

# **The Primary English Classroom Corpus (PECC)**

## **Volume 1**

**A Window into Early Foreign Language Teaching in Germany  
and a Tool for Language Teacher Education**

**Schriftenreihe Flensburg Linguistics:  
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and a Tool for Language Teacher Education

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Germany





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## Preface

The English Department of the European University of Flensburg (EUF) educates future teachers of English for different school types. In the course of their studies, our students acquire theoretical knowledge, practical skills and reflective attitudes for their future profession. A useful practice for future teachers is to work with classroom data. EUF students of English are introduced to classroom discourse and study authentic examples of lesson documentations to better understand how interactions between teachers and pupils unfold and how they may affect foreign language learning. Corpora of classroom interactions are a useful instrument to relate practical examples to theoretical concepts of teaching and learning a foreign language. Since the EUF has a strong focus on teacher education, one central part of our study program is to make students aware of the classroom realities of English language teaching.

“Talk is one of the major ways that teachers convey information to learners, and it is also one of the primary means of controlling learner behavior” (Allwright & Bailey 1991: 139). This quote indicates why it is of high importance in teacher education to deal with authentic classroom data. Data recorded in foreign language classrooms captures the talk of the teachers, their pupils and the interaction between them. The applied significance of such data consists in introducing future teachers to a fundamental practice of their daily professional life, viz. classroom interaction. Foreign language teachers can benefit from dealing with transcripts since these written documentations draw attention to the language and its use in a classroom where English is both the target as well as medium of instruction.

The corpus introduced in this book follows a Flensburg tradition, as it joins two complementary research outputs, the Flensburg English Classroom Corpus (FLECC, Jäkel 2010) and the Dortmund Historical Corpus of Classroom English (DOHCCE, Kurtz 2013), both published by Flensburg University Press. These are computerized collections of classroom transcripts that document ordinary English lessons and display as a text the interactional practices of teaching and learning a foreign language. Excerpts from these corpora are regularly used in seminars to analyze classroom talk and discuss how teachers provide space and create opportunities to learn as well as how learners are engaged in class and how they make their first steps communicating in the foreign language English.

Primary schools are the main research target of my corpus since English language teaching at this early stage of formal education is still a fairly recent phenomenon in the history of foreign language teaching in Germany. Moreover, ELT in the primary school

has been a topic of discussion in the media, with some critical voices questioning the language learning outcomes of an early start to foreign language education. In light of this, further research seems warranted, with particular emphasis on how English lessons are conducted in primary schools. This book seeks to help understand early foreign language education by providing a text-based perspective on the interactional processes of teaching English in the classroom. Working with authentic data sharpens our understanding of what is currently being done in primary English classrooms, and it can inform future teachers of English about the knowledge, skills and attitudes they need to acquire in order to teach English to young learners. In contrast to teaching English in secondary schools, primary school English is better suited to a comprehensive documentation. It generally covers two years of instructions with two lessons per week. English language teaching at the secondary school level is more multi-faceted in terms of school types, grades, learning objectives and range of competences to be developed (e.g. writing, mediation, intercultural competence). Thus, the current project sets out to concentrate on representing classroom discourse in primary school English lessons.

The classroom is a sensitive research field that requires mutual respect and understanding. In 2013, I started contacting primary schools in Northern Germany to find English teachers who were willing to open up their classroom in order for me to catch a glance at how they conducted their lessons. This was not easy at first because many teachers seemed somewhat defensive about having someone document what they actually do during a lesson. English seemed to be a special case in the range of subjects since for different reasons several teachers were against having strangers observe their actions and activities in the classroom. Their immediate reactions may reflect a feeling of uncertainty about being filmed, which in education is often associated with supervision and evaluation. In light of the fact that they are teaching in a foreign language, some teachers have probably felt uncomfortable about their own competence in teaching English at this level, which might have been revealed by the recording. It took some time and commitment to establish relationships with teachers, who were initially interested in the idea of gathering a collection of classroom data for the purpose of study and teaching, but who were also concerned about the filming and data protection. Information about the project goals and transparency about how the data is secured and used in teaching helped to reduce remaining doubts. Fortunately, I found six teachers at four different primary schools in Northern Germany whose curiosity in the project exceeded their doubts.

The pupils, on the other hand, were generally excited about being filmed and had no problem with inviting a stranger into their classroom. In fact, many of them seemed to feel some form of appreciation and gratitude that someone would come to document how they

spoke and performed in English. However, their approval was not enough. Receiving written consent from parents and guardians was another (time) obstacle in the research process that had to be overcome, but it was a necessary prerequisite before the recordings could have been made. The actual recording process went relatively smoothly, thanks to the cooperation of the teachers and schools.

It took a while to record the lessons and to render the video data into text form. Anybody who has produced transcripts of spoken discourse will know how much work and effort it takes to document precisely what a speaker has said and done. Transcribing multi-speaker interactions is even more complicated, so that some decisions had to be made about what to include and how to represent it transparently in a text. The transcription of the data was not a single person's achievement, but the outcome of teamwork that I did together with some of my student assistants in Flensburg. I would like to express special thanks to four former students, who have helped me over the past years producing the transcripts and reporting on interesting observations in the data: Wiebke Sieling, Inga Westhues, Birte Bockelmann and, to a large extent, Lisa Werkmeister. They have all spent many valuable hours of their time watching the videos and converting the utterances into reader-friendly texts. Without their work, the corpus would not have been completed in a timely manner. Needless to say, large collections of transcripts always remain in some state of incompleteness, as more details on the spoken mode, including information on para- and non-verbal features, can be added. Tackling such a large amount of data is very time-consuming and involves many decisions. Any inconsistencies, discrepancies and omissions in the transcripts remain my responsibility.

The PECC would not have been possible without the teachers and their pupils. I would like to extend my gratitude to all teachers and the work they are doing to teach English to young learners as a foreign language. It was interesting and informative for me to observe their lessons and to come to know different teacher personalities, classroom routines, teaching activities and interactional habits. Despite lingering concerns about the quality of English language instruction in German primary schools (largely relating to a lack of teacher qualification and missing scholastic standards), I am convinced that more research output and innovative ideas will contribute towards achieving a high quality of English language instruction at primary school level in the future.



### **One corpus – two volumes**

The collection of transcripts exceeds the length of a single publication. For this reason, the PECC is published in two volumes, each containing 15 transcripts. Volume 1 includes ten transcripts from Grade 4 and five transcripts from Grade 3. Volume 2 contains nine transcripts from Grade 3 and six transcripts from Grade 1 and 2 (three each). The partitioning helps to organize the amount of data in the book and creates a better structure for readers and corpus users. In addition, both volumes provide users with some background information of the corpus and its research context. Volume 1 contains an introduction to the corpus, its compilation and some ideas for practical applications. Volume 2 gives readers an overview of English language teaching in German primary schools and the study of classroom discourse.



## 1. Introduction

This book introduces the **Primary English Classroom Corpus (PECC)**. It is a corpus of 30 transcripts of primary school lessons in English as a foreign language (EFL) classrooms in Germany, video-recorded and transcribed to create texts of authentic classroom interactions. The PECC is a unique collection of transcripts with two main functions: first, it can be used to study EFL interactions in primary school, addressing the rising interest in understanding different practices of teaching English to young learners worldwide (cf. Nikolov & Mihaljević Djigunović 2011). The data provide an unfiltered view on how teachers and pupils use their repertoire of interactional resources to conduct English lessons. Second, the PECC can be used as an educational tool to develop the professional skills of pre- and in-service teachers with regard to observing lessons, noticing significant features of EFL teaching, and understanding theoretical concepts in teaching English as a foreign language (cf. O’Keeffe, McCarthy & Carter 2007). Dealing with original classroom data helps both prospective as well as experienced teachers gain a different perspective on lessons and to develop and expand their range of teaching practices, interactional strategies and adequate target language use (Walsh 2011: 47). Thus, the PECC seeks to contribute to the research field on classroom discourse and teacher education at the primary school level.

The teaching of English to young learners (TEYL) is not only a national trend, but has become a global phenomenon. According to Johnstone (2009: 33), it is “possibly the world’s biggest policy development in education” (cf. also Rich 2014: 1). Many auspicious studies conducted over the past decades have provided detailed insights into institutional frameworks and current practices of English language teaching in primary schools in Germany, Europe and worldwide (e.g., Doyé & Hurrell 1997; Kubanek-German 1998; Edelenbos & Kubanek 2009; Enever, Moon & Raman 2009; Enever 2011; Cook 2011; Rixon 2013; Bland 2015; BIG-Kreis 2015; Nikolov 2016). Copland and Garton (2014: 223) consider the teaching of young learners as “an area where research and informed discussion have come of age”. In Germany, TEYL has been well institutionalized in primary schools for over ten years and studies suggest that “there has been a momentous shift in TEFL-PL [Teaching of English as a Foreign Language at Primary Level]” (Diehr & Rymarczyk 2012: 19; [addition HL]) because more explicit approaches have evolved on the basis of empirical studies that “help children achieve well advanced levels in oral as well as written skills” (Diehr & Rymarczyk 2012: 19). This development is traced by a growing body of research that has empirically evaluated attainment levels of English as a foreign language in German primary schools (e.g., EVENING, TAPS, BIG-Study). In addition, numerous publications resulting from dissertations and other projects have

supplied findings and ideas that introduce practice-based teaching methods or discuss important topic areas relevant to primary ELT, such as speaking (e.g., Becker & Roos 2016), reading skills (e.g., Frisch 2013), tasks (e.g., Carless 2002) or the integration of subject and language teaching, also known as CLIL (e.g., Elsner & Keßler 2013).

A perspective often not revealed in these studies is that of the interactional activities and communicative practices that occur inside the English language classroom. Yang and Walsh (2014: 463) maintain that “an understanding of the interactions which occur in classrooms [...] lies at the very heart of our understanding of learning”. In other words, if we want to understand how young pupils learn a foreign language, we have to study language use and interactional activities in the foreign language classroom. This setting provides an interactional context in which teachers and pupils create a discourse of teaching and learning. Classroom discourse is a catalyst for learning a foreign language because it offers input for the learners and creates opportunities to produce output in the target language (cf. Gass & Mackey 2015). Studying classroom discourse in its natural environment helps to illuminate the complexities of early foreign language teaching and learning, and to understand the challenges that both teachers and learners have to deal with during lessons. The data presented in this book reflect the current “shift towards an interest in the *practice* of TEYL” (Rich 2014: 9, *italics in original*). They make visible the interactional work of teachers and pupils in their day-to-day practice in German primary school EFL classrooms.

### 1.1 Transcript Corpus

The *Primary English Classroom Corpus (PECC)* is a collection of 30 transcripts from different primary classrooms in Northern Germany where English is taught as the first foreign language. The transcripts are based on video-recordings of the lessons, which were afterwards transferred into texts to make them accessible to a larger audience (i.e. university students, teachers and researchers). Each transcript renders the utterances of the teacher and pupils in a sequential order as they occurred during the lesson (cf. Example 1 below). In addition, short descriptions of non-verbal actions are included to provide a more comprehensive view of what goes on during the lesson.

The transcription was done with the help of the program *Transana* (Woods & Fassnacht 2005), using standard orthography and applying basic transcription conventions that are widespread in Conversation Analysis (cf. Appendix A). Video-recordings of each lesson were used as a basis for doing the transcriptions. The results are reader-friendly transcripts in which the teacher-pupil interaction is in focus. Group work phases were also recorded,

but only some parts could be transcribed due to the noise level created by 20 and more pupils talking at the same time. Since the purpose of using these transcripts is not exclusively discourse or conversation analytic, but also pedagogical (e.g., by studying teaching techniques), fine-grained CA notations in which every single pause or prosodic feature is traced have not been used (cf. transcripts in Walsh 2011, but also Seedhouse 2004 and Schwab 2009; for multimodal transcripts of primary classrooms see Cowan 2014). Transcribing the data is a time-consuming process, so a balance between the time spent on transcription and the level of precision chosen for the data representation had to be found. In the end, a compromise was reached in terms of readability and accessibility, although it is clear that the richness of classroom interactions can never be fully represented adequately in a text (cf. Cowan 2014).

The following example gives a first impression of a classroom transcript that was recorded in a fourth grade ELT classroom (i.e. with second-year English language learners). The topic of the lesson is “the clock”, and the transcript displays the beginning of a new activity during the lesson:

Example 1: [2.3] GS 1 4a 011013 (12:13 – 12:50; approx. 37 seconds)

```

312 Teacher:   okay
313 Class:     ((pupils mumble))
314 Teacher:   one two three
315            look at me.
316 Class:     one two
317            look at you.
318 Teacher:   okay
319            you've got your clock
320            and i tell
321            i tell you a time
322            and you (--) show it (-) at your clock.
323            okay?
324            it's:: nine o'clock.
325            and then hold it (--) that i can see it.
326            it's nine o'clock.
327            it's nine o'clock.
328 Class:     ((the pupils quickly set their clocks
329            and show them to the teacher))

```

This transcript shows the beginning of a lesson phase in which the pupils revise and consolidate their knowledge of understanding the time in English. During a phase of frontal teaching, the teacher first calls for the pupils’ attention and then instructs them to set the miniature wall clocks they have in their hands to the time she announces. After having done so, they hold up their clocks to show the time. This task comprises a ‘listen-

and-do' activity with two parts: first, listen to and understand the time announcements made by the teacher, and second, set the clock accordingly to demonstrate a correct understanding of the time. It is a hands-on, action-oriented activity in which pupils can demonstrate and practice their listening comprehension skills in a fun and playful way. The teacher is the only person who talks in this sequence, while the pupils respond non-verbally. The ability to comprehend and also tell the time in English is required later on for the target task of the lesson, when the pupils start to talk about their daily routine.

Classroom transcripts such as this one offer a brief, but unmediated view into the interaction of a primary EFL teaching situation. Transcript excerpts can trace in detail the sequential actions performed by the teacher and pupils, providing another perspective on how language is used to conduct classroom activities. Excerpts can also be used to study specific features of classroom discourse such as task instructions (ll. 318-327), repetition (ll. 324-327) or choral practice (ll. 314-317). Readers are given an authentic representation of how the teacher uses the target language when instructing learners in a playful manner.

### 1.2 Corpus Features

**Volume 1 of the PECC** has a word count of **46,481 words** distributed over 15 transcripts, which makes an average of 3,099 words per transcript. In addition to the 15 transcripts in Volume 2, the **PECC** consists of **30 lesson transcripts** in total. The data contain spoken English contextualized in a specific classroom setting of instructed foreign language learning. The recordings took place over two years from 2013 to 2015. Four primary schools, six teachers, and eight classes participated in this project. The majority of recordings were made in Grade 3 and 4, since these are currently the two main years of English instruction in German primary schools. In addition, six recordings show English lessons in Grade 1 and 2, which were documented at a primary school that has official permission by the Ministry of Education to teach English starting in Grade 1.

Table 1: Overview of recordings in the PECC (Volume 1 & 2)

Grade	Number of recordings	Length (min:sec)
1	3	119:32
2	3	137:10
3	14	657:08
4	10	393:25
<b>1-4</b>	<b>30</b>	<b>1307:15</b>

As Table 1 illustrates, the corpus reflects a cross-section of primary school foreign language teaching at different levels. The video material consists of over 21 hours of lesson recordings, most of which were recorded in Grade 3 and 4 (17½ hours). The first 15 recordings that went into Volume 1 are 11 hours and 17 minutes long (see Table 4). The majority of lessons are 45 minutes long. Only one school had 60-minute lessons once a week. Two schools are located in an urban area, the other two in more rural areas in Northern Germany. The distribution of schools and classes can be seen in the following table (GS stands for *Grundschule*, meaning primary school. The number marks the school and the letter refers to the specific class within that grade):

Table 2: Overview of schools, grades and classes in the PECC (Vol. 1 & 2)

<b>Grades</b>	<b>1a</b>	<b>2a</b>	<b>3a</b>	<b>3b</b>	<b>3c</b>	<b>4a</b>	<b>4b</b>	<b>Total</b>
<b>Schools</b>								
GS 1						3	7	<b>10</b>
GS 2				5				<b>5</b>
GS 3				2	3			<b>5</b>
GS 4	3	3	4					<b>10</b>
<b>Subtotal (class)</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>7</b>	<b>30</b>
<b>Total (grade)</b>	<b>3</b>	<b>3</b>	<b>14</b>		<b>10</b>			<b>30</b>

The choice of classes and teachers depended on the local school, the availability of English teachers and their willingness to give their permission to participate. These factors made it difficult to control data collection systematically across schools. Nevertheless, a fairly even distribution of recordings was achieved, and one that reflects to some extent the current situation of primary school ELT in Northern Germany. Grade 3 and 4 represent 80% of the corpus, and grade 1 and 2 make up 20%. At three of the four schools only one grade level was recorded and, with the exception of GS 1 4b, not more than five lessons per class. GS 4 is different from the other schools since it teaches English as a mandatory first foreign language from the beginning of primary school education. The other schools start with English in Grade 3. As far as the number of pupils in each class is concerned, classes differ only slightly, usually with a little over 20 pupils per class.

The recorded lessons were taught by experienced as well as beginning teachers, the latter of whom had only recently completed their teacher training. On average, all teachers (regardless if they have a degree in English or not) have had nearly twelve years of teaching experience in primary school. Some are even mentors for pre-service English teachers. They are all female, which reflects the typical gender distribution among primary school English teachers in Germany (cf. BIG-Kreis 2015: 17):

Table 3: Overview of teachers and their qualifications

School	Gender	Qualification	Abroad	Teacher since
GS 1	Female	University degree	Great Britain (1 year)	2002
GS 2	Female	University degree	Great Britain (1 year)	2001
GS 3	Female	University degree	Great Britain (6 months)	2009
GS 3	Female	Further education program	Netherlands (6 years)	1996
GS 4	Female	University degree	New Zealand (2 months)	2014
GS 4	Female	Further education program	---	2000

At the time of recording, all teachers were the current English teachers of those classes. Some of them were also form or homeroom teacher (*Klassenlehrer/in*), and they had all taught English in Grade 3 and 4 before. Four of the six teachers have a university degree in teaching English as a foreign language and have spent some time abroad in an English-speaking country. Thus, they are formally qualified to teach English in primary school. The two exceptions, one who taught a first-year and the other a third-year English class, have no university degree which certifies them to teach English at this level. Instead, they took part in a further education program to receive the necessary qualifications for teaching the subject English at this level.

This sample reflects a typical situation in German primary schools. A lack of fully qualified teachers points to one of the downsides of TEFL still evident in primary schools (Wilden & Porsch 2017: 12). Not every primary school can draw upon teachers who are academically qualified to teach a foreign language. In fact, this seems to be an issue in Europe as a whole, as Enever (2011: 27, [HL]) concludes in the ELLiE study:

[T]he contemporary picture [of teacher qualifications] across Europe may vary substantially, indicating a continuing need for investment in primary FL teacher education if an adequate teacher supply with appropriate expertise is to be available in the foreseeable future.

A similar conclusion has been drawn by TEFL researchers in Germany, who have repeatedly pointed out the continued lack of qualified primary school English teachers as well as the importance of having competent and certified teachers be responsible for EFL instruction at the primary school level (e.g., BIG-Kreis 2015: 71; Elsner 2017: 114f.;



Wilden & Porsch 2017: 20). The formal training of English teachers and their employment in every primary school across the country is a necessary precondition for successful early foreign language teaching.

Each transcript in the PECC Volume 1 is coded with information about the school, the class and the date of recording. More detailed information about the length of the recordings and the distribution of spoken words in each transcript can be gained from the following table:

Table 4: Overview of transcripts in the PECC Volume 1

Number	Transcript	Length of recording	No. of words
1	GS 1 4a 030913	30:00	2,207
2	GS 1 4b 030913	44:40	2,807
3	GS 1 4a 011013	39:09	2,836
4	GS 1 4b 011013	37:57	1,837
5	GS 1 4b 121113	44:35	2,926
6	GS 1 4a 101213	40:56	2,773
7	GS 1 4b 101213	43:18	3,478
8	GS 1 4b 140114	39:33	2,655
9	GS 1 4b 140314	37:15	3,808
10	GS 1 4b 250314	36:02	2,789
11	GS 2 3b 060215	47:06	3,688
12	GS 2 3b 060315	58:45	3,927
13	GS 2 3b 200315	59:17	3,150
14	GS 2 3b 080515	58:02	3,230
15	GS 2 3b 190615	60:47	4,370
<b>Total</b>		<b>677:22</b>	<b>46,481</b>

Table 4 reveals how many lessons were recorded at each school and in each class. The number of words transcribed per lesson ranges between 1,837 and 4,370, with an average of 3,099 words. Many factors are responsible for this variation; among others the number and types of teaching activities that each lesson consists of. Moreover, the lessons at GS 2 are fifteen minutes longer than the others. In some cases, the actual English lessons did not start when the school bell rang, and some finished sooner because teachers had to discuss other issues with the class.

A first glance at how the speakers are involved in classroom discourse reveals an uneven distribution of contributions. Teachers utter the majority of words in the PECC Volume 1 (57%), while pupils contribute nearly 40% of words to the classroom discourse. The preponderance of teacher talk is a result of the classroom organization in primary school ELT lessons, which are typically teacher-centered. Large parts of the lesson are controlled and guided by the teacher, who stands in the front of the classroom to initiate, maintain and control the learning activities. These are just some statistical figures that the PECC reveals, but they emphasize the role of the teacher as a language model and communication partner for the pupils (cf. Klippel 2003: 56f.).

The PECC is a specialized corpus, as it concentrates on classroom discourse of English lessons in the primary school. Koester (2010: 67) holds that “more specialized corpora have a distinct advantage: they allow a much closer link between the corpus and the contexts in which the texts in the corpus were produced.” Following this view, it is not the quantification of lexico-grammatical patterns in a corpus of this size that is of primary interest, but how these features are contextually embedded. This research perspective paves the way for qualitative analyses in which interactional features of primary classroom discourse are closely described and their pedagogical potential discussed and evaluated. In a similar vein, Haudeck and Schwab (2011) have analyzed the nature of meaningful interaction in the context of multimodal classroom discourse. Further questions that could be addressed concerning the distribution of talk during the lesson are, e.g.: How are primary school pupils actively involved in using English (i.e., when and how do they talk)? What types of tasks promote this engagement? And: How do teachers convey meaning and scaffold their instructions when they explain a task to young English learners? Studying the data in the PECC can provide answers to these (and similar) questions. However, it is important to keep in mind that observations and findings depend on many specific contextual factors (e.g., class size, teacher qualification, teaching methodology). These may differ from class to class, school to school and, more broadly, from state to state (*Bundesland to Bundesland*). The Primary English Classroom Corpus, small and unique in its kind, is perhaps best taken advantage of by looking at the complex interplay of language use and specific (sequential) context.

