task to write a letter to a hotel and
 18502 you ask for a room, you understand? ... Ihr schreibt
 18503 jetzt bitte einen Brief, in dem ihr auch in einem Hotel
 18504 ein Zimmer bestellt.
 18505 [Es tritt nun durch die schriftliche Stillarbeit der Schüler
 18506 eine Pause ein, ca. 10 Min.]
 18507 L. Don't write such a very long letter. [Anweisung der
 18508 Lehrerin zwischendurch.] Now I /sink/ some of you
 18509 are ready. Will you be so kind and read your letters.
 18510 Wilfried will still stop a moment. Ahm, who wants to
 18511 read? [ähm] I think, you want, come on, read your
 18512 letter, come on. Speak up, please.
 18513 S. Dear Sir. I would like a double /Rum/ on seaside /wis/
 18514 /ba:s/ and TV, for the time from 30th September till
 18515 Christmas. Will you please con/fɔ:əm/ the booking.
 18516 Yours sincerely Lord Quietschnel.
 18517 [Gelächter]
 18518 L. OK., was there any mistake? Well something about
 18519 the date, but it doesn't matter now. Ahm, please, read
 18520 your letter, Sabine.
 18521 S. Dear Sir, last year I had a nice time in your hotel and
 18522 I had a nice single /Ru:m/. Can I have /zə/ same /Ru:m/
 18523 in /zis/ year? It is on /zə/ 15th floor and /zə/ number of

- 18524 /zə/ /Ru:m/ is 15/'sə:ti/-two. Will you please confirm
18525 the booking? Yours sincerely, Sabine.
- 18526 L. OK., quite nice. [ähm] Wolfgang, will you please.
- 18527 S. Dear /sə:ə/, Can I /hæf/ a /Ru:m/ /fRɒm/ /'sətiəs/
18528 /ju:'lai/ till Monday /'sətiəs/ /ju:'lai/ ... for my /fRend/
18529 and I /wis/ view /ɔf/ /zə/ mountain? Will you please
18530 confirm /zə/ booking? Yours /sinse'reli/ Klaus Müller.
- 18531 L. Hm [zustimmend], a last letter, please. Who wants to
18532 read? Angelika, are you ready?
- 18533 S. No.
- 18534 L. No, you are not. Ah, Ulrike are you?
- 18535 S. Dear Sir, I would like to book a double room /wiθ/
18536 shower and separated /bæθ/ for /zə/ time from
18537 Sunday, May fourth till Friday, Mai 21. Will you
18538 please confirm the booking? Yours sincerely.
- 18539 L. Ok., thank you for today. Please, [äh] finish your
18540 letters those who are not ready yet. Ok. thank you.
18541 [The following hand-written letter , produced by one
18542 of the students, is attached to the transcript.]
18543
18544 The manager
18545 Hilton Hotel
18546 Amerika
18547
18548 Dear Sir,
18549
18550 Last year I had a nice time in your hotel
18551 and I had a nice single room. Can I have the
18552 same room in this year? It is on the
18553 15th floor and the number of the room
18554 is 1532. Will you please confirm the
18555 booking
18556
18557 Yours sincerely

2.4.15 Grade 9 (July 16, 1974; #32 in the Pre-Digital Corpus)

- 18558 Stundendokumentation Nr. 32
 18559 Datum: 16.07.1974
 18560 Klasse: 9. Jg. [27 Schüler/innen]
 18561 L. Well, before we speak about the plane crash, [äh] will
 18562 you please tell me who are Joe, who is Joe and who is
 18563 Ted? Who is Joe and who is Ted, come on ...
 18564 [Schweigen] Come on, who is the first today? What do
 18565 they do Joe and Ted? Eckard.
 18566 S. [äh] ... /zei/ were flying in /zεə/ two-seater plane over
 18567 the bush.
 18568 L. OK., and why did the plane crash down in the tree? ...
 18569 into the tree? Why did the plane crash?
 18570 S. [äh], they flew in a terrible snow-storm and Ted
 18571 couldn't control the plane.
 18572 L. Ok., and what happened to Joe and what happened to
 18573 Ted? Page 66. What happened to Joe and what
 18574 happened to Ted? Well, the plane crashed, what
 18575 happened to them? Ulrike... The plane crashed into
 18576 the trees and Joe and Ted? [unverständlich] Come on.
 18577 S. Ted's leg was broken.
 18578 L. Definitely, and what did Joe do to help Ted?
 18579 [Name unverständlich]
 18580 S. [äh], Joe switched the two...-way radio on and tried to
 18581 help.
 18582 L. Hm, yes, ok., a bit more, Jürgen.
 18583 S. Joe helped him to get out of the plane.
 18584 L. Yes, and then, what did they do then? They got out of
 18585 the plane and ... Walter?
 18586 S. /zei/ built a shelter.
 18587 L. Pardon?
 18588 S. /zei/ built a shelter.
 18589 L. Yes, come on, go on. What do they next? Jürgen?
 18590 S. [äh], Joe found ... [äh] Joe found a torch, a /'kɒmpəs/ ...
 18591 L. .. compass ...
 18592 S. ... some signal rockets [äh] ... and put them in his
 18593 pocket.
 18594 L. Yes, of course, say /'kɒmpəs/

- 18595 S. Compass.
18596 L. Yes, and remember it was dark, there was night, what
18597 did they do? It was dark, they couldn't see anything in
18598 the night. What do they do next?
18599 S. They had to wait till the next morning.
18600 L. Yes, and the next morning. Come on and tell me. [äh]
18601 [Name unverständlich]
18602 S. [äh], they walk in ... into the direction of Yellowknife.
18603 L. Thank you, put in there. Yes, go on, he walked into
18604 the direction of Yellowknife, and ...
18605 S. [äh] ... when he found a clearing the he... [äh] ...
18606 started [äh] ... some signal rocket...
18607 L. He fired, yes ... and many people came to help him,
18608 he?
18609 S. No, [äh] ... they walked again ...
18610 L. ... he walked again yes ... What was the snow? Was it
18611 easy to walk along there? Was it easy to walk along
18612 there? Conny.
18613 S. No, he fell down in /zə/ snow.
18614 L. Yes.
18615 S. ... and an old trapper came help him.
18616 L. Definitely, what did the old trapper say to him when
18617 he came and found him in the snow? Detlef.
18618 S. I'm a /'træpɹ/. I /lif/ in a /lɔŋ/-cabin not far from here.
18619 I was listening to /zə/ radio /zis/ morning, and /zei/
18620 said a plane /wis/ two men was missing and /zei/
18621 start... had start a search. /zɛn/ I /səu/ your signal-
18622 rockets.
18623 L. I saw your signal-rockets, yes.
18624 S. ... [äh] and I began to look for ah... you /wis/ my dog ...
18625 to ... to help...
18626 L. I began to ... once again.
18627 S. I began to look for you /wis/ my dog.
18628 L. Definitely, and what did he say about Ted, how were
18629 they going to help him or to get him out of the snow?
18630 S. The trapper has al... already sent a /'mesets/....
18631 message to Yellowknife and they want...
18632 L. .. wanted ..
18633 S. .. to send a helicopter.

- 18634 L. ... wanted to send a helicopter, ok., definitely. Now,
 18635 which of you will tell me the whole /'stɔ:ri:/ again,
 18636 without questions. Who is going to begin, come on,
 18637 Martin.
- 18638 S. The two men Ted and Joe were flying in their
 18639 two-seater plane. When he came to ...
- 18640 L. ... speak up ...
- 18641 S. ... When he came to a terrible snow storm and [äh] ...
 18642 Ted couldn't control his plane and then it was
 18643 smashed down into the tree. [äh] ... Ted's ... /leɪg/ was
 18644 broken and [äh] ... Joe helped him to climb over.
- 18645 L. ... climb down.
- 18646 S. ... climb down. And [äh] ... after that he built a shelter
 18647 and ... [äh] ... [äh] ... wait at the ... [äh] ... wait till
 18648 morning.
- 18649 L. .. waited ..
- 18650 S. ... waited ... [äh] till morning.
- 18651 L. Ok., thank you, who goes on? When day-light came ...
 18652 Heike.
- 18653 S. By morning the next day came /ʒəʊ/ looked for help
 18654 and Ted stayed by /zə/ shelter. Mhm... /zə/ snow was
 18655 so deep and /ʒəʊ/ can't walk on ...
- 18656 L. past is 'couldn't' ..
- 18657 S. .. couldn't walk on. He fell in /zə/ snow. [äh], suddenly
 18658 the ... an old trapper came to him and said: 'I live here
 18659 in my long-cabin. Mhm ... please, come /wɪs/ me. I
 18660 /gɪf/ you a whisky and some /wɑ:m/ food.' But Ted
 18661 answered: 'My friend /ʒəʊ/ lies in /zə/ snow. His /lek/ is
 18662 broken. We must help him'. Then the man answered:
 18663 'I sent a message to Yellowknife and they send a
 18664 helicopter for your friend.'
- 18665 L. Thank you, quite good. And what about the signal-
 18666 rockets? About this part? Who can [unverständlich].
 18667 What about the signal-rockets?
- 18668 S. On his way ... [äh] ...
- 18669 L. .. to the clearing [unverständlich] Yellowknife.
- 18670 S. .. only he fired some signal-rockets. But there were no
 18671 one who saw him.
- 18672 L. Yes, but finally, in the end? Who saw the signal-
 18673 rockets?

- 18674 S. /ðə/ old trapper.
18675 L. The old trapper, you see, and that's why he came to
18676 find him, to see him there. O.k., now let's read the text
18677 again on page 66. Who's going to begin? Martin,
18678 speak up.
18679 S. One afternoon in October Ted and Joe were flying in
18680 /zεə/ two seater plane over /zə/ /bʌʃ/ north-west of /zə/
18681 Great Slave-Lake.
18682 L. Just a moment, over the 'bush' [unverständlich]...
18683 S. 'bush' ... /zə/ /'wezə/ has been clear all day, but
18684 suddenly /zei/ flew into a terrible snow-storm. /zεə/
18685 little plane was /frəʊn/ around wildly in /zi/ air. Ted
18686 couldn't control it in /zə/ storm and it crashed down
18687 into /zə/ trees.
18688 L. Thank you, Guido, go on.
18689 S. When Joe opened his eyes it was dark and very cold.
18690 He was still sitting in /zə/ plane beside Ted. But /nəʊ/
18691 /zə/ plane was /kɔ:ʃt/ in the trees and /wɒn/ side of it
18692 was /smæst/.
18693 L. Smashed ... it is new. But now ... now the plane was
18694 caught, was caught in the trees; again the last
18695 sentence.
18696 S. ... caught /inis/ ... in the trees...
18697 L. ... and one side of it was ...
18698 S. ... and one side of it was smashed.
18699 L. ... smashed, o.k., and the next, please, Bernd.
18700 S. /zən/ Joe heard a groan. 'Ted! Are you ... all right?' he
18701 asked. 'Aaah! My leg!' Ted groaned. 'I /sink/ it's
18702 broken.' 'We must try to get help', said Joe and
18703 /'swɪʃd/ ...
18704 L. ... switched.
18705 S. ... switched the two-way ra...dio on.
18706 L. ... radio on.
18707 S. ... radio on. But /zεə/ was no /səʊnd/ from /zə/ radio.
18708 It was /'bRəʊkən/. /zə/ two men had to get out of /zə/
18709 plane now. Joe /sru:/ some blanket, /zə/ chocolate and
18710 a few /θɪn/ ... tins /ɔf/ /fɒd/ down ...
18711 L. ... down to the ground.
18712 S. ... down to the ground.

- 18713 L. Speak up, speak up louder please. He found a torch
 18714 [unverständlich] ... here [äh] ... there you are ... found
 18715 ..
 18716 S. ... found a torch...
 18717 L. ... a compass...
 18718 S. .. a compass and some signal-rockets, and put /sem/ in
 18719 his pocket.
 18720 L. Thank you .. and the next please, Detlef.
 18721 S. Then he helped Ted to climb down. Ted /gRaunt/ ...
 18722 L. ... groaned loudly, again ...
 18723 S. .. loudly ...
 18724 L. .. groaned loudly ...
 18725 S. Ted groaned loudly. At last /zei/ were on /zə/ /gRaund/
 18726 Joe /væpt/ to ...
 18727 L. ... Ted up in the blanket ...
 18728 S. ... Ted up in the blanket and /zɛn/ he /kɔ:lt/ ...
 18729 L. ... collected some branches ...
 18730 S. ... some blankets ...
 18731 L. ... no, branches, say branches ..
 18732 S. ... some /'bla:ntʃəs/ to /bilt/ /zə/ /'feltʌ/. /'a:ftʌ/ he /hæt/
 18733 built /zə/ /'feltʌ/ he ... he ...
 18734 L. .. he and Ted ...
 18735 S. ... he and Ted are a little of /zə/ food and /zə/ ... and
 18736 /zɛn/ /zei/ had ...
 18737 L. [gleichzeitig] and then they had ...
 18738 S. ... to /wait/ till /moaniŋ/.
 18739 L. ... wait till morning. Ok., Conny.
 18740 S. Joe stayed awake all night in the terrible cold. Once a
 18741 grizzly bear came near the shelter, but Joe shout and
 18742 waved his arms till it went away again. /æs/ soon /æs/
 18743 daylight came Joe left Ted. 'You must wait here', he
 18744 told him. 'I'll try to find help'.
 18745 L. Thank you. 'As soon as daylight came ...', Conny,
 18746 again.
 18747 S. /æs/ soon /æs/ daylight came...
 18748 L. No, not /æs/. 'As soon as daylight came'...
 18749 S. As soon /æs/ daylight came ...
 18750 L. Ok., and the next please, [äh] ... Ditze.
 18751 S. [äh] ...
 18752 L. He looked at ...

- 18753 S. You must wait here ...
18754 L. No, he looked at his compass... [gleichzeitig]
18755 S. He look at his /'kʌmpʌs/ and then he began to walk in
18756 the direction of Yellowknife. He could only walk very
18757 slowly because the snow was so deep. At last, after
18758 many /hauəs/ ...
18759 L. .. hours ...
18760 A. .. hours, he had to stop and rest, but then he /sɔ:t/,
18761 'I mustn't ... '
18762 L. ... thought, he thought ...
18763 S. .. thought, 'I mustn't give up. I /wɔ:nt/ give up.'
18764 And then ... And he started to walk again.
18765 L. I won't. Say 'I won't give up', [Ditze]. I won't give up.
18766 S. I won't give up.
18767 L. OK., and the next, please, [äh] ... Birgit, speak up:
18768 Suddenly ...
18769 S. Suddenly he came to clearing in the /bʌʃ/ ... bush.
18770 L. Bush. [gleichzeitig]
18771 S. There he /faɪd/ two of his ...
18772 L. There he fired ...
18773 S. .. fired ... his signal-rockets. /'pə:həps/ a helicopter is
18774 looking for us, he /sɔ:t/.
18775 L. ... he thought, thank you ... [äh] ... and [äh] ... the
18776 next, please, Gudrun.
18777 S. He waited, but he nothing happened, and ...
18778 L. No, ... 'but nothing happened' ...
18779 S. ... but nothing happened, and so he walked on again.
18780 /zen/ he came to /ə'nʌzə/ /'kli:rɪg/ and fired two more
18781 signal-rockets, but again he heard and saw /nʌsɪŋ/.
18782 L. Yes, [äh]... Gudrun say 'clearing'
18783 S. Clearing.
18784 L. Yes, no 'g' at the end. Kein 'g' am Ende, ,clearing'
18785 S. Clearing.
18786 L. Yes, that's better, go on.
18787 S. Joe walked on and on but /hʌŋe/ and /kəʊlt/ /hæt/
18788 taken away all his /streɪŋ/ ande at last he couldn't go
18789 on. He fell down in /zə/ snow.
18790 L. Thank you, and, Heike.
18791 S. Suddenly an old man /wis/ a /dɒg/ was standing near
18792 him. 'I'm a trapper', explained /zə/ old man. 'I /lɪf/ in

- 18793 a long-cabin [im Text steht 'log-cabin'] not far /fRɒm/
 18794 here. I was listening to /zə/ /ræ.../ /'reidiəu/ /zis/
 18795 morning and /zei/ /seid/ a plane /wis/ two men was
 18796 missing and /zei/ had started a search.
- 18797 L. Thank you. [äh] Heike say 'the old man'.
 18798 S. /zi/ old man.
 18799 L. Yes, go on.
 18800 S. Ahm ... /zɛn/ I /sei/ your signal ...
 18801 L. ... saw ...
 18802 S. /zɛn/ I saw your signal-rockets and I began to look for
 18803 ... you /wis/ my dog. /'vɛəs/ /zi:/ /'ʌzə/ man? /zəu/
 18804 /təult/ him about /zə/ crash. 'We must go back and
 18805 help my friend', he said. 'First you must come to my
 18806 cabin', /seid/ /zə/ trapper.
 18807 L. Thank you, and [äh] ... the next, please; who hasn't
 18808 read yet, [Name unverständlich], come on.
 18809 S. 'You need a whisky and some warm food. I've already
 18810 sent a message to Yellowknife. They said they would
 18811 send a helicopter. It'll be here soon. Then /wel/ [äh]n
 18812 ...
 18813 L. ... we'll all look ...
 18814 S. ... all looking ...
 18815 L. Then we'll all look for your friend...
 18816 S. ... all look for your friend'.
 18817 L. Thank you, o.k. Now we turn over to page 73 and 74.
 18818 What is the text you have here about? What is the text
 18819 about? ... Come on, Detlef.
 18820 S. The text about Australia.
 18821 L. ... is about ...
 18822 S. ... is about ... is about Australia.
 18823 L. Yes, what do we learn about Australia? What do we
 18824 learn about Australia?
 18825 S. /ɔ:s' reiljə/ ... [äh] ... belongs ...
 18826 L. Australia ...
 18827 S. Australia belongs to /zə/ British Commonwealth and
 18828 Queen Eliza/bes/ is /zə/ Queen of [unverständlich]
 18829 Australia.
 18830 L. Yes, that is one fact. Another fact we learn about
 18831 Australia here. Come on, Uwe.
 18832 S. /zei/ /ʃpi:k/ English /wis/ a ...

