

[2.14] GS 2 3b 080515

Background Information Sheet GS 2 3b 080515

School type: primary school

Class: 3rd grade (3b)

Date of recording: 08.05.2015

Length of recording: 58:02 minutes

Number of pupils in class: 22

Number of pupils present during the lesson: 22

Topic of the lesson: Free-time activities

Topic vocabulary

- Activities: playing football, playing computer games, reading books, meeting friends, watching TV, sleeping in bed, listening to music
- “I like ___.”; “I don’t like ___.”
- Rooms: kitchen, bedroom, living room, bathroom
- Objects/Things: dress, book, TV, school bag, lunch box, pencil case, skirt, lettuce

Goals

- The pupils demonstrate their listening comprehension skills about free-time activities by completing a test.
- The pupils can say what free-time activities they like and do not like.
- The pupils recall the thematic vocabulary about free-time activities.

Textbook

Sunshine Class 3 (*Cornelsen Verlag*, 2007), Unit: 5 Free-time activities

Lesson overview

- Warm-up rhyme: “Where’s the cat?”
First, the rhyme is spoken by the whole class, then by two pupils.
- Small talk questions: “Do you like <verb + -ing form> ___?”
The teacher first asks the pupils whether they like doing a particular free-time activity such as meeting friends or reading books. Then, she asks what the pupils like doing (“What do you like doing?”).
- Test: The pupils do different exercises on a worksheet that the teacher distributes.
- Exercise I: Listen and draw lines.
The pupils have to connect persons to their activities: What do they like doing?
- Exercise II: Listen and tick off.
The pupils have to find out which statement is correct.
- Exercise III: Listen and number.
The pupils write down the correct number in a square next to an activity the number belongs to.
- Exercise IV: Listen and draw lines.
The pupils have to draw lines between sentences and their corresponding pictures.
- Exercise V: Listen and write.
The pupils hear a sentence and fill in the correct answer on their sheet.

- Language production game: A game played with two teams. Each team has to form a sentence using the words that are displayed by the picture cards on the blackboard. One point is given for each word used. The game is played until all the word/picture cards have been used.

Interesting observations

- Different types of listening comprehension exercises
- Example of a test in the primary school English classroom
- Giving task instructions (i.e. explaining each exercise on the worksheet)
- Code switching to German to explain a task

Use of media

- CD with different audio files (for the test)
- Worksheet (test)
- Picture cards
- Blackboard
- Cardboards (which are put up on the pupils' desks to divide them into two halves, so the pupils sitting next to each other cannot copy the answers from their neighbour during the test)

Personal notes

001 Class: ((pupils mumble))
002 Teacher: ((stands in front of the class,
003 raises her fingers and starts
004 counting down slowly))
005 five
006 four
007 three
008 oh dear maja
009 two
010 one
011 and
012 zero
013 good morning everybody
014 Class: good morning misses <name>
015 Teacher: ((leans her head towards the researcher))
016 Class: <<restrained voice> and mister <name>>
017 Researcher:good morning
018 Teacher: yes
019 okay
020 so
021 let's say it all together
022 ((points at the class))
023 where's the cat?
024 Teacher &
025 Class: where's the cat?
026 Class: is she in the living room (-) watching tv?
027 is she in the kitchen (-) drinking my tea?
028 where's the cat?
029 where's the cat?
030 is she in the bath- bed-?
031 ((the pupils do not know
032 what the right word is))
033 Lotte: bedroom
034 Teacher: [eating my shoes?]
035 Class: [eating my shoes?]
036 is she in the bathroom
037 playing with shampoo?
038 where's the cat?
039 where's the cat?
040 there she is
041 sleeping in mum's favourite hat
042 Teacher: quite good
043 thank you
044 any volunteer to say the rhyme?
045 leo please?
046 Leo: mhm
047 where's the cat?
048 where's the cat?
049 is she in the living room washing tv?
050 Teacher: watching
051 Leo: is she in the kitchen drinking my tea?

103 Lotte: ((nods))
104 Teacher: okay
105 i like reading books too
106 what do you like doing
107 jan?
108 (3.0)
109 what do you like doing?
110 i like reading books
111 and you?
112 Jan: i like (3.0) reading books
113 Teacher: yes you do?
114 Jan: yes
115 Maja: magst du das?
116 Teacher: okay
117 what do you like doing
118 cornelius?
119 Cornelius:i- i like playing football
120 Teacher: okay
121 thank you
122 and you pauline?
123 what do you like doing?
124 Pauline: i like football
125 Teacher: playing football
126 okay
127 what abou:t e:hm watching tv
128 leo?
129 what about you watching tv?
130 Leo: no i don't
131 Teacher: wie wär's mit
132 what about
133 great idea
134 no
135 that's bo[ring]
136 Leo: [no]
137 that's boring
138 Teacher: i think that's boring too
139 okay
140 what abou:t meeting friends
141 zoe?
142 Zoe: e:h yes i do?
143 <<p> oder nein>
144 Teacher: great idea or no
145 that's boring
146 or is it okay?
147 Zoe: great idea
148 Teacher: okay
149 thank you
150 what abou:t reading a book
151 lukas?
152 what about reading a book?
153 Lukas: yes i

