

[2.1] GS 1 4a 030913

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## **Background Information Sheet** **GS 1 4a 030913**

**School type:** primary school

**Class:** 4<sup>th</sup> grade (4a)

**Date of recording:** 03.09.2013

**Length of recording:** 30:00 minutes

**Number of pupils in class:** 22

**Number of pupils present during the lesson:** 22

**Topic of the lesson:** The time

### **Topic vocabulary**

- “What’s the time?”
- “It’s \_\_\_ o’clock.”
- Quarter past, half past, quarter to
- Numbers: 1-12

### **Goals**

- The pupils can tell the time in English correctly.
- The pupils understand the difference between “quarter past”, “half past” and “quarter to” and can use the time phrases correctly.
- The pupils understand the difference between telling the time in English and German.

### **Textbook**

Playway 3 (*Klett Verlag*, 2007), Unit 10: Time

### **Lesson overview**

- Warm-up song: “If you’re happy and you know it, clap your hands”
- Small talk: One pupil after the other asks his/her neighbour a question, who then answers it. The activity is finished when everyone has asked and answered a question.
- Activity: “What’s the time?”  
The teacher pantomimes a clock with a specific time and the pupils have to read it. Correct times are repeated in chorus.
- Game: Guessing the time (done in pairs)
- Activity: “What’s the time?”  
The guessing game is continued, this time with the whole class.
- Listening comprehension activity:  
Pupils listen to the chant “It’s eight o’clock”, recall the times that are mentioned in the chant and use the worksheet to read along (which is a copy of a page in the Activity Book).
- The pupils sing the chant “It’s eight o’clock” in different modes.  
The left side of the class takes the role of one person, the right side of the class takes the role of the other person in the chant.

### **Interesting observations**

- A moment of confusion occurs when reading the time because the teacher and the pupils see the clock from different angles, i.e. the teacher mirror-inverted and the pupils correctly.
- A sequence conducted in German in which the difference between German and English time expressions is made clear.
- Corrective feedback on pronunciation ('th')
- Pantomiming: Use of body and hands to visualize the time on the clock

### **Use of media**

- Song: "If you're happy and you know it"
- CD with the chant: "It's eight o'clock"
- Realia: a big red clock
- Blackboard: drawings of a clock showing different times, time phrases written underneath the drawings ("quarter past", "half past", "quarter to")
- Copy of page in Pupil's Book (Playway 3, p. 45, "It's eight o'clock")

### **Personal notes**

001 Teacher: today  
002 we need  
003 let me think  
004 Frank: keine ahnung was das heißt.  
005 Teacher: your orange folder  
006 Class: yeah  
007 Teacher: and  
008 that's it.  
009 that's it.  
010 okay?  
011 Class: ((pupils mumble and get their orange  
012 folders))  
013 ((00:15-01:06, about a minute later))  
014 Teacher: okay tim can you please sit down  
015 (6.0)  
016 okay oscar can we start?  
017 then please stand up.  
018 Class: ((pupils stand up))  
019 Teacher: oscar stand up please.  
020 ((starts singing))  
021 <<f> if you're=>  
022 Teacher &  
023 Class: ((sing and perform the actions))  
024 =happy and you know it  
025 clap your hands.  
026 ((everyone claps his or her hands))  
027 if you're happy and you know it  
028 clap your hands.  
029 ((everyone claps his or her hands))  
030 if you're happy and you know it  
031 and you really want to show it  
032 if you're happy and you know it  
033 clap your hands.  
034 ((everyone claps his or her hands))  
035 if you're happy and you know it  
036 stamp your feet.  
037 ((everyone stamps his or her feet))  
038 if you're happy and you know it  
039 stamp your feet.  
040 ((everyone stamps his or her feet))  
041 if you're happy and you know it  
042 and you really want to show it  
043 if you're happy and you know it  
044 stamp your feet.  
045 ((everyone stamps his or her feet))  
046 if you're happy and you know it  
047 snap your fingers.  
048 ((everyone snaps his or her fingers))  
049 if you're happy and you know it  
050 snap your fingers.  
051 ((everyone snaps his or her fingers))