- 18833 L. What do they do? They ... ?
18834 S. /zei/ /ʃpi:k/ ...
18835 L. ... speak ...
18836 S. ... speak English /wis/ a ... Australian accent.
18837 L. ... with an Australian accent. They speak English,
18838 say it again.
18839 S. /zei/ speak English.
18840 L. Yes, ok., that's another fact, and ...
18841 S. In Australia /lif/ more ... [äh] ... sheeps than mans ...
18842 L. O.k., there were some mistakes. In Australia there live
18843 more sheep than men, again.
18844 S. In Australia /zɛə/ live more s ... sheeps ...
18845 L. No, no 's', sheep ... more sheep than men.
18846 S. ... more sheep than men.
18847 L. Ok., you see, sheep without 's'. [Der Lehrer schreibt an
18848 die Tafel.] One sheep and two sheep, you see, and one
18849 man and two men. So in Australia there live more
18850 sheep than men .. again, Jürgen.
18851 S. In Australia there live more sheep ... [äh] ... than
18852 /mæn/.
18853 L. That's quite good, another fact. And [äh] what else do
18854 we learn about ... Australia, here? Come on.
18855 S. /zə/ /sə:d/ of /zə/ /vɔ:ltz/ /vu:l/ comes from Australia.
18856 L. Once again.
18857 S. Ahm ... A /sə:d/ of /zə/ world's wool comes from
18858 Australia.
18859 L. A third of the world's wool, yes, a third of the world's
18860 wool comes from Australia, yes of course. Where do
18861 they produce all this wool? Where do they produce all
18862 this wool? ...herstellen ... where do they produce all
18863 this wool? ... Jürgen. ... In the cellars or where or in the
18864 kitchen or where?
18865 S. Ne, [äh], [äh] [Räuspern]
18866 L. Where?
18867 S. /zei/ /pRo'du:s/ /zə/ wool on sheep stations.
18868 L. ... on the sheep stations, yes, o.k., and another fact
18869 about Australia, come on ... what about the
18870 temperature there? ... Is it warm there, come on, tell
18871 me.
18872 S. It's warm... Christmas Day is /zə/ ...

- 18873 L. Yes, at Christmas time it's ...
- 18874 S. ... it's /onzə/ ... hottest day in the year.
- 18875 L. It's hot there, it's ... Christmas Day is one of the
- 18876 hottest days in the year, yes, that's it. How warm is it
- 18877 ... on Christmas Day, Detlef?
- 18878 S. [ähm] ... /'sə:tifaif/ degrees centigrade.
- 18879 L. Yes, o.k. ...
- 18880 S. .. sometimes ...
- 18881 L. .. and ... sometimes, yes, certainly, and what about
- 18882 winter time and autumn time in Australia? Is it the
- 18883 same as in Europe here with us? Winter time and
- 18884 autumn time in Australia, Detlef? ... When do they
- 18885 have winter time and summer time, autumn time,
- 18886 spring time, Uwe?
- 18887 S. When it is winter in Europe it is /'sʌmʌ/ in Australia.
- 18888 L. Definitely, yes.
- 18889 S. Autumn in Europe is spring in Australia.
- 18890 L. Yes, so when exactly is autumn in Australia, which
- 18891 month, September, October, November, or what,
- 18892 Uwe?
- 18893 S. March.
- 18894 L. March.
- 18895 S. [unverständlich]
- 18896 L. April. May and June [unverständlich]. March, April,
- 18897 May and June, o.k. Now let's [äh] ... read the dialogue
- 18898 on page 74, let's read the dialogue on page 74. [äh] ...
- 18899 who takes the introducing sentence? [äh] ... that's
- 18900 quite good for mhm... mhm ... Manfred ... [S1] and
- 18901 who is Jack? Jürgen, you are Jack [S2] and Nancy?
- 18902 Who is Nancy, a girl please. Who is Nancy? Ulrike,
- 18903 why not [S3]? Come on. Speak up, please, speak up,
- 18904 Manfred.
- 18905 S1. An Australian girl an/t/ /'ənən/ English boy /hæf/ a talk
- 18906 on December 24th.
- 18907 L. Hm, look here, there you are, on...
- 18908 S1. On... on... on... o...
- 18909 L. ... have a talk on the ... Manfred ... [unverständlich] ...
- 18910 on the 24th of December, and the next on the 215th
- 18911 of December. So, Manfred, once again.

- 18912 S1. An Australian girl and an English boy have a talk on ...
18913 on the 24th of December.
18914 L. Yes.
18915 S2. Hallo, Nancy. It's hot today, isn't it.
18916 S3. Yes, it is. Just the right weather for Christmas.
18917 S2. This is my first Christmas in Australia.
18918 You Australians /'kelibreit/ ...
18919 L. .. celebrate ...
18920 S2. ... celebrate ... [äh] ... Christmas like British people,
18921 don't you?
18922 S3. Yes, we do. We get our /'presənts/ on the 25th
18923 December ...
18924 L. ... 25th of December, Ulrike, look there, on the 25th of
18925 December.
18926 S3. ... on the 25th of December we eat turkey and
18927 plumpudding for dinner. But we /'dekə'reit/ ...
18928 L. .. eucalyptus trees ...
18929 S3. .. eucalyptus trees /insti:d/ ...
18930 L. ... instead of fir-trees.
18931 S3. ... instead of fir-trees.
18932 L. Yes, you must speak up a bit louder ... instead of
18933 fir-trees, again [unverständlich].
18934 S3. ... instead of fir-trees.
18935 L. Yes, Jack.
18936 S2. Many Australians celebrate Christmas on the beach,
18937 don't they?
18938 S3. Yes, a lot of people from the big cities do. They swim
18939 or lie in the sun.
18940 S2. Are you going to the beach tomorrow, too?
18941 [falsche Intonation]
18942 S3. No, we always stay at home on Christmas Day.
18943 We have a party in /zə/ afternoon.
18944 L. ... the afternoon.
18945 S3. ... the afternoon. My /'mʌðl/ is from England,
18946 you know, and she doesn't like picnics on the beach
18947 on Christmas Day.
18948 S2. Well, I ... I'll go to the beach tomorrow. I want to see
18949 the people with their Christmas-trees, cold turkeys
18950 [Schüler betont 'cold' statt der ersten Silbe von
18951 'turkeys' besonders] and plum/'plʌɪnʃ/ on the beach.

- 18952 L. ... plum-puddings on th beach, again ...
- 18953 S2. ... plum-puddings on the beach.
- 18954 L. Yes, Jürgen [unverständlich]: Hallo Nancy. It's hot
- 18955 today, isn't it [Lehrerin korrigiert die Intonation].
- 18956 It's hot today, isn't it? Again.
- 18957 S2. It's hot ...
- 18958 L. It's hot today ...
- 18959 S2. It's hot today, isn't it?
- 18960 L. Ok., and now again. Who is Jack? ... Michael, what
- 18961 about you? Can you speak loud today, Michael [S2],
- 18962 ok., thank you. And eh, who is Nancy? ... Bettina [S3],
- 18963 why not?
- 18964 S. Ich kann das nich ...
- 18965 L. Speak up, please. And eh ... the sentence at the
- 18966 beginning is ... is for ... [äh]...
- 18967 S. Volker.
- 18968 L. Volker, yes [S1], you take the first sentence 'An
- 18969 Australian girl...', come on.
- 18970 S1. An /aus'tRa.../ /ɔ:s'tReilɪən/ girl and an English boy ...
- 18971 L. ... English boy ...
- 18972 S1. ... have a talk on ...
- 18973 L. ... on the 24th ...
- 18974 S1. ... on the 21st ... /dits... dits/...
- 18975 L. ... of December, on the 24th of December, again.
- 18976 S1 ... 24th of ... /'di:'tsembə/
- 18977 L. December, say it again, December.
- 18978 S1. December.
- 18979 L. That's it, Jack.
- 18980 S2. Hallo, Nancy. It's hot today, isn't it?
- 18981 S3. Yes, it is. Just the right weather for Christmas.
- 18982 S2. This is my first /kR/istmas in Aust/Rei/lia. You
- 18983 Aust /R/alians celeb/R/ate Ch/R/istmas like B/R/itish
- 18984 people, don't you?
- 18985 S3. Yes, we do. We got our presents on December ...
- 18986 L. Bettina look here 'on the 25th of ... We get our
- 18987 presents on the 25th ...
- 18988 S3. ... of December.
- 18989 L. ... of December, yes.
- 18990 S3. And we eat ... hm ... turkey and plum/'pʌdɪŋ/ ...
- 18991 L. ... pudding.

- 18992 S3. ... plum-pudding for dinner. But we decorate ...
18993 L. ... eucalyptus trees ...
18994 S3. ... eucalyptus trees /in'ste:d/ of ...
18995 L. ... instead of fir-trees, again.
18996 S3. ... instead of /feə/-trees...
18997 L. ... fir-trees, ... eucalyptus trees instead of fir-trees,
18998 again ... eucalyptus trees instead of fir-trees, again.
18999 S3. /əukə'iptəs/ ...
19000 L. ... eucalyptus...
19001 S3. Eucalyptus instead of fir-trees.
19002 L. ... instead of fir-trees, go on.
19003 S2. Many Australians celebrate Christmas on the beach,
19004 don't they?
19005 L. Nancy.
19006 S3. Yes, a lot of people /fRɔm/ /zə/ /bik/ cities do ... do.
19007 /zei/ swim or /li:/ in /zə/ sun ..
19008 L. .. lie.. [der verbessernde Einwurf des Lehrers erfolgt in
19009 den Schülersprechakt hinein nach /li:/]
19010 S3. ... or lie in /zə/ sun.
19011 S2. Are you going to the beach tomorrow, too?
19012 S3. No, we always stays at ... home ...
19013 L. ... stay at home ...
19014 [Wieder verbessert der Lehrer innerhalb des
19015 Schülersprechaktes.]
19016 S3. ... stay at home on Christmas Day. We have a party in
19017 /zə/ afternoon.
19018 L. ... the afternoon...
19019 S3. ... in /zi:/ afternoon. My /'mʌzə/ is from England,
19020 you know, and she doesn't like picn...
19021 L. ... nics...
19022 S3. ... picnics on /zə/ beach on Christmas Day.
19023 S2. Well, I'll go to the beach /tu'mɔRəu/. I want to see the
19024 people /'wi'seə/ Christmas-trees, and cold turkeys and
19025 plum-puddings on the beach.
19026 L. O.k., and once again. Put up your fingers now.
19027 ... you are Jack [S2], and Nancy? ... Let's have a girl,
19028 come on ... Judith, you are Nancy [S3], and [äh] the
19029 first sentence is for Susanne [S1], speak up, please.
19030 S1. An Australian girl and an English boy have a talk ...
19031 L. ... have a talk ...

- 19032 S1. ... have a talk twenty ...
- 19033 [Lehrer klopft auf die Tafel, wo die zu sprechende Version
19034 des Datums angeschrieben steht]
- 19035 S1. ... on the twenty...
- 19036 L. Ne, Susanne, look here.
- 19037 S1. December, on the twenty-six of December.
- 19038 L. No, on the 24th ..., once again.
- 19039 S1. ... on the 24th of December.
- 19040 S2. Hallo, Nancy. It's hot today, isn't it.
- 19041 [Der Schüler tut genau das, was er nicht tun soll; er hebt
19042 die Stimme nach 'isn't it'.]
- 19043 S3. Yes, it is. Just the right weather for Christmas.
- 19044 S2. This is my first Christmas in Australia. You Australians
19045 /sə.../ /sili'breit/...
- 19046 L. ... celebrate, celebrate.
- 19047 S2. ... celebrate Christmas like British people, don't you?
19048 [Der Schüler hebt wieder die Stimme nach 'don't you'.]
- 19049 S3. Yes, we do. We get our presents on the 25th of
19050 December and we eat turkey and plum-pudding for
19051 dinner. But we decorate eucalyptus trees instead of
19052 fir-trees.
- 19053 S2. Many Australians cele...brate Christmas on /zə/ beach,
19054 don't /zei/?
- 19055 [Der Schüler hebt die Stimme nach 'don't they'.]
- 19056 S3. Yes, a lot of people from the big cities do. They swim
19057 or lie in /zə/ sun.
- 19058 S2. Are you going to /zə/ beach tomorrow, too?
- 19059 S3. No, /vi:/ always stay at home on Christmas Day. We
19060 have a party in the afternoon. My mother is from
19061 England, you know, and she doesn't like picnics on
19062 the beach on Christmas Day.
- 19063 S2. Well, I go ... I'll go to /zə/ beach tomorrow. I want to
19064 see /zə/ people /wizɛə/ Christmas-trees, /kəʊlt/ turkeys
19065 and /plʌm/... puddings...
- 19066 L. [gleichzeitig] plum-puddings...
- 19067 S2. ... on /zə/ beach.
- 19068 L. ... plum-puddings on the beach. Well, that will do.
19069 Now, what do you know about Christmas in
19070 Australia? Come on, sum up please, zusammenfassen

- 19071 [Language switching]. What do you know about
19072 Christmas in Australia? Mario.
19073 S. Well, Christmas Day is ... the hottest day of the whole
19074 year. It was ... [äh] 35 de... /də'gri:d/... [äh] ...
19075 Centigrade.
19076 L. ... degrees Centigrade.
19077 S. ... degrees Centigrade and ... [äh] ... the Australians ...
19078 [äh] ... get the presents on ... on the /'twenti'faɪf/ of
19079 December.
19080 L. ... twenty ... Mario?
19081 S. ... twenty fifth ... fifth of December. And ... [äh] ... [äh]
19082 ... they have a ... turkey and plum-pudding for dinner.
19083 L. ... have the turkey and plum-pudding for dinner, yes.
19084 S. And [äh] ... [äh] ... they ... /dikəreit/ ...
19085 L. ... decorate ...
19086 S. ... decorate eucalyptus trees ... instead of fir-trees.
19087 L. ... instead of fir-trees.
19088 S. ... fir-trees. The ... [äh] the people ... [äh] from the big
19089 ... big cities ...[äh] ... swim or lie in the sun.
19090 L. Well, they swim and ... or lie in the sun. O.k., thank
19091 you, well and last a time. Just some sentences about
19092 Christmas in Australia. Who can do that again? ...
19093 Conny.
19094 S. Christmas is in summer in Australia and ...
19095 L. In Australia Christmas is in summer, again.
19096 S. In Australia Christmas is in summer and [äh] the
19097 temperature is more /zən/ 35 degrees Centigrade ...
19098 [äh] ... /zə/ Australian ... /zə/ Australians celebrate
19099 Christmas like the British people. [äh]... Christmas is
19100 on the 25th of December and the people eat turkey
19101 and plum-pudding for dinner. They /deko'reit/
19102 /ɔɪkəl'liptus/ trees...
19103 L. ... decorate ...
19104 S. ... /deko'reit/ /ɔɪkəl'liptus/ ...
19105 L. ... decorate.
19106 S. They decorate /ɔɪkəl'liptus/ trees...
19107 L. ... eucalyptus trees.
19108 S. ... eucalyptus trees /in'sti:d/ of /faɪə/-trees.
19109 L. ... instead of fir-trees.

- 19110 S. ... instead of fir-trees. Many Australians /selə'breit/
19111 Christmas on the beach.
19112 L. ... celebrate.
19113 S. ... celebrate. A lot of people from /zə/ big cities lie in
19114 the sun or swim.
19115 L. Ok., thank you. Well, now I'm going to give you a
19116 worksheet and you answer the questions. So, here it is,
19117 the worksheet. [Die Stunde schließt mit Stillarbeit der
19118 Schüler. Zeit ca. 10 Minuten.] So, ihr könnt diese [äh]
19119 Dinge zu Hause weitermachen. Am Anfang der
19120 nächsten Stunde kontrollieren wir das dann. So vielen
19121 ...

2.4.16 Grade 9 (September 27, 1974; #33 in the Pre-Digital Corpus)

- 19122 Stundendokumentation Nr. 33
19123 Datum: 27.9.1974
19124 Klasse: 9. Jg. [31 Schüler/innen]
19125 L. All right, now let's begin on page No. 62. [Die Schüler
19126 schlagen die angegebene Seite auf.] A ship arrives.
19127 Begin reading, please, Anke.
19128 S. In 1984 [richtig 1948] a ... four... fourteen...
19129 L. Oh, go on, come on ... Anke just go on, go on.
19130 S. ... ton ship, /ðə/ 'Empire Windrush', arrived at Tilbury
19131 in England. Most of the one thousand... ah twenty
19132 eight passengers were /ɔɪrə'pi:əns/ coming back to
19133 Britain after World War II, but there were also /fiə/
19134 hundred ninety two coloured people from Jamaica
19135 /əmɔŋ/ them. They were the first immigrants who
19136 came to England after World War II. Most of them
19137 were ... were men. There were only twenty /fə'meɪl/
19138 passengers. When there ... When they were leaving
19139 the ship a reporter stepped up to one of the coloured
19140 immigrants.
19141 L. Yes, thank you. There were some mistakes. Correct
19142 them, please.
19143 S. [äh] ... he say /fiə'hʌndrɪd/ ...
19144 L. I don't care what she said. I want a correct answer,
19145 Karsten.
19146 S. Four hundred ... [äh] ninety two.
19147 L. 492, all of you.
19148 Ss. 492.
19149 L. Right, now the first number.
19150 S. Jamaica, not /dʒə'maɪkə/
19151 L. The first number.
19152 S. forty /'sɔuzənd/651
19153 L. In nineteen hundred and eighty four or in nineteen
19154 hundred and forty eight?
19155 S. In ...
19156 L. Ok., come on [meint die ganze Klasse]
19157 Ss. In 1948 ...

- 19158 L. ... a 14.651-ton ship ...
- 19159 Ss. ... a 14,651-ton ship. [nicht ganz einheitlich]
- 19160 L. Most of the 1.028 passengers ...
- 19161 Ss. Most of the 1.028 passengers ...
- 19162 L. ... were Europeans ...
- 19163 Ss. ... were Europeans ...
- 19164 L. ... 492 coloured people ...
- 19165 Ss. ... 492 coloured people ...
- 19166 L. ... Jamaica ...
- 19167 Ss. ... Jamaica ...
- 19168 L. ... among ...
- 19169 Ss. ... among ...
- 19170 L. ... twenty female passengers ...
- 19171 Ss. ... twenty female passengers ...
- 19172 L. Right, now I'd like to hear it once more, please,
- 19173 hm. Mr. N.
- 19174 S. A ship arrives. In 1948, a 14.651-ton ship, /ðə/ 'Empire
- 19175 Windrush', arrived at Tilbury in England. Most of the
- 19176 1.028 passengers were /'ɔɪrə/ /'ɔɪrɒpi:ns/ coming back
- 19177 to Britain after World War II, but there were also four
- 19178 hundred and ninety ... ne ... ni...
- 19179 L. .. 492 ..
- 19180 S. .. pa... coloured people from /dʒə'maɪkə/ among them.
- 19181 They were the first immigrants who came to England
- 19182 after World War II. Most of them were men. There
- 19183 were only twenty /'fi:mi:l/ passengers.
- 19184 [Der Schüler liest sehr abgehackt.]
- 19185 L. Well, we are not going to talk about the mistakes.
- 19186 Let us just go on. I'd like to hear as a reporter [äh] ...
- 19187 Mr. N. [S1] and as an immigrant ... Mr. N. [S2].
- 19188 Go on, please.
- 19189 S. Could ...
- 19190 L. Go on, please.
- 19191 S1. Could I ask you a few /'kwɛstən/ please ... please?
- 19192 S2. Oh yes, please, do.
- 19193 S1. May I know your ... your ... May I know you ...
- 19194 S2. My name ...
- 19195 L. No, ... no Sir. You must add something. What must
- 19196 you add? You should know. [Geflüster bei den Ss.]
- 19197 Pardon.