154 Teacher: is it a great idea?
155 is it okay?
156 is it boring?
157 Lukas: boring
158 Teacher: it's boring?
159 okay
160 thank you
161 Lotte: hier ich
162 Teacher: yes please?
163 Lotte: i like sleeping (in bed)
164 Teacher: oh i do
165 yes i do
166 i've got something for you
167 ((gets some worksheets))
168 we want to do these exercises
169 ((points at the exercises on the worksheets))
170 and then i get it back
171 okay?
172 ((puts the worksheets on one of the
173 tables and immediately picks them up
174 again))
175 you write down your name
176 Lotte: is this a test?
177 Teacher: ihr wisst ja
178 so'n richtig großer test
179 ist es nie.
180 ABER (-) ich möchte mal sehen
181 was ihr könnt (xx)
182 okay?
183 Class: ((pupils mumble))
184 Teacher: ehm i've brought these things
185 ((gets some cardboards to use as a partition
186 between pupils who share a table))
187 Lotte: ((stands up and comes to the front))
188 darf ich verteilen?
189 Teacher: yes please
190 ((passes her the cardboards))
191 and please write your name on it first
192 ((distributes the worksheets))
193 Class: ((pupils mumble))
194 Celine: thank you
195 Teacher: here you are
196 write your name on it first
197 i need the names
198 ((6:10-8:38))
199 ((distributes the worksheets))
200 Class: ((pupils mumble))
201 ((the pupils who already have a worksheet
202 start to write their name on it;
203 they also put up the cardboards
204 to block the view to their neighbour))

205 Teacher: okay
206 we want to start
207 (*stands in front of the class*)
208 today is the eighth of mar- ehm of may
209 Class: (*pupils still mumble*)
210 Teacher: five
211 four
212 three
213 two
214 one
215 psch
216 <<all> sh sh sh>
217 and zero
218 zoe?
219 do you have the NAME on the worksheet?
220 your name?
221 okay
222 so
223 exercise number one is this
224 you see here
225 [this is exercise number one]
226 [*(points at exercise number one*
227 *on the worksheet)*]
228 ehm on the cd
229 i play the cd
230 it says
231 for example
232 zum beispiel
233 ich mache nur ein beispiel
234 for example
235 hello i'm emma
236 i like playing football
237 i don't like watching tv
238 so then you draw lines
239 you draw lines
240 i like here i like
241 smiley
242 i like playing football
243 but i DON'T like watching tv
244 (*demonstrates on the board how to draw*
245 *lines between the person 'Emma' and the*
246 *activities she does*)
247 okay?
248 this is an example
249 das ist ein beispiel
250 jetzt nicht so aufschreiben
251 on the cd you listen and draw lines
252 okay?
253 Maja: also ehm und dann macht emma
254 und dann fragen die david?
255 Teacher: and then it's about david

256 and then it's about ben
257 yes
258 okay?
259 jan?
260 Jan: müssen wir die geraden linien mit bleistift
261 zeichnen?
262 weil ich hab keinen mit
263 ich hab nur füller oder [(xxx)]
264 Teacher: [that's okay]
265 that's okay
266 aber so dass ich's gut erkennen kann
267 paul?
268 Paul: dann bleiben aber drei übrig
269 Teacher: doesn't matter
270 alina?
271 Alina: darf man mit bleistift schreiben?
272 Teacher: yes you can
273 Pupil_x: yes you can
274 Teacher: okay
275 e:hm and paul
276 Paul: yes
277 Teacher: maybe it says
278 hello
279 i'm emma
280 i like playing football
281 i like playing computer games
282 but i don't like watching tv
283 sometimes it's more than two
284 Paul: yes
285 Teacher: okay?
286 Pupil_x: yes
287 Teacher: können auch mehr sachen mögen
288 oder nicht mögen
289 okay
290 we start
291 ((turns on the CD player
292 and starts the track))
293 CD: free-time activities
294 exercise one
295 i like reading
296 i'm emma ((a girl's voice))
297 i don't like playing computer games
298 meeting friends and listening to music
299 is great
300 Teacher: ((pauses the CD))
301 Pupil_x: was?
302 Teacher: was it too fast?
303 Pupil_x: ja
304 zu schnell
305 Maja: das war zu schnell
306 Teacher: too fast?