### 1.3 Data Collection

Guiding principles in the data collection process were authenticity, comprehensiveness and accessibility. Firstly, the transcripts portray authentic interactions in primary school EFL classrooms. Lesson topics and learning outcomes were not imposed by the researcher, or coordinated with the teachers in advance. The classroom discourse was neither scripted nor predetermined. Once everyone involved had given their express written consent, and teachers had agreed to a recording on a specific day, it was not necessary to further coordinate the recordings. Any form of organizational turmoil, e.g. caused by setting up bulky technical equipment in the classroom or changing the seating plan of a class, was avoided. The recording equipment was set up during the five-minute break before each lesson while pupils were still playing outside, so the lessons could start on time. Moreover, the level of authenticity was enhanced by having teachers as opposed to university students or pre-service teachers conduct the lessons. Two thirds of the teachers in this project are formally qualified to teach English as a foreign language in the primary school. At the same time, the PECC also includes lessons taught by general teachers who had to take over an English class since there were no further foreign language teachers available. Often, if there are no other qualified EFL teachers at a school, colleagues who are interested in the subject English and have had prior experience or contact with the target language have to help out. Ministries usually demand that these teachers undergo a training program to receive a qualification before they take over an English class.

Secondly, capturing classroom discourse in a comprehensive way meant having to record entire lessons from beginning to end. The recordings were made with two cameras, one in the front and the other in the back of the classroom (cf. Figure 1). The front camera was a mobile device which focused on the interaction between teacher and pupil(s), while the back camera was set on a tripod in the corner to capture an overview of the classroom. One person was present during the lesson to operate both cameras. An additional external microphone attached to the overview camera was used to record a large part of the talk. Figure 1 shows how the two cameras were positioned in the classroom. The seating plan is just one example of how pupils sit in a primary school classroom:

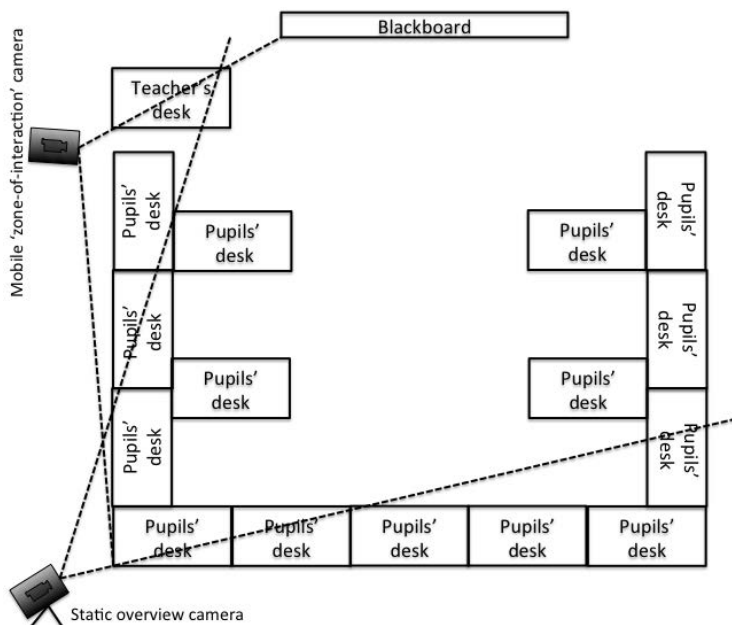


Figure 1: Camera set-up in the PECC project

These two camera positions provided a good basis to record classroom activities with a focus on the ongoing interaction, yet still observe other marginal events in the classroom. Different video studies have shown that using two cameras is a practical set-up for recording classrooms (cf. DESI study, Helmke et al. 2007: 38; IPN-video study, Seidel et al. 2003: 51ff.). This set-up preserves the normality of a lesson, but still widens the angle, making it possible to better observe different classroom activities. In addition to the recording, the teaching material used in each lesson was collected to have access to the exercises the pupils worked on during individual or group work phases (e.g., worksheets, textbook tasks).

Thirdly, corpus data become accessible if researchers, teachers and students can use it without restriction, and if no special training is needed to work with the transcripts. The transcript corpus is available to anyone studying language teaching, classroom interaction and teaching principles in primary school foreign language teaching. Transcripts are readable without much knowledge of conversation analysis. Standard transcription conventions are followed in order to provide additional information on the talk and actions in the classroom (cf. Appendix A).

However, due to data privacy the video corpus itself is protected, and cannot be copied or distributed. Personal information such as names can be easily anonymized or pseudonymized in a transcript, but video data require a careful treatment due to privacy concerns. Dealing with this type of data respectfully and sensitively is indispensable for maintaining collaborations with teachers and pupils, and is also a prerequisite for collecting more classroom data in the future.

#### **1.4 Goals and Objectives**

The PECC is a small, specialized corpus, designed with both linguistic and pedagogical intentions in mind. The recorded lessons provide a substantial resource for the study of language use and interactional features in a specific classroom context. Teaching English at the primary school level requires teachers to adapt their language use carefully to the level of their learners and to be a good and authentic language role model; at the same time they have to teach English in a playful and communicative way to make the foreign language accessible and understandable to young learners.

Interactional features and sequential structures of classroom teaching can be researched with a specific eye on how the target language English is used to communicate. In the context of primary school EFL interactions, the following classroom features can be of interest for an analysis: first language use (code-switching/code-mixing), dealing with errors, classroom management processes, pupil involvement and the multimodal structure of classroom activities (e.g., with regard to the method ‘Total Physical Response’ with its use of gestures, mimics and objects; cf. Cameron 2001: 107). These features are not unique to this classroom setting, but perhaps salient in the classroom discourse at primary school level. A cursory glance at the transcripts shows that teachers repeatedly switch to German during a lesson to explain something and that the pupils often respond to a teacher question in their native language. This might not be surprising given the early stage of foreign language learning, but worth studying to find out when, how and why the first language is used to convey meaning and establish a mutual understanding. Further classroom features suitable for study could be, according to Yang and Walsh (2014), question-answer sequences, task instructions (cf. Example [1] above), or feedback mechanisms. The PECC transcripts make it possible to examine occurrences and patterns of these features and to discuss their effects on the interaction.

The transcripts also help to illustrate lesson activities, to demonstrate how teachers and learners coordinate their actions in the process of a task and to display what kind of (language) output is possible in the classroom as well as how it is achieved. In addition to

the verbal utterances, the transcripts provide short descriptions of actions by the teacher and pupils (cf. Example 1, ll. 328-329). Clearly, this cannot substitute for viewing the actual video material, but it helps to visualize some actions in the classroom. The PECC provides text-based access to the teaching methods and practices of primary school English teachers. Transcripts demonstrate how teachers go about instructing learners, giving feedback on their language performance, and organizing the lesson while modeling authentic English. They include examples of storytelling, vocabulary introduction and practice, use of songs and rhymes, games, Total Physical Response (TPR), listening comprehension as well as speaking activities (e.g., role plays). The illustrative potential of the data can help future teachers to visualize how teaching techniques are put into practice using the target language (cf. Santagata 2014).

By and large, the corpus data draw a picture of the actual situation of primary school English language teaching in Germany. This stocktaking might be small-scale and exemplary in comparison to other learner corpora (cf. Reder, Harris & Setzler 2003), but it is authentic and concrete in showing what actually happens in a primary school EFL classroom. It does not exhibit best practices or model interactions, but it reproduces the diversity of current teaching practices with all their strengths and weaknesses. Authentic data involve having exemplary and successful interactions as well as realistic, but sometimes also incorrect language use. Since the data were not preselected, for example by omitting lessons of those teachers who did not study to become an English teacher (i.e. *fachfremde Lehrkräfte*), the outcome is a natural mix of interactional practices. Of course, it is unavoidable that a video-recorded lesson influences participants' behavior to some degree (cf. Labov 1972; Swann 1994; Mondada 2006; Cowan 2014). Maak and Ricart Brede (2014: 165) conclude in their small-scale study of camera invasiveness on pupils' behavior in the classroom that an effect is inevitable, but that some instances might be avoidable. For this study it meant keeping a low profile during the lesson and avoiding any distraction or delay of the normal lesson routine as much as possible. The amount of intrusion was limited, but the camera still has an effect on the natural behavior of the teacher and pupils in class. In a few instances the researcher even became unintentionally involved in the classroom discourse when he was addressed by a pupil. Such moments could not be avoided when observing young learners, but they happened only very rarely.

### 1.5 Prospects for Teacher Education

The applied dimension of such a classroom corpus lies in the potential it can serve in teacher training and further education programs. The PECC can be used in university courses (TEFL and Applied Linguistics) that focus on educating future teachers of English

at the primary school level. It can also help students of English and beginning teachers to become aware of the linguistic and interactional subtleties that are part and parcel of primary school teachers' work. EFL teachers are input providers and language models in the classroom (Klippel 2000: 21; Harmer 2007: 117f.; Legutke, Müller-Hartmann & Schocker-v. Ditfurth 2009: 49f.; Schmid-Schönbein 2008: 63f.). They use language to create an environment that is conducive to learning. Part of establishing English as an authentic communicative tool in the classroom is to be flexible and spontaneous, and to negotiate meaning with learners who often have difficulties understanding, let alone speaking English freely at a basic level. Adopting the roles of input provider, language model and communication partner is not an automatic process; it is *not* one that naturally results from being able to speak English fluently (which is a requirement for studying English at university in the first place). It is a skill that must be developed and practiced throughout one's teacher education as well as later in one's professional life as a teacher. Using data from the PECC can help students familiarize themselves with the kind of language primary school English teachers often use in class to interact with their learners. They can acquire a set of routine classroom phrases necessary for a meaningful discourse with young learners, but also discuss and develop alternatives that broaden their repertoire of the target language use. Analyses of teachers' language use can reveal potential barriers and obstacles that might cause confusion for primary school pupils.

Given appropriate data and tools, transcript-based reflections of practice are a promising avenue for future teachers' professional development. Tools to analyze classroom discourse have been proposed in the research literature, such as the SETT framework (Walsh 2011) or the COLT observation scheme (Spada & Fröhlich 1995). Walsh (2006) investigated how a detailed understanding of classroom discourse can be achieved through the use of reflective practices and professional dialog. One of the conclusions he draws is "that developing interactional awareness has to begin with teachers' own data, analyzed by teachers using an appropriate framework and verbalized in a reflective feedback interview" (Walsh 2006: 139). University students often do not have much experience in teaching, nor do they have access to a class to gather their own data (unless during an internship). In these cases, data generated from authentic material, i.e. lessons taught by other teachers, can be a valuable alternative. The PECC provides a collection of English language teaching that exhibits micro realities of classroom interactions. It can be a source and inspiration for university students and in-service teachers to reflect on how one's language resources can be used to communicate in the classroom and teach a foreign language at the same time.

The innovative potential of the PECC lies in its systematic focus on the teaching and learning of English as a foreign language in the primary school classroom, its attempt at mirroring actual teaching practices, and its effort to make the data available to a large audience. The project aims at representing authentic classroom discourse of early foreign language teaching in German primary school classrooms and collecting the data in the form of a text corpus. Each text shows the interaction during an English lesson, with a focus on the (verbal) aspects of communication between the teacher and the pupils. This corpus of classroom discourse provides a window into classroom-based teaching and learning, a rich database to study the communicative processes and products of primary school English language teaching and a tool to reflect on the micro-realities of early foreign language classrooms.



## 2. The PECC: Volume 1

The first **15 transcripts** of the PECC are compiled into **Volume 1**. It starts with **10 transcripts from Grade 4** (Section 2.1-2.10), followed by **5 transcripts from Grade 3** (Section 2.11-2.15). Each transcript also includes a **Background Information Sheet (BIS)** that gives readers more contextual information about the class as well as an overview of the lesson. This sheet allows corpus users to quickly determine the lesson's goal(s), its topic, structure and use of media without having to read through the whole transcript line by line. Reading the BIS first helps to choose a specific lesson quickly that might be interesting for illustration or analysis.

The materials used in class cannot be supplied for copyright reasons. In many cases, though, the worksheets and exercises are taken from a specific primary school EFL textbook and information on the textbook used in class is included in the BIS (see also Appendix B for a list of textbooks used in the PECC lesson transcripts). Information on the lessons' goal(s) was not supplied by the teachers, but is rather the result of my own observations; therefore it only represents one point of view. Hence, the BIS gives more contextual information about each lesson, so that readers can have a better idea as to what each lesson is about.



# The PECC Volume 1

## **English in Grade 4**

## **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 heit.  
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 ([ 'ɪtəli ])  
 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 half 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 half past four.  
 592 Class: *((pupils repeat after the teacher))*  
 593 half 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>

## Background Information Sheet

### GS 1 4b 030913

**School type:** primary school

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

**Date of recording:** 03.09.2013

**Length of recording:** 44:40 minutes

**Number of pupils in class:** 23

**Number of pupils present during the lesson:** 23

**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
- Animals: elephant, lion, dog, rabbit, monkey, cat

#### Goals

- The pupils can tell the time in English correctly.
- The pupils understand the difference between telling the time in English and German.
- The pupils can use the expressions ‘quarter to/past’ correctly.

#### Textbook

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

#### Lesson overview

- Warm-up song: “Old McDonald had a farm”
- Small talk: Question and answer sequence – one pupil asks a question, the other answers. It starts with two pupils, until everyone in the class is involved in the activity.
- Activity: “What’s the time?”  
The teacher sets a time on a big clock and the pupils say the time.
- Game: “Who’s lying?”  
Two pupils tell the time on the clock that the teacher has set, but only one of them is correct. Another pupil in the front has to guess which time is the correct.
- Practice of “What’s the time?” in groups of four.  
This time one pupil sets the clock, two pupils say the time (one correct and one incorrect) and one pupil has to guess it.
- Listening comprehension task: “What’s the time?” (Activity Book, page 46)
- Consolidation phase: The answers of the listening task are checked in class.
- “What’s the time?": Repetition of time expressions in class with a big clock.
- Comparison of English vs. German time expressions (sequence conducted in German)
- Final game: “Simon says”

**Interesting observations**

- Game-based practice of telling the time
- Awareness raising of the difference between English and German time expressions
- TPR activity "Simon says"

**Use of media**

- CD with the song: "Old McDonald has a farm"
- Realia: a big red clock
- Textbook: listening comprehension activity

**Personal notes**

001 Teacher: alright  
002 stand up please  
003 Class: ((*pupils stand up*))  
004 Teacher: okay we start  
005 ((*the school bell rings*))  
006 Teacher: ((*turns on the CD player*))  
007 CD: ((*a mooing sound*))  
008 Teacher &  
009 Class: ((*sing*))  
010 old mcdonald has a farm  
011 i:a:i:a:o:  
012 and on his farm he has some cows  
013 i:a:i:a:o:  
014 with a moo moo here  
015 and a moo moo there  
016 here a moo  
017 there a moo  
018 everywhere a moo moo.  
019 old mcdonald has a farm  
020 i:a:i:a:o:  
021 Teacher: next animal?  
022 Class: dogs  
023 Teacher: very good  
024 CD: ((*a barking sound*))  
025 Teacher &  
026 Class: ((*sing*))  
027 old mcdonald has a farm  
028 i:a:i:a:o:  
029 and on his farm he has some dogs  
030 i:a:i:a:o:  
031 with a wuff wuff here  
032 and a wuff wuff there  
033 here a wuff  
034 there a wuff  
035 everywhere a wuff wuff.  
036 old mcdonald has a farm  
037 i:a:i:a:o:  
038 Teacher: next one?  
039 Class: oink oink  
040 Teacher: oink oink  
041 CD: ((*a grunting sound*))  
042 Teacher &  
043 Class: ((*sing*))  
044 old mcdonald has a farm  
045 i:a:i:a:o:  
046 and on his farm he has some pigs  
047 i:a:i:a:o:  
048 with an oink oink here  
049 and an oink oink there  
050 here an oink  
051 there an oink

052                everywhere an oink oink.  
 053                old mcdonald has a farm  
 054                i:a:i:a:o:  
 055 Teacher:    next one?  
 056 Class:        ((*pupils do not answer*))  
 057 CD:            ((*a miaowing sound*))  
 058 Teacher &  
 059 Class:        ((*sing*))  
 060                old mcdonald has a farm  
 061                i:a:i:a:o:  
 062                and on his farm he has some cats  
 063                i:a:i:a:o:  
 064                with a miaow miaow here  
 065                and a miaow miaow there  
 066                here a miaow  
 067                there a miaow  
 068                everywhere a miaow miaow.  
 069                old mcdonald has a farm  
 070                i:a:i:a:o:  
 071 Teacher:    chicks  
 072 CD:            ((*a cackling sound*))  
 073 Teacher &  
 074 Class:        ((*sing*))  
 075                old mcdonald has a farm  
 076                i:a:i:a:o:  
 077                and on his farm he has some chicks  
 078                i:a:i:a:o:  
 079                with a click click here  
 080                and a click click there  
 081                here a click  
 082                there a click  
 083                everywhere a click click.  
 084                old mcdonald has a farm  
 085                i:a:i:a:o:  
 086 Pupil\_x:    turkeys?  
 087 Teacher:    yes  
 088                last one the turkey.  
 089 CD:            ((*a clucking sound*))  
 090 Teacher &  
 091 Class:        ((*sing*))  
 092                old mcdonald has a farm  
 093                i:a:i:a:o:  
 094                and on his farm he has some turkeys  
 095                i:a:i:a:o:  
 096                with a gobble gobble here  
 097                and a gobble gobble there  
 098                here a gobble  
 099                there a gobble  
 100                everywhere a gobble gobble.  
 101                old mcdonald has a farm  
 102                i:a:i:a:o:

103 Teacher: [*((turns off the CD player))*]  
104 Class: [*((pupils sit down))*]  
105 Teacher: alright  
106 <<p> toni do you like (--) spaghetti?>  
107 Toni: <<pp> i like>  
108 Teacher: <<pp> yes i?>  
109 Toni: <<pp> yes i like>  
110 Teacher: <<pp> yes i [do]>  
111 Toni: [*<<pp> do>*]  
112 Teacher: [*<<pp> yes>*]  
113 [*((gives Toni a card))*]  
114 <<pp> emma what's the weather like today?>  
115 Emma: <<pp> ehm the weather li:ke>  
116 Teacher: <<pp> it's>  
117 Emma: <<pp> it's windy>  
118 Teacher: <<pp> it's windy yes>  
119 [*((gives Emma a card))*]  
120 [*((everyone who is asked a question by the*  
121 *teacher gets a card and is supposed to*  
122 *ask someone else; the cards are then*  
123 *passed on))*]  
124 Teacher: [*((asks questions and hands out cards))*]  
125 Class: [*((pupils ask and answer questions*  
126 *and pass on the cards))*]  
127 [*((the activity is done silently))*]  
128 [*((3:48-6:23))*]  
129 Teacher: [*((rings a bell))*]  
130 Class: [*((pupils end the activity and sit down))*]  
131 Teacher: [*((collects cards and answers questions*  
132 *of those pupils who return their card))*]  
133 Jonas: what's your telephone number?  
134 Teacher: oh it's ehm  
135 double nine two seven eight four double  
136 six one two.  
137 Nelly: how old are you?  
138 Teacher: i am thirty-five.  
139 Mila: do you like spaghetti?  
140 Teacher: oh yes i do.  
141 Mila: ehm have you got a sister?  
142 Teacher: oh yes i have.  
143 Mila: have you got a  
144 have you got a brother?  
145 Teacher: oh no i haven't.  
146 Jonas: what's the weather like today?  
147 Teacher: [oh it's cloudy and windy]  
148 [*((takes a look out of the window))*]  
149 a little windy.  
150 Valentine:(how) are you?  
151 Teacher: i'm fine  
152 thank you.  
153 Lucy: what's the weather like today?

154 Teacher: oh it's cloudy and windy.  
 155 Valentine: what's your name?  
 156 Teacher: oh i'm misses <name>.  
 157 Valentine: do you like pizza?  
 158 Teacher: yes i do.  
 159 i like pizza.  
 160 Nora: have you got a sister?  
 161 Teacher: yes i have.  
 162 Nora: what's your favourite number?  
 163 Teacher: oh my favourite number is number nine.  
 164 Toni: what's your name?  
 165 Teacher: i'm misses <name>.  
 166 Vince: what's your name?  
 167 Teacher: i'm misses <name>.  
 168 Marvin: how old are you?  
 169 Teacher: i'm thirty-five.  
 170 *[(puts away the cards)]*  
 171 *[thank you]*  
 172 okay  
 173 what's  
 174 what's the time?  
 175 all together  
 176 Class: what's the time?  
 177 Teacher: <<f> what's the time?>  
 178 Class: <<f> what's the time?>  
 179 Teacher: *[(gets a big red clock)]*  
 180 Class: *[(pupils mumble)]*  
 181 uhrzeit yeah  
 182 Teacher: <<len> what's the time?>  
 183 *[(shows the big clock to the class)]*  
 184 Class: *[(some pupils raise their hands)]*  
 185 Teacher: it's?  
 186 emma?  
 187 Emma: seven o'clock  
 188 Teacher: oh very good.  
 189 it's seven o'clock.  
 190 Class: it's seven o'clock.  
 191 Teacher: <<all> it's seven o'clock.>  
 192 Class: <<all> it's seven o'clock.>  
 193 Teacher: <<very high voice> it's seven o'clock.>  
 194 Class: <<very high voice> it's seven o'clock.>  
 195 Teacher: *[(changes the time)]*  
 196 *[what's the time?]*  
 197 *(---)*  
 198 tim  
 199 Tim: it's nine o'clock.  
 200 Teacher: very good  
 201 it's nine o'clock.  
 202 Class: it's nine o'clock.  
 203 Teacher: <<pp> it's nine o'clock.>  
 204 Class: <<pp> it's nine o'clock.>

205 Teacher: <<very high voice> it's nine o'clock.>  
206 Class: <<very high voice> it's nine o'clock.>  
207 Teacher: ((*changes the time*))  
208 what's the time?  
209 carl  
210 Carl: twelve o'clock?  
211 Teacher: mhm  
212 ((*writes 'it's ... o'clock.' on the board,*  
213 *leaving a blank space for the time*))  
214 it's twelve o'clock.  
215 Class: it's twelve o'clock.  
216 Teacher: <<f> it's twelve o'clock.>  
217 Class: <<f> it's twelve o'clock.>  
218 Teacher: <<bored voice> it's twelve o'clock.>  
219 Class: <<bored voice> it's twelve o'clock.>  
220 Teacher: ((*changes the time*))  
221 ehm mia  
222 Mia: it's two o'clock.  
223 Teacher: it's two o'clock.  
224 Class: it's two o'clock.  
225 Teacher: <<vigorously> it's two o'clock.>  
226 Class: <<vigorously> it's two o'clock.>  
227 Teacher: <<pp> it's two o'clock.>  
228 Class: <<pp> it's two o'clock.>  
229 Teacher: [what's the]  
230 [((*changes the time*))]  
231 [i think it's broken]  
232 [((*adjusts the time again because the*  
233 *hands of the clock got stuck*))]  
234 mh (--) what's the time emma?  
235 Emma: it's (---) four o'clock.  
236 Teacher: it's four o'clock.  
237 Class: it's four o'clock.  
238 Teacher: [((*changes the time*))]  
239 [what's the time lucy?]  
240 Lucy: ehm it's se-  
241 it's six o'clock.  
242 Teacher: it's six o'clock.  
243 Class: it's six o'clock.  
244 Teacher: [((*changes the time*))]  
245 [sophie what's the time?]  
246 Sophie: ah (---) it's eight o'clock.  
247 Teacher: it's eight o'clock.  
248 Class: it's eight o'clock.  
249 Teacher: okay we are playing a game.  
250 i need (---) one from our class here  
251 in the front  
252 and we are playing a game.  
253 Class: ((*pupils mumble*))  
254 Pupil\_x: oh oh  
255 Pupil\_y: ich nich



256 ((some pupils raise their hands))  
 257 Teacher: vince?  
 258 okay  
 259 can you come to the board please?  
 260 Vince: ((stands up and walks to the front))  
 261 Teacher: okay  
 262 you (--) [look in this direction]  
 263 [(turns him towards the class))]  
 264 okay?  
 265 and i  
 266 ((adjusts the time on the big clock))  
 267 we have got a time here.  
 268 ((shows the big clock to the class))  
 269 okay and then  
 270 jonas  
 271 you for example say  
 272 it's two o'clock.  
 273 and mila  
 274 you say (--) it's nine o'clock.  
 275 and vince (-) has to guess who is right.  
 276 Class: ((pupils giggle and mumble))  
 277 Pupil\_x: cool  
 278 Pupil\_y: cool  
 279 Teacher: okay?  
 280 two kids are saying something and you have  
 281 vince you have to guess who is lying.  
 282 who is the liar okay?  
 283 ((sets a time and shows the big clock  
 284 to the class))  
 285 Pupil\_x: oh wie gemein  
 286 Teacher: okay  
 287 amelie  
 288 Amelie: it's six o'clock.  
 289 Teacher: valentine  
 290 Valentine: it's ten o'clock.  
 291 Teacher: what time is it? ((to Vince))  
 292 Vince: it's ten o'clock?  
 293 Class: ((pupils cheer and applaud))  
 294 Teacher: one point for vince.  
 295 can you pick the next one please?  
 296 Vince: ((picks Carl))  
 297 ((Carl comes to the front))  
 298 Teacher: ((sets a time and shows the big clock  
 299 to the class))  
 300 Emma: it's nine o'clock.  
 301 Carl: amelie  
 302 Amelie: it's one o'clock.  
 303 Carl: [(points at Emma))]  
 304 [was] hast du noch mal gesagt?  
 305 Emma: it's nine o'clock.  
 306 Carl: amelie?