052 if you're happy and you know it  
053 and you really want to show it  
054 if you're happy and you know it  
055 snap your fingers.  
056 (*everyone snaps his or her fingers*)  
057 if you're happy and you know it  
058 shout we are.  
059 (*everyone shouts 'we are'*)  
060 if you're happy and you know it  
061 shout we are.  
062 (*everyone shouts 'we are'*)  
063 if you're happy and you know it  
064 and you really want to show it  
065 if you're happy and you know it  
066 shout we are.  
067 (*everyone shouts 'we are'*)  
068 if you're happy and you know it  
069 do all four.  
070 (*everyone claps his or her hands,*  
071 *stamps his or her feet,*  
072 *snaps his or her fingers and*  
073 *shouts 'we are'*)  
074 if you're happy and you know it  
075 do all four.  
076 (*everyone claps his or her hands,*  
077 *stamps his or her feet,*  
078 *snaps his or her fingers and*  
079 *shouts 'we are'*)  
080 if you're happy and you know it  
081 and you really want to show it  
082 if you're happy and you know it  
083 do all four.  
084 (*everyone claps his or her hands,*  
085 *stamps his or her feet,*  
086 *snaps his or her fingers and*  
087 *shouts 'we are'*)  
088 Teacher: sit down please.  
089 Class: (*pupils sit down*)  
090 Teacher: okay  
091 who can start the small talk today?  
092 Class: (*some pupils raise their hands*)  
093 Teacher: paul?  
094 okay  
095 Paul: can i have a pencil case?  
096 (*to his right-hand neighbour*)  
097 Peter: here you are.  
098 Paul: thank you.  
099 Peter: what's your name?  
100 (*to his right-hand neighbour*)  
101 Matt: my name is matt.  
102 can i have you (-) pencil case?

103 ((to his right-hand neighbour))  
104 Jakob: no sorry  
105 Class: ((pupils laugh))  
106 Jakob: what's your telephone number?  
107 ((to his right-hand neighbour))  
108 Tim: (xxx) ((tells his number))  
109 can i have your rubber?  
110 ((to his right-hand neighbour))  
111 Felix: yes please.  
112 Teacher: no  
113 here you are.  
114 Felix: here you are.  
115 ((laughs))  
116 what's the weather like today?  
117 ((to his right-hand neighbour))  
118 Justin: ((takes a look out of the window))  
119 s:unny and rainy.  
120 Teacher: is it-  
121 is it-  
122 is it really sunny?  
123 Justin: ein bisschen.  
124 Class: no  
125 ((pupils laugh))  
126 Teacher: no  
127 not a little sunny.  
128 it's?  
129 justin?  
130 Justin: rainy  
131 Teacher: yes and?  
132 Class: [((pupils mumble))]  
133 Justin: [cloudy]  
134 Teacher: cloudy  
135 yes  
136 okay  
137 go on please.  
138 Justin: what's you (---) telephone number?  
139 ((to his neighbour across from him))  
140 Lina: one three two one five  
141 one seven three eight one one.  
142 (---) ((something falls on the ground))  
143 how old are you?  
144 ((to her right-hand neighbour))  
145 Tabea: ehm i'm n- nine years old.  
146 ehm what's your telephone number?  
147 ((to her right-hand neighbour))  
148 Nelly: one five one eight four six one one  
149 one five one.  
150 how are you?  
151 ((to her right-hand neighbour))  
152 Lea: ehm i'm fine.  
153 what's you (--) favourite animal?

154 ((to her neighbour across from her))  
155 Marta: ehm (---) rabbit.  
156 ehm what's your telephone number?  
157 ((to her right-hand neighbour))  
158 Antonia: one five one three one one nine nine  
159 nine eight.  
160 Teacher: okay  
161 Antonia: ehm do you like pizza?  
162 ((to her right-hand neighbour))  
163 Oscar: ehm yes  
164 Class: ((pupils mumble))  
165 i do.  
166 Oscar: ehm (---) ehm (---) where are you from?  
167 ((to his right-hand neighbour))  
168 Linus: ehm i'm germany and [italy]  
169 [((Italy mispronounced))]  
170 Pupil\_x: italy ([[ 'itɛli ]])  
171 Linus: what's the weather like on (--) sunday?  
172 ((to his right-hand neighbour))  
173 Elias: mh i don't know.  
174 Teacher: [((grins))]  
175 [very good]  
176 Elias: ehm what's your telephone number?  
177 ((to his right-hand neighbour))  
178 Frank: one five two five one nee-  
179 one five seven one three two one seven.  
180 (---)  
181 ehm what's your (---) äh nee  
182 Pupil\_y: what's the weather?  
183 Class: ((pupils mumble))  
184 Frank: what's your favourite colour?  
185 ((to his right-hand neighbour))  
186 Henry: my favourite colour is yellow.  
187 do you like fish?  
188 ((to his neighbour across from him))  
189 Sandra: no  
190 Teacher: no i?  
191 Sandra: don't  
192 Teacher: yes  
193 good  
194 Sandra: what's your name?  
195 ((to her right-hand neighbour))  
196 Sophie: i'm  
197 my name is (sophie).  
198 ehm who are you from?  
199 ((to her right-hand neighbour))  
200 Anna: <<p> where are you from?> ((to Sophie))  
201 Sophie: where are you from?  
202 Anna: i'm from germany.  
203 from hamburg.  
204 what's the weather like today?