- 19198 S. Letzte Stunde war er nicht da.
19199 L. Oh, yes, [äh] ... Mr. N. go on [S2].
19200 S1. [äh] ... May I... May I know your name?
19201 S2. My name is Gumbs.
19202 S1. [äh], why did you ... [äh] why did you left Ja/'maikΛ/?
19203 S2. I left Ja/'maikΛ/ because I could not earn enough
19204 money there.
19205 S1. Did you /hæf/ /'ju:zuəli/ ... didn't /hæf/ a job?
19206 S2. No I /'ju:zuəli/ ... didn't /hæf/ a job.
19207 S1. [äh] ... do you have a wife and [äh] ... Do you have a
19208 wife and children?
19209 S2. Yes, but my wife and children stayed at home.
19210 S1. Why did you come to ... England?
19211 S2. I come to England because I hope to find a job and
19212 wait to be employed here.
19213 S1. [äh]... what do you ... what do you expect from the
19214 future?
19215 S2. I hope to /im'prʌf/ my standard of life and to /gɪf/ my
19216 children a good /'ed'ju:/ ... /'ed'ju:siŋ/ and better living
19217 con... conditions.
19218 S1. Thank you /'vɛ:ri/ much.
19219 L. No just listen carefully. 'Jamaica', all of you.
19220 Ss. Jamaica.
19221 L. I could not earn enough money there.
19222 Ss. I could not earn enough money there.
19223 L. Did you have a job?
19224 Ss. Did you have a job?
19225 [Einige Schüler sprechen /zəp/.]
19226 L. I hope to improve my standard of living ...
19227 Ss. I hope to improve my standard of living ...
19228 L ... and to give my children a good education ...
19229 Ss. ... and to give my children a good education ...
19230 L. ... and better living /'kən'diʃəns/.
19231 Ss. ... and better living /'kən'diʃəns/.
19232 L. All right. Once more a reporter and an immigrant,
19233 please. The reporter [deutet auf einen Schüler] and
19234 now the immigrant? Yes [bestätigt einen sich
19235 meldenden Schüler].
19236 S1. Could I ask you a few questions, please?
19237 S2. Oh yes, please do.

- 19238 S1. May I /jəʊn/ ... May I know your name?
 19239 S2. My name's ... my name's Gumbs.
 19240 S1. Where do you come from?
 19241 S2. I /kæm/ from Jamaica.
 19242 S1. Why did you leave it?
 19243 S2. I left Jamaica because I could not earn enough money
 19244 there.
 19245 S1. Did you have usually a /ʒəb/?
 19246 S2. No I usually hadn't ... [äh] ... I /dʒu:.../ usually didn't
 19247 have a job.
 19248 S1. Ah ... do you have family?
 19249 S2. Yes, but my wife and children stayed at home.
 19250 S1. Why did you come to England?
 19251 S2. I came to England because I hope to find a job. I want
 19252 to employ here.
 19253 S1. What do you expect from the future?
 19254 S2. I hope to ... im/prəʊv/ my standard of living and to
 19255 give my children a good /idʌktʃn/ and better living
 19256 conditions.
 19257 S. Thank you very much.
 19258 L. 'I came to England because I hope to find a job'.
 19259 'I came to England' ... once more.
 19260 Ss. I came to England ...
 19261 L. I want to be employed here.
 19262 Ss. I want to be employed here.
 19263 L. I hope to improve – to improve – I hope to improve
 19264 my standard of living.
 19265 Ss. I hope to improve my standard of living ...
 19266 L. ... and to give my children a good education ...
 19267 Ss. ... and to give my children a good education ...
 19268 L. ... and better living conditions.
 19269 Ss. ... and better living conditions.
 19270 L. To improve, Ellen, once more.
 19271 S. To improve.
 19272 L. ... my standard of living ...
 19273 S. ... my standard of living ...
 19274 L. ... a good education ...
 19275 S. ... a good education ...
 19276 L. ... better living /kɒn/ditions ...
 19277 S. ... better living /kɒn/ditions ...

- 19278 L. Right. I came to England.
19279 S. I came to England.
19280 L. Now give me the /sri:/ forms, please.
19281 S. [äh] ... come – came – come.
19282 L. Right, which tense is it, I came to England?
19283 S. Past tense.
19284 L. Yes, quite correct. Now I'd like you to a reporter again
19285 but /zis/ time a reporter asking a person who comes to
19286 Germany, who immigrates to Germany and the
19287 person must be of his or her own name, all right?
19288 S. Hhm?
19289 [Der Schüler hat vermutlich nicht verstanden, was der
19290 Lehrer meint.]
19291 L. Now as a reporter I'd like to have Mr. N. [S1] and the
19292 person immigrating to Germany, Miss N. [S2], Mr. N.
19293 begins.
19294 S1. Could I ask you a few questions, please?
19295 S2. Oh yes, please do.
19296 S1. May I know your name?
19297 S2. My name is N.
19298 S1. Where do you come from?
19299 S2. I ... come from ... England. Nä, I come from Germany.
19300 S1. Why did you left ...
19301 L. Correct question?
19302 S1. Why did you left Ger... [äh] England?
19303 S. Why did you leave.
19304 L. Why did you leave England? Right.
19305 S2. I left England because I could not earn enough money
19306 there.
19307 S1. Did you have a job [Stimmhafte Endkonsonanten
19308 werden den Ss. meist stimmlos gesprochen,
19309 was gleichzeitig ein Kürzung des vorangehenden
19310 Vokals bedeutet].
19311 S2. No, I usua... usually didn't have a job.
19312 S1. Do you have a family?
19313 S2. Yes, but my man and children stayed at home.
19314 L. My husband, this time, my husband... [schreibt
19315 'husband' and die Tafel, sowie 'man, woman, wife']
19316 It's man and woman but husband and wife. That's all
19317 right. Now go on.

- 19318 S1. What do you expect from the future?
 19319 S2. I hope to improve my standard of living and to give
 19320 my children a good /itʃə'dʌkʃn/ and better living
 19321 /kɔn/ ditions.
 19322 [Gekicher bei den Ss. ob der seltsamen Aussprache von
 19323 'education'.]
 19324 S1. Thank you very much.
 19325 L. Yes, the sentence once more, Birgit.
 19326 S. I hope ... [äh] ... I hope to im...prove my standard of
 19327 living and to give my children a good /itʃə'dʌkʃn/ ...
 19328 S. [anderer] ... education ...
 19329 S. ... education and better living /kɔn/ditions.
 19330 L. So this word must be very difficult. It is 'education',
 19331 once more, 'education'.
 19332 S2. Education.
 19333 L. Now you [zeigt auf einen S.]
 19334 S. Education.
 19335 S. Education.
 19336 S. Education.
 19337 S. Education.
 19338 L. This line.
 19339 Ss. Education [nicht einheitlich]
 19340 L. This line.
 19341 Ss. Education.
 19342 L. Those lines over there.
 19343 Ss. Education.
 19344 L. All of you.
 19345 Ss. Education
 19346 L. Once more, Sir.
 19347 S. Education.
 19348 S. Education.
 19349 L. Once more, Birgit.
 19350 S. Education.
 19351 L. Ellen.
 19352 S. Education.
 19353 L. Right. Now ... I've got a person coming from France,
 19354 a person coming from France. Right? You come to
 19355 Germany. You want to live in Germany. Right. Ok.
 19356 Reporter Mr. N. [S1] and the immigrant Mr. N. [S2],
 19357 all right. I don't care, really. O.k., come on.

- 19358 S1. Could I ask you for few questions, please?
19359 S2. Oh yes, please do.
19360 S1. My I know your name?
19361 S2. My name is N.
19362 S1. Where did you came?
19363 S2. I came from France.
19364 S1. Why did you ... left ... French?
19365 L. Stop, you did not pay attention, sir.
19366 S. Why did you leave?
19367 L. Why do you leave? Right, once more, sir.
19368 S1. Why did you leave ... French?
19369 L. No. Why did you leave ... ?
19370 S. France.
19371 L. France. What is French, Mr. N.?
19372 S. Frankreich.
19373 L. No, it is not. It is the language or the person, but the
19374 county is called ... ?
19375 S. Frankreich.
19376 L. In English, sir.
19377 S. /fra:ns/
19378 L. France, it's called France. Now once more the
19379 question, the reporter, please.
19380 S1. Did ... did you leave France?
19381 S2. I leave France because ...
19382 L. I ...?
19383 S. [anderer] left [prompting]
19384 S2. ... left France be ... [äh] ... because I could not earn
19385 enough money there.
19386 S1. Did you /hæf/ a job?
19387 S2. No, I usually didn't have a job.
19388 S1. Did you /hæf/ a family?
19389 S2. Yes, but my ... [äh] ... but my wife and ... and my
19390 /'fildrəns/ stayed at home.
19391 S1. Why did you came to France?
19392 [Protest bei den Mitschülern.]
19393 S1. Why did you came to Germany?
19394 S2. I came to Germany because I hope to find a job. I want
19395 to be employed here.
19396 L. Is the last question correct? Or correct it, please.
19397 S. Why did you came to France?

- 19398 L. No, ... where is he now, at this moment?
19399 S. In Germany.
19400 L. Yes, so give me the correct question.
19401 S. Why did you come to Germany?
19402 L. Of course, once more, Miss N.
19403 S. Why did you come to Germany?
19404 L. Yes, go on.
19405 S2. I come to Germany because I want to find a job.
19406 I want to be employed here.
19407 L. Now listen carefully, Frank. Why did you come?
19408 Which tense is it?
19409 S. Present.
19410 L. It is not, sir, which tense is it?
19411 S2. The past.
19412 L. Yes, of course. Now, you must answer in the past, too.
19413 'Why did you come ...?' The answer is in the past: I...?
19414 S2. Come.
19415 L. No.
19416 Ss. Came.
19417 L. Yes, sir. Now, once more, the question and the
19418 answer.
19419 S1. Why did you come to France?
19420 S2. I came to ... I came to Germany because I hope to find
19421 a job. I want to be employed here.
19422 S1. What to do ... What do you expect for the future?
19423 S2. I hope to impr ... to /im'prəʊv/ my /'stʌn' / my /stʌndʌt/
19424 for living and to /gif/ my /'fɪldrən/ a good education
19425 and /'beə/ living conditions.
19426 S1. Thank you very much.
19427 L. Well.
19428 S. To improve.
19429 L. To improve, and it is 'children', once more, sir,
19430 'to improve'.
19431 S2. To improve.
19432 L. ... and 'children'.
19433 S2. Children.

- 19434 L. Yes, all right. Now, you come to Germany from
19435 America, you have got a job there. You have no wife or
19436 husband, no children, nothing. [Lehrer schreibt das
19437 Wort 'bachelor' an die Tafel.] You're a bachelor, a
19438 bachelor. You have no wife, no children, you're a
19439 bachelor. Now what's that in German, 'a bachelor'?
19440 [unverständlich] You know and you have come to
19441 Germany to improve not your better living
19442 conditions or something like that but to improve
19443 your German. You've come to Germany to improve
19444 your German. All right? Now, once more, you come
19445 from America and you are alone, you are a bachelor,
19446 you've no wife or husband, no children. You've come
19447 here not because you hadn't a job but because you
19448 want to improve your German. All right? Now once
19449 more, reporter and the immigrant, please, in this case
19450 it's no immigrant but it's a tourist. Peter [S1] and
19451 Wolfgang [S2], all right, have a try, yes, why not? Ah,
19452 come on.
- 19453 S1. Could I ask you for a ... [äh] could I ask you a few
19454 /'kwɛʃns/ please.
- 19455 S2. Oh yes, please, do.
- 19456 S1. May I know your name?
19457 S2. My name is N.
- 19458 S1. Where do you come /fRɒm/?
19459 S2. I came fr... from U.S.A..
19460 S1. Why did you leave?
19461 S2. I ... I left U.S.A. be ... because I could ... ne, I will mh ...
- 19462 L. [unverständlich]
19463 S2. Improve my ... my German.
- 19464 L. Yes, I want to improve my German. Right.
- 19465 S1. Did you have a job?
19466 S2. Yes, I had a job.
- 19467 S1. Do you have a family?
19468 L. No, stop. Don't you want to know, what job he has?
19469 S1. [schweigt]
19470 L. I would like to.
- 19471 S1. What sort of job you have?
19472 L. It's a question, remember ... What sort of job ... What
19473 sort of job ... have you ... got? What sort of job have

- 19474 you got? Or in which profession are you in,
 19475 something like that. What sort of job have you got?
 19476 Once more.
 19477 S1. What sort of job have you got?
 19478 S2. I have [äh] ... I am ... [äh] .../e'lektrikə/. [der Schüler
 19479 benutzt das deutsche Wort mit englischer
 19480 Aussprache.]
 19481 L. An electrician, right. I'm an electrician.
 19482 S1. Why ... Why did you come to Germany?
 19483 S2. [äh] ... I hope I can [äh] ... /im'prɔ:f/ my German.
 19484 L. I hope to improve my German, my knowledge of
 19485 German, right.
 19486 S1. [schweigt]
 19487 L. Don't you say anything at the end, sir?
 19488 S1. [schweigt]
 19489 L. Thank you very much for the interview.
 19490 All right, now let us stop here, and let us go on. I'll ask
 19491 you a couple of questions and you give me the
 19492 answers. Now shut the books, please. Where did the
 19493 ship arrive?
 19494 S. The ship arrived ... arrived at Tilbury.
 19495 L. Yes, what was the name of the ship?
 19496 S. The name of the ship were 'Empi... Empire Windrush'
 19497 L. Listen carefully. What was the name of the ship?
 19498 S. The name of the ship was ...
 19499 L. 'was', it's no plural, sir, yes.
 19500 S. ... 'Empire Windrush'.
 19501 L. ... the 'Empire Windrush'. When did the ship arrive at
 19502 Tilbury in England?
 19503 S. The /tʃɪp/ arrived at /'naɪnt'hʌndrəd/ forty-eight.
 19504 L. [schreibt 'chip' /tʃɪp/ and 'ship' /ʃɪp/ an die Tafel]
 19505 Which one is it /zɪs/ one or /zɪs/ one?
 19506 S. Ship. [ungefragt]
 19507 L. You said this one [zeigt auf 'chip'] now I'd like to hear
 19508 this one [zeigt auf 'ship']
 19509 [erforderliche Anwendung kontrastiver Phonologie]
 19510 Ss. Ships, ships.
 19511 [Die Schüler meinen aber ,chips'. Sie benutzen die
 19512 deutsche Aussprache für das Partygebäck ,Chips']

- 19513 L. This here ,chips‘ [zeigt darauf] you know, you can eat
19514 them ,Pommes‘, now you don‘t came with ,chips‘,
19515 I do not think so anyway, but you come with or by
19516 ship, right. O.K., now it was in 1948. How many
19517 passengers were aboard?
19518 S. On the board were 1.028 passengers.
19519 L. You did not listen carefully. How many passengers
19520 were aboard? Once more, your answer.
19521 S. On the board ...
19522 L. No, I did not say this. How many passengers were
19523 aboard?
19524 S. Aboard...
19525 L. Yes...
19526 S. Aboard /wɛə/ 1.028 passengers.
19527 L. All right. Now, what are the difference between
19528 ‘where‘ and ‘were‘? [Schreibt beides an die Tafel;
19529 kontrastive Phonologie] What is this one here?
19530 [zeigt auf ‘where‘]
19531 S. [äh]...
19532 L. In English, pronunciation I‘d like to have.
19533 S. Ah ... [äh] ‘where‘ means place, where you /lif/ [das
19534 Letzte ist nicht genau zu verstehen].
19535 L. What is this one here ,where‘ or ,were‘? [zeigt auf
19536 ‘where‘]
19537 S. Where.
19538 L. It is ,where‘, and it of course means the place.
19539 The other one is ‘were‘ like this [zeigt auf das
19540 angeschriebene Wort] and give me the infinitive to
19541 that word, ‘were‘.
19542 S. .. to be ..
19543 L. .. to be, right ... There were some coloured people from
19544 Jamaica among those 1.028 passengers. How many.
19545 [äh] ... 492. [äh] ... passengers came from /jə‘meikə/.
19546 Right, now you‘ve got 1.028 passengers, 492 coloured
19547 people. [Der Lehrer schreibt die Zahlen in Form einer
19548 Rechenaufgabe an die Tafel: 1.028; 492]. What were
19549 the other ones, and how many were they? Yes, you
19550 should do so, sir. That‘ exactly what I want you to do.
19551 S. /‘faɪf‘hʌndəd/six ... [äh] sixty/sri:/ ...
19552 Ss. 64, four.