307 Amelie: it's one o'clock  
308 Chris: it's one o'clock.  
309 Teacher: right?  
310 Class: yes  
311 Teacher: one point for you carl.  
312 pick the next one.  
313 Class: ((pupils cheer and applaud))  
314 Carl: emma  
315 ((Emma comes to the front))  
316 Teacher: okay?  
317 ((sets a time and shows the big clock  
318 to the class))  
319 Emma: sophie  
320 Sophie: it's five o'clock.  
321 Emma: linda  
322 Linda: it's seven o'clock.  
323 Emma: ehm (---) is it five o'clock?  
324 Teacher &  
325 Class: no:  
326 Teacher: okay one more time.  
327 one more time emma.  
328 no point for emma.  
329 ((sets a time and shows the big clock  
330 to the class))  
331 okay  
332 next one  
333 Emma: jonas  
334 Jonas: it's seven  
335 it's seven o'clock.  
336 Emma: lucy  
337 Lucy: it's nine o'clock.  
338 Emma: it's seven o'clock?  
339 Teacher &  
340 Class: no:  
341 Teacher: okay next one.  
342 ((sets a time))  
343 [((Emma is about to sit down))]  
344 [emma no no no no  
345 no point for you  
346 you stay here.]  
347 Class: ((pupils laugh))  
348 Teacher: ((shows the big clock to the class))  
349 okay  
350 next one  
351 Emma: marvin  
352 Marvin: it's two o'clock.  
353 Emma: leon  
354 Leon: it's nine o'clock.  
355 Teacher: uh  
356 Pupil\_x: hä?  
357 Teacher: oh yeah

358 two o'clock or nine o'clock?  
 359 Emma: is it (---) two o'clock?  
 360 Teacher &  
 361 Class: ((*pupils cheer and applaud*))  
 362 Teacher: okay  
 363 we are playing (-) in groups (-) of three.  
 364 okay?  
 365 wait wait wait  
 366 what  
 367 psht  
 368 wait  
 369 one two three  
 370 oh wait  
 371 one two three four  
 372 we are twenty-three  
 373 no we are playing in groups of four.  
 374 okay?  
 375 [one two three four]  
 376 [((*points at the members of group 1*))]  
 377 psh:  
 378 [one two three four]  
 379 [((*points at the members of group 2*))]  
 380 yes  
 381 vince  
 382 [one two three four]  
 383 [((*points at the members of group 3*))]  
 384 [one two (-) three four]  
 385 [((*points at the members of group 4*))]  
 386 [one two (-) three four]  
 387 [((*points at the members of group 5*))]  
 388 [one two three (-) four]  
 389 [((*points at the members of group 6,*  
 390 *including herself*))]  
 391 Class: ((*pupils mumble*))  
 392 Teacher: okay  
 393 eh  
 394 emma lucy mia and carl  
 395 can you come to the front?  
 396 [no please sit down]  
 397 [((*talks to the rest of the class*))]  
 398 ((*Emma, Lucy, Mia and Carl*  
 399 *come to the front*))  
 400 Teacher: there is one  
 401 one is guessing the time  
 402 lucy you (-) are guessing the time  
 403 okay?  
 404 mia yous- you stand behind lucy  
 405 okay?  
 406 ((*gives Mia a clock*))  
 407 [and you have to say the time okay?]  
 408 [((*refers to the other two pupils,*

409                   positions them in front of the two  
410                   girls, so that they can look at each  
411                   other))]  
412 Mia:           ((sets a time and shows the clock to the  
413               two who are supposed to tell the time))  
414 Teacher: carl? ((wants him to start))  
415 Carl:       it's one o'clock.  
416 Emma:       it's three o'clock.  
417 Lucy:       hm:  
418               it's three?  
419 Teacher: [yes]  
420 Class:       [((pupils cheer and applaud))]  
421 Teacher: and you count your points okay?  
422               lucy has got one point  
423               [and then lucy you go there]  
424               [((leads her to one of the time tellers'  
425               positions))]  
426               [mia you]  
427               [((takes the clock from her))]  
428               it's your turn now.  
429               ((Mia takes Lucy's former position))  
430               and carl you go behind mia.  
431               ((gives him the clock))  
432               okay? ((to the class))  
433               [alright?]  
434               [((puts up her thumb))]  
435 Class:       yes  
436 Teacher: then please get a clock here  
437               all groups please [get a clock]  
438   [((waves with a clock))]  
439               okay?  
440 Class:       ((one pupil of each group comes to the  
441               front to get a clock))  
442               ((all groups scatter throughout  
443               the classroom and start the game))  
444               ((the teacher reminds the pupils at one  
445               point to speak English))  
446               ((15:29-20:40))  
447 Teacher:    ((rings a bell))  
448 Class:       ((pupils slowly stop playing the game  
449               and sit down))  
450 Teacher:    ((waits for the groups  
451               to return their clocks))  
452               okay i need two more clocks.  
453               matt (-) can you bring it to me please?  
454               ((Matt brings the clock of his group  
455               to the front))  
456               psh:  
457               okay be quiet please.  
458               no close your books.  
459               you don't need the activity book now

460 later  
 461 okay?  
 462 Class: ((*pupils mumble*))  
 463 Teacher: okay  
 464 ehm (-) all together  
 465 what's the time?  
 466 Class: what's the time?  
 467 Teacher: <<f> what's the time?>  
 468 Class: <<f> what's the time?>  
 469 Teacher: what's the time emma?  
 470 ((*shows a clock to Emma*))  
 471 Emma: it's twelve o'clock.  
 472 Teacher: okay  
 473 [now you ask lucy <<p> what's the time?>]  
 474 [[*(passes the clock to her)*]]  
 475 Emma: what's the time? ((*to Lucy*))  
 476 Lucy: du musst zeigen  
 477 ((*tells Emma to show the clock to her*))  
 478 Teacher: you show lucy yes  
 479 Emma: [what's the time?]  
 480 [[*(shows the clock to Lucy)*]]  
 481 Lucy: it's twelve  
 482 ((*Emma passes the clock to her*))  
 483 Teacher: twelve?  
 484 Lucy: o'[clock]  
 485 Teacher: [o'clock] yes.  
 486 Lucy: [what's the time?] ((*to Carl*))  
 487 [[*(shows the clock to him)*]]  
 488 Carl: ehm it's twelve  
 489 ((*Lucy passes the clock to him*))  
 490 Teacher: ((*hands out more clocks to start a couple*  
 491 *of conversations at the same time*))  
 492 Class: ((*pupils ask each other for the time*  
 493 *and pass the clocks around*))  
 494 Teacher: [[*(coordinates the activity)*]]  
 495 [no no no  
 496 do not change the time please]  
 497 ((*22:16-24:53*))  
 498 ((*all the clocks end up in the front row*  
 499 *where the teacher collects them one by*  
 500 *one, answering the pupils' questions for*  
 501 *the time*))  
 502 Teacher: [okay]  
 503 [[*(puts some of the clocks away)*]]  
 504 please open  
 505 psh:  
 506 please open your activity book on page  
 507 i think it's forty-five.  
 508 have a look.  
 509 Class: [[*(pupils open their activity books)*]]  
 510 Teacher: [forty-five?]

511 oh no  
 512 forty-six  
 513 forty-six  
 514 ((the page shows different animals with  
 515 clocks that have no times yet; these  
 516 are part of a listening track on the CD))  
 517 ((the teacher puts the rest of the clocks  
 518 away))  
 519 okay  
 520 who: hasn't got an activity book?  
 521 Class: ((pupils without an activity book  
 522 raise their hands))  
 523 Teacher: marvin and nelly?  
 524 where's your activity book?  
 525 ((Marvin and Nelly do not react))  
 526 Jonas: marvin zu hause  
 527 zu hause oder?  
 528 Teacher: okay then i will make one copy for you.  
 529 okay?  
 530 Pupil\_x: kann marvin nicht bei mir mit reingucken?  
 531 Teacher: heh?  
 532 Pupil\_x: kann marvin nicht bei mir mit reingucken?  
 533 Teacher: no  
 534 he has to do  
 535 [something in the activity book.  
 536 [((takes Chris' activity book))]  
 537 [((leaves the room with the book  
 538 to make some copies))]  
 539 [forty-six]  
 540 [wait one minute please]  
 541 ((26:06-27:14))  
 542 Teacher: ((returns to the classroom))  
 543 thank you chris  
 544 ((hands out the copies to the pupils  
 545 who do not have an activity book))  
 546 alright  
 547 ((prepares the CD player))  
 548 okay are you ready?  
 549 Pupils: ja  
 550 yes  
 551 steady go:  
 552 Teacher: no  
 553 i'm not that quick  
 554 Class: ((pupils laugh))  
 555 Teacher: ((turns on the CD player))  
 556 CD: one  
 557 excuse me elephant  
 558 what's the time?  
 559 it's nine o'clock.  
 560 thank you elephant.  
 561 two

562           excuse me lion  
 563           what's the time?  
 564           ((*roaring*))  
 565           it's one o'clock.  
 566           thank you lion.  
 567           three  
 568           excuse me dog  
 569           what's the time?  
 570           ((*barking*))  
 571           it's seven o'clock.  
 572           thank you.  
 573           four  
 574           excuse me rabbit  
 575           what's the time?  
 576           ((*sound of a rabbit eating*))  
 577           it's three o'clock.  
 578           thank you.  
 579           five  
 580   Class:    was? ((*German [vaz]*))  
 581            ((*some pupils didn't understand*  
 582            *what was said*))  
 583   Teacher:  we listen again.  
 584            ((*CD continues*))  
 585   CD:       excuse me monkey  
 586            what's the time?  
 587            ((*monkey sound*))  
 588            it's five o'clock.  
 589            thank you monkey.  
 590            six  
 591            excuse me cat  
 592            ((*miaowing*))  
 593            what's the time?  
 594            it's eight o'clock.  
 595            thank you.  
 596   Teacher:  ((*presses repeat*))  
 597   CD:       one  
 598            excuse me elephant  
 599            what's the time?  
 600            it's nine o'clock.  
 601            thank you elephant.  
 602            two  
 603            excuse me lion  
 604            what's the time?  
 605            ((*roaring*))  
 606            it's one o'clock.  
 607            thank you lion.  
 608            three  
 609            excuse me dog  
 610            what's the time?  
 611            ((*barking*))  
 612            it's seven o'clock.

613                   thank you.  
614                   four  
615                   excuse me rabbit  
616                   what's the time?  
617                   (*((sound of a rabbit eating))*)  
618                   it's three o'clock.  
619                   thank you.  
620                   five  
621                   excuse me monkey  
622                   what's the time?  
623                   (*((monkey sound))*)  
624                   it's five o'clock.  
625                   thank you monkey.  
626                   six  
627                   excuse me cat  
628                   what's the time?  
629                   (*((miaowing))*)  
630                   it's eight o'clock.  
631                   thank you.  
632   Teacher:   (*((turns off the CD player))*)  
633                   do you need that one more time?  
634   Class:     no=  
635   Teacher:   =okay  
636                   what's the time  
637                   on the elephant's clock?  
638                   watch  
639                   it's a watch.  
640                   amelie  
641   Amelie:    neun o'clock.  
642   Teacher:   sorry?  
643                   can you say it again?  
644   Amelie:    nine o'clock.  
645   Teacher:   yes okay  
646                   [*((completes another clock drawing on the*  
647                    *board to visualize the time that the*  
648                    *animal has said))*]  
649                   [all together]  
650                   nine o'clock  
651   Class:     nine o'clock  
652   Teacher:   what's the time on the lion's watch?  
653                   mats  
654   Mats:       one o'clock.  
655   Teacher:   are you sure?  
656   Mats:       yes  
657   Teacher:   okay  
658                   [*((completes another clock drawing on the*  
659                    *board))*]  
660                   [all together]  
661                   one o'clock  
662   Class:     one o'clock  
663   Teacher:   okay



664                   what's the time  
 665                   is it a dog?  
 666   Class:        yes  
 667   Teacher:     oh yes it's a dog  
 668                   on the dog's watch?  
 669                   linda  
 670   Linda:       seven o'clock  
 671   Teacher:     are you sure?  
 672   Linda:       yes  
 673   Teacher:     yes?  
 674                   okay  
 675                   [[*((completes another clock drawing on the*  
 676                   *board))*]  
 677                   [it's seven o'clock.]  
 678   Class:        it's seven o'clock.  
 679   Teacher:     what's the time on the rabbit's watch?  
 680                   leon  
 681   Leon:        it's (--) three o'clock.  
 682   Teacher:     it's three o'clock.  
 683                   [[*((completes another clock drawing on the*  
 684                   *board))*]  
 685   Class:        [it's three o'clock.]  
 686   Teacher:     what's the time on the monkey's watch?  
 687                   jonas  
 688   Jonas:        it's three o'clock.  
 689   Teacher:     on the monkey's watch?  
 690                   have a look  
 691                   on the monkey['s?]  
 692   Jonas:                   [it]'s five o'clock.  
 693   Teacher:     okay  
 694                   it's five o'clock.  
 695                   [[*((completes another clock drawing on the*  
 696                   *board))*]  
 697   Class:        [it's five o'clock.]  
 698   Teacher:     and the last one.  
 699                   what's the time on the cat's watch?  
 700                   ehm maria  
 701   Maria:        it's eight o'clock.  
 702   Teacher:     it's eight o'clock.  
 703                   [[*((completes another clock drawing on the*  
 704                   *board))*]  
 705   Class:        [it's eight o'clock.]  
 706   Teacher:     okay  
 707                   very good  
 708                   ehm please close your books.  
 709                   and  
 710                   i think we can (---) go on  
 711                   because you are very good.  
 712   Class:        (*(pupils mumble)*)  
 713                   können wir ein game spielen?  
 714   Teacher:     no it's not a game.

715 Class: oh:  
716 Teacher: simon in the last five minutes okay?  
717 Class: [yeah simon says]  
718 Teacher: [*((gets the big clock))*]  
719 [yes but in the last five minutes  
720 not now]  
721 okay  
722 [*((presents the big clock to the class))*]  
723 what's (-) the time?  
724 Pupil\_x: oh man das steht im buch drin.  
725 Teacher: yes but you have closed your books.  
726 valentine?  
727 Valentine:it's half past five?  
728 Teacher: it's half past four.  
729 Class: it's half past four.  
730 Teacher: <<f> it's half past four.>  
731 Class: <<f> it's half past four.>  
732 Teacher: <<high voice> it's half past four.>  
733 Class: <<high voice> it's half past four.>  
734 Teacher: [*((changes the time))*]  
735 [what's the time?]  
736 Class: (*some pupils complain about not being*  
737 *able to see the clock*)  
738 wir sehen nichts  
739 Teacher: oh sorry  
740 eh lucy?  
741 Lucy: it's half past se- pas- half past seven.  
742 Teacher: amelie?  
743 Amelie: it's half pa(st) six.  
744 Teacher: it's half past six.  
745 Class: it's half past six.  
746 Teacher: <<pp> it's half past six.>  
747 Class: <<pp> it's half past six.>  
748 Teacher: what's the time tim?  
749 Tim: (*does not answer*)  
750 Teacher: listen please  
751 it's half past six.  
752 Class: it's half past six.  
753 Teacher: <<high voice> it's half past six.>  
754 Class: <<high voice> it's half past six.>  
755 Teacher: [*((changes the time))*]  
756 [it's a little bit broken.]  
757 (*talks about the clock*)  
758 what's the time?  
759 ehm chris  
760 Chris: it's half past eight.  
761 Teacher: very good  
762 it's half past eight.  
763 Class: it's half past eight.  
764 Teacher: all the boys  
765 <<deep voice> it's half past eight.>

766 Boys: <<deep voice> it's half past eight.>  
 767 Teacher: and the girls  
 768 <<deep voice> it's half past eight.>  
 769 Girls: <<f> it's half past eight.>  
 770 Teacher: excellent  
 771 okay  
 772 ((changes the time))  
 773 sophie  
 774 Sophie: it's half past ten?  
 775 Teacher: very good  
 776 it's half past ten.  
 777 Class: it's half past ten.  
 778 Teacher: <<high voice> it's half past ten.>  
 779 Class: <<high voice> it's half past ten.>  
 780 Teacher: ((changes the time))  
 781 matt  
 782 Matt: it's half past two.  
 783 Teacher: excellent  
 784 it's half past two.  
 785 Class: it's half past two.  
 786 Teacher: [((presses her nose))]  
 787 [switch off]  
 788 was fällt euch auf bei den  
 789 ehm (--) deutschen zeiten  
 790 verglichen mit den englischen zeiten?  
 791 [habt ihr jetzt super hingekriegt.]  
 792 [((puts up her thumb))]  
 793 mia  
 794 Mia: ehm bei den ehm deutschen ist das immer  
 795 wenn ehm also das halbe ist davor.  
 796 so  
 797 Teacher: wir sagen  
 798 es ist halb (-) drei.  
 799 und auf (.) im englischen  
 800 wie ist es da?  
 801 Emma: das ist wie halb zehn.  
 802 Teacher: valentine?  
 803 Valentine: die sagen es ist eine halbe stunde  
 804 nach zwei.  
 805 Teacher: genau die sagen sozusagen  
 806 wo der zeiger nach ist.  
 807 es ist eine HALBE stunde nach zwei  
 808 sagen die engländer.  
 809 deswegen (kriegt) man da ein bisschen  
 810 einen tüdel.  
 811 habt ihr aber super hingekriegt.  
 812 okay  
 813 some more  
 814 two more minutes.  
 815 ((changes the time))  
 816 melvin

817 Melvin: it's half past eh five.  
818 Teacher: it's half past five.  
819 Class: it's half past five.  
820 Teacher: and now we are getting more difficult.  
821 (*changes the time and presents it to*  
822 *the class*)  
823 oh no  
824 tim?  
825 Tim: it's half past eight?  
826 Teacher: oh no  
827 it's not half past  
828 [half past is]  
829 [*((adjusts the hands of the clock*  
830 *so it shows half past))*]  
831 maria?  
832 Maria: it's quarter to seven.  
833 Teacher: it's not quarter  
834 [quarter to is]  
835 [*((adjusts the hands of the clock*  
836 *so it shows quarter to))*]  
837 that  
838 quarter to  
839 [*((adjusts the hands of the clock*  
840 *so that it shows quarter past again))*]  
841 emma?  
842 Emma: quarter for seven o'clock.  
843 Teacher: okay listen  
844 [*((sets the clock to half past seven))*]  
845 half PAST seven  
846 Class: half past  
847 Teacher: half past seven.  
848 Class: half past seven.  
849 Teacher: [*((sets the clock to quarter past seven))*]  
850 mia?  
851 Mia: (*shakes her head*)  
852 Teacher: melvin?  
853 Melvin: half seven?  
854 Teacher: no  
855 [half is here]  
856 [*((points at half past))*]  
857 but this  
858 mia?  
859 Mia: quarter past seven?  
860 Teacher: yeah  
861 <<f> it's quarter past seven.>  
862 Class: it's quarter past seven.  
863 Teacher: <<all> it's quarter past seven.>  
864 Class: <<all> it's quarter past seven.>  
865 Teacher: (*changes the time*)  
866 Pupil\_x: hä?  
867 Teacher: [*((takes a look at the clock and*

868 *adjusts the hands of the clock again))*  
 869 [sorry it's a little bit broken  
 870 this (--) clock.]  
 871 sorry  
 872 chris  
 873 Chris: no  
 874 Teacher: mila?  
 875 Mila: ehm  
 876 it's quarter past (--) ten.  
 877 Teacher: very good  
 878 it's quarter past ten.  
 879 Class: it's quarter past ten.  
 880 Teacher: <<pp> it's quarter past ten.>  
 881 Class: <<pp> it's quarter past ten.>  
 882 Teacher: <<pp> okay>  
 883 please put away your english  
 884 ehm activity book your folder  
 885 into your school bag  
 886 or into your file boxes  
 887 and stand up please.  
 888 Class: *((pupils put away their things*  
 889 *and scream in joy))*  
 890 yeah simon says  
 891 simon says  
 892 simon says  
 893 Marvin: hast du einen locher? *((to the teacher))*  
 894 Teacher: what's locher in english  
 895 mister <name>?  
 896 Researcher: ehm (--) a hole puncher.  
 897 Teacher: hole puncher?  
 898 Marvin: *((punches two holes in his worksheet*  
 899 *to put it in a file))*  
 900 Teacher: can i have  
 901 the hole puncher please? *((to Marvin))*  
 902 for the next time.  
 903 Class: *((most of the pupils have put away all*  
 904 *their things and wait for the game*  
 905 *to start))*  
 906 Teacher: psh:  
 907 toni and chris  
 908 okay  
 909 *((starts the game))*  
 910 simon says be quiet.  
 911 simon says clap your hands.  
 912 simon says touch your nose.  
 913 simon says bend your knees.  
 914 stamp your feet.  
 915 *((one pupil moves and is out of the game))*  
 916 okay  
 917 matt you watch the others okay?  
 918 simon says turn around.