205 ((to her right-hand neighbour))  
206 Melissa: ehm cloudy and rainy.  
207 what's (--)  
208 what's your favourite animal?  
209 ((to Paul who started the small talk))  
210 Paul: ehm i don't know.  
211 Teacher: okay.  
212 WHAT`S the time?  
213 ((presents a big red clock to the class))  
214 Class: ((some pupils raise their hands))  
215 Teacher: marta  
216 Marta: two <<p> o'clock>  
217 Teacher: it's two o'clock.  
218 Class: ((pupils repeat after the teacher))  
219 it's two o'clock.  
220 Teacher: <<all> it's two o'clock.>  
221 Class: <<all> it's two o'clock.>  
222 Teacher: <<very high voice> it's two o'clock.>  
223 Class: <<very high voice> it's two o'clock.>  
224 Teacher: ((changes the time to four o'clock))  
225 oh so many fingers.  
226 [great]  
227 [((puts up her thumb))]  
228 tim  
229 Tim: it's four o'clock.  
230 Teacher: it's four o'clock.  
231 Class: ((pupils repeat after the teacher))  
232 it's four o'clock.  
233 Teacher: <<pp> it's four o'clock.>  
234 Class: <<pp> it's four o'clock.>  
235 Teacher: [((looks at the pupils sitting on the  
236 right side of the classroom))]  
237 [this side]  
238 <<f> it's four o'clock.>  
239 Class: ((only the pupils sitting on the  
240 right side of the classroom))  
241 <<f> it's four o'clock.>  
242 Teacher: ((looks at the pupils sitting on the  
243 left side of the classroom,  
244 signals them to repeat the time  
245 after the others))  
246 Class: ((only the pupils sitting on the  
247 left side of the classroom))  
248 <<f> it's four o'clock.>  
249 Teacher: very good.  
250 ((changes the time to six o'clock))  
251 Class: ((some pupils raise their hands))  
252 Teacher: ehm elias  
253 Elias: it's six o'clock.  
254 Teacher: it's six o'clock.  
255 Class: ((pupils repeat after the teacher))

256           it's six o'clock.  
257 Teacher: all the blondes.  
258           it's six o'clock.  
259 Class:    (*only the blondes*)  
260           it's six o'clock.  
261 Teacher: and the brown-h-haired.  
262 Class:    (*only the brown-haired*)  
263           it's six o'clock.  
264 Teacher: good  
265           (*changes the time to eight o'clock*)  
266 Class:    (*some pupils raise their hands*)  
267 Teacher: m:h nelly  
268 Nelly:    it's eight o'clock.  
269 Teacher: all together?  
270 Class:    it's eight o'clock.  
271 Teacher: (*puts away the big clock*  
272           *and turns to the board*)  
273           oh where is the chalk?  
274           ah here it is.  
275           [*writes 'what's the time?' on the board*)]  
276           [all together (-) what's the time?]  
277 Class:    (*pupils repeat after the teacher*)  
278           what's the time?  
279 Teacher: [*draws a big clock on the board*)]  
280 Class:    [*pupils make sounds of astonishment*)]  
281           (*pupils mumble*)  
282 Pupil\_x:  mama mia  
283 Pupil\_y:  deine mudder  
284 Teacher:  sh  
285           be quiet please  
286           (*finishes drawing the clock*  
287           *and turns to the class again*)  
288           okay  
289           [what's the time?]  
290           [*visualizes the time with her arms*  
291           *as the hands of a clock*)]  
292 Class:    (*pupils repeat after the teacher*)  
293           what's the time?  
294 Teacher:  no  
295           [*first points at herself and then*  
296           *lifts her arms again symbolizing*  
297           *12 o'clock*)]  
298           [what's the time?]  
299 Class:    (*now most of the pupils raise their hands,*  
300           *indicating that they have understood what*  
301           *they are supposed to do*)  
302 Teacher  elias  
303 Elias:    six o'clock?  
304 Teacher:  no  
305 Class:    [no]  
306           [*some pupils raise their hands*)]