- 19553 S. ... [äh] 64.
 19554 L. Are you sure? ... Are you sure?
 19555 Ss. No, nein, nein.
 19556 S. 66.
 19557 L. 66. [unverständlich]
 19558 S. There were [äh] /faif/hund/red/ ... [äh]
 19559 S. [anderer] Quatsch ...
 19560 S. Thirty...
 19561 L. Thirty-six? I really wonder, sir.
 19562 [Der Schüler hat Recht; die Zahl muß lauten: 536.
 19563 Warum der Lehrer dies Ergebnis in Zweifel zieht,
 19564 ist nicht verständlich.]
 19565 S. Ah, /faif/hundred and [äh] ... eighty-six.
 19566 L. 586, oh it's quite amazing really.
 19567 S. 536.
 19568 L. You mean this one 36. Now let us find out how many
 19569 there [oder 'they'] were.
 19570 Ss. [reden durcheinander]
 19571 L. [rechnet das Ergebnis aus]
 19572 Ss. Ja, ja.
 19573 L. [unverständlich] Now read /zə/ number once more.
 19574 S. 536.
 19575 L. Right. What are these people called? They were no
 19576 coloured people; but what are they called, what were
 19577 they called?
 19578 S. They are white people.
 19579 L. Right, and what do you call those white people when
 19580 they come from Europe? What are they called, Mr. N.?
 19581 S. /'ju:rəpi:əns/
 19582 L. Europeans, yes, so one sentence and the number, sir.
 19583 S. /faif/hundred/'sɛ:tisix/ /'ɔɪrəpi:əns/ came from ...
 19584 L. [unterbricht den Schüler] No, you said something
 19585 quite different, a minute ago, not they come from
 19586 Europe, they are ...
 19587 S. Europeans.
 19588 L. They are /'ju:rəpi:əns/, /'ju:rəpi:əns/ right, there were
 19589 536 /'ju:rəpi:əns/ aboard. How many /ɔf/ those
 19590 coloured people want to stay [unverständlich]. The
 19591 reporter asks one of the people and what does he hear

- 19592 from the coloured person? What does he hear? [Name
19593 unverständlich].
- 19594 S. Ja, he ... he heard a interview.
- 19595 L. [lacht] All right, but give me the /'kɔntens/.
19596 What did he ask? What did he say? What did he hear,
19597 did he want to know?
- 19598 S. He /a:sked/ what ... what's the name from /zə/ person
19599 and ... and ...
- 19600 L. ... and ... and ...
- 19601 S. ... where did he come from?
- 19602 L. Where did he came from and ...?
- 19603 S. ... what did /zə/ ... what did /zei/ do in England?
- 19604 L. What?
- 19605 S. What did /zei/ do in England?
- 19606 L. Well, they've just arrived. They've just arrived.
19607 They didn't do anything in England yet.
- 19608 S. What /zei/ want [äh] ...
- 19609 L. What they want to do in England? Right, what else
19610 does he ask?
- 19611 S. Why did he left Jamaica?
- 19612 L. Why did he leave Jamaica, yes. And what was the
19613 reason for it, Ellen?
- 19614 S. [äh] ... because ... [ähm] ... he has ... [äh] ... he couldn't
19615 enough [ähm] ... earn enough [äh] ... money ...
- 19616 L. The reason was that he couldn't earn enough money
19617 there, right. How many children did he have ...
19618 twenty, forty...?
- 19619 Ss. [lachen]
- 19620 L. I don't know, I ask you ... Come on, Frank, how many?
19621 [Im Text ist keine Zahl angegeben]
- 19622 L. Look it up first, come on, look it up.
- 19623 S. There's no /'fildrən/.
- 19624 L. Have they?
- 19625 Ss. At home, at home.
19626 [Die Schüler reden ziemlich durcheinander]
- 19627 L. Oh yes, of course, but at home, how many children
19628 has he got?
- 19629 S. He had one children.
- 19630 Ss. Ne, nä, nein.
- 19631 L. One ...? One ...? One ...?

- 19632 S. One child.
19633 L. Child or two ...?
19634 S. Children.
19635 L. Children, now, how many childred did he have,
19636 really?
19637 S. Two, or more.
19638 S. He had a few ... children ...
19639 L. All right ...
19640 S. Children.
19641 L. All right, we do not really know. He's got a wife and
19642 he's got children, all right. But we do not know how
19643 many. Maybe he's got three, maybe he's got twenty,
19644 we don't know. And why did he want to live in
19645 England, Anke?
19646 S. He u... u... u... usually got a job in England.
19647 L. Oh, he hasn't been there yet.
19648 S. He improve [äh] ... the /'stændəs/ living.
19649 L. He... [unverständlich]
19650 S. He will [unverständlich] ...
19651 L. He wants to improve his standard of living, all right.
19652 And he wants to give his children a better education.
19653 What does it mean: To give somebody a better
19654 education?
19655 S. In German?
19656 L. Well, I'd like you to do it in English [nicht ganz zu
19657 verstehen]. [Schweigen bei den Schülern] Yes, have a
19658 try.
19659 S. The ... the ... /ʃ/ ...
19660 [bricht ab, Transferleistung setzt aus, wie vielfach bei
19661 Diskussion von freien Themen beobachtet werden kann.
19662 Die Konsequenz ist meist, wie auch hier, ‚language
19663 switching‘.]
19664 L. Or say it in German, [äh] ... come on.
19665 S. Es soll eine bessere Bildung haben.
19666 L. What does it mean: eine bessere Bildung? How do you
19667 get it? Can you go to the butcher's and say:
19668 One pound of education, please?
19669 S. No.
19670 L. But how do you get it? ... hm?
19671 S. Eine bessere Schulbildung.

- 19672 L. But how do you get it? Wie krisse die?
19673 S. Indem man die auf ... [äh] ... Gymnasium oder ...
19674 S. [anderer redet dazwischen] /impræuv/ ...
19675 S. [ähm] aufs Gymnasium schickt ...
19676 L. By going to school, of course, by going to better
19677 schools, of course. Right, now let us go over to No. 2
19678 'Why did they come to England?
19679 [Der Lehrer liest vor.]
19680 L. Today thousands of coloured people from India,
19681 Jamaica, Pakistan, Africa, and the West Indies live and
19682 work in England. In some towns and cities there are
19683 even 'coloured' suburbs or streets, where only
19684 coloured people live. All of you.
19685 Ss. Today thousands of coloured people from India,
19686 Jamaica, Pakistan, Africa, and the West Indies live and
19687 work in England. In some towns and cities there are
19688 even 'coloured' suburbs or streets, where only
19689 coloured people /lif/.
19690 L. Yes, what does that mean: a coloured suburb? ... Is the
19691 suburb made green or yellow or blue or what does it
19692 mean? Yes, ... over there. [Husten übertönt den
19693 Lehrer, unverständlich] [ähm] ... is ein Viertel für
19694 Farbige. [erneut 'language switching'] In English if
19695 you please, it's quite correct.
19696 S. [äh] ...
19697 L. a suburb ...
19698 S. ... for Eng .. for [ähm] ... coloured people.
19699 L. Right, it's a suburb where only coloured people live.
19700 Now what is a coloured person?
19701 S. A negro is a coloured person.
19702 L. A negro is a coloured person; who else, who else?
19703 S. A /'tʃaini:s/
19704 L. A Chinese is a coloured person; who else?
19705 S. An Indian.
19706 L. An Indian, a person coming from India. Now what is
19707 an Indian in German, an Indian?
19708 S. Indianer.
19709 L. Denkste, denkste!
19710 S. Ein Inder.

- 19711 L. Ein Inder, What do you call 'einen Indianer'?
- 19712 What do you call an 'Indianer'?
- 19713 S. A /ret/ Indian.
- 19714 L. Yes, a Red Indian, oh ... why is it that you call a
- 19715 'Indianer' a Red Indian, but in English 'an Indian'
- 19716 means 'Inder'? Why is it? Do you know? ... Was
- 19717 glaubte denn damals ein Entdecker?
- 19718 S. [ähm] ... [äh] ... Columbus ... [äh] ... wollte ja Indien
- 19719 entdecken, und dachte als er jetzt Amerika entdeckte,
- 19720 er wär' in in einem ... jetzt [ehm].. in ... also ,India',
- 19721 also Inder und da ... [ehm] .. lag Indianer, die ersten
- 19722 Einwohner.
- 19723 L. Ja so ungefähr.
- 19724 Ss. [Gelächter]
- 19725 L. Er glaubte, er war in Indien, und deshalb waren die
- 19726 Leute für ihn natürlich auch ,Indians', was aber für
- 19727 uns nicht Indianer ist, sondern ehm ,Inder'. Now,
- 19728 once more; 'Indianer' is 'Red Indian', and 'Indian'
- 19729 means 'a person from India' not a 'Red Indian'. Now
- 19730 another coloured person.
- 19731 S. [äh] ... [äh] ... a man of /'dʒeipən/.
- 19732 L. A Japan...nese, right, a Japanese, a man from Japan,
- 19733 another one ...
- 19734 S. An Eskimo.
- 19735 L. An Eskimo, right, another one. [Schweigen] Now look
- 19736 in the book, you just need to look in there.
- 19737 S. A man from Pakistan?
- 19738 L. Yes, of course, a person from /pʌkɪs'ta:n/, who else?
- 19739 S. A person from Jamaica.
- 19740 L. Yes, of course, he is a coloured person, he needn't be
- 19741 black, he can be yellow, he can be brownish, he can be
- 19742 even khaki, something like that, nearly white, nearly
- 19743 white and he is still coloured. [Einige Schüler grinsen
- 19744 unverschämt] Ja, ja, von wegen. Ich hab' gesagt
- 19745 ,khaki' sehr deutlich, und nix anderes. [Gelächter]
- 19746 Yes, sir [ruft einen Schüler auf]
- 19747 S. [äh] ... a man of Hawaii.
- 19748 L. Yes, a man from Hawaii, of course.
- 19749 S. Mal ne Frage, was für ne Farbe is das?
- 19750 L. Khaki, kennste nich? Khakihosen?

- 19751 S. Kariert.
19752 [Riot in the class]
19753 L. [übertönt den Lärm] Was ist khaki? Nicht, das wißt ihr
19754 nicht? Ehrlich nicht? [äh] ... in ... in den Tropen ... in
19755 den Tropen werden sehr oft Khakianzüge getragen.
19756 Das sind diese leicht gelblich-braunen Anzüge... [äh]
19757 sehr oft trägt man im Sommer hier lange Hosen, die
19758 gelblich-braun sind; sehr oft getragen von Offizieren
19759 in ... [äh] ... britischen Diensten, die in Afrika waren,
19760 diese komischen halb... [äh] dreiviertellangen Hosen,
19761 die waren alle khaki, in diesem gelblich-braun Ich
19762 weiß nicht, ob die mehr grün sind ... gelblich-braun
19763 [unverständlich]. Right, now let's go on, please.
19764 But why did they immigrate to Great Britain?
19765 Ss. But why did they immigrate to Great Britain?
19766 L. There are other nee ... [äh] ... countries in need of
19767 workers.
19768 Ss. There are other countries in need of workers.
19769 L. The countries they came from belong to a great family
19770 of nations called the 'Commonwealth', which
19771 includes Great Britain, too.
19772 Ss. The countries they came from belong to a great family
19773 of nations called the /'kʌmənweɪθ/, which includes
19774 Great Britain, too.
19775 L. Well, what did I say? Said I /'kʌmənweɪθ/ or something
19776 like that... [zieht alles in die Länge, etwa wie im
19777 texanischen Dialekt] I surely did not. I said
19778 'Commonwealth' and I'd like to hear it too, please.
19779 Now, once more.
19780 Ss. Commonwealth. [nicht einheitlich]
19781 L. Commonwealth.
19782 Ss. Commonwealth.
19783 L. You remember Mr. Manson, he said
19784 'Commonwealth', now once more.
19785 [Lehrer will das 'th' deutlich haben]
19786 Ss. Commonwealth.
19787 L. Right. In all the Commonwealth countries English is
19788 taught at school.
19789 Ss. In all the Commonwealth countries English is taught
19790 at school.

- 19791 L. This is one reason why for people from one of these
 19792 countries it is much easier to apply for a job in
 19793 England than in many other countries.
- 19794 Ss. This is one reason why for people from one of these
 19795 countries it is much easier to apply for a job in
 19796 England than in many other countries.
- 19797 L. Right. Now I'd like to hear the sentences once more
 19798 from 'What ...'. But why did they immigrate to ...
 19799 Mr. N. ... 'But why did they immigrate...'
- 19800 S. Ach so, ... But why did /zei/ immigrate to Great
 19801 Britain? There are other countries in need of workers.
 19802 /zə/ countries /zei/ came from belong to get a great
 19803 family of nations called /zə/ /'kʌmənwelθ/ which
 19804 includes Great Britain, too.
- 19805 L. Yes sir, yes, sir, go on.
- 19806 S. In all /zə/ /'kʌmənwelθ/ countries English is taught at
 19807 school. /zis/ is one reason why for people /fRɒm/ one
 19808 of /zi:s/ countries it is much easier to apply for a job in
 19809 England than in most ... many /'ʌzə/ countries.
- 19810 L. Now once more: we normally say 'Commonwealth'.
 19811 S. Commonwealth.
- 19812 L. Your pronunciation is surely understood but I want
 19813 you to pronounce 'Commonwealth'. Now once more.
- 19814 S. Commonwealth. [Gelächter]
- 19815 L. All right, now. In all the Commonwealth countries
 19816 English is taught at school. This is one reason why for
 19817 people from one of these countries it is much easier to
 19818 apply for a job in England than in many other
 19819 countries. Once more, all of you please.
- 19820 Ss. In all the Commonwealth countries English is taught
 19821 at school. This is one reason why for people from one
 19822 of these countries it is much easier to apply for a job in
 19823 England than in many other countries.
- 19824 L. Yes, I'd like to have the last sentence 'This is one
 19825 reason why...' once more Nr. N.
- 19826 S. This is one reasons why for people from one ... n... this
 19827 country it is much easier to ... /'eɪpli/ for a job ...
- 19828 L. ... apply ...
- 19829 S. ... apply ... apply for a job in England than in many
 19830 others country.

- 19831 L. Well, you very often pronounce an 's' where there is
19832 none. Listen carefully! This is one reason ... once more
19833 S. This is one reasons ...
19834 L. Stop, no ... one reason, once more.
19835 S. This is one reason ...
19836 L. ... why for people from one of these countries...
19837 S. ... why for people from one of these countries...
19838 L. ... it is much easier ...
19839 S. ... it is much easier ...
19840 L. ... to earn money in England...
19841 S. ... to earn money ... [äh]... in England...
19842 L. ... than in many other countries.
19843 S. ... than in many other countries.
19844 L. Right now, Mr. N., once more the last sentence, please.
19845 S. This is one reason why for people from one of these
19846 countries it is much easier to apply for a job in
19847 England than in ... than in many other countries.
19848 L. Yes, but I used to read a [unverständlich]. I did not
19849 read the one you read.
19850 S. Ach ... earn...
19851 L. Yes, exactly, so would you like to do it once more,
19852 please.
19853 S. This is one reason why for people from one of these
19854 countries it is much easier to earn money in England
19855 than in many other countries.
19856 L. Exactly, now go on with 'enroll their children at
19857 schools', Ellen ...
19858 S. ... den ganzen Satz? [kaum zu verstehen]
19859 L. Yes, of course.
19860 S. This is one reason why for people from one of these
19861 countries it is much easier to enrol their childrens at
19862 school in England than in many other countries.
19863 L. What is the 'plural' of 'child'?
19864 S. Children.
19865 L. Yes, and nothing else, yes, and the last sentence,
19866 please, [Name unverständlich].
19867 S. This is one reason why for people from one of this
19868 countries it is much easier to /faint/ homes /ænt/ /bilt/
19869 houses in /æŋlənt/ than ... in England than in
19870 mother ... eh in many other countries.

- 19871 L. Na ja, all right, shut your book, please. Why did they
19872 come to England? ... Mr. N.?
- 19873 S. Because [äh] ... England is a country from ... from the
19874 comm ... Commonwealth.
- 19875 L. Yes, is a country belonging to the Commonwealth, or
19876 their countries are belonging to the Commonwealth,
19877 too, right, now, what is the thing which is in all the
19878 countries the same? What is in all the countries the
19879 same, in the Commonwealth I mean?
- 19880 S. They talk at school English.
- 19881 L. They ...?
- 19882 S. They talk at school English.
- 19883 L. They talk English at school, they talk English at
19884 school, right. Now, when they talk English at school,
19885 and of course at home, what is easier for them?
- 19886 S. To /imi'greitɪŋ/ to England ...
- 19887 L. To immigrate to England; why is it easier for them to
19888 immigrate to England, compared to other countries?
19889 Why?
- 19890 S. Because they speak English.
- 19891 L. Of course, because they speak the language of the
19892 people and they can understand them. They can say
19893 what they want, they are understood. Now, when
19894 they come to England, they have come
19895 [unverständlich] when they are in England they
19896 want to have a job, what must they do?
- 19897 S. He's go to the ...
- 19898 L. What must they do? ... they do?
- 19899 S. /zei/ must go to /zə/ immigration ... immigration
19900 board.
- 19901 ['immigration' wird falsch auf der ersten Silbe betont]
- 19902 L. They must go to the immigration board, yes, all right.
19903 Why ...when they want to have a job, they can't find
19904 it on or in the streets, what must they do, when they
19905 have gone to the immigration board? What must they
19906 do, when they know you can go there and there to get
19907 a job? [Schweigen] They must apply for a job. [Der
19908 Lehrer gibt die Antwort vor.] What must they do,
19909 Wolfgang?
- 19910 S. They must app... ply... /... 'plaidʒ/ for a job.

- 19911 L. They must apply for a job, now what does that mean
19912 in German? Wolfgang?
19913 S. Er sucht eine Arbeit?
19914 S. ... um Arbeit bemühen ...
19915 L. Ja, oder ...
19916 S. ... sich bewerben.
19917 L. Natürlich, sich um eine Stelle bewerben. I have to
19918 apply for a job. Now, when they want to put their
19919 children into a certain school, what must they do?
19920 S. They must enrol their childrens.
19921 L. They must ...they... enrol their chil...?
19922 S. ...dren.
19923 L. ... dren, they must enrol their children at school,
19924 right. When they want to have a house they can either
19925 buy it or the can ...?
19926 S. ... build...
19927 L. Mr. N.?
19928 S. They ... build it.
19929 L. ... build it, yes, of course. Now, when they have got a
19930 house and they want to go home again what must
19931 they do to get their money back? [Das Zeichen zum
19932 Ende der Stunde ertönt] What must they do? They
19933 must sell it.