919           simon says check your watch.  
920           simon says clap your hands.  
921           clap your hands.  
922           *((two pupils move and are out of the game))*  
923           simon says touch your ears.  
924           simon says bend your knees.  
925           simon says snap your fingers.  
926           simon says say hello to toni.  
927   Class:   hello toni  
928   Teacher: simon says shake your fingers.  
929           clap your hands.  
930           simon says shake your fingers.  
931           simon says clap your hands.  
932           touch your hair.  
933           *((one pupil moves and is out of the game))*  
934           simon says  
935           sh  
936           simon says turn around.  
937           simon says snap your fingers.  
938           snap your fingers.  
939           *((one pupil moves and is out of the game))*  
940           yes.  
941   Class:   *((pupils mumble))*  
942   Teacher: psh  
943           hey mats no t-  
944           stop talking please.  
945           ehm shake your fingers.  
946           touch your nose.  
947           *((one pupil moves and is out of the game))*  
948           clap your hands.  
949           simon says clap your hands.  
950           turn around.  
951           *((some pupils move and are out of the game))*  
952           okay maybe i can manage that.  
953           okay  
954           touch your ears.  
955           simon says clap your hands.  
956           bend your knees.  
957           simon says clap your hands.  
958           simon says turn around.  
959           simon says touch your nose.  
960           simon says <<len> say hello to amelie>  
961   Class:   hello amelie.  
962   Teacher: simon says say hello to matt.  
963   Class:   hello matt  
964   Teacher: say hello to leon.  
965   Class:   hello leon  
966           *((some pupils move and are out of the game))*  
967   Teacher: simon says bend your knees.  
968           simon says snap your fingers.  
969           simon says touch your toes.

970           simon says have a glass of milk.  
 971           check your watch.  
 972           very good.  
 973           simon says clap your hands.  
 974           stamp your feet.  
 975           *((one pupil moves and is out of the game))*  
 976           okay  
 977           one two three four five six seven eight  
 978           okay  
 979           ehm touch your nose.  
 980           simon says touch your nose.  
 981           simon says turn around.  
 982           simon says bend your knees.  
 983           simon says dance.  
 984           simon says stop dancing.  
 985           simon says be quiet.  
 986           simon says snap your fingers.  
 987           simon says snap your fingers.  
 988           simon says snap your fingers.  
 989           snap your fingers.  
 990   Class:    *((pupils mumble))*  
 991   Teacher:  psh  
 992           no that's okay.  
 993           simon says bend your knees.  
 994           turn around  
 995           *((one pupil turns around*  
 996               *and is out of the game))*  
 997           psh  
 998           simon says snap your fingers.  
 999           simon says turn around.  
 1000           oh simon says jump.  
 1001           simon says jump.  
 1002           simon says jump.  
 1003           jump  
 1004           snap your fingers.  
 1005           *((one pupil moves and is out of the game;*  
 1006               *pupils start to discuss about it))*  
 1007           then you have to sit down.  
 1008           sorry carl  
 1009           okay  
 1010           one two three  
 1011           psh  
 1012           check  
 1013           matt (--) stop talking.  
 1014           check your watch.  
 1015           simon says clap your hands.  
 1016           *((pupils complain))*  
 1017           no don't do that  
 1018           okay  
 1019           ehm clap your hands.  
 1020           no don't do that

1021               simon says bend your knees.  
1022               jump  
1023               simon says check your watch.  
1024               simon says touch your nose.  
1025               simon says touch your hair.  
1026               simon says turn around.  
1027               jump  
1028               ehm simon says be quiet.  
1029 Class:        (*(pupils mumble)*)  
1030 Teacher:      psh  
1031               ehm all ehm all the others  
1032               please be quiet.  
1033               ehm simon says say hello to the class.  
1034 Class:        hello class  
1035 Teacher:      simon says bend your knees.  
1036               check your watch.  
1037               oh no  
1038               turn around.  
1039               jump  
1040               touch your nose.  
1041               (*(one pupil moves and is out of the game)*)  
1042 Emma:         wer steht noch?  
1043 Teacher:      tim and you.  
1044               okay  
1045               touch your hair.  
1046               simon says jump.  
1047               simon says check your watch.  
1048               simon says snap your fingers.  
1049               simon says stamp your feet.  
1050               shake your fingers.  
1051               i give up.  
1052               ehm go outside and have a break.  
1053               (*(Emma, one of the last two pupils*  
1054               *standing, runs out for the break)*)  
1055 Class:        (*(pupils laugh and scream)*)  
1056               emma  
1057               (*(Tim wins the game)*)  
1058 Teacher:      okay  
1059               simon says go outside and have a break.





## **Background Information Sheet** **GS 1 4a 011013**

**School type:** primary school

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

**Date of recording:** 01.10.2013

**Length of recording:** 39:09 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.”
- “At \_\_\_\_ o’clock.”
- Quarter past, half past, quarter to
- Numbers: 1-12
- Activities: get up, have breakfast, go to school, go home, go to bed

### **Goals**

- The pupils can talk about their daily routine (*Tagesablauf*).
- The pupils can understand the time phrases and tell the time in combination with a specific activity they do.

### **Textbook**

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

### **Lesson overview**

- Warm-up chant: “It’s eight o’clock”  
It is sung in various pupil constellations.
- Small talk: Question and answers sequence – one pupil asks a question, the other answers. It starts with two pupils until everyone in the class is involved. In the end, the question cards are returned to the teacher.
- TPR activity I: Tell & show the time  
Each pupil has got a clock and has to set the time according to what the teacher announces. Points are given to the right side or left side tables if all pupils at these tables have set the time correctly.
- Vocabulary introduction and revision (with word cards)  
Activity phrases including time expressions are introduced and then repeated (“get up”, “have breakfast”, “go to school”, “go home”, “go to bed”, “at one/two/three ... o’clock”).
- TPR activity II: Tell & perform  
The teacher names an activity and pupils perform movements to pantomime the activity.
- Practice phase: The pupils utter one sentence about their daily routine, combining activity and time (“I get up at seven o’clock”, “I come home at one o’clock”).

- Worksheet: The pupils arrange the pictures on the sheet in the correct order and then write five sentences about their daily routine. The sheet is glued into their treasure books, which is a kind of English folder in which pupils collect all kinds of texts produced in class.

**Interesting observations**

- Affective side of games: There is a discussion about winning and bragging among some pupils at the end of the first TPR activity.
- Language production: Controlled practice of simple utterances which describe the daily routine of the pupils.
- Vocabulary introduction and repetition: Activity and time phrases
- A sequence conducted in German in which the task on the worksheet is explained.
- TPR activity to practice activities of the day.

**Use of media**

- CD with the chant: "It's eight o'clock"
- Realia: small red clocks, a big clock
- Blackboard (with chunks for language practice)
- Worksheet (to write simple sentences about one's daily routine)

**Personal notes**

001 Class: good morning misses <name>.  
002 Teacher: okay today [you need]  
003 Melissa: [und herr <name>]  
004 Teacher: yes  
005 Researcher: morning  
006 Class: ((pupils mumble))  
007 Teacher: today you need your treasure book  
008 [and]  
009 Pupil\_x: [hab ich]  
010 Teacher: a:nd (--) your pencil case  
011 Class: ((some pupils confirm the teacher's  
012 request))  
013 hab ich  
014 Teacher: and that's it.  
015 that's it.  
016 Pupil\_y: hab ich  
017 Teacher: and i need one two  
018 Class: ((most of the pupils are very noisy))  
019 Teacher: <<warning voice> tabea>  
020 and i need one to give out (---)  
021 the clocks  
022 Elias: ye:s  
023 Teacher: everyone gets one clock.  
024 who can do it?  
025 (---)  
026 who can do it?  
027 who can give out (-) the clocks?  
028 nelly?  
029 do you need help?  
030 [do you need help?]  
031 [((Nelly comes to the front))]  
032 [you need someone?]  
033 [((gives Nelly a box filled with clocks))]  
034 Nelly: [yes]  
035 ((starts handing out the clocks))  
036 Teacher: you can choose one okay? ((to Nelly))  
037 ((walks to the door))  
038 Oscar: und du gehst woanders hin? ((to the teacher))  
039 Teacher: hm?  
040 Nelly: zu zweit?  
041 Teacher: no  
042 one clock for everybody ((to Nelly))  
043 just one  
044 ((leaves the room))  
045 Nelly: ((continues distributing the clocks))  
046 Class: ((pupils mumble))  
047 ((00:57-01:32))  
048 Elias: hä braucht jeder eine uhr?  
049 ((takes one clock out of the box))  
050 Nelly: ((finishes distributing the clocks  
051 and returns to her seat))

052 ((01:36-02:53))  
 053 Anna: ((laughs and looks at the camera))  
 054 ich hab nichts gesagt.  
 055 ((02:59-03:32))  
 056 Teacher: ((enters the room again))  
 057 okay  
 058 please (--) put down the clocks.  
 059 put it on the table please.  
 060 thank you  
 061 and we start (x)  
 062 elias?  
 063 henry?  
 064 justin please put your clock down.  
 065 oscar (--) please put your clock down.  
 066 linus  
 067 <<p> okay>  
 068 we start  
 069 <<len> with a chant>  
 070 it's eight o'clock  
 071 it's eight o'clock  
 072 then we do the small talk  
 073 and then you learn a few new words  
 074 okay?  
 075 and we talk about your day.  
 076 okay stand up please.  
 077 [((turns on the CD player))]  
 078 Class: [((pupils stand up to perform along with  
 079 the CD))]  
 080 ((the teacher positions herself in front  
 081 of the class, holding a big clock to  
 082 set the time according to the chant))  
 083 it's eight o'clock  
 084 it's eight o'clock.  
 085 hurry up  
 086 hurry up  
 087 i'm coming.  
 088 it's quarter past eight.  
 089 it's quarter past eight.  
 090 hurry up  
 091 hurry up.  
 092 i'm coming.  
 093 it's half past eight  
 094 it's half past eight.  
 095 hurry up  
 096 hurry up.  
 097 i'm coming.  
 098 it's quarter to nine  
 099 it's quarter to nine.  
 100 hurry up  
 101 hurry up.  
 102 i'm coming.

103                   it's nine o'clock  
104                   it's nine o'clock.  
105                   goodbye john.  
106                   oh no she's gone.  
107 Teacher:       one more time (-) please.  
108 Oscar:         oh ja wieder mit dem auslassen.  
109 Teacher:       oh you want to do it  
110                   group one  
111                   group two?  
112 Class:          yes  
113 Teacher:       okay who wants to be group one?  
114                   *((some pupils raise their hands))*  
115                   oh that's not enough.  
116                   group one mum  
117                   the mum.  
118                   who wants to be the mum?  
119 Elias:          we are the mum.  
120 Oscar:          ehm hier  
121 Elias:          nee der tisch  
122 Pupil\_x:       hier der tisch  
123 Pupil\_y:       hier  
124                   *((several pupils say 'here'))*  
125 Teacher:       okay  
126                   raise your finger  
127                   if you want to be the mum.  
128                   it's eight o'clock  
129                   it's eight o'clock.  
130                   okay  
131                   one two three four five six seven eight  
132                   nine ten eleven twelve (--) thirteen.  
133                   *((points at the pupils while counting))*  
134                   and the others  
135                   you are john okay?  
136 Jakob:          yes  
137 Class:          [yes]  
138 Teacher:       [okay]  
139                   okay  
140                   are you ready?  
141                   okay  
142 Class:          yeah  
143 Teacher:       alright  
144                   *((turns on the CD player))*  
145                   *((positions herself in front of the class,*  
146                   *holding a big clock to set the time*  
147                   *according to the chant))*  
148 Group 1:       it's eight o'clock  
149                   it's eight o'clock.  
150                   hurry up  
151                   hurry up.  
152 Group 2:       i'm coming.  
153 Group 1:       it's quarter past eight

154 it's quarter past eight.  
 155 hurry up  
 156 hurry up.  
 157 Group 2: i'm coming.  
 158 Group 1: it's half past eight  
 159 it's half past eight.  
 160 hurry up  
 161 hurry up.  
 162 Group 2: i'm coming.  
 163 Group 1: it's quarter to nine  
 164 it's quarter to nine.  
 165 hurry up  
 166 hurry up.  
 167 Group 2: i'm coming.  
 168 Group 1: it's nine o'clock  
 169 it's nine o'clock.  
 170 goodbye john.  
 171 Group 2: oh no she's gone.  
 172 Teacher: very good.  
 173 ((turns off the CD player))  
 174 Jakob: matt macht immer das  
 175 (wo) was er nicht soll.  
 176 Teacher: okay sit down (x).  
 177 now you can put down your clock please.  
 178 frank  
 179 put it down now.  
 180 <<p> okay>  
 181 ((starts the small talk))  
 182 ((07:06))  
 183 <<p> how are you?> ((to Sandra))  
 184 Sandra: i'm fine.  
 185 Teacher: <<pp> okay>  
 186 ((gives her a card))  
 187 <<p> what's your name?> ((to Henry))  
 188 Henry: henry  
 189 ((the teacher gives him a card))  
 190 Teacher: <<p> do you like spaghetti?> ((to Tim))  
 191 Tim: yes i do.  
 192 ((the teacher gives him a card))  
 193 Teacher: have you got a sister? ((to Elias))  
 194 Elias: yes i do.  
 195 Teacher: yes i?  
 196 Marta: have  
 197 Elias: have  
 198 Teacher: <<p> have okay>  
 199 ((gives him a card))  
 200 Elias: ((gets up from his chair))  
 201 Teacher: ((to Anna))  
 202 <<p> what's the weather like today?>  
 203 Anna: it's sunny and cloudy.  
 204 ((the teacher gives her a card))

205                    what's the weather? ((to Tabea))  
206    Tabea:        it's sunny.  
207                    ((takes the card from Anna))  
208                    what's the weather like? ((to Marta))  
209    Marta:        sunny  
210    Anna:        ((stands up to take a look out of the  
211                    window))  
212                    <<pp> and cloudy>  
213    Marta:        and cloudy  
214                    ((gets up to walk around in class  
215                    and ask someone else))  
216    Class:        ((pupils walk around in class  
217                    and ask each other questions))  
218    Antonia:      what's your name? ((to Melissa))  
219    Melissa:      my name is melissa.  
220                    ((Antonia gives her the card))  
221    Lea:           ((to Melissa))  
222                    what's your favourite colour?  
223                    ((08:48))  
224    Peter:        do you like a pizza? ((to the researcher))  
225    Researcher: yes i do.  
226    Matt:        who are you?  
227    Researcher: h- how are you?  
228    Matt:        ja  
229    Researcher: i'm fine  
230                    thank you.  
231    Matt:        jetzt frag mich zurück.  
232    Researcher: ehm do you like ehm spaghetti?  
233    Matt:        yes i like.  
234    Frank:        kannst du mich auch was fragen?  
235    Researcher: mhm  
236                    how are you?  
237    Frank:        i'm frank  
238                    äh i' [m]  
239    Researcher:    [no]  
240                    HOW are you?  
241    Frank:        it's nine  
242    Researcher: you're fine?  
243    Frank:        ((nods and walks off))  
244                    ((08:21-09:39))  
245    Jakob:        do you like pizza? ((to the researcher))  
246    Researcher: yes i do.  
247                    do you like ehm hotdogs.  
248    Jakob:        yes i do.  
249    Peter:        what's the telephone number?  
250    Researcher: my telephone number is  
251                    one four one nine one three  
252                    seven two four one six.  
253    Peter:        ah  
254                    ((walks off))  
255    Researcher: what is your telephone number?



256 ((to Anna))  
 257 Anna: ehm  
 258 one five one six three nine  
 259 two four one four one  
 260 ((turns around))  
 261 ((10:15-10:40))  
 262 Teacher: ((rings a bell))  
 263 Class: ((pupils who have a card come to the  
 264 front to give it back to the teacher))  
 265 Elias: how old are you? ((to the researcher))  
 266 Researcher: i'm thirty-five.  
 267 (6.0)  
 268 how old are you? ((to Anna))  
 269 Anna: i'm nine (--) years old.  
 270 how old are you? ((to Tabea))  
 271 Tabea: nine  
 272 ((walks off))  
 273 Marta: how are you? ((to the teacher))  
 274 Teacher: i'm fine  
 275 thank you.  
 276 ((collects the card))  
 277 Marta: ehm have you got a sister?  
 278 Teacher: yes i have.  
 279 ((collects the card))  
 280 Tabea: how old are you? ((to the teacher))  
 281 Teacher: i'm thirty-five.  
 282 ((collects the card))  
 283 Justin: what's your  
 284 telephone number? ((to the teacher))  
 285 Teacher: one one one five nine four  
 286 seven one four one five.  
 287 ((collects the card))  
 288 Frank: do you like fish? ((to the teacher))  
 289 Teacher: yes i do.  
 290 ((collects the card))  
 291 Frank: do you like spaghetti? ((to the teacher))  
 292 Teacher: yes i do.  
 293 ((collects the card))  
 294 Frank: what's your favourite name?  
 295 ((to the teacher))  
 296 Teacher: oh i haven't got a favourite name.  
 297 ((collects the card))  
 298 Frank: have you got a brother? ((to the teacher))  
 299 Teacher: no i haven't.  
 300 ((collects the card))  
 301 Frank: what is your name? ((to the teacher))  
 302 Teacher: ((laughs))  
 303 i'm misses <name>.  
 304 ((collects the card))  
 305 Frank: ho- how ehm a- are you?  
 306 Teacher: how are you?

307 Frank: ((nods))  
308 Teacher: i'm fine  
309 thank you.  
310 ((collects the card))  
311 Frank: ((sits down on his seat))  
312 Teacher: okay  
313 Class: ((pupils mumble))  
314 Teacher: one two three  
315 look at me.  
316 Class: one two  
317 look at you.  
318 Teacher: okay  
319 you've got your clock  
320 and i tell  
321 i tell you a time  
322 and you (--) show it (-) at your clock.  
323 okay?  
324 it's:: nine o'clock.  
325 and then hold it (--) that i can see it.  
326 it's nine o'clock.  
327 it's nine o'clock.  
328 Class: ((the pupils quickly set their clocks  
329 and show them to the teacher))  
330 Teacher: okay one point for this table.  
331 ((points at the table who finished first))  
332 Oscar: (ich war aber der erste)  
333 Teacher: no  
334 you know  
335 i look for all the clocks.  
336 Oscar: bo:h  
337 ich war aber der erste.  
338 Teacher: yes i know Oscar  
339 but i look for  
340 it's half past ten.  
341 Jakob: half past ten.  
342 Oscar: uh:  
343 ((lifts up his clock))  
344 Teacher: <<len> half past ten.>  
345 Tabea: los melissa.  
346 Elias: anna du hast das auch.  
347 Anna: nein hab ich nicht.  
348 ((checks the time on her clock))  
349 Teacher: <<len> half past ten>  
350 Elias: half past ten  
351 Lea: ja:  
352 zeig mal  
353 Elias: ((shows his clock to Lea))  
354 Teacher: okay one point.  
355 ((points at the table who finished first))  
356 henry have a look  
357 what's the time on your clock?

358 it's  
 359 Henry: achso  
 360 ((checks the time on his clock  
 361 and adjusts it))  
 362 Teacher: okay  
 363 okay next time.  
 364 it's twelve o'clock.  
 365 Class: ((pupils quickly set their clocks to twelve  
 366 and show them to the teacher))  
 367 Teacher: one point for every table.  
 368 ((some pupils protest loudly))  
 369 Oscar: zwei zu eins.  
 370 Teacher: <<len> it's quarter past four.>  
 371 <<len> quarter past four.>  
 372 Paul: dupdidupdidupdup.  
 373 ((holds up his clock))  
 374 Teacher: psht  
 375 Justin: <<p> anna?>  
 376 ((shows his clock to Anna))  
 377 Henry: nein viertel nach  
 378 Justin: ((adjusts the time on his clock))  
 379 Jakob: wir waren schneller  
 380 hä wir sind doch alle fertig  
 381 Teacher: yes i have to=  
 382 =i have to check.  
 383 okay?  
 384 so it's one point for this table.  
 385 ((points at the tables on the wall side))  
 386 ((the pupils at those tables cheer))  
 387 Oscar: drei zu zwei.  
 388 Teacher: yes it's good marta.  
 389 it's right.  
 390 <<len> it's: quarter to six.>  
 391 Oscar: quarter to si:x  
 392 Paul: dupdupdup  
 393 ((holds up his clock))  
 394 Teacher: sh:  
 395 Tabea: los marta los.  
 396 Jakob: nelly  
 397 Teacher: it's quarter TO six.  
 398 so it's one point here.  
 399 ((points at the group table on the  
 400 window side))  
 401 Anna: yeah  
 402 Oscar: drei drei  
 403 Teacher: eh Oscar  
 404 <<len> i:t's (---) quarter past eight>  
 405 Anna: quarter past eight.  
 406 ((turns her clock and holds it up))  
 407 Henry: eight ((to Justin))  
 408 Jakob: lina lina

409                   ja  
410 Teacher: no  
411                   one point here and here.  
412                   (*(points at two tables)*)  
413 Tim: hä?  
414                   die waren erster.  
415 Jakob: tabea dreht noch.  
416 Teacher: o:h sorry  
417                   i didn't see that.  
418 Anna: oh nein  
419 Teacher: quarter past eight.  
420                   yes correct  
421                   very good (*(to Tabea)*)  
422                   one point here.  
423                   (*(points at the group table on the*  
424                   *wall side)*)  
425 Oscar: vier zu drei  
426 Teacher: sh:  
427                   next time  
428                   it's  
429                   it's not  
430                   is it not working the clock?  
431                   is it not working tabea?  
432 Tabea: nein  
433                   der geht nur hier nicht zu drehen.  
434 Teacher: okay  
435                   that's not good.  
436                   (*(swaps clocks with Tabea)*)  
437                   is it better?  
438 Tabea: ja  
439 Teacher: yes okay  
440                   ehm it's: (---) half past nine.  
441 Anna: halb zehn  
442                   (*(holds up her clock)*)  
443 Teacher: half past nine  
444                   paul?  
445                   it's half past nine.  
446 Paul: achso.  
447                   (*(adjusts the time on his clock)*)  
448 Teacher: now it's correct.  
449 Jakob: komm sandra  
450 Frank: sandra ist richtig  
451                   los  
452 Teacher: let me see  
453                   here it's correct.  
454                   (*(points at the window side)*)  
455                   but here  
456                   (*(points at the wall side)*)  
457                   it was half past eight.  
458                   so one point here.  
459                   (*(points at the window side)*)

460 Jakob: hä?  
461 aber paul hatte doch auch falsch.  
462 Teacher: yes but  
463 but lina had half past eight  
464 and he corrected it.  
465 (---)  
466 last time  
467 the last time  
468 it's (--) ten minutes past eleven.  
469 uh:  
470 ten minutes past eleven.  
471 Paul: dupdidup  
472 Elias: guck so so  
473 ((shows the clock to his neighbours))  
474 Teacher: ten minutes PAST eleven.  
475 Linus: zehn minuten nach elf.  
476 Teacher: past  
477 past eleven matt.  
478 Justin: was ist past?  
479 Elias: so  
480 Anna: nein so  
481 zehn minuten nach elf.  
482 Elias: so:  
483 so:  
484 Melissa: zehn minuten nach eleven.  
485 Jakob: ja ja  
486 Teacher: ten past  
487 Jakob: wir sind fertig.  
488 Anna: ist richtig  
489 Jakob: lina oh lina  
490 Elias: lea  
491 das ist falsch.  
492 Teacher: no show me  
493 Jakob: lina zehn nach elf.  
494 Teacher: oh no  
495 the blue one is for the minutes.  
496 Oscar: [ja]  
497 Teacher: [and the] other one is for the hours.  
498 Oscar: wir sind fertig misses <name>  
499 Teacher: yes  
500 the blue one is the minutes and the  
501 it was fine  
502 yes but past eleven not past twelve.  
503 past eleven  
504 Jakob: wir sind schon fertig.  
505 Teacher: yes i know.  
506 Paul: wie viel es steht?  
507 Oscar: fünf vier für uns.  
508 Jakob: wir haben glaub ich jetzt gewonnen.  
509 Teacher: yes  
510 one point for you.