307 again
308 okay
309 ((turns on the CD player again))
310 CD: free time activities
311 exercise one
312 i like reading
313 i'm emma ((a girl's voice))
314 i don't like playing computer games
315 Teacher: ((pauses the CD))
316 Maja: aber die sagen ja nicht
317 ob man's mag
318 Teacher: i don't like playing [computer] games
319 Maja: [achso]
320 Teacher: ((turns on the CD player again))
321 CD: meeting friends and listening to music is
322 great ((the girl's voice again))
323 Teacher: ((pauses the CD))
324 Pupil_x: was ist great?
325 Teacher: [great idea]
326 Pupil_y: [sollen wir beides machen?]
327 Teacher: [okay or boring]
328 Pupil_y: [sollen wir beides machen] frau <name>?
329 Teacher: yes please
330 Pupil_x: hä was ist jetzt nochmal great?
331 Lotte: und was ist meeting friends
332 welches bild?
333 Pupil_z: das ganz-
334 Teacher: psch
335 they're playing hopscotch
336 the friends are playing hopscotch
337 Pupil_x: das mit den kästchen
338 Teacher: yes
339 okay?
340 Pupil_x: ja
341 Teacher: that was emma
342 now it's about david
343 ((turns on the CD player again))
344 CD: hello ((a boy's voice))
345 my name is david
346 watching tv is boring
347 Teacher: ((pauses the CD))
348 ((waits until everybody has finished the task
349 and then turns on the CD player again))
350 CD: i like meeting my friends
351 and playing football
352 Teacher: ((pauses the CD))
353 ((waits until everybody has finished the
354 task))
355 and at last ben
356 ((turns on the CD player again))
357 CD: hi ((another boy's voice))

358 my name is ben
359 i like reading and watching tv
360 Teacher: ((*pauses the CD*))
361 ((*waits until everybody has finished the*
362 *task*))
363 Maja: mach noch mal
364 (5.0)
365 Teacher: i'll play it once again
366 ((*turns on the CD player again*))
367 CD: playing football?
368 no thank you
369 Teacher: ((*pauses the CD*))
370 Pupil_x: was?
371 hab ich gar nicht verstanden
372 Teacher: playing football?
373 no thank you
374 (3.0)
375 i'll play it once again for you
376 Maja: warte
377 ich muss kurz wegradieren
378 Teacher: okay
379 ((*waits and then turns on*
380 *the CD player again*))
381 CD: free-time activities
382 exercise one
383 i like reading
384 i'm emma ((*a girl's voice*))
385 i don't like playing computer games
386 Teacher: ((*pauses the CD*))
387 ((*waits until everybody has checked*
388 *their task*))
389 Pupil_x: was?
390 Maja: das war von vorne
391 sie spielt's noch mal ab
392 Pupil_y: <<p> was war das erste?>
393 Teacher: i don't like playing computer games
394 this was emma
395 okay?
396 ((*turns on the CD player again*))
397 CD: meeting friends and listening to music
398 is great ((*the girl's voice again*))
399 Teacher: ((*pauses the CD*))
400 Celine: oh was ist noch mal great?
401 Teacher: maja?
402 what is it?
403 Pupil_z: (ich hab das noch nicht verstanden)
404 Teacher: [hm?]
405 Celine: [was] ist nochmal great?
406 Pupil_z: kommst du mal bitte?
407 Teacher: again please
408 Pupil_z: kommst du mal bitte?

409 Teacher: why?
410 warum?
411 why?
412 Pupil_z: ich möchte dir was zeigen
413 Teacher: okay
414 quickly
415 ((walks up to Pupil_z))
416 what is it?
417 ((has a quick look at what Pupil_z wants
418 and then walks back to the front))
419 Celine: ehm frau <name>
420 ehm was ist noch mal bo- dieses boring?
421 Teacher: once again from the start okay?
422 ((turns on the CD player))
423 CD: free-time activities
424 exercise one
425 i like reading
426 i'm emma ((a girl's voice))
427 i don't like playing computer games
428 meeting friends and listening to music
429 is great
430 Teacher: ((pauses the CD))
431 ((waits until everybody has finished the task
432 and then turns on the CD player again))
433 CD: hello ((a boy's voice))
434 my name is david
435 watching tv is boring
436 Teacher: ((pauses the CD again))
437 ((waits until everybody has finished the task
438 and then turns on the CD player again))
439 CD: i like meeting my friends
440 and playing football
441 Teacher: ((pauses the CD))
442 ((waits until everybody has finished the task
443 and then turns on the CD player again))
444 CD: hi ((another boy's voice))
445 my name is ben
446 i like reading and watching tv
447 Teacher: ((pauses the CD))
448 ((waits until everybody has finished the task
449 and then turns on the CD player again))
450 CD: playing football?
451 no thank you
452 Teacher: ((turns off the CD player))
453 okay
454 that's it
455 now
456 we come to exercise number two
457 [here you can see exercise number two]
458 [(points at exercise number two on the
459 worksheet)]