2.4.17 Grade 10 (September 27, 1974; #34 in the Pre-Digital Corpus)

- 19934 Stundendokumentation Nr. 34
 19935 Datum: 27.09.1974
 19936 Klasse: 10. Jg. / E-Kurs [30 Schüler/innen]
 19937 L. All right, we'll begin on /peɪtʃ/ No. 79. [Ss. schlagen
 19938 ihre Bücher auf.] Living in New York, /peɪtʃ/ 79, begin
 19939 reading, please /'Mæri/.
 19940 S. Living in New York.
 19941 'It's a nice place to visit but I wouldn't want to live
 19942 there!' That's a /'kʌmənt/ very /əʊftn/ made by
 19943 Americans [im Buch steht: ... by many Americans ...] ...
 19944 but [stoppt und murmelt verlegen vor sich hin] ...
 19945 that's a /'kʌmənt/ [verlegen lachend] very often made
 19946 by Americans about New York. But why wouldn't
 19947 they want to live there? After [?] all, it's the /fai'næʃl/,
 19948 artistic and i... inte ... llectual capital of America. Why
 19949 is it so criticized? [Im Buch steht: ... Why then ...] The
 19950 answer is that in spite of its importance New York has
 19951 many problems. Eighty million people [im Buch
 19952 steht: ... Over 8.000 000 ...] live in this huge metro ...
 19953 metropolis ...tropolis. There are all nationalities and
 19954 races besides Americans, of course: /i:ri:ʃ/, Negroes,
 19955 Red Indians, Puerto Ricans, /pu:ls/, Jews, and many
 19956 /'ʌzəz/. Let's listen to the opinions of New York ... of
 19957 New York citizens [Im Buch steht: Let's listen to the
 19958 opinions of four New York citizens.]
 19959 L. Yes, thank you. Now [äh] ... some mistakes about ... we
 19960 want to talk about them. [äh] I'd like to hear it once
 19961 more, please ... Mr. L.
 19962 S. Living in New York. 'It's a nice place to visit but I
 19963 wouldn't want to live there!' That's a /'kʌ'ment/ very
 19964 often made by man ... by many Americans about New
 19965 York. But why wouldn't they want to live there? After
 19966 [?] all, it's the financial, /'a:tɪstɪk/, and intellectual
 19967 capital of America. Why then it's so criticized? [Im
 19968 Text steht: Why then is it ...] The /æ.../ The answer is
 19969 that in spite of the importance [im Text steht: ... in

- 19970 spite of its importance ...] New York has many
 19971 problems, o ... over 8.000.000 people live in the /ju:ɔʒ/
 19972 met ... /metrə'pɒlɪs/ [im Text steht: ... in this huge ...].
 19973 There are all nationalities and races, besides
 19974 Americans, of course: Irish, Negroes, Red Indians,
 19975 /pʃ.../ Pue ... Puerto Ricans, /pu:lz/, Jews, and many
 19976 others. Let's listen to /ðə/ opinions of four New York
 19977 citizens.
 19978 L. There were some ... mistakes. Which ones?
 19979 S. The opinions.
 19980 L. The opinions. [Lehrerecho]
 19981 S. Metropolis.
 19982 L. Metropolis. [Lehrerecho]
 19983 S. /hju:tʃ/
 19984 L. Huge. [Lehrerecho, in diesem Fall günstig, da die
 19985 Aussprache von ‚huge‘ korrigiert wird: /dʒ/ statt /tʃ/]
 19986 S. The answer. [wurde korrekt gelesen]
 19987 L. The answer ... the answer? Well it may be the /ænsə/
 19988 [amerikanische Aussprache] but 'the' /ði:/ is in any
 19989 case correct [word order!] ah ... why is it that you very
 19990 often say 'the answer' [amerikanische Aussprache]?
 19991 S. It's American.
 19992 L. Yes, and another reason perhaps?
 19993 S. [äh], there's a song ...
 19994 L. [fällt dem Schüler ins Wort] Yes, exactly ...
 19995 S. ... is blowing in the wind ...
 19996 L. Exactly, 'The answer [singt die ersten Takte eines
 19997 Schlagers] and so on ... The ... [betonte Aussprache]
 19998 /ði:/ names ... [unverständlich]... I said 'the' names, so
 19999 that must be wrong, mustn't it? ... When do we use
 20000 'the' normally ... ?
 20001 S. Ah, we use [äh] 'the' when the next word ... [äh] ...
 20002 begins ...
 20003 L. ... with a vowel, quite correct, now 'the' [zieht 'the'
 20004 absichtlich in die Länge] names; 'names' doesn't
 20005 begin with a vowel, now, is it correct or is it incorrect?
 20006 S. It is wrong.
 20007 L. Well, ... grammatically seen it is, yes, but, and now of
 20008 course the excuse comes, but when you think and you
 20009 just take it like this [zeigt auf /ði:/ an der Tafel] you

- 20010 don't know what to say, then you very often say 'the'
- 20011 because then you have got time to think. When you
- 20012 say 'the' [unbetont] you must say something else, so
- 20013 therefore you hear very often 'the' names.
- 20014 Grammatically seen it is not correct [grammatically or
- 20015 phonetically?]. Normally you say only 'the' when a
- 20016 word with a vowel follows. But it's very often done.
- 20017 Yes, I'd like to hear it once more, please, Mr. N.
- 20018 S. Living ... Living in New York. 'It's a nice place to visit
- 20019 by I wouldn't ... but I wouldn't want to live /ðəə/.'
- 20020 /zæts/ a /'kʌmənt/ very often made by many
- 20021 Americans about New York. But why wouldn't they
- 20022 want to live there. After [?] all, it's the /fai'næʃl/ and
- 20023 /a:ted/ /'intelektu'el/ /kæ'pitel/of America. Why then it
- 20024 is so criticized? [vgl. hierzu Text in: 'English for You',
- 20025 S. 79.] The answer ... is that in spite of its importance
- 20026 New York has many problems. Over 8.000.000 people
- 20027 live in this huge metropolis. There's a ... there are all
- 20028 nation ... /'næʃelist/ and races besides Americans, of
- 20029 course /i:riʃ/, Negroes, Red Indians, Puerto Ricans,
- 20030 Poles, Jews, and many others. Let's listen to /ðə/ ... the
- 20031 opinions of four New York cit ... /'sitisəns/.
- 20032 L. All right, let's go over to the names of the
- 20033 nationalities. Now, it is 'Irish', 'the Irish', 'Negroes',
- 20034 'Red Indians', 'Puerto Ricans', 'Poles', 'Jews'.
- 20035 People coming from Poland are called ...?
- 20036 S. Poles.
- 20037 L. Poles. People called 'Jews' come from?
- 20038 S. Jugoslawia.
- 20039 L. No, they don't.
- 20040 S. Palestine, or another word?
- 20041 S. Israel. [sehr leise, ungefragt]
- 20042 L. 31.
- 20043 S. Israel.
- 20044 L. Israel, right, must be 31, sir. – [äh]... people who are
- 20045 coming from Germany are called ...?
- 20046 S. Germans.
- 20047 L. People called 'French' come from ...?
- 20048 S. France.
- 20049 L. Right, people coming from England are called ...?

- 20050 S. English.
- 20051 L. The English. People coming from Holland are
20052 called ...?
- 20053 S. Dutchmen.
- 20054 L. Dutch, now ... a Dutchman is a person coming from
20055 Holland, right. A Dutch widow, ... what does it mean?
20056 ... wi... a widow ... [ah] well forget it, all right, forget it
20057 ... [Mm]... the Red Indians, where do they come from?
- 20058 S. They come from America.
- 20059 L. Yes, right. Now, people who are called 'Indians',
20060 where do they come from?
- 20061 S. From India.
- 20062 L. Right, now what does 'Indians' mean in German?
- 20063 S. Inder?
- 20064 L. Right, sir. It shouldn't be a question, though, it should
20065 be an answer.
- 20066 S. Inder.
- 20067 L. Exactly ... yes, now let's go over to the next page,
20068 begin reading, please, Miss N.
- 20069 S. /ʒu'an/ Rodriguez is 16 /jiəs/ old, Puerto Rican, and
20070 lives in a cold water /wɔlk/-up in a run-down area of
20071 the city called 'Hell's Kitchen'. 'When I was two years
20072 old my parents came to /noi/ York from San /dʒu:n/,
20073 with my two sisters and myself ... and myself. Now I
20074 have three younger brothers as well. Our apartment
20075 has only one bedroom, so my little brothers and I
20076 have to sleep in the kitchen. There is no playground
20077 in our area, so the kids have to play in the street which
20078 sometimes can be very dangerous. In fact, my
20079 youngest brother was hit by a car when running after
20080 a ball. He broke his leg.
- 20081 L. Yes, thank you very much, go on, Miss N.
- 20082 S. He was /brɔ:t/ to a hospital, but had to wait for one
20083 hour before a doctor came to help him. Sometimes
20084 people have to wait much longer standing in a line.
20085 It's because nobody ... nobody here can pay an
20086 expensive doctor. Many people are out of work, like
20087 my /'fa:zə/ who was an elevator boy in one of the big
20088 office buildings downtown, but now they are pulling
20089 it down. It's hard for him to find a new job, because he

- 20090 never finished his school. Still he thinks I should
 20091 finish my high school and possibly become a social
 20092 /'wɔ:kə/ to help solve some of the worst problems
 20093 here. Till then I'll try to get apart-time job after school
 20094 as /wɛl/ need the money as long as my father is out of
 20095 work.'
- 20096 L. Yes, there was a rather hard mistake.
 20097 S. We'll.
 20098 L. Hm.
 20099 S. [unverständlich]
 20100 S. soci ... social /'wɔ:kə/
 20101 S. Worker.
 20102 L. Well, is it a social walker? ... [allgemeine Heiterheit],
 20103 or is it a social worker?
 20104 S. A social worker.
 20105 L. Yes, what does it mean in German? To walk ...
 20106 [schreibt das Wort an die Tafel]
 20107 S. Gehen.
 20108 L. Right, now give me another word, English word,
 20109 for ,worker'.
- 20110 S. [unverständlich]
 20111 L. No, not at all.
 20112 S. Employee.
 20113 L. Right, or another English word, those people,
 20114 who have got Latin think of 'laborer'. Does it mean
 20115 anything to you? [der Lehrer schreibt 'laborer' an die
 20116 Tafel], 'a laborer', a laborer' or 'a worker', yes,
 20117 Angelika, take the vocabulary and look at page No. 26,
 20118 [äh], sorry, twenty ... twenty... twenty... yes, 26, under
 20119 S, third word ... [gemeint ist 'San Juan'] Do you know
 20120 what I mean? ... 'San Juan', 'San Juan'. Now once
 20121 more: 'San Juan'.
 20122 S. San Juan.
 20123 L. Right, so if you don't know how to pronounce a
 20124 name, you can look it up here, and there you find our
 20125 old friend Mr. Lowenstein, too. Look him up, please.
 20126 Unter 'a' because he is Alfred Lowenstein! You see,
 20127 Alfred Lowenstein. Of course, we could say 'Alfred
 20128 Lowenstein' [deutsche Aussprache] or even 'Alfred

- 20129 Löwenstein' if you want. O.k., now go on reading,
20130 please, Mr. N.
- 20131 S. Ed Kowalski is a policeman at /'pri:sin/ 46 in the
20132 Queens section of New York City. He has been in the
20133 police force for twenty /'jiəz/. Being a /'pətrəlmən/ in
20134 New York is ... is not easy. 'I didn't use to be like this. I
20135 mean, when I first joined the police force, people had
20136 respect for the /ju:ni'fə:m/. Now they criticize us. It
20137 wasn't like that in old days ... in the old days. And you
20138 don't see a /'pətrəlmən/ alone any more. We al ...
20139 [Räusperrn] we always work in twos ... it's safer that
20140 way. Sometimes you see some pretty ... some pretty
20141 dirty things, being a N. ... being a New York
20142 policeman.'
- 20143 L. Right, thank you. Now there's a word [zeigt auf das
20144 Wort an der Tafel], read it!
- 20145 S. /'pətrəlmən/
20146 L. That's quite incorrect, sir.
20147 S. Patrolman.
20148 L. It's a 'patrolman'. Now, we've got of course the word
20149 'petrol', what does that mean in German, 'petrol'?
- 20150 S. [äh], Petroleum?
20151 L. It's a short form for 'petroleum' of course, but it's not
20152 the German word.
20153 S. Benzin.
20154 L. Benzin, now the 'petrolman' is a person coming from
20155 'BP' or 'SHELL' [allgemeine Heiterkeit, in der einige
20156 Worte des Lehrers untergehen] ... he's a petrolman.
20157 Now a 'petrolman' should be written, spell it please ...
20158 p – petrolman.
- 20159 S. p – r – e ... [äh] [äh] ... p – p – e – t – r – o – l –
20160 L. Yes, and so on, petrolman. Right, now this person
20161 who sells petrol, where does he sell petrol normally?
20162 What's his place called where he sells the petrol?
- 20163 S. Service station.
20164 L. Right, or?
20165 S. /pə'trəul/-station
20166 L. A petrol-station, or? ... Fillingstation or a garage, and
20167 what is a person, called 'petrolman', what he is called?
20168 ...An attendant, he is called 'attendant' [schreibt das

- 20169 Wort an die Tafel] the person, selling petrol or oil or
 20170 who wants ... or if you want to have your car repaired
 20171 who takes your car is called an attendant. Those
 20172 people who have got Latin 'attendere': What does it
 20173 mean in German?
 20174 S. Warten.
 20175 L. Warten, sorgen für, so that's a person who cares for
 20176 things, right. Now there's another word: 'Precinct' it
 20177 must be 'precinct'. All right, go on reading, please,
 20178 Miss N.
 20179 S. 'We pulled a man out of /ðə/ East River last week. He
 20180 got a knife in his /bæg/. /druks/ are a serious problem,
 20181 too, in our district, even /ə' mɔŋ/ high school ki ... kids.
 20182 A few days ago, for example, we arrested a sixteen year
 20183 old boy, who had broken a store window. We looked
 20184 at his arms and found the needle marks which
 20185 /su' gestid/ he wanted the money to pay for his heroin
 20186 habit. It's a shame that these things have to happen.
 20187 The crime rate is ... /' reisiŋ/ and we seem to need some
 20188 better answers. I don't think I want my s ... sons to
 20189 become policemen the way things are today.'
 20190 L. Yes, some mistakes, correct them, please.
 20191 S. Among.
 20192 L. Right, and another one.
 20193 S. Rising.
 20194 L. And another one.
 20195 S. Back.
 20196 L. And another one.
 20197 S. Suggested.
 20198 L. Suggested, what does this word suggest to you?
 20199 'Suggested' what does it mean? German meaning of
 20200 the word 'suggested'? Well, I suggest you look it up.
 20201 S. Verboten?
 20202 L. M ... m [verneinend]
 20203 S. Vorschlagen.
 20204 L. Vor-schla-gen, yes ... [unverständlich]
 20205 S. [Äußerung ebenfalls unverständlich]
 20206 L. Right, now let us go on, please ... Mr. N.
 20207 S. Alfred Lowenstein [deutsche Aussprache] ...

- 20208 L. Yes, or Alfred Lowenstein [engl. Aussprache] you can
20209 take of them of course [unverständlich] ...
- 20210 S. ... is a 43-year old /sus.../ ... /sus.../ successful
20211 businessman who lives in a 500-dollar a month
20212 apartment in Manhattan. He is president of a /kləʊs/
20213 factory which was founded by his /grændfʌzə/ in
20214 ninety hundred ... in ...
- 20215 L. ... in ...
- 20216 S. ... 1900.
- 20217 L. Oh yes, for there must be a difference I think, right,
20218 go on.
- 20219 S. 'Whenever friends of ... of ours come to see us in New
20220 York, they usually ask me: Ah, why do you want to
20221 live here, anyway? It's so crowded, so noisy. And the
20222 weather is terrible – humid summers and cold, wet
20223 winters! I grew up here. New York City is my home:
20224 it's a part of me. Sure, I admit that /lif/ is sometimes
20225 difficult: impossible traffic jams, strikes all the time
20226 and serious air pollution. One ... one government
20227 report said the breathing /zə/ air in New York City on
20228 a bad day is equal to smoke two packs of cigarettes!
20229 But I don't /sɪŋk/ I cou ... I could ever leave New York
20230 just to get away from these problems, even if I didn't
20231 have my business here'.
- 20232 L. Yes, thank you, there were some mistakes. Angela.
- 20233 S. Come.
- 20234 L. Sorry, Angelika.
- 20235 S. 'Come' un nich 'came'.
- 20236 L. Yes.
- 20237 S. The air.
- 20238 L. Right.
- 20239 S. Life.
- 20240 L. Look here!
- 20241 [an der Tafel stehen inzwischen: live, life, alive]
- 20242 S. Live.
- 20243 S. Life.
- 20244 S. Life.
- 20245 L. Alive, to live, life, alive. Now what is this? [zeigt auf
20246 'to live'] Substantive, adjective preposition or I don't
20247 know?

- 20248 S. Verb.
- 20249 L. It's a verb, right. What's this? [zeigt auf 'life']
- 20250 S. sub ... [äh] /'sʌbstʌntɪv/
- 20251 L. Right, and this one? [zeigt auf 'alive']
- 20252 S. Adverb.
- 20253 L. Right, what does it mean in German? He's alive.
- 20254 He's not dead, he's alive.
- 20255 S. Lebend.
- 20256 S. Lebend.
- 20257 S. Er ist lebend.
- 20258 L. Lebendig, lebendig. He's alive and kicking. Er fühlt sich sehr wohl. – Right, [ähm] go on, please, Melanie.
- 20259 [Die Schülerin macht eine Bemerkung, die jedoch nicht zu verstehen ist.] Ah well, come on, begin again,
- 20260 will you.
- 20261
- 20262
- 20263 S. 'There is another, brighter ride of the city. [im Text steht: ... to the city] New York has many attraction for me. In fact, the best everything can be found here. [im Text steht: ... the best of everything] For those like me who are interested in culture and the arts, one need only mention the Metropolitan of opera, and Broadway for /'θi:ətrə/ the numerous mm ... the numerous /'mju:ziəm/ and a very fine university. Some of the best restaurants I know are only blocks from one another. I never could tired [im Text steht: could be tired ...] of New York. There are just too many things to do and to see.'
- 20264
- 20265
- 20266
- 20267
- 20268
- 20269
- 20270
- 20271
- 20272
- 20273
- 20274
- 20275 L. Yes, thank you, [äh] ... Melanie, if you (could?) a word ending in /te/ written like this or that [zeigt auf die soeben an die Tafel geschriebenen Endungen -ter und -tre] it is always pronounced /te/, it doesn't matter whether it is written, like this. It's /te/, 'theatre'.
- 20276
- 20277
- 20278
- 20279
- 20280 There's another mistake, [Name unverständlich]
- 20281 S. To the city ... not ... of the city.
- 20282 L. Right, anything else?
- 20283 S. ... could be tired.
- 20284 L. Mhm [zustimmend], all right, now, I'd like to ask you some questions. Mr. N., look at ... part No. 2 and ask some reasonable questions which must be answered by whoever likes to.
- 20285
- 20286
- 20287

- 20288 S. [äh], who was Juan Rodriguez?
20289 [Name unverständlich]
20290 S. He is a sixteen years old boy ...
20291 L. Oh, you shouldn't read it, sir, I want to hear it in your
20292 own words.
20293 S. He is a sixteen years old boy, Puerto-Rican and ...
20294 L. Where does he live?
20295 S. He lives with his family in a cold water walk-up,
20296 near a rundown area.
20297 L. In a rundown area; what does a 'cold water walk-up'
20298 mean? Another word.
20299 S. That is in the slum.
20300 L. Yes, he lives in a small flat in a slum-area. Quite
20301 correct, now the next question Mr. N.
20302 S. [keine Reaktion]
20303 L. [äh] ... Melanie you think of questions in part No. 3
20304 and M... M... M... Miss N. thinks of questions in part
20305 No. 4, all right?
20306 S. [äh] ... who brokes his leg?
20307 [allgemeine Heiterkeit]
20308 L. Hua, hua, hua.
20309 S. [äh] ... the /dʒ.../ youngest brother of [äh] Juan
20310 Rodriguez broke his leg.
20311 S. He ... he was hit by a car.
20312 [wieder Heiterkeit]
20313 L. So, Freunde, das machen wir so, ihr macht die Bücher
20314 zu, damit das ganz klar ist, und nur die Fragenden, ihr
20315 habt das Zeug nun lange genug durchgekaut. All
20316 right, go on, sir.
20317 S. Where was he brought to?
20318 L. Who?
20319 S. Who? [äh] ... [äh] youngest brother of Juan.
20320 L. All right.
20321 S. Birgit.
20322 S. He was brought to the hospital.
20323 L. Why wasn't he brought to a normal doctor?
20324 S. Because a normal doctor ... is too expensive.
20325 L. Why is it hard for ... Juan's father ... [äh] to find a new
20326 job? ... Peter.
20327 S. Because he never finished his school ... his school.