511                    (*((points to the wall side tables))*)  
512 Linus:        yes  
513 Teacher:     please put away the clocks.  
514                    on the table please.  
515 Paul:         wie viel steht es oscar?  
516 Oscar:        wir haben fünf vier gewonnen.  
517 Anna:         na und?  
518                    wirklich kein grund so anzugeben.  
519 Teacher:     no that's fine.  
520 Anna:         ihr angeber.  
521                    angeber angeber.  
522 Matt:         anna du kannst doch nur nicht verlieren  
523                    ne?  
524 Teacher:     no that's okay.  
525                    it's just a game.  
526 Oscar:        das ist angeben?  
527                    was verstehst du von angeben? (*((to Tim))*)  
528 Sandra:      tim was ist jetzt los?  
529 Tim:          nichts  
530 Class:        (*((pupils put their clocks back in the*  
531                    *plastic bags and discuss further about*  
532                    *showing off))*)  
533 Teacher:     (*((turns on the light))*)  
534                    please put your clock down.  
535                    (*((holds up a card saying 'get up'))*)  
536 Anna:         and get up.  
537 Class:        (*((pupils get up))*)  
538 Teacher:     <<all> oh no (-) no no>  
539                    (*((laughs))*)  
540                    sorry  
541                    you can sit down.  
542                    can you (.) can you read it?  
543                    (*((points at the card in her hand))*)  
544                    matt?  
545 Matt:         get up  
546 Teacher:     get up  
547                    (*((points at her right ear))*)  
548 Class:        get up  
549 Teacher:     <<sleepy voice> get up>  
550                    (*((stretches her arms))*)  
551 Class:        <<sleepy voice> get up>  
552                    (*((pupils stretch their arms))*)  
553 Teacher:     [i: get up] at quarter past six.  
554                    [*((points at herself))*]  
555 Elias:        was?  
556 Teacher:     [when] do you get up? (*((to the class))*)  
557 Anna:         [achso]  
558 Teacher:     i  
559                    (*((points at herself))*)  
560                    get up  
561                    (*((stretches her arms))*)

562 at quarter past six.  
 563 when do you get up?  
 564 ((points at the class))  
 565 elias when do you get up?  
 566 Elias: seven o'clock  
 567 Teacher: oh can you say i get up?  
 568 Elias: i get up seven o'clock.  
 569 Teacher: AT seven o'clock  
 570 Elias: at seven o'clock  
 571 Teacher: all together  
 572 i get up  
 573 Class: i get up  
 574 Teacher: i get up  
 575 Class: i get up  
 576 Teacher: at seven o'clock  
 577 Class: at seven o'clock  
 578 Teacher: ((goes to the board and writes down  
 579 'i' and 'at',  
 580 leaving a blank space in between))  
 581 ((pins the card saying 'get up' in  
 582 between))  
 583 ((turns to the class again))  
 584 i get up at seven o'clock.  
 585 Class: i get up at seven o'clock.  
 586 Teacher: when do you get up paul?  
 587 Paul: i get up eh: [half] past eh  
 588 Teacher: [at]  
 589 at  
 590 Paul: i get up eh:  
 591 Teacher: at  
 592 Paul: i get up eh: at  
 593 Teacher: sh:  
 594 luke be quiet please.  
 595 Paul: quarter past s- six.  
 596 Teacher: okay  
 597 very good  
 598 when do you get up matt?  
 599 Matt: i get u:p  
 600 halb  
 601 halb past six.  
 602 Elias: half  
 603 Paul: half  
 604 Teacher: <<pp> excellent okay>  
 605 all together.  
 606 get up  
 607 Class: get up  
 608 Teacher: get up  
 609 ((stretches her arms))  
 610 Class: get up  
 611 ((pupils stretch their arms))  
 612 Justin: das is gut

613 Teacher: who can read this?  
614 ((holds up a card saying 'have breakfast'))  
615 Class: ((some pupils raise their hands))  
616 Teacher: who can read it?  
617 antonia  
618 Antonia: have breakfast  
619 Teacher: have breakfast  
620 ((pins the card to the board))  
621 Pupil\_x: breakfast  
622 Class: have breakfast  
623 Teacher: <<all> have breakfast>  
624 Class: <<all> have breakfast>  
625 Teacher: what is have breakfast in german?  
626 marta  
627 Marta: ehm frühstück  
628 Teacher: very good  
629 [i] have breakfast at half past six.  
630 [(points at herself)]  
631 Oscar: eh  
632 Anna: was?  
633 Melissa: um halb sechs?  
634 Teacher: i have breakfast at half past six.  
635 Frank: (halb) fünf.  
636 Jakob: halb sieben.  
637 Teacher: when do you have breakfast?  
638 ((gestures eating))  
639 frank  
640 Frank: at half past six.  
641 Teacher: at half past six?  
642 you too?  
643 Frank: hm ich meine  
644 ehm  
645 half past eh [(1.0)] seven.  
646 Jakob: [seven]  
647 Teacher: okay  
648 when do you have breakfast nelly?  
649 Nelly: (it's a) ah  
650 Teacher: at  
651 Nelly: seven o'clock  
652 Jakob: nein halb sieben  
653 Teacher: seven o'clock  
654 Jakob: halb sieben  
655 halb acht fährt der bus.  
656 Teacher: jakob  
657 marta  
658 LUKE  
659 Teacher: have breakfast  
660 Class: have breakfast  
661 Teacher: have breakfast  
662 Class: have breakfast  
663 Teacher: ((holds up a card saying 'go to school'))



664                   who can read it?  
 665                   jakob  
 666   Jakob:          go to school  
 667   Teacher:       ((pins the card to the board))  
 668                   go to school  
 669                   ((walking gesture))  
 670   Class:          go to school  
 671   Teacher:       <<all> go to school>  
 672   Class:          <<all> go to school>  
 673   Teacher:       i go to school at seven o'clock.  
 674                   when do you go to school?  
 675                   elias  
 676   Elias:          ehm half past (---) seven  
 677   Pupils:         [ich auch]  
 678   Teacher:       [good]  
 679                   when do you go to school peter?  
 680   Peter:          hm: (---) quarter to eight  
 681   Teacher:       mhm  
 682                   very good  
 683                   paul when do you go to school?  
 684   Paul:           eh:m  
 685                   i go to school at eh twen- eh:  
 686                   quarter twenty ehm past seven  
 687   Teacher:       okay  
 688                   twenty minutes past seven  
 689                   or quar- quarter past seven?  
 690   Paul:           zwanzig minuten nach  
 691   Teacher:       oh so twenty minutes  
 692                   past seven  
 693                   can you say it?  
 694   Paul:           twenty minutes past (seven)  
 695   Teacher:       very good  
 696                   okay  
 697                   all together  
 698                   go to school  
 699   Class:          go to school  
 700   Teacher:       get up  
 701                   ((stretches her arms))  
 702   Class:          get up  
 703                   ((pupils stretch their arms))  
 704   Teacher:       all together  
 705                   get up  
 706                   ((stretches her arms))  
 707   Class:          get up  
 708                   ((pupils stretch their arms))  
 709   Teacher:       have breakfast  
 710                   ((eating gesture))  
 711   Class:          have breakfast  
 712                   ((eating gesture))  
 713   Teacher:       go to school  
 714                   ((walking gesture))

715 Class: go to school  
716 ((*walking gesture*))  
717 Teacher: ((*holds up a card saying 'go home'*))  
718 eh: melissa can you read it?  
719 Melissa: go home  
720 Teacher: yes  
721 you can raise your finger.  
722 go home  
723 ((*pins the card to the board*))  
724 Class: go home  
725 Teacher: i go home a:t (---) three o'clock  
726 sometimes four o'clock.  
727 when do you go home  
728 from school?  
729 ehmm antonia?  
730 Antonia: it's one o'clock.  
731 Teacher: [at]  
732 Antonia: [at] one o'clock  
733 Teacher: at one o'clock.  
734 okay  
735 when do you go home matt?  
736 Matt: at (--) five minute past one.  
737 Teacher: five minutes past one okay.  
738 when do you go home elias?  
739 Elias: ehmm on monday and fr-  
740 friday i get home at one o'clock  
741 and on tuesday [(2.0)]  
742 Anna: [wednesday and (thursday)]  
743 Elias: at two o'clock.  
744 Teacher: okay  
745 very good  
746 okay all together  
747 go home  
748 Class: go home  
749 Teacher: and i've got one more.  
750 Anna: go to bed  
751 Teacher: ((*holds up card saying 'go to bed'*))  
752 raise your finger please.  
753 sandra  
754 Sandra: nine o'clock  
755 Teacher: no can you read it first?  
756 ((*points at the card*))  
757 Sandra: go to bed  
758 Elias: neun uhr?  
759 Teacher: go to bed  
760 Class: go to bed  
761 Teacher: go to bed  
762 ((*sleeping gesture*))  
763 Class: go to bed  
764 ((*sleeping gesture*))  
765 Teacher: all together

766 get up  
 767 ((*stretches her arms*))  
 768 Class: get up  
 769 ((*pupils stretch their arms*))  
 770 Teacher: have breakfast  
 771 ((*eating gesture*))  
 772 Class: have breakfast  
 773 ((*eating gesture*))  
 774 Teacher: go to school  
 775 ((*walking gesture*))  
 776 Class: go to school  
 777 ((*walking gesture*))  
 778 Teacher: go home  
 779 ((*walking gesture*))  
 780 Class: go home  
 781 ((*walking gesture*))  
 782 Teacher: go to bed  
 783 ((*sleeping gesture*))  
 784 Class: go to bed  
 785 ((*sleeping gesture*))  
 786 Teacher: okay now you have to listen (---)  
 787 and pantomime.  
 788 okay?  
 789 Anna: pantomime  
 790 Teacher: here (---) is the school.  
 791 ((*pins a sign saying 'school' to the*  
 792 *window*))  
 793 maybe you can  
 794 here is home.  
 795 ((*puts a sign saying 'home' on the*  
 796 *shelf*))  
 797 Elias: eh: ich will da nicht wohnen.  
 798 Sandra: ((*laughs about the sign which fell over*))  
 799 Elias: ich will nicht in der kirche wohnen.  
 800 ((*refers to some pictures of churches*  
 801 *which hang above the shelf*))  
 802 Matt: ((*picks up the 'home' sign*  
 803 *and pins it to the shelf again*))  
 804 Frank: ((*tries to take the 'home' sign from*  
 805 *Matt*))  
 806 Teacher: oh that's fine matt.  
 807 you know  
 808 this is home.  
 809 ((*points to the right*))  
 810 this is school.  
 811 ((*points to the left*))  
 812 okay?  
 813 get up  
 814 ((*stretches her arms*))  
 815 Class: get up  
 816 ((*pupils stretch their arms*))

817 Teacher: have breakfast  
818 ((*eating gesture*))  
819 Class: have breakfast  
820 ((*eating gesture*))  
821 Teacher: go to school  
822 ((*points at the 'school' sign*  
823 *and makes a walking gesture*))  
824 Class: go to school  
825 ((*some pupils walk to the 'school' sign*))  
826 Teacher: go home  
827 ((*walking gesture*))  
828 Class: go home  
829 ((*some pupils walk to the 'home' sign*))  
830 Teacher: go to bed  
831 ((*sleeping gesture*))  
832 Class: go to bed  
833 ((*sleeping gesture*))  
834 Teacher: okay stand up please.  
835 Jakob: wir sollen nach vorne gehen.  
836 Teacher: no jakob can you go back to your seat  
837 please  
838 ma:tt  
839 jakob where is your seat?  
840 Elias: aber ich bin doch zuhause.  
841 Teacher: ha:ve  
842 oscar can you stand up please.  
843 ((*no reaction*))  
844 oscar can you stand up please.  
845 okay  
846 have breakfast  
847 Class: have  
848 Teacher: ((*shakes her head and waves her*  
849 *fingers to symbolize a 'no'*))  
850 ((*eating gesture*))  
851 Class: ((*eating gesture*))  
852 Teacher: get up  
853 Class: ((*pupils stretch their arms*))  
854 ((*the teacher joins in*))  
855 Teacher: have breakfast  
856 Class: ((*eating gesture*))  
857 ((*the teacher joins in*))  
858 Teacher: go to bed  
859 Class: ((*sleeping gesture*))  
860 ((*the teacher joins in*))  
861 Teacher: go to school  
862 Class: ((*pupils walk towards the 'school' sign*))  
863 Teacher: get up  
864 Class: ((*pupils stretch their arms*))  
865 ((*the teacher joins in*))  
866 Teacher: go to bed  
867 Class: ((*sleeping gesture*))

868 ((the teacher joins in))  
 869 Teacher: go home  
 870 Class: ((pupils walk towards the 'home' sign))  
 871 Teacher: have breakfast  
 872 Class: ((eating gesture))  
 873 ((the teacher joins in))  
 874 Teacher: get up  
 875 Class: ((pupils stretch their arms))  
 876 ((the teacher joins in))  
 877 Teacher: go to bed  
 878 Class: ((sleeping gesture))  
 879 Teacher: get up  
 880 Class: ((pupils stretch their arms))  
 881 Teacher: have breakfast  
 882 Class: ((eating gesture))  
 883 Teacher: go home  
 884 Class: ((pupils walk towards the 'home' sign))  
 885 Teacher: go to school  
 886 Class: ((pupils walk towards the 'school' sign))  
 887 Teacher: have breakfast  
 888 Class: ((eating gesture))  
 889 Teacher: get up  
 890 Class: ((pupils stretch their arms))  
 891 Teacher: sit down please  
 892 Class: ((pupils sit down))  
 893 Teacher: ((writes down 'i' in front of and  
 894 'at' behind every card on the board))  
 895 okay please (--) give me (-) one sentence  
 896 felix and matt  
 897 can you please stop it now.  
 898 ((Felix and Matt protest  
 899 and start explaining themselves))  
 900 i don't care really.  
 901 just STOP it now.  
 902 ((waits for the boys to calm down))  
 903 okay  
 904 everyone please give me one sentence.  
 905 i have breakfast at  
 906 i go home at  
 907 any sentence  
 908 sophie can you give me a sentence?  
 909 Sophie: i get up at (---) half past six.  
 910 Teacher: half past six  
 911 Sophie: half past six  
 912 Teacher: good  
 913 elias give me a sentence please  
 914 Elias: i have breakfast at one (x).  
 915 Teacher: mhm  
 916 very good.  
 917 justin (-) give me a sentence please.  
 918 give me a sentence please.

919 Anna: versteht du das nich?  
920 Justin: was? ((to Anna))  
921 Anna: du musst irgendwas davon nehmen  
922 was wie (-) i go to school.  
923 und dann die zeit sagen  
924 wann du es machst.  
925 Justin: ((gets up and walks to the front))  
926 Teacher: no sit down please.  
927 and give me a sentence.  
928 you say i go home at  
929 i go to bed at (---)  
930 Justin: i go to bed [äh]  
931 Anna: [at]  
932 Justin: seven o'clock  
933 Teacher: AT seven o'[clock]  
934 Justin: [at] seven o'clock  
935 Teacher: well done  
936 okay  
937 ehm lea  
938 Lea: i go to school at half past eight.  
939 Teacher: excellent  
940 tim  
941 Tim: i ge- i go home at twelve o'clock.  
942 Teacher: mhm  
943 good  
944 at twelve o'clock?  
945 i don't think so.  
946 okay paul  
947 Paul: i get up (at) (---) quarter  
948 Matt: alter  
949 Teacher: matt stop it.  
950 quarter?  
951 ((writes 'quarter past' on the board))  
952 Paul: quarter past  
953 was hab ich jetzt noch mal gesagt?  
954 Teacher: i get up  
955 Paul: i get up (at) quarter past six.  
956 Teacher: good  
957 okay anna  
958 Anna: i go to bed at eight o'clock.  
959 Teacher: good  
960 sandra  
961 Sandra: i go home äh  
962 seven o'clock.  
963 Teacher: AT seven o'clock.  
964 Sandra: at seven o'clock.  
965 Teacher: i don't think so.  
966 matt  
967 Matt: i go to (the) bed at half past seven  
968 but Friday  
969 on ten o-

970 Teacher: ten?  
 971 Matt: ten o'clock.  
 972 Teacher: okay  
 973 matt have a look.  
 974 ((writes 'half' on the board))  
 975 Sandra: halb  
 976 Teacher: what is it?  
 977 ((points at the word 'half'))  
 978 in english  
 979 can you read it?  
 980 Matt: half  
 981 Teacher: excellent okay.  
 982 ehm  
 983 peter  
 984 Peter: i get up at (--) quarter to seven.  
 985 Teacher: okay  
 986 very good.  
 987 ((writes 'quarter to' on the board))  
 988 ehm marta.  
 989 Marta: i get up at halb past six.  
 990 Anna: half past six.  
 991 Marta: (at) half past six.  
 992 Teacher: good  
 993 okay sophie.  
 994 Sophie: i get hom-  
 995 i go home at one o'clock.  
 996 Teacher: good  
 997 jakob  
 998 Jakob: i get home at nine o'clock.  
 999 [((giggles))]  
 1000 Teacher: [((giggles))]  
 1001 lina  
 1002 Lina: i get home at (---) one o'clock.  
 1003 Teacher: good  
 1004 okay  
 1005 jakob  
 1006 Jakob: ehm i go bed at nine o'clock.  
 1007 Teacher: ((points at the card 'go to bed'))  
 1008 Jakob: i go to bed at  
 1009 yes  
 1010 nine o'clock.  
 1011 Teacher: okay  
 1012 very good.  
 1013 and one more  
 1014 henry  
 1015 Henry: i go home at  
 1016 one o'clock.  
 1017 Teacher: okay  
 1018 switch off  
 1019 eure aufgabe  
 1020 ((shows a worksheet))

1021                   ihr bekommt einen zettel.  
1022                   ihr müsst erst mal den tagesablauf  
1023                   in die richtige reihenfolge bringen.  
1024                   von eins bis fünf  
1025                   diese tragt ihr dann hier auch passend  
1026                   ein.  
1027                   das klebt ihr in euer treasure book  
1028                   and then  
1029 Matt:             das ist jetzt hausaufgabe?  
1030 Teacher:          no  
1031                   schreibt ihr fünf sätze  
1032                   zu eurem tagesablauf.  
1033                   und dieser tagesablauf  
1034                   soll kein lustiger sein.  
1035 Felix:            hausaufgabe?  
1036 Teacher:          sondern (-) der richtige tagesablauf.  
1037                   also nicht dass man aufsteht um zehn uhr  
1038                   und frühstückt um drei uhr nachmittags.  
1039                   ne?  
1040                   also euren richtigen tagesablauf.  
1041 Pupil\_x:          hausaufgabe?  
1042 Teacher:          nee ihr habt jetzt-  
1043                   ihr [habt jetzt]  
1044 Matt:             [ich hab] aber schon mal  
1045                   [um ein uhr gefrühstückt.]  
1046 Jakob:            [wird das hausaufgabe?]  
1047 Teacher:          das WIRD hausaufgabe.  
1048                   okay  
1049                   *((starts to distribute the worksheets))*  
1050 Jakob:            wir haben gerade keine auf.  
1051 Teacher:          i'm so sorry.  
1052 Jakob:            bis wann?  
1053                   bis wann?  
1054 Teacher:          nach den ferien.  
1055 Justin:            morgen kriegen wir aber  
1056                   keine hausaufgaben auf.  
1057 Frank:            oh ich hab bis jetzt aber  
1058                   gar keine hausaufgaben auf.  
1059 Tabea:            los schneller  
1060                   *((32:04))*  
1061 Class:            *((pupils pass the worksheets around*  
1062                   *and talk to each other))*  
1063 Oscar:            hey linus hier fehlt noch eins.  
1064 Matt:             *((comes over to Tabea))*  
1065                   ich hab keins.  
1066 Class:            *((pupils work on the task))*  
1067 Anna:             *((talks to herself*  
1068                   *while working on the task))*  
1069                   erst steh ich auf  
1070                   dann ehm  
1071                   *((writes down '1' next to the*



1072                   *corresponding picture*))  
 1073           dann frühstücke ich.  
 1074           ((writes a '2' next to the  
 1075           *corresponding picture*))  
 1076           zwei.  
 1077           dann gehe ich zur schule  
 1078           dann geh ich nach hause  
 1079           dann gehe ich ins bett.  
 1080           ((writes down '3', '4' and '5'  
 1081           *next to the corresponding pictures*))  
 1082           ins bett gehe ich um acht uhr.  
 1083           manchmal auch um neun.  
 1084           so wenns später wird.  
 1085           aufstehen tue ich um sieben uhr.  
 1086   Marta:           was soll ich denn da machen?  
 1087           ((to Melissa))  
 1088   Melissa:       half past eight  
 1089           (also halb)  
 1090           (xxx)  
 1091   Henry:          elias  
 1092           kannst du mir den anspitzer mal kurz  
 1093   Elias:          ja  
 1094   Henry:          ((gives the pencil sharpener to  
 1095                   Justin))  
 1096   Teacher:       ((walks around in class helping pupils))  
 1097   Class:          ((pupils work quietly on their  
 1098                   worksheets and whisper))  
 1099           ((35:17))  
 1100   Lina:          nicht so  
 1101           ausschneiden  
 1102   Teacher:       no no lina  
 1103           you just stick it into your treasure book  
 1104           and underneath you write the text.  
 1105   Oscar:          soll ich da jetzt hinschreiben  
 1106           wann ich zur schule gehe?  
 1107           also  
 1108   Teacher:       no go to school is fine  
 1109           when you go by bus.  
 1110   Jakob:          uh: ich hab eine frage.  
 1111           [ich habe eine] frage  
 1112   Teacher:       [when the bus is leaving]  
 1113           yes?  
 1114   Jakob:          ab wann geht das?  
 1115   Teacher:       what is (-) number one?  
 1116           number one is?  
 1117           get up  
 1118   Jakob:          [achso]  
 1119   Teacher:       [so you] have to write one.  
 1120   Jakob:          ich will das zuhause machen.  
 1121   Linus:          jetzt sollen wir das einfach nur  
 1122           aufkleben?