307 Teacher: [what's the time?]  
308 antonia  
309 Antonia: it's zwölf o'clock.  
310 Teacher: it's twelve o'clock.  
311 Class: ((pupils repeat after the teacher))  
312 it's twelve o'clock.  
313 Teacher: [((changes the time by altering  
314 the positions of her arms))]  
315 [what's the time?]  
316 Class: ((some pupils raise their hands))  
317 Teacher: henry?  
318 Henry: it's three o'clock.  
319 Teacher: it's THree o'clock.  
320 Class: ((pupils repeat after the teacher))  
321 it's three o'clock.  
322 Teacher: THree o'clock.  
323 Class: ((pupils repeat after the teacher))  
324 three o'clock.  
325 Teacher: [((changes the time by altering  
326 the positions of her arms))]  
327 [what's the time?]  
328 Class: ((some pupils raise their hands))  
329 Teacher: oscar.  
330 Oscar: it's six o'clock.  
331 Teacher: <<all> it's six o'clock.>  
332 Class: ((pupils repeat after the teacher))  
333 <<all> it's six o'clock.>  
334 Teacher: [((changes the time by altering  
335 the position of her arms))]  
336 [what's the time?]  
337 Class: ((some pupils raise their hands))  
338 Teacher: äh jakob.  
339 Jakob: it's nine o'clock.  
340 Teacher: it's nine o'clock.  
341 Class: ((pupils repeat after the teacher))  
342 it's nine o'clock.  
343 Teacher: [((changes the time by altering  
344 the position of her arms))]  
345 [what's the time?]  
346 Class: ((fewer pupils than before  
347 raise their hands))  
348 Teacher: that's difficult.  
349 ((gives a hint by changing the time  
350 back to six o'clock then back to the  
351 time she has asked for))  
352 Class: ah  
353 ((some pupils raise their hands))  
354 Teacher: matt  
355 Matt: it's seven o'clock.  
356 Teacher: it's seven o'clock.  
357 Class: ((pupils repeat after the teacher))

358                   it's seven o'clock.  
359 Teacher: [*((changes the time by altering*  
360                   *the position of her arms))*]  
361                   [what's the time?]  
362 Class:           oh  
363 Pupil\_x:          ah ich weiß es.  
364                   *((some pupils raise their hands))*  
365 Teacher:       oh it's difficult.  
366                   ehm melissa  
367 Melissa:       it's two o'clock.  
368 Teacher:       it's two o'clock.  
369 Class:          *((pupils repeat after the teacher))*  
370                   it's two o'clock.  
371 Teacher:       okay  
372                   stand up please.  
373 Class:          *((pupils stand up))*  
374 Teacher:       now (--) we are doing it the other way  
375                   around.  
376                   i (-) tell you a time  
377                   and you have to show the time.  
378                   pantomime  
379                   okay?  
380                   (---)  
381                   okay?  
382 Class:          *((pupils nod))*  
383 Teacher:       ehm it's six o'clock.  
384 Class:          *((pupils pantomime six o'clock))*  
385 Teacher:       it's twelve o'clock.  
386 Class:          *((pupils pantomime twelve o'clock))*  
387 Teacher:       great  
388                   it's nine o'clock.  
389 Class:          *((most of the pupils pantomime three*  
390                   *o'clock instead of nine o'clock))*  
391 Pupil\_x:       achso man muss nach da zeigen.  
392                   immer rechts  
393 Teacher:       no  
394                   no no [no]  
395 Pupil\_y:       [ehm] it's three o'clock.  
396                   no  
397 Pupil\_x:       it's nine=  
398 Teacher:       =it's nine o'clock.  
399 Class:          *((pupils are confused about three*  
400                   *o'clock and nine o'clock))*  
401                   *((pupils mumble))*  
402 Pupil\_x:       oh it's nine o'clock.  
403 Pupil\_y:       sag ich doch.  
404 Lina:           mach ich doch die ganze zeit.  
405 Teacher:       look at lina.  
406 Class:          *((pupils discuss the right mime))*  
407                   das ist richtig.  
408                   das ist falsch.

409                   achso seitenverkehrt.  
410   Teacher:   oh wait wait.  
411                   ((checks the right mime herself now))  
412                   yes yes <<f> yes yes>  
413                   ((confirms what she has already thought  
414                   was the right mime))  
415   Class:       ((pupils discuss and mumble))  
416   Teacher:   yes but it's nine o'clock.  
417                   [nine o'clock is like this.]  
418                   [((demonstrates))]  
419                   [oh no.]  
420                   [((realizes the misunderstanding))]  
421   Pupil\_z:   yes  
422   Teacher:   oh no  
423                   for me (-)  
424                   for me it's the different way around.  
425                   [you can have a look at the]  
426                   [((points at the clock  
427                   which is drawn on the board))]  
428                   oh it's my fault.  
429                   sorry  
430                   sorry  
431                   it's  
432                   it's nine o'clock again.  
433                   ((restarts the game))  
434   Class:       [((pupils pantomime nine o'clock))]  
435   Teacher:   [nine o'clock]  
436                   [((pantomimes nine o'clock))]  
437                   it's (--) three o'clock.  
438   Class:       ((pupils pantomime three o'clock))  
439   Teacher:   four o'clock  
440   Class:       ((pupils pantomime four o'clock))  
441   Teacher:   five o'clock  
442   Class:       ((pupils pantomime five o'clock))  
443   Teacher:   six o'clock  
444   Class:       ((pupils pantomime six o'clock))  
445   Teacher:   one o'clock  
446   Class:       ((pupils pantomime one o'clock))  
447   Teacher:   eleven o'clock  
448   Class:       ((pupils pantomime eleven o'clock))  
449   Teacher:   ten o'clock  
450   Class:       ((pupils pantomime ten o'clock))  
451   Teacher:   eight o'clock  
452   Class:       ((pupils pantomime eight o'clock))  
453   Teacher:   okay  
454                   very good  
455                   sit down please  
456   Class:       ((pupils sit down))  
457   Teacher:   sh  
458                   okay  
459                   we are playing a little game