460 can't you?
 461 Pupil_x: (xxx)
 462 Teacher: no
 463 you don't have to
 464 here it's in kate's house
 465 you can see the bathroom
 466 the kitchen
 467 the bedroom
 468 and the living room
 469 where are the things?
 470 an example
 471 ein beispiel
 472 an example
 473 the dress is in the bedroom
 474 is it right (--) or wrong?
 475 the dress is in the bedroom
 476 is it right (--) or wrong?
 477 Maja: sollen wir dann da'n kreuz machen?
 478 Teacher: cornelius
 479 Cornelius:right
 480 Teacher: yes
 481 so you tick it
 482 ((visualizes on the board how to tick
 483 an answer))
 484 it's right
 485 thumb up
 486 okay?
 487 Maja: ah und [wenn's falsch is-]
 488 Teacher: [thumb up] right
 489 another example
 490 the dress is in the kitchen
 491 right [--] or wrong?
 492 Pupil_x: [wrong]
 493 Pupils: wrong wrong
 494 Teacher: mona?
 495 Mona: wrong
 496 Teacher: so you would tick wrong
 497 here is right
 498 and here
 499 oh dear
 500 is wrong okay?
 501 ((visualizes on the board again how to tick))
 502 Pupil_x: sagst du uns das?=
 503 Pupil_y: =du hast da aber wieder einen haken gemacht
 504 Teacher: [right wrong]
 505 [((points at her drawing on the board))]
 506 Pupil_y: ja
 507 aber bei wrong hast du einen haken gemacht
 508 Teacher: ((wipes away the check mark
 509 and does a new one))
 510 i do it like this

511 the dress is in the bedroom
512 the dress is in the kitchen
513 Pupil_z: aber du musst doch da'n kreuz machen
514 Pupil_x: nein man soll [(xx)]
515 Teacher: [du hakst] hier daumen hoch ab
516 du hau- hakst hier daumen runter ab
517 ((*points at her drawings on the board*))
518 ob es stimmt richtig oder stimmt falsch?
519 Pupil_y: kann man auch kreuze machen?
520 Teacher: yes
521 you can
522 Pupil_z: ja
523 Teacher: of course
524 okay
525 so it's on the cd again okay?
526 ((*turns on the CD player*))
527 CD: free-time activities
528 exercise two
529 a tv in kate's bedroom
530 number one
531 there's a tv in kate's bedroom
532 Teacher: ((*pauses the CD*))
533 please tick it
534 right?
535 Lotte: was ist'n [tv?]
536 Teacher: [or] wrong?
537 tv?
538 do you like watching tv?
539 Lotte: a:h
540 Pupil_x: was ist das?
541 Teacher: do you like watching tv?
542 [and there's-]
543 Pupil_x: [was (x)?]
544 Teacher: do you like watching tv?
545 and there's a tv in kate's bedroom
546 Lotte: ein fernseher
547 Teacher: hm?
548 Pupil_y: ich hab keinen killer
549 Teacher: just [cross it out]
550 Pupil_z: [ich hab] nen killer
551 Lotte: ach'n fernseher
552 Teacher: number two
553 ((*turns on the CD player again*))
554 CD: number two
555 there's a book in the living room
556 Teacher: ((*pauses the CD*))
557 ((*waits until everybody has finished the task*
558 *and then turns on the CD player again*))
559 CD: number three
560 there's a school bag in the kitchen
561 Teacher: ((*pauses the CD*))

562 ((waits until everybody has finished the task
563 and then turns on the CD player again))
564 CD: number four
565 there's a rat in the bathroom
566 Teacher: ((pauses the CD))
567 ((waits until everybody has finished the task
568 and then turns on the CD player again))
569 CD: number five
570 there's a cat in the living room
571 Teacher: ((pauses the CD))
572 ((waits until everybody has finished the task
573 and then turns on the CD player again))
574 CD: number six
575 there's a lunch box in the kitchen
576 Teacher: ((pauses the CD))
577 ((waits until everybody has finished the task
578 and then turns on the CD player again))
579 CD: number seven
580 there's a shoe in the bathroom
581 Teacher: ((pauses the CD))
582 ((waits until everybody has finished the task
583 and then turns on the CD player again))
584 CD: number eight
585 there's a skirt in the bedroom
586 Teacher: ((pauses the CD))
587 ((waits until everybody has finished the task
588 and then turns on the CD player again))
589 Celine: noch nicht
590 Maja: stopp
591 noch nicht
592 Teacher: ((pauses the CD again))
593 ((waits until everybody has finished the task
594 and then turns on the CD player again))
595 CD: number nine
596 there's a lettuce in the kitchen
597 Teacher: ((pauses the CD))
598 Celina: was? ([[vas]])
599 Pupil_x: lesson?
600 Teacher: lettuce
601 Celina: <<p> was ist noch lettuce?>
602 Teacher: do you remember?
603 carrots
604 peanuts
605 lettuce
606 Pupil_x: lettuce ist hier nirgendsw
607 Teacher: pscht
608 Celina: kannst du's noch mal spielen?
609 Teacher: do you remember
610 erinnert ihr euch
611 do y- you remember
612 carrots