- 20328 L. High school, right ... [Text] ... Think a bit quicker!
 20329 What was the job of his father? Ute.
 20330 S. He was an elevator boy.
 20331 L. Right, now you should put this question in another
 20332 form. There's another form.
 20333 S. What was his father's job?
 20334 L. Exactly, I want to have a genitive with -s of course,
 20335 [unverständlich].
 20336 S. [ähm] ... Why is it dangerous when ... [äh] the kids
 20337 have to play in the street? ...
 20338 L. There are seventy other persons waiting for you,
 20339 you just have to ask some or one.
 20340 S. [äh] ... because they can be hi... hit by a car.
 20341 S. How many bedrooms had the apartment?
 20342 [Allgemeine Heiterkeit]
 20343 S. [ähm] ... apartment has one bedroom.
 20344 L. No, sir, you're quite wrong. An apartment is the
 20345 American name for a big flat or a small flat. It does not
 20346 mean the German 'apartment', 1 Raum oder 2 Raum,
 20347 it's the name for the German word 'Wohnung',
 20348 'Mietwohnung'. It is not the apartment. So therefore
 20349 the question was ... [äh] justified. ...
 20350 S. [ähm]... when ... do Juan's parents came to New York?
 20351 L. Question, correct it, please ... Melanie.
 20352 S. When did ...
 20353 L. When did his parents come to New York? Yes, when?
 20354 S. Melanie.
 20355 L. Well, she was just thinking, you know.
 20356 S. They ... they came [äh] ... when Juan was 60 years ...
 20357 [äh] three years old.
 20358 L. Right, now go on No. 3.
 20359 S. [äh]... What's the main problem [äh] for the
 20360 patrolman?
 20361 S. His name is Ed Kowalski.
 20362 [schallendes Gelächter]
 20363 L. What's the 'main' problem, sir. You're sitting on your
 20364 ears, not the 'name' but the 'main' problem. Ja, ja,
 20365 buenas noches, señor. Well, the question is clear I'd
 20366 like to hear an answer, come on. What's the main
 20367 problem for him? Utelein? Gehst Du wieder Deiner

- 20368 Liebblingsbeschäftigung nach: Schweigen? – Now
20369 come on, you should be able to do it, because when I
20370 allow you to read again I'm sure I'll only hear the
20371 sentences which are put down in the books, well,
20372 I don't want to allow you to.
20373 S. [unverständlich]
20374 L. All right.
20375 S. [unverständlich] ... the policeman go ... two ... i ... two
20376 ... in twos.
20377 S. Because it's safer.
20378 S. Yes, pa... patrolmen ... [äh] pulled a man out of the
20379 East River. What ...[äh] ... was the matter with him? ...
20380 Klaus.
20381 S. He had a knife in his /bæg/.
20382 S. A serious pro... problem [äh] ... is the ... is the /drʌk/ ...
20383 the /druks/ probl ... problem. [äh] which person ... ne,
20384 das war nix ...
20385 L. At what age does the problem begin already?
20386 I think that was the question you wanted to ask.
20387 S. Yes.
20388 L. At what age does it begins already? ... Hab' ich nicht
20389 gesagt, ihr Vögel, daß ihr das Buch zulassen sollt?
20390 S. It begins [ähm] 15 to 16 years, or 16 years.
20391 L. Hm, is it correct? Who takes drugs? Old people,
20392 pensioners, 90 years old or what?
20393 S. About 12 [äh] ... years old, also [äh] ...
20394 S. The high school kids.
20395 L. The high school kids ... begin, taking drugs already.
20396 Now let us not talk about high school today. But I
20397 want you to inform yourself about it and next time we
20398 talk about high school, primary school, secondary
20399 school, ... nursery school college [unverständlich],
20400 now go on.
20401 S. A few days ago the patrolman arrested a 16 years old
20402 boy ... [äh] ... who had broken a store window. [äh] ...
20403 what was happened to him?
20404 L. What had or what happened to him?
20405 S. He needs money to buy his heroin habit.
20406 S. [äh] there's on his arms some marks [unverständlich].

- 20407 S. Oh yes, it was ... [äh] ... needle marks
 20408 [unverständlich].
- 20409 L. What needle marks? Wh... where did they come
 20410 from? Did they take a pin a small pins to put some
 20411 needle holes in there or where do the needle holes
 20412 come from? I don't really understand. ... What does it
 20413 mean 'a needle mark' ... in German.
- 20414 S. Nadelstich?
- 20415 L. Yes, but ... but wovon?
- 20416 S. Spritze.
- 20417 L. Ja natürlich, darum geht's. Holger, go on.
- 20418 S. [äh], the crime rate is rising. [äh] ... have the
 20419 policemen ... [äh] ... an answer [amerikan.
 20420 Aussprache] about the heroin pr... problems,
 20421 can they solve this problem?
- 20422 L. Ha? Bettina.
- 20423 S. I don't know.
- 20424 L. Angelika ... or say it in German we'll try to translate
 20425 it into English.
- 20426 S. [äh], a... sie ... sie ... wollen's abschaffen, aber ... aber
 20427 irgendwie, sie schaffen's nicht.
- 20428 L. Why don't they? In German /dʒɛ:rɪmən/ please.
- 20429 S. There are not enough policemen to solve the
 20430 problem.
- 20431 L. Yes, of course, they're short of policemen and
 20432 therefore they can't solve this problem. There are too
 20433 many on one side and 'zu wenige' in English 'on the
 20434 other side', 'zu wenige', too few, too few on the other
 20435 side, right.
- 20436 S. [äh] ... Are there any more questions, Melanie?
- 20437 S. Yes, I /hæf/ a question, little question: [äh] [Heiterkeit]
 20438 When Ed Kowalski joined the policeforce ... [äh] ... did
 20439 the people respect ... [äh] ... did the people ... nä ... had
 20440 the people respect for the uniform?
- 20441 L. Oh yes, it's a [unverständlich] question.
- 20442 S. Yes.
- 20443 S. When he first joined the police... [äh] ... force the
 20444 people had respect for the uniform.
- 20445 S. Yes, that's right.
- 20446 L. And now?

- 20447 S. Now they haven't respect.
20448 L. Yes, would you or could you say now 'they had it'
20449 'now they haven't', they have ... You've got some
20450 thing the next day you haven't got it anymore: You
20451 have ... ? and you don't know where it is either...
20452 S. Lost.
20453 S. [anderer] They have lost it.
20454 L. You've lost it. So they've lost their respect for the
20455 uniform. All right, now the next one, please.
20456 S. Where lives Alfred Lowenstein?
20457 L. Where ...?
20458 S. Where lived ...
20459 L. Where does Alfred [deutsche Aussprache] or Alfred
20460 Lowenstein live?
20461 S. He lives in New York City ...
20462 S. Where was he born?
20463 L. Repeat the question once more.
20464 S. Where was he born?
20465 S. He was born in New York City.
20466 S. How many dollars costs /zə/ apartment?
20467 S. It cost ... it costs 500 dollars the month.
20468 S. Was Alfred Lowenstein /intə'restid/ ... interested at
20469 culture?
20470 S. Oh yes, he was very interested in culture. [äh] ... [äh] ...
20471 he goes ... [äh] ... to the /'mju:zeəm/ etc.
20472 S. /wɛə/ the weather in New York good?
20473 S. No, they have humid summers and wet winters. ...
20474 S. Where are the theatres in New York?
20475 L. Ihr seid selbst auch aufgerufen, mal was zu tun. Es
20476 geht ... geht ihr schon in euer geistiges Nirwana oder
20477 denkt ihr ans Mittagessen? Los, das sind derart billige
20478 Fragen, die könnt auch ihr beantworten. [Name
20479 unverständlich].
20480 S. The theatre was at Broadway. ...
20481 S. Wants ... [äh] ... Alfred Lowenstein leave New York?
20482 S. Alfred Lowenstein ... couldn't leave New York. Could
20483 leave New York but he want ... not to leave New York.
20484 L. But he doesn't want to live ... [äh] to leave New York.
20485 Why doesn't he want to leave New York?
20486 S. Because New York was a part of his life.

- 20487 L. Hm. [zustimmend]
 20488 S. New York was his home.
 20489 L. Hm. [zustimmend].
 20490 S. Because he grow up there.
 20491 L. Hm [zustimmend]. Now there's another reason
 20492 because it is rather a [unverständlich] city sometimes,
 20493 isn't it: humid summers, wet winters, air pollution,
 20494 traffic, jams. So that's no reason actually that he grew
 20495 up there.
 20496 S. But he has his business there.
 20497 L. Yes, but even if he didn't ... he'd stay there, why?
 20498 S. There are too many things to do and to see.
 20499 L. Yes, exactly. So the brighter side of the city is what he
 20500 misses or what he would miss if he would leave New
 20501 York, right. [ähm], you see how difficult it is to put
 20502 questions from a text. Of course it is rather easy for
 20503 you when you're prepared to put questions. So your
 20504 homework is for next time to think up everybody five
 20505 questions from No. 1, No. 2, No. 3, and No. 4. And
 20506 now we'll go over to No. 5. [...] Mrs. Berta Hudson is a
 20507 waitress at a lunch counter in Downtown Manhattan.
 20508 She was born in New York and although she
 20509 sometimes becomes angry with crowded subways or
 20510 impatient customers, she wouldn't think of living
 20511 anywhere else .. 'a waitress' it's a female waiter. Now,
 20512 what's a waiter?
 20513 S. In German ... in German?
 20514 L. Yes.
 20515 S. Kellner.
 20516 L. Aha [zustimmend], a waitress so that's quite clear
 20517 now. 'A lunch counter', what's that? It's where you
 20518 can get lunch, where you can get something to eat
 20519 during lunch time.
 20520 [An dieser Stelle wird von einem S. eine Zwischen-
 20521 bemerkung gemacht, die leider unverständlich ist,
 20522 jedoch zur allgemeinen Heiterkeit beiträgt.]
 20523 L. Right, what does it mean ,lunch counter'?
 20524 What's a counter? All right, Dino, come on.
 20525 S. Schnellimbiss.

- 20526 L. Yes, all right, in jedem Falle 'Imbiß'. Now, 'to get or to
20527 become angry' in German.
- 20528 S. Angst bekommen [sehr leise] Angst bekommen.
- 20529 L. Das glaubst du nur, 'sauer werden', 'to become angry'
20530 ,werden', 'to become'. Was heißt bekommen?
- 20531 Ss. Get, get.
- 20532 L. So, jetzt übersetzt mir mal : Ich krieg ein Baby.
20533 [Allgemeine Heiterkeit] Ja, der liebe Himmel mög's
20534 verhüten! Aber gut ,Ich krieg ein Baby'. Nu,
20535 meinerwegen ,Sie kriegt ein Baby', damit dich das
20536 nicht irgendwie juckt.
- 20537 S. She gets a baby.
- 20538 L. She gets a baby. Now, she becomes a baby, heißt?
- 20539 S. Sie wird ein Baby.
- 20540 L. Das ist doch wohl ein Unterschied, nich? Wenn ein
20541 strahlender Vater kommt und sagt: ,I've become a
20542 father', ,Ich bin Vater geworden', oder I've got a
20543 father'. [unverständlich] ... umgekehrt ,I've got a
20544 baby. I've become a baby. All right ... [äh] ... 'subways',
20545 what is it?
- 20546 S. Untergrundweg.
- 20547 L. All right, it's a way under a road. [äh] ... two eggs
20548 sunny-side up; now you know what an egg is of
20549 course. Now when you put it into a frying pan you see
20550 the yellow of the egg: That's the 'sunny-side' of the
20551 egg. Now the 'sunny-side' of the egg up means they
20552 just fry it on one side. Sunny-side down means: they
20553 fry it on one and then turn it so that the other side is
20554 fried, too. All right? 'Two eggs sunny-side up! Five
20555 cheeseburgers! Coffee and apple-pie! That's what I
20556 hear all day long, 7:30 a.m. to 4:30 p.m. I really have
20557 to be quick on my feet to serve those office works. New
20558 Yorkers are always in a hurry. It's rush, rush, rush!
20559 When I get home, the first thing I do is take off my
20560 shoes and relax. Then I make dinner for myself and
20561 my husband. I'm usually home by 5:30 – if I get my
20562 subway on time. The subway can be terribly crowded
20563 at rush hour.' So in this case what is subway?
- 20564 S. Eine Untergrundbahn.
- 20565 L. In English?

- 20566 S. An underground.
20567 L. An underground, now go back! What are crowded
20568 subways?
20569 S. Überfüllte Untergrundbahn.
20570 L. Right. ... if I get my subway on time. The subway can
20571 be terribly crowded at rush hour. 'Rush hour' what
20572 does that mean?
20573 S. Geschäftszeit.
20574 L. No it's ... [hier muß wohl ein Schüler die korrekte
20575 Antwort gegeben haben, diese ist jedoch auf dem
20576 Band nicht zu hören.] ... exactly 'rush time' is
20577 when everybody goes or comes ... from work ... goes
20578 to work and comes from work. Hm, hm, hm, ...
20579 'Waiting on the subway platform is dangerous on
20580 two ways: if you stand in front of the crowd you
20581 might get pushed on to the tracks. If you stand
20582 safely behind, you may never catch a train. So with
20583 luck you get your body and one foot inside the door
20584 and some friendly person from behind gives you a
20585 push. You are in! Forty-five seconds after the train
20586 pulls out of the station, it slows down. The
20587 temperature rises five degrees every fifteen seconds.
20588 Bodies are pressed against each other and you
20589 stand up all the way with somebody's elbows in
20590 your stomach. By the time you get out you're
20591 half-dead. Travelling on the subway's no fun.
20592 But that's part of New York's life [im Text steht:
20593 ... New York life]. Now part of New York's life is to
20594 get... [hier ertönt der Pausengong] ... to the subway, to
20595 get an elbow into the stomach and still to love it.
20596 Cheerio!

2.4.18 Grade 10 (September 27, 1974; #35 in the Pre-Digital Corpus)

- 20597 Stundendokumentation Nr. 35
20598 Datum: 27.09.1974
20599 Klasse: 10. Jg. [23 Schüler/innen]
20600 L. Now, [äh] ... I think we have to read the forth part of
20601 [äh] ... chapter B. O.K. ... We've read it once I think
20602 and ... ah ... you should know the words but
20603 [unverständlich] want to say anything about it.
20604 Who wants to read this forth part? Who wants to be
20605 Berta Hudson? Susanne.
20606 S. Juan Rodrigues is 16 years old, Puerto-Rican and
20607 lives ...
20608 L. Well, we're reading part five.
20609 S. Mrs. /'beətʌ/ Hudson is a waitress at a lunch counter in
20610 /'dauntən/ Manhattan ...
20611 L. Downtown Manhattan.
20612 S. ... Downtown Manhattan. She was born in New York
20613 and although she something [im Text steht: ...
20614 sometimes] becomes ...
20615 L. ... she?
20616 S. ... she sometimes becomes /'eingri/ with crowded
20617 subways or im ... impatient ... impatient ...
20618 L. ... impatient customers, say impatient customers! ...
20619 S. ... impatient customers she wouldn't think of living
20620 anywhere else.
20621 L. Yes, go on, [äh] ... [Name unverständlich].
20622 S. Two /eks/ sunny-side up! /faif/ cheeseburgers! /kʌ.../
20623 coffee and apple pie! That's what I hear all day long,
20624 7:30 a.m. to 4 ... [äh] ... 30 p.m. I really have to be
20625 quick on my feet to serve /ðis/ office workers. New
20626 Yorkers are always in a hurry. It's rush, rush, rush!
20627 L. Yes, [unverständlich] what 'a.m.' and 'p.m.' is?
20628 S. [äh] ... sieben Uhr dreißig am Morgen und ...
20629 L. Say it in English ... 'a.m.' means?
20630 S. [äh] ... at morning.
20631 L. ... in the morning .
20632 S. [gleichzeitig] in the morning.

- 20633 L. Yes, and six ... six o'clock p.m. is? ...
 20634 It's in the evening of course. 10 o'clock ... ten a.m.
 20635 is ten o'clock in the morning, and '10 p.m.' is 10
 20636 o'clock in the afternoon ... in the evening, o.k. Who
 20637 wants to go on? Peter, you go on.
 20638 S. When I get home, the first /siŋ/ I do is take off my
 20639 shoes and /ri'leks/.
 20640 L. ... and relax.
 20641 S. ... relax. /zen/ I make dinner for myself and my
 20642 husband. I'm /'u:zʌli/ /zæt/ ... I'm by ...
 20643 L. ... right, right, I'm usually home by four [äh]
 20644 five-thirty.
 20645 S. I'm usually home by /faif' sə:ti/ - /aif/ get my subway
 20646 on time.
 20647 L. ... if I get my subway on time.
 20648 S. ... if I get my subway on time. /zə/ subway can be
 20649 terrible.
 20650 L. Can you read that sentence again, please? /krəud/ at
 20651 rush /'aur/.
 20652 S. /zə/ subway can be terrible. /krəud/ ...
 20653 L. ... terri ...
 20654 S. ... terrible ...
 20655 L. ... terribly ...
 20656 S. ... terribly crowded at rush hour.
 20657 L. ... at rush hour.
 20658 S. Waiting on the subway platform [unverständlich] is
 20659 dangerous in two ways: if you stand in front of the
 20660 crowd you might get /pʌʃd/ on ... /pəʃd/ ... pushed on
 20661 to the tracks. If you stand safely behind you may
 20662 never catch a train.
 20663 L. Yes, thank you. [äh] Hans, will you go on.
 20664 S. [äh] ... with luck you get your body and one /fu:t/
 20665 inside the door and some friendly person from
 20666 behind gives you a /pʌʃ/...
 20667 S. ... push. You are in! Forty-five seconds after the
 20668 trains pulls out of the station, it slows down. The
 20669 temperature rises five degrees every fifteen seconds.
 20670 L. [unverständlich] Martin, will you go on.