1123 Teacher: yes stick it into your treasure book  
1124 and write the text.  
1125 *[(points at the board)]*  
1126 *[i get up at hhmhmhmhm]*  
1127 Oscar: was soll man hier reinton?  
1128 Teacher: yeah you have to look  
1129 this is  
1130 *[(points at his worksheet)]*  
1131 number two is?  
1132 Oscar: *[(writes down number two)]*  
1133 Teacher: yes  
1134 correct  
1135 yes  
1136 Jakob: und ich gehe ins bett u:m  
1137 Frank: muss man das aufkleben?  
1138 so?  
1139 sollen wir das so aufkleben?  
1140 Oscar: und dann den text dazuschreiben.  
1141 Nelly: *[(checks her task with the teacher)]*  
1142 Teacher: yes and then the text underneath.  
1143 Nelly: okay  
1144 Teacher: sophie  
1145 very good.  
1146 you can write (-) for example seven.  
1147 Matt: lina du kannst dein lineal wiederhaben.  
1148 ich hab kleber für mich.  
1149 Frank: schade schokolade.  
1150 Lina: ich hab die klebe zweimal.  
1151 Jakob: nelly darf ich kurz das?  
1152 Nelly: was?  
1153 Jakob: kann ich kurz den klebe-?  
1154 Nelly: hier  
1155 *[(passes the glue stick to Jakob)]*  
1156 *[(37:54)]*  
1157 Teacher: switch off.  
1158 wer ist denn buskind  
1159 und bleibt nicht noch  
1160 in der sechsten stunde?  
1161 Paul: ich bin buskind.  
1162 Pupil\_x: hä?  
1163 sechste stunde?  
1164 Oscar: sechste?  
1165 Teacher: einige kinder sind ja in der sechsten  
1166 stunde  
1167 Marta: hä?  
1168 Teacher: noch bei mir und herrn <name>. *[(other*  
1169 Tabea & *teacher)]*  
1170 Tim: achso.  
1171 *[(both raise their hands)]*  
1172 Teacher: die buskinder müssen sich schon mal  
1173 langsam bereit machen.

1174 Antonia: ich hab gleich betreuung.  
1175 Teacher: okay.  
1176 (---)  
1177 die buskinder packen ruhig schon mal ein  
1178 damit sie pünktlich hier wegkommen.  
1179 Melissa: du gehst auch gleich. ((to Marta))  
1180 sie hat doch nur gesagt die buskinder  
1181 in der sechsten stunde.  
1182 ((the school bell rings))  
1183 ((38:49))  
1184 Teacher: goodbye everyone  
1185 Class: goodbye misses <name> and mister  
1186 Tim: und herr <name>

## **Background Information Sheet** **GS 1 4b 011013**

**School type:** primary school

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

**Date of recording:** 01.10.2013

**Length of recording:** 37:56 minutes

**Number of pupils in class:** 23

**Number of pupils present during the lesson:** 23

**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
- “It’s your turn.”

### **Goals**

- The pupils can tell the time in English correctly.
- The pupils can apply their knowledge of time expressions in English and use them in a board game.

### **Textbook**

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

### **Lesson overview**

- Classroom organization: Two pupils are still outside discussing an issue.
- Repetition: “What’s the time?”  
The teacher holds up a big clock and asks for the time.
- Chant: “It’s eight o’clock”  
The chant is spoken in different group constellations.
- Small talk: One pupil after the other asks his/her neighbour one question who then answers it. This activity is done until everyone in class has said something.
- Repetition: “What’s the time?”  
The activity is performed in a choir and by individual pupils.
- Board game: “What’s the time?”  
Several rounds are played in pairs. Each square in the space between start and finish shows a clock and the pupils have to tell the time on the square they are standing on.

### **Interesting observations**

- Classroom management at the start of the lesson
- Playing a language game
- Pronunciation practice: “th”
- Game instructions: The teacher explains how the game works.
- ‘No German’ rule when playing the game

**Use of media**

- Realia: a big red clock
- CD with the chant: "It's eight o'clock"
- Worksheet with a board game: "What's the time?" (including dice and tokens)
- Blackboard with the phrase "It's your turn." written on it

**Personal notes**

001 Teacher: okay where is leon?  
002 Pupil\_x: draußen  
003 und matt auch.  
004 Class: ((*pupils mumble*))  
005 Pupil\_x: die müssen was klären.  
006 irgendwas klären  
007 fußball  
008 Pupil\_y: football football football.  
009 Carl: als nächstes spielt man da ja auf dem feld  
010 american football.  
011 ((*laughs artificially*))  
012 Class: ((*pupils mumble*))  
013 Teacher: ehm nelly?  
014 where is your english stuff?  
015 where is your activity book?  
016 where is  
017 Class: ((*pupils mumble*))  
018 Teacher: nelly könntest du bitte  
019 jetzt mal bitte deinen tisch mal ein  
020 bisschen zackig aufräumen?  
021 flasche weg  
022 schere weg  
023 brotdose weg  
024 papier weg.  
025 (---)  
026 ihr habt FÜNF minuten zeit  
027 von der pause reinzukommen und zu kramen.  
028 FÜNF minuten.  
029 Pupil\_z: das reicht  
030 Teacher: das reicht  
031 ja  
032 so und das kommt in den müll.  
033 JETZT ((*to Nelly*))  
034 sonst liegt es nämlich nachher auch noch  
035 auf'm tisch.  
036 Nelly: ((*hurries to the bin*))  
037 Teacher: alright  
038 möchtes-  
039 ich hab schon guten morgen gesagt  
040 deswegen möchtest du  
041 guten morgen sagen? ((*to the researcher*))  
042 Researcher: good morning boys and girls.  
043 Class: good morning mister <name>.  
044 Teacher: [okay]  
045 [((*takes a big clock*))]  
046 we start with our chant.  
047 ((*presents the big clock to the class*))  
048 what's the time?  
049 Class: ((*some pupils raise their hands*))  
050 Teacher: what's the time?  
051 linda

052 Linda: it's eight o'clock.  
 053 Teacher: all together  
 054 it's eight o'clock.  
 055 Class: it's eight o'clock.  
 056 Teacher: ((*changes the time*))  
 057 what's the time?  
 058 emma  
 059 Emma: it's quarter past eight.  
 060 Teacher: all together.  
 061 Class: it's quarter past eight.  
 062 Teacher: ((*changes the time*))  
 063 what's the time?  
 064 vince  
 065 Vince: it's half past eight?  
 066 Teacher: all together  
 067 Class: it's half past eight.  
 068 Teacher: ((*changes the time*))  
 069 matt  
 070 Matt: it's quarter (--) past  
 071 nein  
 072 quarter to eight  
 073 (---)  
 074 nine  
 075 Teacher: once again  
 076 Matt: it's quarter to nine.  
 077 Teacher: it's quarter to nine.  
 078 Class: it's quarter to nine.  
 079 Teacher: ((*changes the time*))  
 080 and what's the time?  
 081 marvin  
 082 Marvin: it's nine o'clock.  
 083 Teacher: all together  
 084 Class: it's nine o'clock.  
 085 Teacher: okay  
 086 please stand up.  
 087 and we'll do the chant.  
 088 Class: ((*pupils stand up*))  
 089 Teacher: ((*turns on the CD player*))  
 090 CD: unit ten  
 091 three  
 092 CD, Teacher  
 093 Class: it's eight o'clock  
 094 it's eight o'clock.  
 095 hurry up  
 096 hurry up  
 097 i'm coming.  
 098 it's quarter past eight  
 099 it's quarter past eight.  
 100 hurry up  
 101 hurry up  
 102 i'm coming.

103 it's half past eight  
 104 it's half past eight.  
 105 hurry up  
 106 hurry up  
 107 i'm coming.  
 108 it's quarter to nine  
 109 it's quarter to nine.  
 110 hurry up  
 111 hurry up  
 112 i'm coming.  
 113 it's nine o'clock  
 114 it's nine o'clock.  
 115 goodbye john  
 116 oh no she is gone.  
 117 Class: *[[ (pupils are about to sit down) ]]*  
 118 Teacher: *[[ (turns off the CD player) ]]*  
 119 wait wait wait  
 120 we'll have a mum  
 121 okay?  
 122 *[[ (points at the left side of the class) ]]*  
 123 [you are (-) the mum.]  
 124 okay?  
 125 group one you are the mum.  
 126 and you're john.  
 127 *[[ (points at the right side of the class) ]]*  
 128 okay?  
 129 *[[ (turns on the CD player again) ]]*  
 130 CD &  
 131 Group 1: it's eight o'clock  
 132 it's eight o'clock.  
 133 hurry up  
 134 hurry up  
 135 Group 2: i'm coming.  
 136 Group 1: it's quarter past eight  
 137 it's quarter past eight.  
 138 hurry up  
 139 hurry up  
 140 Group 2: i'm coming.  
 141 Group 1: it's half past eight *((some pupils*  
 142 it's half past eight. say 'nine'))  
 143 hurry up  
 144 hurry up  
 145 Group 2: i'm coming.  
 146 Group 1: it's quarter to nine  
 147 it's quarter to nine.  
 148 hurry up  
 149 hurry up  
 150 Group 2: i'm coming.  
 151 Group 1: it's nine o'clock  
 152 it's nine o'clock.  
 153 *((some pupils say 'hurry up'))*



154 Teacher &  
 155 Group 1: goodbye john.  
 156 Group 2: oh no she is gone.  
 157 Teacher: ((turns off the CD player))  
 158 okay and now?  
 159 [you are the mum (--) and you are john.]  
 160 [((points at each group again to clarify the  
 161 swapping of roles for the second round))]  
 162 okay?  
 163 Class: ((pupils mumble))  
 164 Teacher: now it's the full playback version okay?  
 165 ((prepares the big clock to present the  
 166 times according to the chant))  
 167 Emma: is'n bisschen  
 168 äh kaputt  
 169 ((refers to the big clock))  
 170 Teacher: yes it's broken.  
 171 ((turns on the CD player))  
 172 Group 2: it's eight o'clock  
 173 it's eight o'clock.  
 174 hurry up  
 175 hurry up  
 176 Group 1: i'm coming.  
 177 Group 2: it's quarter past eight  
 178 ((some pupils say 'to eight'))  
 179 it's quarter past eight.  
 180 hurry up  
 181 hurry up  
 182 Group 1: i'm coming.  
 183 Group 2: it's half past eight  
 184 it's half past eight.  
 185 hurry up  
 186 hurry up  
 187 Group 1: i'm coming.  
 188 Group 2: it's quarter to nine  
 189 it's quarter to nine.  
 190 hurry up  
 191 hurry up  
 192 Group 1: i'm coming.  
 193 Group 2: it's nine o'clock  
 194 it's nine o'clock.  
 195 goodbye john  
 196 Group 1: oh no she is gone.  
 197 Teacher: okay  
 198 sit down please.  
 199 ((turns off the CD player))  
 200 Class: ((pupils sit down and mumble))  
 201 Teacher: okay  
 202 we'll start the small talk.  
 203 where can we start it?  
 204 Class: ((some pupils raise their hands))

205 Teacher: ehm matt?  
206 Matt: do you like spinach? ((to Mats))  
207 Mats: no i DO  
208 Teacher &  
209 Class: don't  
210 Mats: don't  
211 do you like pizza? ((to Leon))  
212 Leon: yes i don't.  
213 Mats: hä?  
214 Leon: yes i do  
215 ehm what's your telephone number?  
216 ((to Nora))  
217 Nora: <<p> my telephone number is (xxx)>  
218 what's the weather like today?  
219 ((to Linda))  
220 Linda: it's sunny.  
221 what's ehm  
222 what's  
223 was ist dein (favourite drink)? ((to Sophie))  
224 Sophie: ehm my favourite drink is water.  
225 ehm (---) ehm what's the time?  
226 ((to Mia))  
227 Mia: oh it's  
228 ((first looks at the classroom clock,  
229 then looks at the teacher))  
230 Teacher: eighteen minutes  
231 Mia: it's eighteen minutes  
232 ((looks at the clock and the teacher))  
233 past ten?  
234 Teacher: wow  
235 well done.  
236 Mia: ehm what's your favourite colour?  
237 ((to Amelie))  
238 Amelie: my favourite colour is turquoise  
239 blue and green.  
240 what's your favourite animal?  
241 ((to Jonas))  
242 (5.0)  
243 Jonas: ehm dog  
244 what's your telephone number?  
245 ((to Max))  
246 (6.0)  
247 Max: ehm  
248 ((looks at the teacher for help))  
249 (5.0)  
250 Teacher: <<pp> what's your telephone number?>  
251 you can say (i)  
252 Leon: no i don't  
253 i don't know.  
254 Teacher: yes good  
255 Jonas: o:h

256 Leon: what's your name? ((to Tim))  
 257 Tim: my name is tim.  
 258 how old are you? ((to Melvin))  
 259 Melvin: eh i'm (-) ten.  
 260 can i have your pencil? ((to Vince))  
 261 Vince: yes  
 262 here you are.  
 263 ((gives Melvin a pencil))  
 264 Melvin: thank you.  
 265 Vince: no  
 266 give it back.  
 267 Melvin: no  
 268 Vince: [((laughs and turns around  
 269 to ask the next pupil))]  
 270 Teacher: [well done]  
 271 Vince: what's your favourite food?  
 272 ((to Chris))  
 273 Chris: my favourite food is piz- pizza  
 274 ehm what's the weather like today?  
 275 ((to Lucy))  
 276 Lucy: ehm  
 277 it's sunny  
 278 ja  
 279 it's sunny  
 280 what's your telephone number?  
 281 ((to Emma))  
 282 Emma: my telephone number is one one one  
 283 eight three nine (xxx).  
 284 where are you from? ((to Toni))  
 285 Toni: i('m) from germany.  
 286 what's your telephone number? ((to Carl))  
 287 Carl: my telephone number is six one seven  
 288 three.  
 289 ah  
 290 ((is about to ask his neighbour Matt))  
 291 Teacher: no i think you have to ask maria.  
 292 Carl: what's the time? ((to Maria))  
 293 Maria: it's (--) twenty minutes past ten.  
 294 Teacher: excellent  
 295 Maria: ehm (---) can i have your pen?  
 296 ((to Valentine))  
 297 Valentine:yes  
 298 here you are.  
 299 ((gives her pen to Maria))  
 300 Maria: thank you.  
 301 Valentine:give it back.  
 302 Maria: no  
 303 Valentine:give it back.  
 304 Teacher: <<p> matt (-) stop talking.>  
 305 Valentine:where are you from? ((to Marvin))  
 306 Marvin: ehm germany

307 i'm germany  
308 Teacher: i'm?  
309 from  
310 Marvin: i'm from germany.  
311 Teacher: yes  
312 good  
313 Marvin: ehm what's the time? ((to Nelly))  
314 Nelly: ehm it's (x)  
315 Teacher: twenty  
316 Nelly: it's twenty minutes  
317 Teacher: <<p> past>  
318 Nelly: past  
319 ten?  
320 Teacher: yes  
321 good nelly  
322 Nelly: ehm can i have a pen? ((to Maria))  
323 Maria: no sorry  
324 ehm  
325 what's the weather like today?  
326 ((asks Matt who has started the small  
327 talk))  
328 Matt: it's sunny  
329 ehm (---)  
330 what's your telephone number?  
331 ((to the teacher))  
332 Teacher: oh my telephone number is  
333 nine one two one eight five six one.  
334 all together  
335 what's the weather like today?  
336 Class: what's the weather like today?  
337 Teacher: [weaTHer]  
338 [((points at her mouth to draw the pupils'  
339 attention to the 'th'))]  
340 Class: weather  
341 Teacher: okay  
342 ((presents the big clock to the class))  
343 what's the time?  
344 amelie  
345 Amelie: it's quarter past ten.  
346 Pupil\_x: nine  
347 Teacher: all together  
348 Class: it's quarter past ten.  
349 Teacher: <<f> louder>  
350 Class: <<f> it's quarter past ten.>  
351 Teacher: <<pp> silently>  
352 Class: <<pp> it's quarter past ten.>  
353 Teacher: funny  
354 Class: <<very high voice> it's quarter past ten.>  
355 Teacher: [((changes the time))]  
356 [what's the time?]  
357 <<pp> carl stop talking please.>

358                   ehm maria  
 359 Maria:       it's half past one.  
 360 Teacher:     all together  
 361 Class:       it's half past one.  
 362 Teacher:     <<f> louder>  
 363 Class:       <<f> it's half past one.>  
 364 Teacher:     <<all> quicker>  
 365 Class:       <<all> it's half past one.>  
 366 Teacher:     <<len> slowly>  
 367 Class:       <<len> it's half past one.>  
 368 Teacher:     [good]  
 369               [*((smiles))*]  
 370               (*changes the time*)  
 371               melvin  
 372 Melvin:       it's two o'clock.  
 373 Teacher:     all together.  
 374 Class:       it's two o'clock.  
 375 Teacher:     leon  
 376               what's the time?  
 377 Leon:        it's two o'clock.  
 378 Teacher:     <<f> louder>  
 379 Class:       <<f> it's two o'clock.>  
 380 Teacher:     okay  
 381               [*((changes the time))*]  
 382               [what's the time?]  
 383               it's my favourite time.  
 384               ehm (---) nora  
 385 Nora:        it's quarter to two.  
 386 Teacher:     it's quarter to two.  
 387 Class:       it's quarter to two.  
 388 Teacher:     <<f> louder>  
 389 Class:       <<ff> it's quarter to two.>  
 390 Teacher:     <<all> quicker>  
 391 Class:       <<all> it's quarter to two.>  
 392 Teacher:     <<pp> silently>  
 393 Class:       <<pp> it's quarter to two.>  
 394 Teacher:     (*changes the time*)  
 395               jonas  
 396               what's the time?  
 397 Jonas:       ehm  
 398               (5.0)  
 399 Teacher:     who can help jonas?  
 400               marvin  
 401 Marvin:        it's half past three.  
 402 Teacher:     it's half past three.  
 403 Class:       it's half past three.  
 404 Teacher:     <<all> it's half past three.>  
 405 Class:       <<all> it's half past three.>  
 406 Teacher:     okay  
 407               now we want to play a game.  
 408 Class:       [*((pupils mumble))*]

409 Teacher: [*((prepares the game))*]  
410 *((turns on the overhead projector))*  
411 emma stop it please.  
412 *((the overhead projector shows a slide*  
413 *with a board game on it;*  
414 *it has a start and a finish;*  
415 *the single squares in between have*  
416 *the shape of clocks with different*  
417 *times on them))*  
418 we've got  
419 (4.0)  
420 leon  
421 please put away your pen and your felt tip.  
422 we've got a start here.  
423 *((points at the starting point))*  
424 and we've got (--) a finish in the end.  
425 *((points at the finishing point))*  
426 okay?  
427 alright  
428 and you need (---) a dice.  
429 and you need (---)  
430 for you and your partner  
431 (3.0)  
432 two of these.  
433 *((shows two tokens to the class))*  
434 okay?  
435 Class: *((pupils mumble))*  
436 Teacher: okay and then (-) i throw the dice.  
437 *((throws the dice on one of the tables*  
438 *in the front row))*  
439 what is it lucy?  
440 Lucy: three  
441 Teacher: okay  
442 all together  
443 *((wants the class to count the steps*  
444 *with her))*  
445 [one]  
446 Class: [three]  
447 Teacher: [*((points at the board game))*]  
448 Class: [two three]  
449 Teacher: okay then  
450 lucy  
451 you have to say <<p> what's the time?>  
452 Lucy: what's the time?  
453 Teacher: and i have to answer.  
454 *((takes a look at the overhead slide))*  
455 it's half past two.  
456 it- is it correct?  
457 Class: yes  
458 no  
459 no:

460 no  
 461 Teacher: it's half past two.  
 462 Class: no:  
 463 Teacher: linda  
 464 Linda: it's half past one.  
 465 Teacher: okay  
 466 so it's NOT correct.  
 467 i have to go two back.  
 468 [one two]  
 469 [((moves her token two steps back))]  
 470 then it's lucy's turn.  
 471 Lucy: ((throws the dice))  
 472 Teacher: two  
 473 okay  
 474 i do it for you okay?  
 475 [one two]  
 476 [((moves one of the tokens two steps  
 477 forward on the board game))]  
 478 and i ask lucy what's the time?  
 479 oh oh sorry  
 480 ((forgot to move the token  
 481 on the board game))  
 482 Class: ((pupils laugh))  
 483 Lucy: it's (-) twelve o'clock.  
 484 ((refers to the clock on the board game  
 485 shown on the overhead projector))  
 486 nein  
 487 Teacher: it's?  
 488 Lucy: it's quarter past (--) one.  
 489 Teacher: is it correct?  
 490 quarter past one?  
 491 Class: no  
 492 Teacher: valentine?  
 493 Valentine: it's quarter past twelve.  
 494 Teacher: so lucy has to go (-) two back.  
 495 [one two]  
 496 [((moves the token for her))]  
 497 Class: ((pupils laugh and mumble))  
 498 Teacher: sorry lucy  
 499 now it's my turn.  
 500 ((throws the dice))  
 501 [one two three]  
 502 [((moves her token three steps forward))]  
 503 you have to ask me.  
 504 ((points at Lucy))  
 505 Lucy: what's the time?  
 506 Teacher: it's nine o'clock.  
 507 Lucy: yes  
 508 Teacher: is it correct?  
 509 Class: ((some pupils applaud))  
 510 Teacher: so if it's correct

511 [i can go (-) one forward.]  
512 [((moves her token one step forward))]  
513 one forward  
514 if it's not correct  
515 you have to go two back.  
516 okay?  
517 when you are here  
518 sht  
519 in front of the finish  
520 and i throw the dice  
521 and i've got a six.  
522 i can go to the finish  
523 and then lucy can choose a time.  
524 oh i have to get  
525 ((walks to the back of the classroom))  
526 ((gets a box full of clocks and comes back))  
527 ((presents one of these clocks to the class))  
528 [and lucy can give me a time she wants]  
529 [((passes the clock to Lucy))]  
530 okay?  
531 for the last question in the finish.  
532 Lucy: ((sets a time and shows the clock  
533 to the teacher))  
534 Teacher: it's sixteen minutes to two.  
535 Lucy: no  
536 Teacher: ((takes the clock and shows it  
537 to the rest of the class))  
538 Class: no  
539 Pupil\_x: hä?  
540 doch oder?  
541 Teacher: ((nods))  
542 or you mean that?  
543 ((adjusts the time and shows the clock  
544 to Lucy))  
545 that?  
546 Lucy: ((nods))  
547 Teacher: this time?  
548 oh it's quarter to two.  
549 Lucy: ((nods))  
550 Teacher: if it's correct  
551 i'm the winner.  
552 if it's not correct  
553 i have to go (-) two back.  
554 Class: ((pupils laugh and mumble))  
555 Teacher: okay  
556 if you and your partner  
557 you think it's okay (-) to do that  
558 have a look.  
559 ((sets a time and shows it to the class))  
560 you and your partner  
561 you say okay



562 it's okay to do that  
 563 you can do it.  
 564 you can say okay it's ten past twelve.  
 565 if you don't want to do it  
 566 you just do it  
 567 with quarter past  
 568 half past  
 569 quarter to.  
 570 okay?  
 571 you (-) talk to your partner.  
 572 Class: ((pupils mumble))  
 573 Pupils: können wir das woanders machen?  
 574 Teacher: oh yes you can do it.  
 575 alright  
 576 we are (---) playing with the: ([[ðɪ:]])  
 577 three o'clock partner please.  
 578 Class: nein  
 579 no:  
 580 ((some pupils complain about the  
 581 choice of their 'three o'clock' partner  
 582 for the game))  
 583 Teacher: sh:  
 584 ((18:18))  
 585 Class: ((pupils get together in pairs and find  
 586 themselves a table for the game))  
 587 ((some pupils still complain about  
 588 having to play the game with their  
 589 'three o'clock' partner))  
 590 Chris: oh nee ich hab maria.  
 591 Toni: ich hab sophie.  
 592 das ist auch nicht besser.  
 593 Teacher: ((ignores the complaints))  
 594 three o'clock partner.  
 595 Class: ((pupils mumble loudly and get together  
 596 in pairs))  
 597 Teacher: psh:t  
 598 ((starts to distribute the worksheets with  
 599 the board game to those pairs that are  
 600 ready to play))  
 601 ((21:31))  
 602 one two three  
 603 look at me.  
 604 Class: one two  
 605 look at you.  
 606 Teacher: okay  
 607 switch off  
 608 emma  
 609 matt  
 610 amelie  
 611 Class: ((some pupils keep mumbling; others play  
 612 the game or walk around in class))

613 Teacher: one two three  
614 look at me.  
615 Class: one two  
616 look at you.  
617 Teacher: everybody please look at me.  
618 okay  
619 *[(presses her nose)]*  
620 *[switch off]*  
621 <<len> ich möchte jetzt  
622 während des ganzen spieles  
623 nur englisch hören.>  
624 wenn ihr setzt  
625 sagt ihr nicht eins zwei drei  
626 ihr sagt one two three.  
627 wenn der partner dran ist  
628 was sagt man dann?  
629 wer weiß das schon?  
630 it's?  
631 valentine?  
632 Valentine: it's your turn.  
633 Teacher: it's your turn.  
634 i write it on the board  
635 okay?  
636 *[(writes 'it's your turn' on the board)]*  
637 okay  
638 *[switch on]*  
639 *[(presses her nose)]*  
640 everybody please just speak english.  
641 no german  
642 *[(22:25)]*  
643 Class: *[(pupils start playing the game)]*  
644 *[(camera focuses on one group)]*  
645 Marvin: *[(throws the dice)]*  
646 Amelie: five  
647 Marvin: eins  
648 Marvin: one  
649 Marvin &  
650 Amelie: [two three four five]  
651 *[(Marvin moves his token five steps*  
652 *forward)]]*  
653 Amelie: what's the time?  
654 Marvin: ehm (---) it's quarter to six.  
655 Amelie: no no  
656 Marvin: doch  
657 Amelie: no quarter past six.  
658 *[(moves Marvin's token two steps back)]*  
659 *[(throws the dice)]*  
660 one  
661 *[(moves her token one step forward)]*  
662 Marvin: what's the time?