460 in pairs  
 461 [let me have a look]  
 462 [*((counts the pupils))*]  
 463 Anna: wir sind gerade  
 464 zweiundzwanzig  
 465 Teacher: yes  
 466 you are twenty-two  
 467 so  
 468 [you are a pair]  
 469 [*((points at a pair or says their names))*]  
 470 [pair  
 471 pair  
 472 pair  
 473 pair  
 474 pair  
 475 oscar and paul  
 476 peter and matt  
 477 jakob and tim  
 478 ehm  
 479 lea and nelly  
 480 anna and  
 481 ehm and  
 482 and lina  
 483 and jakob and justin]  
 484 okay?  
 485 and you ask what's the time?  
 486 [what's the time?]  
 487 [*((visualizes the time  
 488 with the help of her arms again))*]  
 489 and the other has to guess the time.  
 490 okay?  
 491 (--)  
 492 okay  
 493 ready steady go.  
 494 Class: *((13:08-16:10;  
 495 pupils mumble and play the game  
 496 in pairs; one pupil visualizes the  
 497 time with the help of his or her  
 498 arms and the other one guesses))*  
 499 Teacher: *((rings a bell))*  
 500 Class: *((pupils stop playing the game))*  
 501 Teacher: very good  
 502 that was difficult because  
 503 yeah  
 504 [okay]  
 505 [*((gets the big clock again  
 506 and sets a time))*]  
 507 [what's the time?]  
 508 *((the hands of the clock do not stay  
 509 in their positions))*  
 510 Class: *((pupils mumble))*

511 Teacher: oh  
512 this clock is broken  
513 ((sets the hands of the clock again))  
514 okay  
515 what's the time?  
516 antonia  
517 Antonia: it's half past nine.  
518 Teacher: (x)  
519 it's half past eight.  
520 Class: ((pupils repeat after the teacher))  
521 it's half past eight.  
522 Teacher: <<all> half past eight.>  
523 Class: <<all> half past eight.>  
524 Teacher: <<very high voice> it's half past eight.>  
525 Class: <<very high voice> it's half past eight.>  
526 Teacher: <<very low voice> it's half past eight.>  
527 Class: <<very low voice> it's half past eight.>  
528 Pupil\_x: häh es ist doch halb  
529 hä?  
530 Teacher: ((changes the time on the clock to half  
531 past ten))  
532 peter?  
533 Peter: it's half past ten?  
534 Teacher: excellent  
535 it's half past ten.  
536 Class: ((pupils repeat after the teacher))  
537 it's half past ten.  
538 Teacher: <<very high voice> it's half past ten.>  
539 Class: <<very high voice> it's half past ten.>  
540 Teacher: [frank  
541 <<very high voice> what's the time?>]  
542 [(shows the clock to Frank))]  
543 Frank: <<very high voice> it's half past ten.>  
544 Teacher: good.  
545 ((changes the time to half past twelve))  
546 what's the time?  
547 tabea  
548 Tabea: it's half past (--) twelve.  
549 Teacher: very good.  
550 it's half past twelve.  
551 Class: ((pupils repeat after the teacher))  
552 it's half past twelve.  
553 Teacher: ((changes the time))  
554 oscar?  
555 Oscar: it's half past four?  
556 Teacher: <<all> it's half past four.>  
557 Class: <<all> it's half past four.>  
558 Teacher: <<bored voice> it's (-) half past four.>  
559 Class: <<bored voice> it's (-) half past four.>  
560 Teacher: [(presses one finger against her nose)]  
561 [switch off]