613 peanuts
614 lettuce?
615 and there's a lettuce in the kitchen
616 ((waits until everybody has finished the task
617 and then turns on the CD player again))
618 CD: number ten
619 there's a tv in the living room
620 Teacher: ((pauses the CD))
621 ((waits until everybody has finished the task
622 and then turns on the CD player again))
623 CD: number eleven
624 there's a pencil case in kate's bedroom
625 Teacher: ((pauses the CD))
626 ((waits until everybody has finished the task
627 and then turns on the CD player again))
628 CD: number twelve
629 there's rabbit in kate's bedroom
630 Teacher: ((pauses the CD))
631 Lotte: a- a was?
632 Teacher: a rabbit
633 Pupil_x: was ist das?
634 Teacher: not a hamster or not a guinea bi- pig
635 but a rabbit
636 Class: ((pupils mumble))
637 Teacher: psch
638 Pupil_y: bedroom oder?
639 Teacher: yes
640 in kate's bedroom.
641 i'll play it once again
642 ((turns on the CD player))
643 CD: free-time activities
644 exercise two
645 a tv in kate's bedroom
646 number one
647 there's a tv in kate's bedroom
648 number two
649 there's a book in the living room
650 number three
651 there's a school bag in the kitchen
652 Pupil_x: (das is aber zweimal)
653 Pupil_y: ja
654 CD: number four
655 there's a rat in the bathroom
656 number five
657 there's a cat in the living room
658 number six
659 there's a lunch box in the kitchen
660 number seven
661 there's a shoe in the bathroom
662 number eight
663 there's a skirt in the bedroom

664 number nine
665 there's a lettuce in the kitchen
666 number ten
667 there's a tv in the living room
668 number eleven
669 there's a pencil case in kate's bedroom
670 number twelve
671 there's a rabbit in kate's bedroom
672 Teacher: ((turns off the CD player))
673 okay
674 that's it
675 Celine: ((raises her hand))
676 ehm
677 Teacher: yes please?
678 Celine: aber es ist doch zweimal a school bag
679 einmal im bedroom
680 und einmal in der kitchen
681 Teacher: yes but is it in the ki- kitchen?
682 yes or no?
683 (1.0)
684 is there the school bag in the kitchen?
685 yes or no?
686 right or wrong?
687 Celine: a::h
688 Teacher: okay?
689 please (-) turn the page
690 Class: ((pupils turn around their worksheets))
691 Teacher: there you have got these squares
692 ((draws four squares on the board))
693 again an example
694 again an example
695 ein beispiel
696 an example
697 maybe you hear music
698 ((imitates the sound of music))
699 so then is music number one
700 ((writes on the board))
701 when you see a picture with music
702 and then you hear somebody kicking a
703 football
704 ((pretends to kick a football))
705 here is a picture of a football
706 so this is number two
707 ((writes '2' on the board))
708 listen and number
709 okay?
710 Maja: muss man auch verbinden?
711 Teacher: tim
712 what are you doing?
713 Tim: (xxx)
714 Teacher: das kann man aber ganz leise regeln

715 celine?
716 Celine: muss man das verbinden?
717 Teacher: not yet
718 noch nicht
719 just number
720 okay?
721 just [*<<p> number>*]
722 Pupil_x: [also] das von oben nach unten
723 sind das zahlen?
724 Teacher: here in these squares
725 you number
726 das machen wir gleich
727 (*talks about another exercise*)
728 erst hier
729 erst hier
730 okay?
731 paul?
732 Paul: ich versteh das nicht
733 Teacher: there is a sound from the cd
734 ein geräusch
735 and you number it
736 [here]
737 [*points at the squares on the board*)]
738 this is later
739 (*talks about another exercise*)
740 das ist später
741 just number the sounds okay?
742 Paul: also das was zuerst vorkommt
743 da müssen wir ne eins schreiben?
744 Teacher: yes
745 you're right
746 okay?
747 we just try it
748 (*turns on the CD player again*)
749 CD: free-time activities
750 exercise four
751 free-time activities
752 number one
753 (*sound of somebody kicking a football*)
754 Teacher: (*pauses the CD*)
755 okay?
756 so you can hear somebody kicking a football
757 Pupil_x: a:h
758 Teacher: and then you write down number one
759 okay?
760 this was kicking a football
761 Pupil_y: müssen wir das aufschreiben?
762 Teacher: no
763 you just number
764 number one
765 Pupil_z: das hört man gar nicht

766 Teacher: ((walks up to Pupil_z))
767 there was somebody kicking a football
768 so here you write number one
769 ((shows him what to do on his worksheet))
770 okay?
771 now it's sound number two
772 ((turns on the CD player again))
773 CD: number two
774 ((sound of music playing))
775 Class: [(pupils mumble and laugh)]
776 Teacher: [(pauses the CD)]
777 so you can hear that
778 can't you?
779 so
780 Lotte: welche nummer war das?
781 Teacher: number two
782 Lotte: ich meinte auf dem cd player
783 Pupil_y: das war aber deutlich genug
784 Teacher: pscht
785 yes
786 that was obvious
787 number three
788 ((turns on the CD player))
789 CD: number three
790 ((sound of girls talking about
791 rope skipping))
792 Teacher: ((pauses the CD))
793 Lotte: hä was soll das denn sein?
794 Teacher: so these are the friends together
795 and they are rope skipping
796 do you remember yesterday?
797 rope skipping?
798 Maja: a:h
799 Lotte: springseil springen
800 Pupil_z: verrät doch nicht alles
801 Teacher: that's not (so important)
802 ((turns on the CD player))
803 CD: number four
804 ((sound of a TV presenter, an audience
805 cheers))
806 Teacher: ((pauses the CD))
807 Pupil_x: nicht vorsagen
808 Teacher: i must not say a word
809 Pupil_x: was sollte das denn sein?
810 Teacher: psch:
811 okay
812 number five
813 ((turns on the CD player))
814 CD: number five
815 ((sound of somebody playing a computer
816 game))