- 20671 S. Bodies are pressed against each other and you stand
20672 up all the way with somebody's [amerik. Aussprache]
20673 elbows in your /'stəmæk/.
- 20674 L. Stomach.
- 20675 S. ... stomach. By the time you get out you're half dead.
20676 Travelling on the subway's no fun. But that's part of
20677 New York life.
- 20678 L. Yes, travelling on the subway's no fun
20679 [unverständlich].
- 20680 S. Travin ... travelling on the subway is no fun.
- 20681 L. What does that mean 'subway's', subway ...
- 20682 S. Subway ... subway is ... subway is ...
- 20683 L. Yes, yes [unverständlich]. [äh], Marion go on, please.
- 20684 S. The lunch counter is closed on Saturdays and
20685 Sundays, so my husband and I will usually go to a
20686 baseball game if the New York Yankees are playing.
20687 We are teen fans of this team and never miss a game.
- 20688 L. Yes, [ähm] do you remember the main arguments ...
20689 [äh] ... in favor of living in New York or against it?
20690 Do you remember what Juan ... [äh] ... Rodriguez and
20691 Ed Ko... Kowalski said about living in New York? You
20692 don't? Who does not? [unverständlich] Well, ... [äh]
20693 ... there are some questions on the next page now ...
20694 you ... you can ... you can have a look into your texts
20695 while I'll ask the questions and then you can try to
20696 answer the questions ... [äh] ... while you look into the
20697 text, ok. The first question is: What sort of apartment
20698 does the /'pɔ:to/ ... Puerto Rican family live in? You
20699 know that ... [äh] ... Rodriguez family. Do you
20700 remember what ... [äh] ... Juan told about his
20701 apartment?
- 20702 S. /ðə/ apart... /ðə/ apartment only has one bedroom.
- 20703 L. So one bedroom.
- 20704 S. So ... ye ... the 16 years old boy and his little brother
20705 have to sleep in the kitchen.
- 20706 L. How many are they ... people are there in the family
20707 altogether?
- 20708 S. [äh] ... I think five persons [unverständlich] ... I think
20709 there's ...

- 20710 L. Oh don't think just look into your text and then try
20711 and find out. ... It's Juan himself and ...
20712 S. two parents.
20713 L. Two parents, yes.
20714 S. [unverständlich]
20715 L. How many people were in the family when they came
20716 to the United States? ... The parents, and himself and
20717 ...
20718 S. ... two sisters.
20719 L. Two sisters, yes, now ...
20720 S. Now there are eight persons.
20721 L. There are eight persons, o.k. Two parents, two sisters
20722 and four brothers. [unverständlich]. Stefan.
20723 S. I think they ... they only have a bedroom and a
20724 kitchen.
20725 L. ... and a kitchen, yes. And where do they sleep?
20726 S. [äh] ... the younger ... the younger [äh] ...
20727 [unverständlich] 16 years old boy and his younger
20728 brother sleep in the kitchen and the other six persons
20729 I think sleep in the bedroom.
20730 L. That's right. [äh] ... what are ... [äh] ... are Juan's plans
20731 for the future?
20732 S. He will become social worker and will be ... and will
20733 help his ... his [ähm] ... people of the worst problems.
20734 L. Where're the worst ... their worst... problems?
20735 What are their worst problems?
20736 S. Yes, [äh] ... racial discrimination ...
20737 L. Yes.
20738 S. and ... [äh] ... money.
20739 L. Poverty, ok. ... Why are they so poor?
20740 S. The father hadn't ... [äh] ... learn anything.
20741 L. Well, yes, so what? What happens so those people
20742 haven't learnt anything?
20743 S. There's no job. [unverständlich]
20744 L. Yes, there's first no job for them, they are ... [äh] ...
20745 there is quite a lot of unemployment, unemployment
20746 that is they have no jobs or if they have a job ... even if
20747 they have a job ... they ... they ... they don't get rich in
20748 any respect ... Stefan.

- 20749 S. [äh] ... when they have a job they only get very bad
20750 jobs.
- 20751 L. ... for example?
- 20752 S. As a ... liftboy.
- 20753 L. Liftboy.
- 20754 S. Or something like this and beca... because they are
20755 light persons and they need [...] for them and they
20756 can't ... they can't spare anything for ... [äh] ... much
20757 things ... for ... for instance ...
- 20758 L. for [unverständlich] allright. Even if they have a job
20759 they don't earn much money of course, yes. [ähm] ...
20760 what are the difficulties in his way, that is Juan's way
20761 of ... [äh] ... becoming a social worker? Marlies.
- 20762 S. [unverständlich] ... before he will be a social worker ...
20763 because his family had no money and so ... [äh] ... the
20764 son must work to [unverständlich].
- 20765 L. Yes, yes. The ... [äh] ... son was to get [unverständlich]
20766 work first find a little job because his father doesn't
20767 earn anything at the moment and [unverständlich].
20768 [äh], now we go to the second chapter: how long has
20769 Ed Kowalski been a policeman, a patrolman?
20770 Hartmut.
- 20771 S. He has been a policeman for 20 years.
- 20772 L. Hhm... what ... [äh] ... changes has he noticed in his
20773 time ... in his time, during these years. ... He says
20774 something about the job as a policeman in New York,
20775 Bernd.
- 20776 S. [keine Antwort]
- 20777 L. Klaus.
- 20778 S. In the beginning of his job the people had /'ri:spekt/
20779 for his uniform, and now most people have no
20780 respect.
- 20781 L. Hm... and what are the problems he comes across? ...
20782 Well he says something about his ... his ... job and all
20783 the problems he has to deal with every day.
20784 [Name unverständlich]
- 20785 S. He says [äh] ... they only /wəunt/ work in twos.
- 20786 L. Yes, why?
- 20787 S. Because it's not safe ... [äh] ... to work alone.

- 20788 L. Yes, but what does [unverständlich] ... in New York,
 20789 as even a policeman can't go alone, Cornelia.
- 20790 S. It's dangerous.
- 20791 L. It's very dangerous, yes. Now he says something
 20792 about the crime ... the crime rate, Christine.
- 20793 S. [unverständlich]
- 20794 L. [ähm] ... Mr. N.
- 20795 S. It's rising.
- 20796 L. The cri... yes ... the cri... crime rate is rising...
 20797 [unverständlich] ... [äh] ... now we ... have a look at the
 20798 Alfred Lowenstein and what does Alfred Lowenstein
 20799 think is best about New York? What does he like best
 20800 about New York? Christiane.
- 20801 S. New York has many attractions for him.
- 20802 L. Could you say that again, please?
- 20803 S. New York has many attractions for him.
- 20804 L. Yes, for example.
- 20805 S. [unverständlich] ... Broadway and /'si:ətə/.
- 20806 L. Broadway and theatre on Broadway yes, what else?
 20807 Marlies.
- 20808 S. He like the culture opportunities given to the citizens.
- 20809 L. Could you say that again? [unverständlich]
- 20810 S. [ähm]... he likes the culture opportunities given to the
 20811 citizens.
- 20812 L. Hmm [zustimmend]... [äh] ... what do you
 20813 understand by ... [äh] ... cultural opportunities?
 20814 Theatre of course and ... anything else?
- 20815 S. Opera.
- 20816 L. Opera, yes, what else? Stefan.
- 20817 S. Art.
- 20818 L. The arts, well, museums, you mean the museums
 20819 probably [unverständlich] ... yes ... and he mentions
 20820 the university. [äh] is ... [äh] ... Alfred ... [äh] ...
 20821 Lowenstein totally in favor of living in New York or
 20822 doesn't he see any disadvantages? Heike? Does he
 20823 mention any ... problems? ... Uwe.
- 20824 S. Yes, he ... he meant ... [äh] ...
- 20825 L. ... he mentions or he says ...

- 20826 S. yes, he mentions that /zə/ air pollution is very serious
20827 ... [äh] ... in New York, the traffic jams, traffic would be
20828 terrible, too....
20829 LS. [unverständlich]
20830 L. Why ... why really does he stay in New York? Well ..
20831 [äh] ... Christiane.
20832 S. New York is a part of him.
20833 L. Pardon.
20834 S. New York is a part of him.
20835 L. New York is a part of him, yes ... [äh] ... what does he
20836 mean by 'New York is a part of me', Cornelia?
20837 S. [äh] ... he mean New York City is his home.
20838 L. ... is his home, yes ... [ähm] ... ok ... well. There's
20839 something that makes it impossible for him to move
20840 somewhere else, even if he wanted to go somewhere
20841 else. What is it? What makes it impossible for him to
20842 leave New York, Petra?
20843 S. I don't know.
20844 L. You don't know, why not? Why don't you look into
20845 your text and find... find out?
20846 S. I must /Ri:d/ the text.
20847 L. Well, do ... Bernd.
20848 S. His business makes ... it impossible.
20849 L. Yes, his business is in New York and makes it
20850 impossible for him. What kind of business do you ...
20851 [äh] ... do you think of? [unverständlich] What could
20852 it be?
20853 S. [äh] ... I think he is president of a clothes factory.
20854 L. Yes, he is, well. [äh] ... now let's ... let us see what the
20855 waitress says about life in New York, Cornelia?
20856 How does Bertha Hudson like New York? ... Yes
20857 [Name unverständlich]
20858 S. She don't like New York ...
20859 L. She ... ?
20860 S. She doesn't like New York because she becomes a ...
20861 [äh] ... sometimes angry with crowded subways and
20862 impatient customers.
20863 L. Yes, [ähm] ... Would she leave New York if she could?
20864 Petra, can you answer that question?
20865 S. I don't.

- 20866 L. [unverständlich]... well ... [äh] ... Cornelia.
 20867 S. She wouldn't live in anywhere else.
 20868 L. Why not? [Name unverständlich]
 20869 S. She was born in New York.
 20870 L. She was born in New York, yes. [äh] ... she was born in
 20871 New York, born in New York, she grow up in New
 20872 York and ... [äh] ... most people like the place where
 20873 they are bo ... born and where they grow up. Now ...
 20874 [äh] ... I /wɒndə/ if you've ever thought of the ... about
 20875 the possibility of moving somewhere else. [äh] ...
 20876 [unverständlich] ... but perhaps you could ... [äh] ...
 20877 think about this question ... [äh] ... perhaps you have
 20878 made up your mind already ... [äh] ... who of you
 20879 would move for example to ... [äh] ... Hamburg if you
 20880 could or Berlin or Munich? [unverständlich] to go
 20881 somewhere else, if you could, Christine.
 20882 S. H. ... [lacht] yes, ah, Hamburg.
 20883 L. You'd go to Hamburg [unverständlich].
 20884 S. But I don't because [äh] ... in Mühlheim all my ... are
 20885 all my friends.
 20886 L. Ah, yes, hm... Stephan.
 20887 S. And I think I w... won't move to such a lar... large and
 20888 enormous city to ... for instance /ðə/ apartments you
 20889 pay for /ðə/ apartments ... for the apartments really
 20890 high and ... [unverständlich]... one is only a number
 20891 it's no human ... [unverständlich] ... for instance ...
 20892 L. [unverständlich]
 20893 S. [unverständlich] ... there are for instance in Berlin 3 ...
 20894 3 ... million persons.
 20895 L. Ah, you probably move to Marseille [Heiterkeit]. [äh],
 20896 well of course the ... the other ... possibility ... [unver-
 20897 ständlich] ... to live in a small [unverständlich] ... in a
 20898 village ... [unverständlich] other possibility for the
 20899 people of New York. They could move into a town
 20900 like ... [unverständlich] ... something ... [äh] ... which
 20901 are ... which are the pros and cons or the advantages
 20902 and disadvantages really if you discuss this problem?
 20903 [Der Lehrer schreibt zwei Spalten: 1. advantages;
 20904 2. disadvantages; und spricht die Worte vor sich hin]
 20905 ... pros and cons ... We could discuss this ... [äh] ... this

- 20906 question in one context ... context. [ähm]... as an
20907 alternative ... [äh] ... choice between [äh] ... being a
20908 metropolitan like London, and [äh] ... New York, and
20909 [unverständlich] Paris for example Marseille if you
20910 want [unverständlich] and a small village. And ... [äh]
20911 ... I think there are quite a few arguments for and
20912 against both of these poss ... possibilities .. Stephan.
20913 S. For instance in Marseille there are really much
20914 theatres and ... and [äh] ...
20915 L. [unverständlich] ... in Marseille?
20916 S. Theatres and beat-groups and all these things and if
20917 someone detests beat... beat-groups he can go to a
20918 small village like Mühlheim ... [Heiterkeit].
20919 L. Mühlheim's not a small village.
20920 S. ... [unverständlich] ... like it, like a small village
20921 [unverständlich] ... small village in the west when he
20922 likes, he can go to Marseille because ther... there're
20923 really ... really much ... really much [äh] ...events.
20924 L. Many events, very interesting events, well,
20925 [unverständlich] ... I'm not going to stay in
20926 Mühlheim and [äh] ... that is really a serious problem
20927 for me ... [äh] ... I really have to make up my mind if I
20928 want to live in a huge city or in a small place, small
20929 town and [äh] ... I haven't made up my mind really in
20930 the long run ... [äh] ... I ... I dare think [äh] ...
20931 Mühlheim is a very attractive place to live in ... [äh] ...
20932 for various reasons because Mühlheim has not got the
20933 advantages of either of them, neither the advantages
20934 of a really big city nor the advantages of a small place.
20935 Which are these advantages? Peter... Well, if you look
20936 into these people's arguments you find quite a few.
20937 Uwe.
20938 S. In Mühlheim isn't ... [äh] ... anything how /'əʊpərə/...
20939 L. Like ... like.
20940 S. /θi:a:tə/ ... [äh] ...
20941 L. You don't have the things which you don't have in
20942 small towns, that's one thing, y... you don't have
20943 operas, theatres, what else? [unverständlich] ...
20944 cinemas, not very much of choice really, it's just the

- 20945 same kind of films [unverständlich]. What else? What
 20946 does Ed Ko... [äh] ... Al Lowenstein mention? Stephan.
 20947 S. [unverständlich] only sometimes have you
 20948 something.
 20949 L. [unverständlich]
 20950 S. [unverständlich] ... in New York every time.
 20951 L. Well, yes, [unverständlich]... well, what does he
 20952 mention in his ... [äh] ... second ... opera, theatres,
 20953 pictures, what else? Uwe.
 20954 S. [unverständlich] ... university.
 20955 L. There's no university, yes, what else?
 20956 S. Flughafen.
 20957 L. ... an airport, yes ... is there ... there a museum in ...
 20958 Mühlheim?
 20959 S. Yes.
 20960 L. There is?
 20961 Ss. [zustimmendes Gemurmel]
 20962 L. Two of them?
 20963 S. Yes.
 20964 L. [äh] ... so could you say that you have all the [ähm] ...
 20965 advantages of a small place, a very small place as a
 20966 village something what's the ... what ... which are the
 20967 disadvantages of New York... [äh] ... Christine.
 20968 S. It's very noisy and ...
 20969 L. ... very noisy, is Mühlheim very noisy?
 20970 Ss. No, no, no, no.
 20971 L. Is it a quiet little country town?
 20972 Ss. [Heiterheit] No. [im Chor]
 20973 L. [unverständlich] ... it is quiet noisy. [äh]... What else
 20974 are the disadvantages of a big city? Cornelia.
 20975 S. [äh] ... the big cities haven't ... [äh] ... trees ...
 20976 L. ... have no trees ...
 20977 S. ... and ... [äh] ... rivers some... sometimes.
 20978 L. Ye ... well ... you can't ... you could really say that New
 20979 York has no rivers and trees because New York has ...
 20980 [äh] ... over 2.000.000 trees, probably quite a lot more
 20981 than Mühlheim ... there are over 2.000.000 trees, you
 20982 just don't see them. Uwe.
 20983 S. But you said there are ... [äh] ... [äh] ... Mühlheim
 20984 hasn't 2.000.000 trees is nonsense, there think to the

- 20985 Krade woods in the south of Mühlheim ...
20986 [unverständlich] ...
20987 L. Oh, well, yes, perhaps, perhaps there are more than
20988 2.000.000 trees [unverständlich], but what's the
20989 difference then? Would you say that Mühlheim is ...
20990 [äh] ... is a place full of trees?
20991 S. The city ...
20992 [Der Lehrer unterbricht hier den S.; seine Worte sind je
20993 doch nicht zu verstehen.]
20994 S. ... not so ... not so large as New York City.
20995 L. Of course not, yes, or would you say that you live
20996 among the trees, when you live in Mühlheim?
20997 Who of you does?
20998 S. I.
20999 L. You do?
21000 S. I do, too.
21001 L. [äh] you, too, yes, alright; and most of us live
21002 [unverständlich] ... houses ... in big blocks of ... in
21003 apartment houses with hardly any trees around.
21004 We've got two or three trees in our garden. [äh], what
21005 else is a disadvantage ... [äh] ... disadvantage of living
21006 in a high place?
21007 S. The /'nætʃə/ there is ... [äh] ...
21008 L. The what?
21009 S. Natur, was heißt das denn?
21010 L. What ... 'nature'.
21011 S. ‚Nature‘.
21012 L. Nature.
21013 S. ... is ... [äh] ... really ra ... rare.
21014 L. Nature is rare. We want to discuss that point more or
21015 less. Why ... what else do you mean, what ... what do
21016 you mean beside from trees.
21017 S. For instance 'wood', like here around Mühlheim they
21018 can ...
21019 L. ... 'forests' ...
21020 S. ... forests they ... they ...
21021 L. Well, outside New York [unverständlich] large forests.
21022 If you want to go for a walk in a forest, could you easily
21023 do that?

- 21024 S. I think it's very difficult because the city is so large ...
 21025 [ähm] ... it takes ... it takes long time to come for ... for
 21026 instance from Manhattan to the ... to the woods.
- 21027 L. Yes, of course, above all on a weekend, it's horrible ...
 21028 [äh] ... then to ... to go out [äh] by car and try to go for
 21029 a walk in a ... in a forest. What's the only possibility of
 21030 [äh] ... walking around nature in New York in
 21031 Manhattan?
- 21032 S. You can go to the Central Park.
- 21033 L. Yes, what's ... what do you see all around the Central
 21034 Park? What's around: trees, landscape?
 21035 [unverständlich]
- 21036 S. Skyscrapers.
- 21037 L. Skyscrapers more or less. At east and south you see
 21038 skyscrapers and you see big [unverständlich] ... yes.
 21039 [äh] ... there's one more serious disadvantages which
 21040 we haven't mentioned so far, a reason that make
 21041 many people to move out into the country, Heiner.
- 21042 S. In New York there's dirty air.
- 21043 L. Yes, the problem of ... What's the term now?
 21044 I think it's in here.
- 21045 S. Smog.
- 21046 L. Smog, yes, what is 'smog'? 'Smog' is ... the word
 21047 'smog' is a combination of two other words.
- 21048 S. Smoke and fog.
- 21049 S. ... fog and ...
- 21050 L. ... fog and ... ?
- 21051 S. ... dirt... dirty air.
- 21052 L. Yes, smoke, 'smoke' and 'fog' is combined into one
 21053 word. 'Smog', yes [äh] ... what's the technical term
 21054 [äh] ... for [unverständlich] air pollution, yes, that's
 21055 right. [äh] ... why would ... none of you would move
 21056 into a big city or hardly any of you. Who would want
 21057 to move into a small town or village? Who of you?
 21058 [Einige Finger gehen hoch.] [unverständlich] one,
 21059 two, three, four, five, six. Well, ok. I do want to live
 21060 in a small place as well. Why would you prefer to
 21061 live in a small place, provided your friends were there
 21062 as well? Uwe.