562 was fällt euch auf?  
 563 einige waren gerade verwirrt.  
 564 (1.0)  
 565 warum waren einige gerade verwirrt?  
 566 Class: ((some of the pupils raise their hands))  
 567 Teacher: matt  
 568 Matt: ehm weil ehm  
 569 halb vier  
 570 aber es ist eigentlich  
 571 bei uns in deutschland halb fünf.  
 572 Teacher: ja  
 573 das ist das-  
 574 das ist-  
 575 liegt daran dass es  
 576 wir sagen halb fünf  
 577 weil es noch nicht ganz fünf ist  
 578 sondern erst halb fünf.  
 579 aber die engländer sagen (--) NACH  
 580 [es ist eine halbe stunde nach vier.]  
 581 [((demonstrates what she is talking about  
 582 with the help of the big clock))]  
 583 past  
 584 past heißt nach.  
 585 halb past four.  
 586 also die sagen  
 587 also wir sagen immer  
 588 wie viel es noch bis zur nächsten stunde ist.  
 589 die sagen  
 590 wie viel schon von der stunde vergangen ist.  
 591 halb past four.  
 592 Class: ((pupils repeat after the teacher))  
 593 halb past four.  
 594 Teacher: okay one more.  
 595 ((changes the time))  
 596 tim?  
 597 Tim: it's half past (-) six.  
 598 Teacher: <<all> it's half past six.>  
 599 Class: <<all> it's half past six.>  
 600 Teacher: <<grumpy voice> it's half past six.>  
 601 Class: <<grumpy voice> it's half past six.>  
 602 Teacher: <<very high voice> it's half past six.>  
 603 Class: <<very high voice> it's half past six.>  
 604 Teacher: ((changes the time))  
 605 Class: hä?  
 606 it's  
 607 ehm  
 608 it's  
 609 Teacher: ((turns to the board and grabs some chalk))  
 610 [((writes 'half past' on the board))]  
 611 Class: [((pupils mumble))]  
 612 Teacher: okay half past and this is

613                    ((*points at the time*  
614                    *which she has set on the big clock*))  
615                    elias?  
616    Elias:        ehm  
617                    doch nich  
618    Teacher:     elias?  
619    Elias:        it's ehm  
620                    ich kann das glaube ich nicht so gut  
621                    aussprechen.  
622                    it's (-) past to  
623                    nein  
624                    <<pp> ja>  
625                    quarter past oder wie auch immer.  
626    Teacher:     it's quarter past  
627    Class:        ((*pupils repeat after the teacher*))  
628                    it's quarter past six.  
629    Teacher:     it's quarter past six.  
630    Class:        ((*pupils repeat after the teacher*))  
631                    it's quarter past six.  
632    Teacher:     <<very low voice> it's quarter past six.>  
633    Class:        <<very low voice> it's quarter past six.>  
634    Teacher:     <<very high voice> it's quarter past six.>  
635    Class:        <<very high voice> it's quarter past six.>  
636    Teacher:     [((*changes the time*))]  
637                    [what's the time?]  
638                    peter  
639    Peter:        it's  
640                    it's quarter past three.  
641    Teacher:     it's quarter past THree.  
642    Class:        ((*pupils repeat after the teacher*))  
643                    it's quarter past three.  
644    Teacher:     THree  
645    Class:        ((*pupils repeat after the teacher*))  
646                    three  
647    Teacher:     <<all> quarter past THree.>  
648    Class:        ((*pupils repeat after the teacher*))  
649                    <<all> quarter past three.>  
650    Teacher:     [((*changes the time*))]  
651    Class:        [((*pupils keep repeating the word 'three'*))]  
652    Teacher:     [have a look]  
653                    [((*points at her mouth*))]  
654                    THree  
655    Class:        ((*pupils repeat after the teacher*))  
656                    three  
657    Teacher:     ((*says it again*))  
658                    THree  
659    Class:        ((*pupils repeat after the teacher*))  
660                    three  
661    Teacher:     okay  
662    Class:        three  
663                    three

664 three  
665 Teacher: ((presents the big clock with a new time))  
666 ehm matt  
667 Matt: it's quarter past (-) five.  
668 Teacher: it's quarter past five.  
669 Class: ((pupils repeat after the teacher))  
670 it's quarter past five.  
671 Teacher: [henry what's the time?]  
672 [((shows the clock to Henry))]  
673 Henry: it's quarter past five.  
674 Teacher: [what's the time antonia?]  
675 [((shows the clock to Antonia))]  
676 Antonia: it's quarter past five.  
677 Teacher: [what's the time sophie?]  
678 [((shows the clock to Sophie))]  
679 Sophie: it's quarter past five.  
680 Teacher: [what's the time lina?]  
681 [((shows the clock to Lina))]  
682 Lina: it's quarter past <<p> five>  
683 Teacher: [what's the time (-) jakob?]  
684 [((shows the clock to Jakob))]  
685 Jakob: it's quarter past five.  
686 Teacher: very good.  
687 and  
688 [((sets the clock))]  
689 Class: [((pupils mumble))]  
690 Pupil\_x: it's quarter four=  
691 Teacher: =sh  
692 if you want to say something  
693 you can raise your finger.  
694 okay?  
695 anna  
696 Anna: it's quarter past six.  
697 Teacher: ((writes 'quarter past' on the board))  
698 it's not quarter past  
699 it's quarter?  
700 Class: ((some pupils say the answer out loud))  
701 to  
702 to  
703 Teacher: matt?  
704 Matt: for?  
705 Teacher: no  
706 good idea  
707 but it's quarter?  
708 elias?  
709 Elias: to  
710 to seven?  
711 Teacher: [ja]  
712 [((writes 'quarter to' on the board))]  
713 it's quarter to seven.  
714 Class: ((pupils repeat after the teacher))