817 Teacher: ((*pauses the CD*))
818 sh:
819 and for number six you've got to be quiet
820 <<p> psch:>
821 <<p> be quiet>
822 ((*turns on the CD player*))
823 CD: number six
824 ((*sound of pages being turned*
825 *and a book is closed*))
826 Teacher: ((*pauses the CD*))
827 Celine: noch mal
828 Teacher: again?
829 okay
830 once again
831 ((*turns on the CD player*))
832 CD: free-time activities
833 exercise four
834 free-time activities
835 number one
836 ((*sound of somebody kicking a football*))
837 number two
838 [((*sound of music playing*))]
839 Class: [((*pupils laugh*))]
840 CD: number three
841 ((*sound of girls talking about*
842 *rope skipping*))
843 number four
844 ((*sound of a TV presenter, an audience*
845 *cheers*))
846 number five
847 ((*sound of somebody playing a computer*
848 *game*))
849 number six
850 ((*sound of pages being turned*
851 *and a book is closed*))
852 Teacher: ((*turns off the CD player*))
853 okay
854 now i read the sentences to you
855 psh:
856 i read the sentences to you
857 i like listening to music
858 ((*pupils mumble*))
859 what is it?
860 ((*talks to one of the pupils*))
861 Paul: sie guckt die ganze zeit auf meinen zettel
862 Pupil_y: und paul wirft die ganze zeit die mauer
863 runter
864 Teacher: can you please stop it?
865 so
866 once again
867 i read the sentences to you

868 i like listening to music
869 here is my favourite cd
870 what about playing football?
871 i like watching tv
872 the tv is in the living room
873 i like meeting my friends
874 do you like reading books?
875 playing computer games
876 that's boring
877 and now please draw lines
878 from the sentences to the pictures
879 (*demonstrates what to do on her worksheet*)
880 okay?
881 now please draw lines
882 Pupil_y: achso sollen wir's verbinden?
883 Teacher: mhm
884 draw lines
885 Class: (10.0)
886 (*pupils work on the task*)
887 (*pupils mumble*)
888 Teacher: lukas?
889 sit down please
890 Lukas: (xxx)
891 Pupil_x: ja er macht immer so
892 Teacher: i'll stand here und you work
893 please draw lines now
894 draw lines
895 (*(35:06-35:28)*)
896 Class: (*pupils mumble and work on the task*)
897 Teacher: maja and celine
898 stop talking please
899 (*(35:32-35:50)*)
900 Pupil_x: sollen wir das hier mit dem verbinden?
901 Teacher: mhm
902 (*(35:53-36:22)*)
903 Celine: warum wartest du?
904 Teacher: i wait for him
905 (*(36:25-36:46)*)
906 so last exercise
907 first i'll read the sentences in the box
908 okay?
909 sentences in the box
910 what about meeting your friends emily?
911 (2.0)
912 no it isn't
913 it's in my bedroom
914 (5.0)
915 great idea
916 i like that cd
917 (5.0)
918 she's in the kitchen

919 Lotte: was sollen wir denn jetzt machen?
920 Teacher: ((wants her to be quiet by pressing one
921 finger to her lips))
922 ((continues reading the sentences to the
923 class))
924 no i don't
925 it's boring
926 and now i read number one two three
927 four and five to you
928 ((shows her worksheet to the class,
929 points at the numbers))
930 okay?
931 lotte
932 just wait
933 lotte
934 just wait
935 warte
936 wait
937 where's your cat
938 is number one
939 number two
940 what about listening to music?
941 number three
942 do you like the computer game?
943 number four
944 is your skateboard in the garden shed?
945 number five
946 watching tv is boring
947 <<all> hmhmhmhmhm<>
948 great idea
949 so
950 here are the questions
951 die fragen
952 please fill in the correct answers
953 hier sind meistens fragen
954 einmal ist hier ein satz
955 und hier oben ne frage
956 ((shows her worksheet to the class,
957 points at what she is talking about))
958 die passenden antwortsätze
959 tragt ihr jetzt bitte ein
960 richtig abschreiben
961 den richtigen satz
962 an die richtige stelle
963 richtig abschreiben
964 okay?
965 Class: ((38:46-38:50))
966 ((pupils work on the task))
967 Pupil_x: zählt rechtschreibung?
968 Teacher: pfff ((exhales))
969 Pupil_y: <<p> (x)>