- 21063 S. For me is it better because I'm really nervous and the
21064 [äh] ... noise in the city make me nervous.
- 21065 L. Well, can't you avoi ... avoid the noise, can't you stay
21066 away from the noise, and if you ... once you know
21067 you're not nervous and then the noise makes you
21068 nervous. Why don't you stay away from the noise?
- 21069 S. I cannot, in school is noise, too.
- 21070 L. [unverständlich] ... the noise in school makes you
21071 nervous. Well, ... even if you move to a small place like
21072 [äh] ... [äh] Kierspe or Fröndenberg or Wulfen
21073 [unverständlich] ... big noisy school.
21074 Where would you move?
- 21075 S. Holland [deutsche Aussprache] ... [äh] ...
- 21076 L. To Holland [unverständlich] that's ... hm?
21077 [unverständlich]
- 21078 S. [unverständlich] No, no .. [unverständlich]
21079 Antwerpen Westminster.
- 21080 L. Well, that's a place to spend the holidays and not to
21081 live, you'd really emigrate. Is it necessary to move into
21082 another country ... if you want to live in a quiet area ...
21083 [unverständlich]
- 21084 S. [unverständlich] ... area ... it's very sympa...
21085 sympathetic.
- 21086 L. Sympathic, attractive.
- 21087 S. Attractive.
- 21088 L. Ah ... Why would you move ... [äh] ... out into the
21089 country, into a small country town, Klaus?
- 21090 S. Because there you know everyone and there's not so
21091 hurry.
- 21092 L. ... not such a hurry. Life is less hectic ... hectic ... Yes,
21093 ah ... you know everyone is that an advantage or is it a
21094 disadvantage if you know everyone? [L. schreibt das
21095 Wort 'hectic' and die Tafel] ,Hectic'.
- 21096 S. For me it's an advantage.
- 21097 L. Why is it an advantage for you? – If you say you know
21098 everyone that includes that everyone knows you,
21099 doesn't it. Is that an advantage? You say, yes, it is,
21100 why? Ah, it can be an advantage really, in what
21101 respect [falsche Betonung, der Lehrer betont die erste
21102 Silbe], Marlies.

- 21103 S. It can be an advantage when all those people are
 21104 friends of me.
- 21105 L. When ... yes ... when people who know you are
 21106 friendly.
- 21107 S. Ja, when they are not ...
- 21108 L. When they are not?
- 21109 S. ... and ... it is a disadvantage, I think.
- 21110 L. Yes, it ... it can be a disadvantage ... [äh] ... if you fall in
 21111 disgrace somehow ... you ... [äh] ... do something
 21112 people don't like.
- 21113 S. I think it's a disadvantage ... advantage ... [äh] ...
 21114 because ..., [äh] ... you can ... you don't can ...
- 21115 L. ... you can't ... you can't do ...
- 21116 S. ... make ... what you ... what you want...
 21117 [hier sprechen L. + Ss. gleichzeitig]
- 21118 S. You can't do what you want.
- 21119 L. Why not?
- 21120 S. The people critic... criticize you.
- 21121 L. You're criticized, that's true, yes, [unverständlich] ...
 21122 why do you care [unverständlich] ... criticize you?
 21123 What would you ... what would you ... [äh] ... why
 21124 would you fear to be criticized? ... Ah ... it depends I
 21125 think on your profession a bit, on your job ...[ähm]
 21126 the question whether it is an ... an advantage or ... a
 21127 disadvantage to live in a small place as a teacher for
 21128 example it can be a disadvantage, why? ... Stefan.
- 21129 S. I think you are well known in a small town .. well ...
 21130 well ... known person and everybody [amerik.
 21131 Aussprache] talks about you, when ... you ... when you
 21132 ... think you are always co ... you are always
 21133 controlled.
- 21134 L. Yes, and there's another disadvantage even for those
 21135 who live up here in the neighborhood, I don't want to
 21136 live quite near the school, why do you think I
 21137 wouldn't? ... Cause I wouldn't ... I wouldn't want to
 21138 s ... meet you every evening. [allgemeine Heiterkeit].
 21139 I'd rather see you when [unverständlich] ... well I
 21140 wouldn't want to ... to meet my pupils every
 21141 afternoon every now and then, have the parents
 21142 around me all the time as some ... [äh] colleagues of

- 21143 this school have. [äh] ... now let's look into the
21144 exercises. I think you've some difficulties in
21145 expressing your ideas and the book gives you some
21146 aid. [ähm] ... what do these people like .. dislike about
21147 New York? Now you can form your own sentences ...
21148 [äh] by using the ... [ähm] the ... [äh] words and parts
21149 of sentences here in the book. Would you read ... [äh]
21150 Uwe?
21151 S. [unverständlich]
21152 L. Yes.
21153 S. What do these people like .. dislike about New York.
21154 Ed Kowalski likes going to the opera.
21155 L. Yes, what else does Ed Kowalski like or enjoy [äh] ...
21156 Gabi ... or Kate?
21157 S. [äh] ...
21158 L [unverständlich] you simply combine the
21159 [unverständlich] ...
21160 S. He likes ... eating in restaurants.
21161 L. He likes ... eating in restaurants ... [unverständlich]
21162 [äh] ... why does ... [äh] ... Juan Rodriguez not mention
21163 restaurants? ... Does he like eating in ... in the
21164 restaurants?
21165 S. No, he has ... [unverständlich]
21166 L. Pardon.
21167 S. He has no money.
21168 L. He hasn't got enough money. [Das Nächste ist nur
21169 bruchstückhaft verständlich.] [äh] Susan, would you
21170 go on?
21171 S. Juan Rodriguez enjoys watching a baseball ... baseball
21172 game.
21173 L. Does he? Well, he probably does. [äh] ... Anette, don't
21174 hide behind your hands.
21175 S. Alfred Lowenstein dislikes sleeping in the kitchen.
21176 [allgemeine Heiterkeit]
21177 L. He probably [unverständlich] in the kitchen, ok.,
21178 would you like sleeping in the kitchen? Anette, would
21179 you like sleeping in the kitchen?
21180 S. No.
21181 S. [ähm] ... Bertha Hudson hates ... [äh] ... seeing kids
21182 [äh] who takes drugs.

- 21183 L. ... who take drugs, yes, well, yeah, but ... but she never
21184 saw any kids take drugs; but who before did get into
21185 contact with kids who took drugs, ... Cornelia.
21186 S. Ed Kowalski is fond of travelling by subway.
21187 [allgemeine Heiterkeit, da die S. die eigentliche Frage
21188 nicht beantwortet hat.]
21189 L. Who hates to see the kids who take drugs, Cornelia,
21190 who said so? Hm ... Peter, who hates to see kids who
21191 take drugs.
21192 S. Ed Kowalski.
21193 L. Well, why is he the man who ... [ähm] ... who saw kids
21194 taking drugs? What is his job?
21195 S. He's a policeman.
21196 L. Yes, of course, he's a policeman, you shouldn't forget
21197 their jobs ... [unverständlich] [ähm] what else could
21198 you say about Alfred Lowenstein?
21199 S. Alfred Lowenstein likes playing in the street.
21200 [Allgemeine Heiterkeit]
21201 L. [äh] ... would you say that ... [äh] ... Ed Kowalski
21202 enjoys being a policeman nowadays? Is that true?
21203 Is that true? [unverständlich] Heike.
21204 S. No, he dislikes being a policeman nowadays.
21205 L. He dislikes being a policeman nowadays.
21206 [Der Lehrer bittet die Schüler nun, ihre Argumente
21207 niederzuschreiben.]

3 References

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Appendix

Jürgen Kurtz

Most frequently used German annotations to the corpus, translated in English (own translations):

German original	English translation
Stundendokumentation	lesson documentation
Datum	date
Klasse	grade (class)
Jahrgang (Jg.)	grade [form]
Lehrer (L.)	teacher
A-Gruppe	external differentiation: advanced course
B-Gruppe	external differentiation: basic course
L. hilft	teacher assists
L. schreibt	teacher writes
L. unterbricht	teacher interrupts
L. klopft auf den Tisch	teacher beats on desk
S. (Schüler)	student
Ss. (mehrere Schüler)	students
S. verbessert sich selbst	student self-corrects
alle Schüler	all students
einige Schüler	some students
gleicher Schüler	the same student
Schüler sprechen reihum	students speak in turns
Schüler setzen sich	students sit down
LS.	teacher and students speaking simultaneously
TB. (Tonband)	audiotape
Tafelskizze	sketch on blackboard

German original	English translation
[?]	mainly used for the intonation of a question; perhaps a wrong question intonation; but apparently also used for unintelligible sequences
Sek.	seconds
unverständlich	unintelligible
zustimmend	agreeing [approvingly]
S. zeigt	points (or shows)
zeigt auf Karte	points to the map/ points to a place on the map
unterbricht	interrupts
gleichzeitig	simultaneously
liest die obige Passage aus dem Lehrbuch	reads passage on the top of the textbook's page
Fehler	mistake/error
betont	emphasized
flüsternd	whisperingly
Flanelltafel: Lehrer bzw. Schüler agieren mit den Elementen	flannel-board: teacher or students operate with the elements
zeigt vom Platz auf die falschen Personen	points to the wrong student from the front of the class
fragend	asking [queryingly]
L. agiert	teacher acts non-verbally
Gelächter	laughter
Tageslichtschreiber	OHP
gemeint war ein anderer S.	a different student was to be addressed
gemeinsam	together
Lärm	noise
richtig	correct

German original	English translation
Wortsalat	garbled speech
Ss. nehmen Lehrbücher und Workbooks heraus und bearbeiten die Übungen schriftlich. L. geht in der Klasse herum und kontrolliert bzw. hilft.	The students take out their textbooks and workbooks and do the written exercises. The teacher walks around in the classroom and checks/monitors and/or assists.
nur im Nachhinein zu erschließen	to understand only in retrospect
Nebengeräusche	interference
Barbara (B.)	Barbara (B.)
L. offensichtlich ermahnt einen Schüler.	Teacher reprimands a student.
Verzerrung	distortion
Die Lehrerin verteilt die Rollen.	The teacher assigns the parts.
bruchstückweise verständlich	fragmentarily comprehensible
Ende der Stunde	the end of the lesson (or class)
amüsiert	amused
schreibt Wörter an die Tafel	writes words on the blackboard
Provokation	instigation
Rachen-	pharyngeal-
Versatzstück	here: part of a substitution table
Der Lehrer erklärt die einzelnen Glieder der Substitution Table.	The teacher explains the individual parts of the substitution table.
sagt vor	prompts
Die Schülerin erinnert sich offenbar nicht an die Antwort. Die Lehrerin hilft ihr, indem sie ihr die Antwort vorsagt.	The student does not remember the answer. The teacher helps by prompting the answer.
Die Schülerin verbessert sofort ihren Aussprachefehler [...].	The student immediately corrects her mispronunciation [...].

German original	English translation
Der Schüler fordert eine Mitschülerin durch Handzeichen auf.	The student asks a fellow student through making hand gestures.
Die Antwort ist nicht zu verstehen.	The answer is not intelligible.
Schweigen	silence
Der Schüler spricht deutsches Rachen-r in 'across'.	The student uses the German pharyngeal „r“ in 'across'.
Der Lehrer zeigt dem Schüler den entsprechenden Satz im Buch.	The teacher shows the student the corresponding sentence in the book.
Die Mehrzahl der Klasse macht die nebenstehenden Aussprachefehler.	The following pronunciation errors are done by the majority of the students.
anderer	other
mehrere	several
Hier unterbricht ein Schüler, es ist jedoch nicht zu verstehen, was er sagt.	Here, a student interrupts, but it is incomprehensible.
diesmal fast richtig ausgesprochen	almost correctly pronounced this time
Tonband	audio tape
deutsche Aussprache	German pronunciation
Die Lehrerin heftet kleine Möbelstücke an die Flanelltafel.	The teacher puts small pieces of furniture on the flannel-board.
S. spricht ungefragt.	Student speaks without being asked.
Die L. korrigiert die Intonation.	The teacher corrects the intonation.
Lehrerin zeigt auf d. Bild.	Teacher points to the picture
Die Lehrerin schreibt weitere Fragen an die Tafel.	The teacher writes more questions on the blackboard.
ermahnend	reprimanding

German original	English translation
Lehrer zeichnet [Kirschen] an die Tafel.	Teacher draws [cherries] on the blackboard.
Lehrer verteilt Bücher an die Schüler.	Teacher hands out books to the students
Die Bücher der Schüler sind geschlossen.	Students' books are closed.
Der Lehrer hat die Angewohnheit, das „th“ auch bei s-Lauten zu benutzen.	The teacher uses „th“ also with „s“-sounds.
Lehrer und Schülerin sprechen gleichzeitig.	Teacher and student talk simultaneously.
äußerst seltener Fehler	extremely rare mistake
Schülerin senkt die Stimme.	The student lowers her voice.
verneinend	negating
flüstern vor	cue through whispering
antwortet nicht	does not answer
Ein anderer Schüler fährt fort.	Another student continues.
Das Wort wird nun wieder in den Text eingesetzt.	The word is put back in the text again.
Der Lehrer schiebt und zieht den Schüler hin und her.	The teacher pushes and pulls the student back and forth. [in order to demonstrate something]
Der Lehrer gibt wieder den knurrenden Laut von sich.	The teacher makes that snarling sound again.
Der Lehrer schüttelt sich schauernd.	The teacher shakes shudderingly.
Die Schüler scheinen die Ansicht des Lehrers nicht zu teilen.	The students do not seem to agree with the teacher.
zeigt auf den See im Bild	points to the lake in the picture
Die Schüler lesen still.	The students read silently.
Die Schülerin übernimmt ebenfalls die amerikanische Aussprache des Lehrers.	The student also adopts the teacher's American pronunciation.

German original	English translation
Die Schüler schlagen die Bücher auf.	The students open the books.
Der Lehrer betont das vom Schüler beim Buchstabieren ausgelassene 't'.	The teacher stresses the 't' the student dropped when spelling.
Seitenwechsel	changeover
liest weiter vor	continues reading out aloud
lacht	laughs
Schweigen, der Lehrer nimmt den nächsten Satz.	Silence, the teacher takes up the next sentence.
Der Lehrer lässt den Schüler nicht ausreden, sondern fällt ihm einfach ins Wort.	The teacher does not allow the student to finish talking but simply interrupts.
allgemeine Heiterkeit	exhilaration
Vorbereitung	preparation
Die Meinungen sind offenbar geteilt.	Obviously, the opinions differ.
unverständliches Durcheinander	incomprehensible chaos
nicht einheitlich	not consistent
Die Schüler kramen einen Moment.	The students rummage a short period of time.
Die Schüler arbeiten weiter.	The students continue working.
zeigt auf einen Schüler	points to a student
Die Schüler rufen und schreien durcheinander [...].	The students scream and shout all at once [...].
Haftelemente	gripping elements
kurze Pause	short break
Der Text wird per Overheadprojektor an die Tafel geworfen.	The text is projected onto the blackboard with an overhead projector.
Applaus von den Mitschülern	The fellow-students applaud.
die Hälfte der Schüler	half of the class

German original	English translation
ziemlich einheitlich	quite consistent
Der Lehrer nimmt die neuen Vokabeln heraus.	The teacher excludes new vocabulary.
wendet sich an einen Kollegen, der dem Unterricht beiwohnt	turns to a colleague who audits the lesson
Die Lehrerin projiziert nun Fragen und Antworten auf die Leinwand.	The teacher now projects questions and answers onto the screen.
sagt irgendetwas auf Deutsch zum Lehrer	says something to the teacher in German
völlig uneinheitlich	extremely inconsistent
Fingerschnalzen	snapping his fingers
nickt einem Schüler zu	nods toward a student
anderer ruft dazwischen	another one interrupts
Falsche Intonation: Die Lehrerin senkt die Stimme am Ende der Frage.	Wrong intonation: The teacher lowers her voice at the end of the question.
Die Schüler arbeiten mehr oder weniger still.	The students work more or less silently.
unterbricht, um zu verbessern	interrupts in order to correct the mistake
weiß nicht, wo die Stelle im Buch ist	does not find the passage in the book
keine Antwort	no answer
Der Schüler geht nach vorne.	The student goes to the front of the class.
Das letzte Wort sprechen S. und L. gemeinsam.	S. and T. say the last word together.
spricht den nächsten Schüler an	asks the next student
drei verschiedene Schüler	three different students
Der Schüler soll einen anderen aufrufen.	The student has to pick someone else.

German original	English translation
Datenliste	list of data
schreibt das Frageformelmuster an die Tafel	writes the question pattern on the blackboard
Klassengeräusche	noises in class
falsche Betonung	wrong stress
falsche Vorgabe	wrong example given
korrigiert sich und den Schüler	corrects himself and the student
Der Lehrer rügt den Schüler, der laufend ungefragt die richtigen Antworten vorgibt.	The teacher reprimands the student who continuously gives the right answer without being asked.
Für einen Augenblick herrscht Schweigen, dann ruft die Lehrerin ein Mädchen auf.	There is silence for a moment, then the teacher calls on a girl.
ironisch	ironic
Die Schüler gehen die Lektion auf unbekannte Wörter durch.	The students scan the unit for unknown words.
Die Lehrerin macht die Gebärde des Gähnens.	The teacher makes a yawning gesture.
Lehrerpult	teacher's desk
S. macht die Geste des Überreichens.	The student makes a gesture of handing something over.
Zwischenruf: lauter!	interjection: louder!
Anweisung der Lehrerin zwischendurch	teacher's order instruction in between from time to time
S1; S2; S3	Student 1; Student 2; Student 3
Wieder verbessert der Lehrer innerhalb des Schülersprechaktes.	Once again, the teacher corrects the student's speech (act).
Der Schüler hebt wieder die Stimme [...].	The student raises the voice again [...].
Die Schüler schlagen die angegebene Seite auf.	The students open the page given.

German original	English translation
Geflüster	whisper
Der Schüler benutzt das deutsche Wort mit englischer Aussprache.	The student uses the German word with English pronunciation but spoken out in English.
erforderliche Anwendung kontrastiver Phonologie	necessary use of contrastive phonology
Im Text ist keine Zahl angegeben.	There is no number given within the text.
Lehrerecho	teacher echo
Der Lehrer schreibt zwei Spalten [...] und spricht die Worte vor sich hin.	The teacher writes two columns [...] and says the words to himself.
Gemurmel	muttering
Der Lehrer bittet die Schüler nun, ihre Argumente niederzuschreiben.	The teacher asks the students to now write down their arguments.

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