715                   it's quarter to seven.  
716   Teacher:   <<pp> it's quarter to seven.>  
717   Class:      <<pp> it's quarter to seven.>  
718   Teacher:   [marta what's the time?]  
719                   [*((shows the big clock to Marta))*]  
720   Marta:      it's quarter time  
721   Class:      to  
722   Teacher:   to  
723   Marta:      it's quarter time seven.  
724   Teacher:   quarter to seven.  
725   Class:      *((pupils repeat after the teacher))*  
726                   quarter to seven.  
727   Teacher:   [ehm paul what's the time?]  
728                   [*((shows the clock to Paul))*]  
729   Paul:       it's quarter to seven.  
730   Teacher:   [frank what's the time?]  
731                   [*((shows the clock to Frank))*]  
732   Frank:      it's quarter to seven.  
733   Teacher:   <<f> it's quarter to seven.>  
734   Class:      <<f> it's quarter to seven.>  
735   Pupil\_y:   das ist wie ein lied.  
736   Teacher:   [yes we are doing a song.]  
737                   [*((changes the time))*]  
738                   okay last time.  
739                   *((presents the big clock to the class))*  
740                   tim.  
741   Tim:        it's quarter to nine.  
742   Teacher:   it's quarter to nine.  
743   Class:      *((pupils repeat after the teacher))*  
744                   it's quarter to nine.  
745   Teacher:   okay.  
746                   *((points at the writing on the board*  
747                    *and lets the pupils read it out loud))*  
748                   quarter past  
749   Class:      *((pupils read))*  
750                   quarter past  
751   Teacher:   *((draws a matching clock on the board))*  
752                   half past  
753   Class:      *((pupils read))*  
754                   half past  
755   Teacher:   *((draws a matching clock on the board))*  
756                   quarter to  
757   Class:      *((pupils read))*  
758                   quarter to  
759   Teacher:   *((draws a matching clock on the board))*  
760                   okay  
761                   we listen to a song now.  
762                   and you have to listen (--) to the song  
763                   to the chant  
764                   and listen what time  
765                   what time is it in the song.

766 okay?  
767 ((turns on the CD player))  
768 ((some pupils already try to sing along  
769 as the song is played))  
770 CD: pupils book.  
771 unit ten.  
772 three.  
773 it's eight o'clock.  
774 it's eight o'clock.  
775 hurry up  
776 hurry up.  
777 i'm coming.  
778 it's quarter past eight.  
779 it's quarter past eight.  
780 hurry up  
781 hurry up.  
782 i'm coming.  
783 it's half past eight.  
784 it's half past eight.  
785 hurry up  
786 hurry up.  
787 i'm coming.  
788 it's quarter to nine.  
789 it's quarter to nine.  
790 hurry up  
791 hurry up.  
792 i'm coming.  
793 it's nine o'clock.  
794 it's nine o'clock.  
795 good bye john.  
796 oh no she is gone.  
797 Class: ((pupils mumble))  
798 Teacher: ((turns off the CD player))  
799 okay what's the time?  
800 in the beginning  
801 when we start  
802 what's the time?  
803 Class: ((some pupils raise their hands))  
804 Teacher: eh antonia.  
805 Antonia: eight o'clock.  
806 Teacher: very good.  
807 ((draws a matching clock on the board))  
808 and then?  
809 matt?  
810 Matt: it's quarter past eight.  
811 Teacher: very good.  
812 ((draws a matching clock on the board))  
813 next one?  
814 (1.0)  
815 oscar  
816 Oscar: ehm half past eight?

817 Teacher: half past eight.  
818 Class: ((pupils repeat after the teacher))  
819 half past eight.  
820 Teacher: ((draws a matching clock on the board))  
821 yes  
822 and then it's?  
823 tim?  
824 Tim: it's quarter to eight.  
825 Pupil\_x: nine  
826 it's quarter to nine.  
827 Tim: quarter to nine?  
828 Teacher: yes  
829 quarter to nine.  
830 [((draws a matching clock on the board))]  
831 [excellent]  
832 and  
833 in the end it's?  
834 anna?  
835 Anna: nine o'clock.  
836 Teacher: very good.  
837 ((draws a matching clock on the board))  
838 okay  
839 ((grabs some worksheets with the lyrics  
840 on them))  
841 i need two of you who can give out (--)  
842 the song.  
843 who is verteiler?  
844 Justin: ich  
845 Teacher: [justin and?]  
846 [((gives Justin some worksheets))]  
847 ((gives the other worksheets to Sandra))  
848 Pupil\_z: nein dann muss ich ja hausaufgaben machen.  
849 Teacher: no no  
850 it's not homework.  
851 it's not homework.  
852 Class: yeah  
853 ((25:35-26:21;  
854 pupils mumble while Justin and Sandra  
855 distribute the worksheets))  
856 Teacher: okay  
857 sh  
858 be quiet  
859 we listen  
860 sh  
861 we listen to the song again  
862 and please try to sing  
863 to sing if you can.  
864 okay?  
865 ((turns on the CD player))  
866 CD: pupils book.  
867 unit ten.