970 Teacher: mh?
971 no it isn't
972 it's in the bedroom
973 (*walks up to some pupils to help*)
974 Pupil_y: achso
975 ((39:03-40:27))
976 (*some pupils raise their hand and ask*
977 *questions; the teacher helps them*)
978 Pupil_z: was ist great idea?
979 Teacher: great idea
980 i like that cd
981 is together
982 das gehört zusammen
983 great idea
984 i like that cd
985 Pupil_x: und no isn't
986 Teacher: no it isn't
987 it's in my bedroom
988 immer wenn so ein punkt in der mitte auf
989 halber höhe ist
990 dann ist das getrennt
991 no it isn't
992 it's in my bedroom
993 is together
994 gehört zusammen
995 und great idea
996 i like that cd
997 is together
998 okay?
999 Class: (3.0)
1000 (*pupils mumble and work on the task*)
1001 Pupil_y: hä?
1002 versteh ich nicht
1003 Pupil_z: ich auch nich
1004 Teacher: ich habe die sätze euch vorgelesen
1005 mit ganz langen pausen dazwischen
1006 und die pause habe ich immer gemacht
1007 wenn so ein pünktchen auf halber höhe
1008 ein- abgedruckt ist
1009 und was zwischen diesen beiden pünktchen ist
1010 gehört zusammen
1011 ich lese es noch einmal mit pausen
1012 what about meeting your friends emily?
1013 pause pause pause pause
1014 no it isn't
1015 it's in my bedroom
1016 (3.0)
1017 great idea
1018 i like that cd
1019 (3.0)
1020 she's in the kitchen

1021 (3.0)
1022 no
1023 i don't
1024 it's boring
1025 okay?
1026 Pupil_x: kannst du noch mal nummer vier vorlesen?
1027 frau <name>
1028 kannst du noch mal nummer vier vorlesen?
1029 frau <name>
1030 Teacher: (xxx)
1031 Class: ((42:00-43:54))
1032 ((pupils work on the task))
1033 Teacher: ((pins some picture cards to the board))
1034 if you are finished
1035 you can colour the pictures
1036 you can colour
1037 (5.0)
1038 Maja: ((sneezes))
1039 Teacher: bless you
1040 ((44:10 - 46:24))
1041 Teacher: two more minutes
1042 if you want you can colour the pictures
1043 two minutes
1044 Pupil_x: müssen wir anmalen?
1045 Teacher: no
1046 you can
1047 Pupil_y: wir haben noch zwei minuten?
1048 Teacher: two minutes
1049 yes
1050 Pupil_z: oh
1051 das schaff ich nicht
1052 Teacher: yes
1053 Pupil_x: kann man das skateboard anmalen?
1054 Teacher: yes
1055 you can
1056 we want to play a game
1057 Class: ((46:43-48:06))
1058 ((pupils work on the task or colour the
1059 pictures))
1060 Teacher: ((starts collecting the worksheets from
1061 those pupils who have finished the last
1062 exercise))
1063 Class: ((pupils clear their tables))
1064 ((50:23))
1065 Teacher: okay
1066 that's it
1067 (7.0)
1068 ((claps her hands twice))
1069 (5.0)
1070 okay
1071 the lesson is not over

1072 [we go on in five seconds]
1073 [*((shows five fingers))*]
1074 psch:
1075 four
1076 three
1077 two
1078 stop *((to a pupil))*
1079 one
1080 and
1081 zero
1082 lotte
1083 no not now
1084 please
1085 we divide the class into two
1086 here
1087 *((shows where the class will be divided in
1088 two parts;
1089 walks through the rows of tables with her
1090 arms wide open to make clear who is in
1091 team number one))*
1092 group number one is here
1093 andré you're one team
1094 this is team number one
1095 and this is team number two
1096 *((walks through the rows of tables on the
1097 other side of the classroom with her arms
1098 wide open to make clear who is in team
1099 number two))*
1100 okay?
1101 two teams
1102 (now) please
1103 psch:
1104 please make sentences
1105 lotte *((to Lotte))*
1106 make sentences and collect cards
1107 for example
1108 group number one
1109 [my rabbit likes carrots and apples]
1110 [*((takes the corresponding picture cards
1111 off the board while saying the sentence))*]
1112 this would be for group number one
1113 Maja: ah [ich weiß]
1114 Teacher: [do you remember?]
1115 Maja: das haben wir schon mal gemacht
1116 Teacher: aber nicht zweimal hintereinander die
1117 gleiche satzstruktur
1118 okay?
1119 so
1120 team number one starts
1121 verena
1122 Verena: i like dogs