664 Amelie: it's (-) five o'clock.  
 665 Marvin: wow  
 666 einen weiter.  
 667 ((throws the dice))  
 668 two:  
 669 [one two]  
 670 [((moves his token two steps forward))]  
 671 Amelie: what's the time?  
 672 Marvin: ehm  
 673 it's quarter past six.  
 674 Amelie: yes  
 675 [((moves Marvin's token one step forward))]  
 676 Marvin: [((screams in joy))]  
 677 ich bin weiter als du.  
 678 Amelie: one  
 679 Marvin: du hattest aber  
 680 du hattest nur leichte.  
 681 Amelie: ((throws the dice))  
 682 two  
 683 [one two]  
 684 [((moves her token two steps forward))]  
 685 Marvin: [oh man]  
 686 ((complains because Amelie's token is two  
 687 steps ahead now))  
 688 what's the time?  
 689 Amelie: it's eleven o'clock.  
 690 [((moves her token one step forward))]  
 691 Marvin: [oh das ist gemein.]  
 692 du bist gemein.  
 693 ((throws the dice))  
 694 ehm six  
 695 Marvin &  
 696 Amelie: [one two three four five six]  
 697 [((Marvin moves his token six steps  
 698 forward))]  
 699 Amelie: what's the time?  
 700 Marvin: it's half past eight.  
 701 Amelie: yes  
 702 [((moves Marvin's token one step forward))]  
 703 Marvin: [((cheers))]  
 704 Amelie: ((throws the dice))  
 705 four  
 706 [one two three four]  
 707 [((moves her token four steps forward))]  
 708 Marvin: what's the time?  
 709 Amelie: it's half past eight.  
 710 Marvin: ja  
 711  
 712 ((another pair playing the game))  
 713 Vince: what's the time?  
 714 Valentine: it's half past three.

715 Vince: eh:m  
716 it's correct.  
717 ((moves Valentine's token one step  
718 forward))  
719 Valentine:it's your turn.  
720 Vince: ((throws the dice))  
721 [one two three four]  
722 [((moves his token four steps forward))]  
723 Valentine:what's the time?  
724 Vince: it's three o'clock.  
725 Valentine:no  
726 Vince: stimmt  
727 oh man  
728 Valentine:((moves Vince's token two steps back))  
729 ((throws the dice))  
730 one two  
731 [((moves her token two steps forward))]  
732 Vince: what's the time?  
733 Valentine:it's half past four.  
734 Vince: yes  
735 Valentine:((moves her token one step forward))  
736 Vince: ((throws the dice))  
737 one two  
738 [((moves his token two steps forward))]  
739 Valentine:what's the time?  
740 Vince: it's quarter to-  
741 it's quarter past twelve?  
742 Valentine:yes  
743 ((moves Vince's token one step forward))  
744 ((throws the dice))  
745 one two three four  
746 [((moves her token four steps forward))]  
747 Vince: what's the time?  
748 Valentine:it's quarter past twelve.  
749 Vince: yes  
750 Valentine:((moves her token one step forward))  
751 Vince: ((throws the dice))  
752 ((moves his token to the finish))  
753 Valentine:((takes the clock to set a time that  
754 she wants to ask Vince))  
755 misses <name>?  
756 misses <name>?  
757 (4.0)  
758 misses <name>?  
759 misses <name>?  
760 ((stands up and walks to the teacher to  
761 ask her something about the game))  
762 ((26:40-27:46))  
763 ((comes back))  
764 ((sets a time and shows the clock to  
765 Vince))

766 Vince: it's twenty to four?  
 767 Valentine:yes  
 768 Vince: yeah  
 769 i'm the winner.  
 770 Valentine:noch mal?  
 771  
 772 ((28:13- 34:53))  
 773 Teacher: ((rings a bell))  
 774 Class: ((pupils do not pay attention;  
 775 some pupils continue playing the game;  
 776 others fool around))  
 777 Teacher: ((rings the bell again))  
 778 ((35:03))  
 779 Class: ((pupils still do not pay attention;  
 780 some pupils continue playing the game;  
 781 others fool around))  
 782 Teacher: eh marvin can you please stand up  
 783 one two three  
 784 look at me.  
 785 Class: one two  
 786 look at you.  
 787 ((only some pupils respond to the rhyme))  
 788 Teacher: please everybody give back (-) ehm  
 789 the clocks  
 790 in the plastic bags.  
 791 the dice  
 792 Class: ((some pupils stand up to return the  
 793 equipment of the game to the teacher))  
 794 Teacher: ((stands in front of the class after  
 795 having collected the equipment of the game,  
 796 waiting for the pupils to calm down))  
 797 sh::  
 798 Class: ((most of the pupils talk to each other  
 799 in a lively way, some do not sit at  
 800 their table))  
 801 Teacher: psh:  
 802 <<f> hey come on please be>  
 803 <<f> be quiet now>  
 804 there are two dices  
 805 oh  
 806 ((sees the dices that are still missing))  
 807 ehm matt?  
 808 can you give it back  
 809 [((Matt holds out his hand with  
 810 one of the missing dices))]  
 811 yes  
 812 [no (-) you have to wa:lk to the front.]  
 813 ((Matt stands up and walks to the front))  
 814 nelly?  
 815 Nelly: ((still has got one of the board games))  
 816 Teacher: please give it back ((to Nelly))

817                   and sophie please give it back and (---)  
818                   ((*the girls and some other pupils walk to*  
819                    *the front of the classroom to return*  
820                    *the equipment of the game*))  
821                   thank you  
822                   switch off  
823                   ((*end of recording*))



## Background Information Sheet

### GS 1 4b 121113

**School type:** primary school

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

**Date of recording:** 12.11.2013

**Length of recording:** 44:35 minutes

**Number of pupils in class:** 23

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

**Topic of the lesson:** Halloween

#### Topic vocabulary

- Halloween words: mouse, black cat, pumpkin, bat, wizard, witch, ghost, skeleton
- “Are you scared of \_\_\_\_?”
- “Yes, I am.” / “No, I’m not.” / “A little bit.”
- “<Pupil’s name> is (not) scared of \_\_\_\_.”

#### Goals

- The pupils can interview a partner and ask him/her what s/he is afraid of.
- The pupils can tell what their partners are afraid of.
- The pupils are able to recall the specific Halloween vocabulary (ghost, spider, witch, skeleton, etc.)

#### Textbook

Playway 4 (*Klett Verlag*, 2007), Unit 3: Halloween

#### Lesson overview

- Repetition of a Halloween song text line by line
- Song: “Are you afraid of...?”
- Small talk: One pupil after the other asks his/her neighbour a question, who then answers it. The activity is finished when everyone has said something.
- Repetition of Halloween vocabulary (8 words: “pumpkin”, “black cat”, “mouse”, “witch”, “skeleton”, “wizard”, “ghost” and “bat”)
- Vocabulary activity: Assign the word cards to the corresponding picture cards on the blackboard.
- Repetition of Halloween vocabulary with an emphasis on pronunciation and plural forms
- Task I: Pupils ask each other “Are you afraid of ...?”, using the Halloween words
- Practice of question (“Are you afraid of...?”) and answer (“Yes, I am.”, “No, I’m not.”, “A little bit.”) with the teaching technique of the ‘double circle’. Pupils form an inner and outer circle, facing each other.
- Task II: Interview a partner about what s/he is afraid of. Collect the answers in form of a symbol (smiley) on a worksheet.
- In-class activity: Pupils report what their partner(s) is/are afraid of. (“Pupil\_x is afraid of spiders, mice, skeletons, etc.”).
- Song: “Are you afraid of ...?”
- Final game: “Simon says”



**Interesting observations**

- Giving task instructions
- Vocabulary practice (including an emphasis on singular and plural forms)
- Partner work during the interview
- Teaching technique: Double Circle (*Kugellager*)

**Use of media**

- CD with the song: “Are you afraid of...?”
- Picture cards and word cards of Halloween vocabulary
- Blackboard (with picture cards and phrases for the interview)

**Personal notes**

001                   ((the school bell rings))  
002 Class:       ((pupils clear up their tables  
003               and get ready for the English lesson))  
004 Teacher     okay  
005               i already said good morning  
006               but (-) mister <name> is here so  
007 Class:       good morning mister <name>.  
008 Researcher: good morning class four b.  
009 Teacher:     good okay  
010               ehm are you scared of spiders?  
011 Class:       are you scared of spiders?  
012 Teacher:     are you scared of frogs?  
013 Class:       are you scared of frogs?  
014 Teacher:     are you scared of snakes?  
015 Class:       are you scared of snakes?  
016 Teacher:     are you scared of dogs?  
017 Class:       are you scared of dogs?  
018 Teacher:     [i'm not scared of spiders.]  
019               [[*(moves her hand from side to side*  
020               *to gesture the negation)*]]  
021 Class:       i'm not scared of spiders.  
022 Teacher:     [i'm not scared of frogs.]  
023               [[*(moves her hand from side to side*  
024               *to gesture the negation)*]]  
025 Class:       i'm not scared of frogs.  
026 Teacher:     [i'm not scared of snakes.]  
027               [[*(moves her hand from side to side*  
028               *to gesture the negation)*]]  
029 Class:       i'm not scared of snakes.  
030 Teacher:     [and i'm not scared of dogs.]  
031               [[*(moves her hand from side to side*  
032               *to gesture the negation)*]]  
033 Class:       and i'm not scared of dogs.  
034 Teacher:     oh really?  
035               are you never scared?  
036 Class:       oh really?  
037               are you never scared?  
038 Teacher:     of course i am.  
039 Class:       of course i am.  
040 Teacher:     i'm so scared of monsters.  
041 Class:       i'm so scared of monsters.  
042 Teacher:     under my bed.  
043 Class:       under my bed.  
044 Teacher:     monsters in the attic.  
045 Class:       monsters in the attic.  
046 Teacher:     monsters in the shed.  
047 Class:       monsters in the shed.  
048 Teacher:     okay  
049               [you:]  
050               [[*(points to the left half of the class)*]]  
051               are grou:p (-) one.

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052          [group one]
053          [((points with her finger to make clear
054             which pupils are in group one))]
055          you say
056          are you scared of spiders
057          are you scared of frogs
058          and [you:]
059             [((points at the right half of the
060                class))]
061          amelie and linda you are in group two.
062          [i'm not scared of spiders]
063          [((moves her hand from side to side to
064             gesture the negation))]
065          i'm not scared of (-) frogs
066          [and then]
067          [((points again at the pupils on the left
068             side of the class to signal them that
069             it's their turn))]
070          oh really?
071          are you never scared?
072          and so on
073          okay?
074          we try
075          (--)
076          and then we: (-) swap the roles okay?
077  Class:      ((pupils mumble))
078  Teacher:    sh:
079              ((turns on the CD player))
080              this CD player is quite slow.
081  Class:      ((some pupils mumble))
082  Pupil_x:    kaputt
083  Group 1:    [((the teacher starts chanting until the
084                 pupils of group one take over))]
085              [(are you) scared of spiders?]
086              are you scared of frogs?
087              are you scared of snakes?
088              and are you scared of dogs?
089  Group 2:    [((the teacher starts chanting until
090                 the pupils of group two take over))]
091              [i'm not scared of spiders]
092              i'm not scared of frogs
093              i'm not scared of snakes
094              and i'm not scared of dogs.
095  Group 1:    ((the teacher signals group one that
096                 it is their turn again))
097              oh really?
098              are you never scared?
099  Group 2:    ((the teacher signals group two that
100                 it is their turn again))
101              of course i am
102  Group 1 &

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103 Group 2: i'm so scared of monsters  
104 under my bed.  
105 monsters in the attic  
106 monsters in the shed.  
107 Teacher: now you are group one.  
108 ((points at group two, wants them  
109 to start the chant this time))  
110 [((chants along))]  
111 Group 2: [are you scared of spiders?]  
112 are you scared of frogs?  
113 are you scared of snakes?  
114 and are you scared of dogs?  
115 Group 1: i'm not scared of spiders  
116 i'm not scared of frogs  
117 i'm not scared of snakes  
118 and i'm not scared of dogs.  
119 Group 2 &  
120 Teacher: oh really?  
121 are you never scared?  
122 Group 1: of course i am.  
123 Group 1 &  
124 Group 2: i'm so scared of monsters  
125 under my bed.  
126 monsters in the attic  
127 monsters in the shed.  
128 Teacher: ((turns off the CD player))  
129 okay  
130 we start our small talk  
131 and today we do it with cards.  
132 Marvin: misses <name>  
133 Teacher: yes?  
134 what?  
135 ((wonders who called her name))  
136 what's the  
137 [((Marvin gives something to the  
138 teacher))]  
139 [oh]  
140 thank you  
141 Emma: skeleton  
142 Teacher: hm?  
143 yes  
144 i'll get it okay?  
145 ehm do you like spaghetti? ((to Marvin))  
146 Marvin: eh (-) yes i (---) do?  
147 Teacher: very good  
148 ((gives him a card))  
149 what's your name? ((to Nora))  
150 Nora: my name is nora.  
151 ((gets the card))  
152 Teacher: what's the time? ((to Melvin))  
153 Melvin: ((turns around to look at the clock))

154 quarter past ten  
 155 Teacher: good  
 156 ((*gives him the card*))  
 157 what's your telephone number?  
 158 ((*to Jonas*))  
 159 Jonas: seven six four three five nine one one  
 160 one  
 161 Teacher: [excellent]  
 162 [((*gives him the card*))]  
 163 Teacher: ehm have you got a sister? ((*to Max*))  
 164 Max: yes  
 165 Teacher: have you got a sister?  
 166 Max: yes  
 167 Teacher: oh  
 168 yes i?  
 169 Max: have  
 170 Teacher: [okay]  
 171 [((*gives him the card*))]  
 172 have you got a brother? ((*to Nelly*))  
 173 Nelly: yes i have.  
 174 ((*gets the card*))  
 175 Teacher: how old are you? ((*to Carl*))  
 176 Carl: i'm ten.  
 177 Teacher: [okay]  
 178 [((*gives him the card*))]  
 179 what's the time? ((*to Emma*))  
 180 Emma: it's qua- fifteen minutes past ten.  
 181 Teacher: [yes]  
 182 [((*gives her the card*))]  
 183 or you could say it's quarter  
 184 Emma: it's quarter to ten.  
 185 Teacher: quarter p-  
 186 Emma: quarter past ten.  
 187 Teacher: very good.  
 188 do you li:ke ehm (-) animals? ((*to Maria*))  
 189 Maria: yes i do.  
 190 ((*gets the card*))  
 191 Melvin: what's the time?  
 192 Teacher: oh  
 193 it's quarter past ten.  
 194 ((*Melvin gives her the card*))  
 195 what's the time? ((*to Toni*))  
 196 Toni: it's quarter past ten.  
 197 ((*gets the card*))  
 198 Teacher: what's your favourite colour?  
 199 ((*to Chris*))  
 200 Chris: my favourite colour is green.  
 201 ((*gets the card*))  
 202 Teacher: what's your name? ((*to Linda*))  
 203 Linda: my name is linda.  
 204 ((*gets the card*))

205 Class: ((05:15-06:54))  
206 ((pupils walk around in class,  
207 asking and answering questions))  
208 Teacher: ((rings a bell))  
209 <<f> okay please give me my cards back.>  
210 Class: ((pupils with cards come to the front  
211 and return them to the teacher; they  
212 ask her the question on their card))  
213 Sophie: do you like (spaghetti)?  
214 Teacher: oh yes i do.  
215 ((gets the card))  
216 Sophie: ehm have you got a sister?  
217 Teacher: oh yes i have.  
218 ((gets the card))  
219 Valentine: how are you?  
220 Teacher: i'm fine  
221 thank you.  
222 ((gets the card))  
223 Nora: what's your telephone number?  
224 Teacher: oh it's double seven two seven  
225 eight one four double one.  
226 ((gets the card))  
227 Maria: how old are you?  
228 Teacher: i'm thirty-five.  
229 ((gets the card))  
230 Melvin: what's the time?  
231 Teacher: it's seventeen minutes past ten.  
232 ((gets the card))  
233 Pupil\_x: what's your name?  
234 Teacher: i'm misses <name>.  
235 ((gets the card))  
236 Max: what's the time?  
237 Teacher: it's seventeen minutes past ten.  
238 ((gets the card))  
239 Emma: what's your favourite time?  
240 Teacher: oh my favourite time?  
241 i don't know.  
242 Pupil\_y: (but it's doch)  
243 ((puts one finger next to her temple as  
244 if she wants the teacher to think about  
245 the time she has in mind))  
246 Teacher: oh you- you mean qua- ehm  
247 quarter to two?  
248 ((gets the card))  
249 Emma: yes  
250 Teacher: okay  
251 Vince: do you like (--) ehm fish?  
252 Teacher: yes i do.  
253 ((gets the card))  
254 Carl: have you got a brother?  
255 Teacher: no i haven't.

256 ((gets the card))  
 257 Carl: give it back.  
 258 Teacher: okay:  
 259 i hope now that you can remember  
 260 our halloween words.  
 261 ((holds up a picture card showing a mouse))  
 262 Class: ((some pupils raise their hands))  
 263 Teacher: okay  
 264 all together  
 265 one two three?  
 266 Class: mouse  
 267 Teacher: <<f> it's a mouse.>  
 268 Class: <<f> it's a mouse.>  
 269 Teacher: ((pins the picture card to the board))  
 270 ((holds up a picture card showing a black  
 271 cat))  
 272 Class: ((some pupils raise their hands))  
 273 Teacher: nelly  
 274 Nelly: eh  
 275 black cat  
 276 Teacher: it's a black cat.  
 277 Class: it's a black cat.  
 278 Teacher: [good]  
 279 [((pins the picture card to the board))]  
 280 ((holds up a picture card showing a  
 281 pumpkin))  
 282 Class: ((many pupils raise their hands))  
 283 Teacher: wow  
 284 so many fingers  
 285 excellent  
 286 mila  
 287 Mila: <<p> pupkin>  
 288 <<p> pumkin>  
 289 Teacher: <<f> pumpkin>  
 290 Class: pumpkin  
 291 Teacher: <<pp> it's a pumpkin.>  
 292 Class: [<<pp> it's a pumpkin.>]  
 293 Teacher: [((pins the picture card to the board))]  
 294 ((holds up a picture card showing a bat))  
 295 okay that's difficult.  
 296 Class: ((almost all pupils raise their hands))  
 297 Teacher: no?  
 298 one two three  
 299 Class: bat ((pronounced [a:]))  
 300 Teacher: it's a bat.  
 301 Class: [it's a bat.]  
 302 Teacher: [((pins the picture card to the board))]  
 303 ((holds up a picture card showing a  
 304 wizard))  
 305 Pupil\_x: oz  
 306 Teacher: yes

307                    maybe  
308                    matt  
309    Matt:          ehm (--) it's a wi(l)ard.  
310    Teacher:      wizard  
311    Class:        wizard  
312    Teacher:      wizard  
313    Class:        wizard  
314    Teacher:      it's a wizard.  
315    Class:        it's a wizard.  
316    Teacher:      all the boys  
317                   it's a wizard.  
318    Boys:         it's a wizard.  
319    Teacher:      and the girls.  
320    Girls:        it's a wizard.  
321    Teacher:      [good]  
322                   [*((pins the picture card to the board))*]  
323                   [*((holds up a picture card showing a witch))*]  
324                   vince?  
325    Vince:        witch  
326    Teacher:      witch  
327    Class:        witch  
328    Teacher:      <<ff> it's a witch.>  
329    Class:        <<ff> it's a witch.>  
330    Teacher:      <<pp> it's a witch.>  
331    Class:        <<pp> it's a witch.>  
332    Teacher:      <<high voice> it's a witch.>  
333    Class:        <<high voice> it's a witch.>  
334    Teacher:      [*((holds up a picture card showing a ghost))*]  
335                   okay all together  
336                   one two three  
337    Class:        [ghost]  
338    Emma:         [it's a] ghost.  
339    Teacher:      <<ff> it's a ghost.>  
340    Class:        <<ff> it's a ghost.>  
341    Teacher:      <<pp> it's a ghost.>  
342    Class:        <<pp> it's a ghost.>  
343    Teacher:      [*((pins the picture card to the board))*]  
344                   and the last one.  
345                   [*((hides the card from the pupils))*]  
346    Class:        [*((some pupils raise their hands))*]  
347    Teacher:      sophie?  
348    Sophie:        skeleton  
349    Teacher:      yes  
350                   [*((shows the picture card now))*]  
351                   [skeleton]  
352    Class:        skeleton  
353    Teacher:      <<f> it's a skeleton.>  
354    Class:        <<f> it's a skeleton.>  
355                   [*((some pupils ask for some other picture*  
356                   *cards which haven't been shown by the*  
357                   *teacher))*]



358 where is the snake?  
 359 where is the broom?  
 360 [where is the wizard's hat]  
 361 Teacher: [no brooms]  
 362 no wizard's hat.  
 363 no snake today.  
 364 Pupil\_x: ich hab sie mir vorhin schon angeguckt.  
 365 Teacher: sht  
 366 okay  
 367 can someone come to the board  
 368 and pick a word  
 369 and stick it to the right picture?  
 370 Class: *((some pupils raise their hands))*  
 371 Teacher: eh melvin  
 372 Melvin: *((stands up and walks to the front))*  
 373 alle?  
 374 Teacher: no one  
 375 one word  
 376 and melvin (-) you can pick the next one.  
 377 *((takes the word card 'bat' and pins it*  
 378 *underneath the matching picture card))*  
 379 Melvin: leon  
 380 Teacher: okay  
 381 and i pick another one and mia please.  
 382 Leon: *((takes the word card 'skeleton' and pins*  
 383 *it under the matching picture card))*  
 384 Teacher: no can you stick it to the right?  
 385 Leon: *((rearranges the word card))*  
 386 Teacher: yes  
 387 thank you  
 388 Leon: ehm matt  
 389 Pupil\_y: nein mia ist  
 390 Mia: nein du musst auch aussuchen *((to Leon))*  
 391 Teacher: yes  
 392 it's okay.  
 393 Mia: *((takes the word card 'witch' and pins*  
 394 *it next to the matching picture card))*  
 395 Teacher: okay  
 396 you can pick the next one mia.  
 397 *((every pupil who has matched a word card*  
 398 *with its picture card on the board*  
 399 *chooses another pupil to do the next one))*  
 400 (1.0)  
 401 Linda: ehm  
 402 maria  
 403 *((Maria is the second last pupil to pick*  
 404 *a card))*  
 405 Teacher: okay  
 406 mila you can pick one.  
 407 maria you can't pick one.  
 408 because it's the last one.