868                   three.  
869   CD, Teacher &  
870   Class:        ((sing))  
871                   it's eight o'clock.  
872                   it's eight o'clock.  
873                   hurry up  
874                   hurry up.  
875                   i'm coming.  
876                   it's quarter past eight.  
877                   it's quarter past eight.  
878                   hurry up  
879                   hurry up.  
880                   i'm coming.  
881                   it's half past eight.  
882                   it's half past eight.  
883                   hurry up  
884                   hurry up.  
885                   i'm coming.  
886                   it's quarter to nine.  
887                   it's quarter to nine.  
888                   hurry up  
889                   hurry up.  
890                   i'm coming.  
891                   it's nine o'clock.  
892                   it's nine o'clock.  
893                   good bye john.  
894                   oh no she is gone.  
895   Teacher:     ((turns off the CD player))  
896                   okay  
897                   now  
898                   [YOU are group one.]  
899                   [*((points at the left side of the class))*]  
900                   you are the mum.  
901                   the mother  
902                   it's eight o'clock.  
903                   it's eight o'clock.  
904                   hurry up  
905                   hurry up.  
906                   [and YOU are the boy.]  
907                   [*((points at the right side of the class))*]  
908                   i'm coming.  
909                   okay?  
910                   and then we swap the roles.  
911                   okay  
912                   ((turns on the CD player again))  
913   Group 1:     ((sings))  
914                   it's eight o'clock.  
915                   it's eight o'clock.  
916                   hurry up  
917                   hurry up.  
918   Group 2:     ((sings))

919 i'm coming.  
920 Group 1: ((sings))  
921 it's quarter past eight.  
922 it's quarter past eight.  
923 hurry up  
924 hurry up.  
925 Group 2: ((sings))  
926 i'm coming.  
927 Group 1: ((sings))  
928 it's half past eight.  
929 it's half past eight.  
930 hurry up  
931 hurry up.  
932 Group 2: ((sings))  
933 i'm coming.  
934 Group 1: ((sings))  
935 it's quarter to nine.  
936 it's quarter to nine.  
937 hurry up  
938 hurry up.  
939 Group 2: ((sings))  
940 i'm coming.  
941 Group 1: ((sings))  
942 it's nine o'clock.  
943 it's nine o'clock.  
944 good bye john.  
945 Group 2: ((sings))  
946 oh no she is gone.  
947 Teacher: ((turns off the CD player))  
948 okay  
949 and we swap the roles.  
950 you are the mum and you are the boy  
951 okay?  
952 Class: ((pupils scream in joy))  
953 Teacher: and we are doing  
954 we are doing it in the playback version  
955 okay?  
956 ((turns on the CD player))  
957 Group 2: ((sings))  
958 it's eight o'clock.  
959 it's eight o'clock.  
960 hurry up  
961 hurry up.  
962 Group 1: ((sings))  
963 <<f> i'm coming.>  
964 Group 2: ((sings))  
965 it's quarter past eight.  
966 it's quarter past eight.  
967 hurry up  
968 hurry up.  
969 Group 1: ((sings))

970 <<f> i'm coming.>  
971 Group 2: ((sings))  
972 it's half past eight.  
973 it's half past eight.  
974 hurry up  
975 hurry up.  
976 Group 1: ((sings))  
977 <<f> i'm coming.>  
978 Group 2: ((sings))  
979 it's quarter to nine.  
980 it's quarter to nine.  
981 hurry up  
982 hurry up.  
983 Group 1: ((sings))  
984 <<f> i'm coming.>  
985 Group 2: ((sings))  
986 it's nine o'clock.  
987 it's nine o'clock.  
988 <<f> good bye john.>  
989 Group 1: ((sings))  
990 oh no she is gone.  
991 Teacher: okay.  
992 ((turns off the CD player))  
993 okay  
994 our time is up.  
995 please put this the chant into your orange  
996 folder.  
997 and i say goodbye everyone.  
998 Class: [((pupils put away their worksheets))]  
999 [good bye misses <name>]  
1000 [and herr <name>]  
1001 Teacher: mister <name>