1123 Teacher: [so there is the dog for team number one]
1124 [(collects the picture card for team number
1125 one and pins it to the right side of
1126 the board)]
1127 now team number two
1128 cornelius
1129 Cornelius:<<len> my cat is in the kitchen>
1130 Teacher: okay
1131 my cat
1132 where's the cat?
1133 where's the cat?
1134 Pupil_x: da unten
1135 Teacher: the cat is in the kitchen
1136 ((collects the picture cards for team number
1137 two and pins them to the left side of
1138 the board))
1139 okay
1140 this is for team number two
1141 and now it's team number one again
1142 alina
1143 Alina: my rabbit
1144 i like carrot and apples
1145 Teacher: my rabbit or i?
1146 my rabbit likeS carrots or I like carrots
1147 Alina: my rabbit
1148 Teacher: likes carrots and?
1149 Alina: apples
1150 Teacher: my rabbit likes carrots and apples
1151 ((collects the picture cards for team number
1152 one and pins them to the right side of
1153 the board))
1154 for team number one
1155 Team 1: ((pupils clap their hands))
1156 Teacher: and team number two
1157 sh::
1158 ((somebody knocks on the door))
1159 Class: herein
1160 Teacher: yes please
1161 Class: herein
1162 ((Celine's dad walks in to hand her a
1163 lunch box))
1164 Teacher: so it's team number two
1165 theo
1166 Theo: ehm my guinea pig
1167 ehm my guinea pig like(s) the (---) popcorn
1168 Teacher: my guinea pig likes [popcorn]
1169 Theo: [popcorn]
1170 lunch and peanuts und (([unt])) lunch
1171 Pupil_x: and lettuce
1172 Pupil_y: sandwich
1173 Theo: sandwich und (([unt])) lettuce

1174 Teacher: oh dear
1175 my?
1176 Theo: guinea pig
1177 Teacher: guinea pig likes popcorn and peanuts
1178 sandwiches and?
1179 ((collects the picture cards for team number
1180 two; some pupils call out the words))
1181 Theo: and let- lettuce
1182 Teacher: and lettuce
1183 ((collects the picture cards for team number
1184 two and pins them to the left side of
1185 the board))
1186 cool
1187 very cool
1188 Class: ((pupils mumble))
1189 Teacher: team number one
1190 psch
1191 team number one
1192 (7.0)
1193 Lotte: ich hab was richtig gutes
1194 (10.0)
1195 Teacher: lotte
1196 Lotte: ehm my friends
1197 i like
1198 Teacher: my friends or i?
1199 Lotte: my friends
1200 i like
1201 my friends likes reading books
1202 listening to music
1203 watching tv
1204 playing football
1205 and rats and hamsters
1206 Teacher: oh dear
1207 my friend likes?
1208 [((collects the picture cards for
1209 team number one))]
1210 Lotte: [reading books
1211 lis-
1212 my friends
1213 da oben ist noch friends
1214 my friends]
1215 Teacher: [oh
1216 my friends like reading books?]
1217 ((collects the picture cards for team
1218 number one))
1219 Lotte: listening to music
1220 play(ing) computer games
1221 hamsters
1222 ehm ehm play(ing) football
1223 Pupil_x: das hast du nicht gesagt
1224 Lotte: doch

1225 hab ich
1226 [watching tv and rats
1227 and rats]
1228 Teacher: [*((collects the picture cards for team number*
1229 *one and pins them to the right side of*
1230 *the board))*]
1231 oh dear
1232 my god
1233 *((some magnets fall down))*
1234 [it's too much for me]
1235 Pupil_y: [angeber angeber]
1236 Teacher: it's too much
1237 *((pins the picture cards to the right*
1238 *side of the board))*
1239 Pupil_z: [wir können ja noch gewinnen paul]
1240 Class: [*((pupils mumble))*]
1241 *((56:36))*
1242 Teacher: and (1.0) team number two
1243 please (make it all)
1244 psch:
1245 stop it
1246 psch:
1247 mona
1248 Mona: i like the bedroom
1249 the bathroom
1250 and the living room
1251 Teacher: you like rooms?
1252 Mona: ja
1253 *((nods))*
1254 Teacher: <<p> no>
1255 Pupil_x: doch
1256 das geht
1257 Teacher: that's not cool
1258 leo
1259 make a cool sentence
1260 Leo: in my house is a kitch-
1261 ehm a living room
1262 a bedroom und a bathroom
1263 Teacher: very good
1264 this is a good sentence
1265 *((collects the picture cards for team number*
1266 *two and pins them to the left side of*
1267 *the board))*
1268 Lotte: aber er ist in unserer gruppe
1269 Team 2: [nein]
1270 Teacher: [no]
1271 he's not
1272 Class: *((pupils mumble))*
1273 *((57:38))*
1274 Teacher: so
1275 pscht

1276 ((counts the picture cards for team number
1277 two))
1278 one
1279 two
1280 three
1281 four
1282 five
1283 six
1284 seven
1285 eight
1286 nine
1287 ten
1288 that was very good
1289 ((puts her thumbs up))
1290 and
1291 one
1292 two
1293 three
1294 four
1295 five
1296 six
1297 seven
1298 eight
1299 nine
1300 ten
1301 eleven
1302 twelve
1303 ((counts the picture cards for team number
1304 one))
1305 [you're the winners]
1306 [((thumbs up again))]
1307 Team 1: ((pupils clap their hands))
1308 Teacher: it's breakfast
1309 Class: ((pupils mumble))