409 Maria: ((picks Valentine, the last pupil))  
 410 Teacher: no no no ((to Maria))  
 411 no maria  
 412 last one  
 413 Class: ((some pupils start arguing))  
 414 Teacher: no no no  
 415 i said to maria  
 416 Class: ((some pupils keep arguing))  
 417 Teacher: [yes but mila was quicker]  
 418 Valentine: [((pins the last word card 'black cat'  
 419 next to the matching picture card  
 420 on the board))]  
 421 Teacher: okay  
 422 all together  
 423 mouse  
 424 Class: mouse  
 425 Teacher: black cat  
 426 Class: black cat  
 427 Teacher: pumpkin  
 428 Class: pumpkin  
 429 Teacher: bat  
 430 Class: bat  
 431 Teacher: wizard  
 432 Class: wizard  
 433 Teacher: witch  
 434 Class: witch  
 435 Teacher: ghost  
 436 Class: ghost  
 437 Teacher: skeleton  
 438 Class: skeleton  
 439 Teacher: [ONE] skeleton  
 440 [((holds up one finger))]  
 441 Class: one skeleton  
 442 Teacher: [TWO]  
 443 [((holds up two fingers))]  
 444 Class: skeletons  
 445 Teacher: [please raise your finger]  
 446 [((raises her hand))]  
 447 Class: ((some pupils raise their hands))  
 448 Teacher: leon  
 449 Leon: skeleton-  
 450 skeletons  
 451 Teacher: two skeletons  
 452 ((pins the word card saying 'skeletons'  
 453 underneath the word card 'skeleton'))  
 454 Class: two skeletons.  
 455 ((some pupils mumble in the background))  
 456 Pupil\_x: oh ich freu mich schon auf mice.  
 457 Teacher: <<f> one ghost>  
 458 two?  
 459 Class: ghosts

460 Teacher: excellent  
 461           wow  
 462           ghosts  
 463           [[*((pins the word card 'ghosts'*  
 464             *underneath the word card 'ghost'))*]]  
 465 Class:   [ghosts]  
 466 Teacher: oh  
 467           now it's difficult.  
 468           [one witch]  
 469           [[*((holds up one finger))*]  
 470           [please raise your finger.]  
 471           [[*((puts one finger on her lips*  
 472             *and raises her hand))*]]  
 473           that's difficult.  
 474           ehm linda  
 475 Linda:   witches  
 476 Teacher: excellent  
 477           <<f> two witches>  
 478           [[*((pins the word card 'witches'*  
 479             *underneath the word card 'witch'))*]]  
 480 Class:   [two witches]  
 481 Teacher: skeletons  
 482 Class:   skeletons  
 483 Teacher: ghosts  
 484 Class:   ghosts  
 485 Teacher: witches  
 486 Class:   witches  
 487 Teacher: one wizard  
 488           two?  
 489 Class:   wizards  
 490 Teacher: good  
 491           [[*((pins the word card 'wizards'*  
 492             *underneath the word card 'wizard'))*]]  
 493 Teacher: one bat  
 494           two?  
 495 Class:   bats  
 496 Teacher: [[*((pins the word card 'bats'*  
 497             *underneath the word card 'bat'))*]]  
 498           one pumpkin  
 499           two?  
 500 Class:   pumpkins  
 501 Teacher: [[*((pins the word card 'pumpkins'*  
 502             *underneath the word card 'pumpkin'))*]]  
 503           one black cat  
 504           two?  
 505 Class:   black cats  
 506 Teacher: [[*((pins the word card 'black cats'*  
 507             *underneath the word card 'black cat'))*]]  
 508           and now?  
 509           (---)  
 510           [one mouse]

511                   [*((holds up one finger))*]  
512                   [*two?*]  
513                   [*((holds up two fingers))*]  
514   Class:        (*some pupils raise their hands*)  
515   Teacher:     emma  
516   Emma:        mice  
517   Teacher:     mats?  
518   Mats:        (*does not answer*)  
519   Teacher:     mats?  
520                   (*still no reaction*)  
521                   amelie?  
522   Amelie:     mice  
523   Teacher:     TWO mice  
524   Class:        two mice  
525                   [*((pupils laugh about the pronunciation*  
526                    *of the word 'mice'))*]  
527   Teacher:     [*((pins the word card 'mice'*  
528                    *underneath the word card 'mouse'))*]  
529                   skeletons  
530   Class:        skeletons  
531   Teacher:     ghosts  
532   Class:        ghosts  
533   Teacher:     witches  
534   Class:        witches  
535   Teacher:     wizards  
536   Class:        wizards  
537   Teacher:     bats  
538   Class:        bats  
539   Teacher:     pumpkins  
540   Class:        pumpkins  
541   Teacher:     black cats  
542   Class:        black cats  
543   Teacher:     mice  
544   Class:        mice  
545                   (*pupils repeat the word 'mice'*  
546                    *several times and laugh about it*)  
547   Teacher:     ehm (--)max  
548                   are you scared of mice?  
549   Max:          no  
550                   (3.0)  
551                   no i'm not.  
552   Teacher:     very good  
553                   no i'm not.  
554   Class:        no i'm not.  
555   Teacher:     yes i am.  
556   Class:        yes i am.  
557   Teacher:     a little bit.  
558   Class:        a little bit.  
559   Teacher:     [*((writes 'are you scared of ...'?;*  
560                    *'yes, I am.' and 'no, I'm not.'*  
561                    *on the board))*]

562 Class: [((pupils mumble))]  
 563 Teacher: are you scared o:f skeleton:s?  
 564 Class: [((some pupils raise their hands))]  
 565 Teacher: [((writes 'a little bit' as another  
 566 possible answer on the board))]  
 567 melvin  
 568 Melvin: a little bit  
 569 Teacher: melvin can YOU ask someone  
 570 are you scared of  
 571 Melvin: ehm jonas  
 572 are you scared of (-) of a  
 573 black cats?  
 574 Jonas: no i'm not.  
 575 Teacher: very good  
 576 you can say  
 577 are you scared of a black cat?  
 578 or you can say  
 579 are you scared of (-) black cats?  
 580 okay?  
 581 [jus-]  
 582 Jonas: [are] you scared of ehm  
 583 ((looks around for someone to call on))  
 584 dann nehm ich  
 585 Teacher: are you scared of  
 586 sorry?  
 587 Jonas: emma?  
 588 Teacher: no  
 589 Jonas: are you scared o:f (---) wizards?  
 590 Teacher: [<<pp> very good<]>  
 591 Emma: [ehm]  
 592 no i'm not.  
 593 Teacher: good  
 594 next one emma  
 595 Emma: ehm (4.0)  
 596 mia are you scared of (--) pumpkin?  
 597 Teacher: pump-  
 598 Emma: ki:ns  
 599 Mia: no i'm not.  
 600 Teacher: okay  
 601 next one mia  
 602 Mia: ehm (--) matt  
 603 are you scared of bats?  
 604 Matt: no i'm not.  
 605 leon  
 606 are you scared of ghosts?  
 607 Leon: no i'm not.  
 608 i ehm oder (---) eh chris  
 609 Teacher: chris?  
 610 okay  
 611 Leon: are you sc-  
 612 are you scared of (-) skeleton?

613 Teacher: [s]  
614 Chris: [a] little bit  
615 Teacher: are you scared of?  
616 Leon: skeleton(s)  
617 Teacher: good  
618 okay  
619 Chris: a little bit  
620 Teacher: okay  
621 Chris: marvin  
622 are you scared of witches? ([[vitʃes]])  
623 Teacher: witches  
624 Class: witches  
625 Marvin: no i'm not  
626 Teacher: all together  
627 are you scared of mice?  
628 Class: are you scared of mice?  
629 Teacher: are you scared of black cats?  
630 Class: are you scared of black cats?  
631 Teacher: are you scared of pumpkins?  
632 Class: are you scared of pumpkins?  
633 Teacher: are you scared of bats?  
634 Class: are you scared of bats?  
635 Teacher: are you scared of [wizards?]  
636 [[*(points at her mouth to*  
637 *emphasize the correct*  
638 *pronunciation)*]]  
639 Class: are you scared of wizards?  
640 Teacher: wizards  
641 Class: wizards  
642 Teacher: are you scared of witches?  
643 Class: are you scared of witches?  
644 Teacher: are you scared of ghosts?  
645 Class: are you scared of ghosts?  
646 Teacher: are you scared of skeletons?  
647 Class: are you scared of skeletons?  
648 Teacher: <<scared voice> yes i am.>  
649 Class: <<scared voice> yes i am.>  
650 Teacher: <<strong voice> no i'm not.>  
651 Class: <<strong voice> no i'm not.>  
652 Teacher: [a little bit.]  
653 [[*(shakes her hand slowly)*]]  
654 Class: a little bit.  
655 Teacher: okay  
656 pay attention.  
657 mats  
658 one two three four five six seven eight  
659 nine ten eleven.  
660 please go back  
661 and sit in the INNER circle  
662 and look to the outside.  
663 ((17:50-18:05))

664 Class: [((those pupils who have been counted  
 665 by the teacher stand up to form a  
 666 circle in the back of the classroom))]  
 667 Teacher: [((supports the formation of the circle))]  
 668 our classroom is too small yes  
 669 (4.0)  
 670 and please all the others  
 671 sit in the OUTER circle.  
 672 Class: ((18:17-18:44))  
 673 ((pupils discuss about who sits next to  
 674 whom))  
 675 Teacher: ehm carl and leon  
 676 you can sit here.  
 677 leon leon you can sit  
 678 you can sit here  
 679 Toni: gegenüber von melvin  
 680 ((some pupils complain about their partner;  
 681 others mumble))  
 682 Teacher: äh carl you sit in front of nelly.  
 683 valentine  
 684 stop it  
 685 okay  
 686 hey mats  
 687 stop it please.  
 688 okay  
 689 now  
 690 we want to do a (--) silent interview  
 691 okay?  
 692 the inner circle you start  
 693 and you ask (-) the partner  
 694 in the outer circle  
 695 are you scared of wizards?  
 696 are you scared of witches?  
 697 and you answer.  
 698 okay?  
 699 and then the other partner is.  
 700 so you always  
 701 melvin start and then it's leon's turn  
 702 okay?  
 703 and then melvin leon melvin leon.  
 704 when i do this  
 705 ((rings a bell))  
 706 Class: [((some pupils put their heads on their  
 707 knees))]  
 708 Teacher: [i tel-]  
 709 no <<f>no no>  
 710 i tell you  
 711 the outer circle moves two chairs  
 712 to the right or to the left.  
 713 okay?  
 714 but

715 mats?  
716 very silently  
717 <<pp> okay?>  
718 <<pp> are you scared of skeletons?>  
719 <<pp> are you scared of wizards?>  
720 okay?  
721 ready steady go  
722 Class: ((19:56-20:50))  
723 ((pupils do the interview silently))  
724 Teacher: ((rings a bell))  
725 Class: ((pupils stop interviewing each other  
726 one after another))  
727 Teacher: okay  
728 please move two chairs  
729 or the OUTER circle  
730 two chairs to the left.  
731 Class: [((pupils sitting in the outer circle  
732 stand up and move two chairs to the  
733 left))]  
734 Teacher: [matt to the left]  
735 two chairs to the left.  
736 Class: ((21:00-21:06))  
737 ((pupils tell each other to move))  
738 Teacher: two chairs  
739 two chairs  
740 psh  
741 okay  
742 ready  
743 sh:  
744 ready steady go  
745 silently  
746 <<all> ready steady go>  
747 Class: ((21:20-22:20))  
748 ((pupils do the interview silently;  
749 this round louder than in the first round))  
750 Teacher: ((rings a bell))  
751 okay  
752 the outer circle please move (---)  
753 three chairs to the right.  
754 Class: ((pupils sitting in the outer circle stand  
755 up and move three chairs to the right))  
756 Teacher: sh:  
757 sh  
758 carl  
759 you have to go two chairs to the right.  
760 okay  
761 ready  
762 sh  
763 steady go  
764 psh  
765 Class: ((22:58-23:50))



766 ((pupils do the interview silently))  
 767 ((it is louder than before))  
 768 ((about one minute later))  
 769 Teacher: ((rings a bell))  
 770 okay  
 771 thank you very much.  
 772 the OUTER circle  
 773 please sit down.  
 774 the outer circle please sit down.  
 775 Class: ((some pupils protest but sit back down))  
 776 Teacher: psh  
 777 a:nd  
 778 i'm waiting for marvin and carl  
 779 and no  
 780 and the inner circle please sit down.  
 781 Class: ((pupils of the inner circle sit down))  
 782 Teacher: alright  
 783 eh mats?  
 784 sit down please.  
 785 sh::  
 786 okay  
 787 now?  
 788 we want to do a little interview.  
 789 ((shows an interview sheet))  
 790 you can choose four partners.  
 791 if you are REALLY quick  
 792 you can ask [a fifth partner]  
 793 [((shows five fingers))]  
 794 and [write it here.]  
 795 [((shows where to write down  
 796 the fifth interview on the sheet))]  
 797 okay?  
 798 if you want  
 799 so you have to choose  
 800 four partners and you ask  
 801 are you scared of skeletons?  
 802 are you scared of ghosts?  
 803 are you scared of spiders?  
 804 are you scared of witches?  
 805 are you scared of mice?  
 806 and if you want  
 807 you can also choose (-) a little bit.  
 808 yes i am  
 809 ((draws a scared-looking smiley with a  
 810 curved mouth on the board and then  
 811 makes a scared face herself))  
 812 a little bit  
 813 ((draws an 'okay smiley' with a straight  
 814 mouth on the board))  
 815 yes i am  
 816 ((draws another smiley on the board,

817                   *but this time without a mouth*)  
818 Pupil\_x: no i'm not  
819 Teacher: what is no i'm not?  
820                   *((wants the pupils to decide how*  
821                   *the last face should be drawn))*  
822                   mila?  
823 Mila:           ehm so ein ehm wie der traurige  
824                   nur ein lächelnden  
825 Teacher: okay so  
826                   *((draws the last smiley))*  
827                   no i'm not?  
828 Mila:           yes  
829                   (sehr gut)  
830 Teacher: <<scared voice> yes i am>  
831                   *((imitates the smiley again))*  
832                   a little bit  
833                   no i'm not  
834                   okay?  
835                   ehm i need valentine and maria  
836                   you give everybody (---) an interview sheet  
837                   and then you can start.  
838                   *((it gets louder in the classroom))*  
839                   ehm  
840                   <<f> no no no>  
841                   sh:  
842                   [<<f> please be quiet>]  
843                   [*((puts one finger on her lips))*]  
844                   mats?  
845                   please DON'T be so loud.  
846                   okay?  
847                   marvin?  
848                   stop talking please  
849                   [don't be so loud.]  
850                   [*((puts one finger on her lips))*]  
851 Valentine &  
852 Maria:           [*((distribute the interview sheets))*]  
853 Teacher: [when you've got a (-) worksheet  
854                   you can start  
855                   okay?]  
856 Class:           *((26:24-26:57))*  
857                   *((pupils start with the interviews as*  
858                   *soon as they have a worksheet))*  
859  
860                   *((camera focuses on one pair of pupils))*  
861 Chris:           are you scared of ghosts?  
862 Toni:           no i'm not.  
863                   yea- are you scared of ghosts?  
864 Chris:           no i'm not.  
865                   are you scared of wiza-  
866                   witches? (*[[vitfes]]*)  
867 Toni:           no i'm not.

868 are you scared of mice?  
 869 Chris: no i'm not.  
 870 are you scared of spiders?  
 871 Toni: no i'm not.  
 872 are you scared of witches?  
 873 Chris: no i'm not.  
 874 are you scared of mouse  
 875 ä:h of mice?  
 876 Toni: no i'm not.  
 877 are you scared of spiders?  
 878 Chris: no i'm not.  
 879 ((stands up and leaves))  
 880  
 881 ((focus on another pair of pupils))  
 882 Valentine:are you scared of ghosts?  
 883 Emma: no i'm not.  
 884 Valentine:are you scared o:f spiders?  
 885 Emma: a little bit.  
 886 Valentine:are you scared of witches?  
 887 Emma: no i'm not.  
 888 Valentine:are you scared of mice?  
 889 Emma: no i'm not.  
 890 die sind süß.  
 891 ((stands up and leaves))  
 892  
 893 ((focus on another pair of pupils))  
 894 ((28:47))  
 895 Mats: are you scared of skeletons?  
 896 Sophie: yes i am.  
 897 are you scared of skeletons?  
 898 Mats: ehm no i'm not.  
 899 are you scared of ghosts?  
 900 Sophie: no i'm not.  
 901 are you scared of ghosts?  
 902 Mats: no i'm not.  
 903 Matt: are you scared of witches?  
 904 Mila: no i'm not.  
 905 Matt: are you scared of skeletons?  
 906 Mila: no i'm not.  
 907 ehm are you scared of skeletons?  
 908 Matt: a little bit.  
 909 Mila: are you scared of ghosts?  
 910 Matt: no i'm not.  
 911 Mats: are you scared of spiders?  
 912 Sophie: no i'm not.  
 913 Valentine:linda are you scared of skeletons?  
 914 Linda: no i'm not.  
 915 Valentine:are you scared of spiders?  
 916 Linda: yes i am.  
 917 Valentine:are you scared of witches?  
 918 Linda: no i'm not.

919 Valentine:are you scared of mice?  
920 Linda: eh a little bit.  
921 ((leaves))  
922  
923 ((focus on another pair of pupils))  
924 Marvin: are you scared of ghosts?  
925 Vince: of ghosts?  
926 no i'm not.  
927 are you scared of (--) ehm skeletons?  
928 Marvin: äh haben wir es nicht?  
929 yes i am.  
930 are you scared of spiders?  
931 Vince: yes i am.  
932 are you scared of mon- äh ghosts?  
933 Marvin: no i'm not.  
934 are you scared of witches?  
935 Vince: (of) witches?  
936 no i'm not.  
937 are you scared of mice?  
938 Marvin: no i'm not.  
939 are you scared of mice?  
940 Vince: no i'm not.  
941 Marvin: voll ist der zettel.  
942 ((stands up and leaves))  
943 Vince: e:y  
944 are you scared of witches?  
945 Marvin: no i'm not.  
946  
947 ((focus on another pair of pupils))  
948 Chris: are you scared of (-) spiders?  
949 Jonas: no i'm not.  
950 are you scared of skeletons?  
951 Chris: no i'm not.  
952 Jonas: are you scared of spiders?  
953 Chris: no i'm not.  
954 Jonas: are you scared of ghosts?  
955 Chris: no i'm not.  
956 Jonas: are you scared o:f (-) witches?  
957 Chris: no i'm not.  
958 Jonas: are you scared of mice?  
959 Chris: no i'm not.  
960  
961 ((focus on another pair of pupils))  
962 Melvin: are you scared of witches?  
963 Sophie: no i'm not.  
964 Melvin: are you scared of mouse?  
965 Sophie: no i'm not.  
966 mia  
967 Mia: was?  
968 Sophie: ich muss dich fragen.  
969 Mia: ich muss dich auch noch fragen

970 und melvin bleibt stehen.  
 971 Teacher: maybe someone could ask you.  
 972 Mia: <<f> nein melvin bleib>  
 973 are you scared of skeletons? ((to Melvin))  
 974 Melvin: no i'm not.  
 975 Mia: <<all> are you scared of ghosts?>  
 976 Melvin: no  
 977 Mia: <<all> are you scared of spiders?>  
 978 Melvin: no  
 979 Mia: <<all> are you scared of skeletons?>  
 980 Melvin: no  
 981 Mia: okay  
 982 sophie?  
 983 Sophie: ehm du hast da dort augen vergessen.  
 984 ((points at Mia's worksheet))  
 985 Mia: oh  
 986 ((adds the eyes))  
 987 ((33:48))  
 988 Teacher: ((rings a bell))  
 989 Class: ((pupils return to their seats))  
 990 Teacher: okay  
 991 who can tell me  
 992 for example  
 993 sh  
 994 mats is scared of hhmhmm  
 995 or mats is not scared of  
 996 who can tell me?  
 997 you can have a look  
 998 at your interview worksheet and tell me  
 999 mats vince matt is or is not scared.  
 1000 who can tell me?  
 1001 one sentence please.  
 1002 amelie  
 1003 Amelie: mia is not scared of skeletons.  
 1004 Teacher: very good  
 1005 okay  
 1006 amelie can you pick the next one?  
 1007 Amelie: emma  
 1008 Emma: sophie is scared of spiders.  
 1009 Teacher: okay  
 1010 pick the next one emma.  
 1011 Emma: sophie?  
 1012 Sophie: leon is not scared of skeletons.  
 1013 ehm: (--) mia  
 1014 Mia: melvin not scared of ghosts.  
 1015 Teacher: yes  
 1016 wait  
 1017 melvin?  
 1018 Mia: is not scared of ghosts.  
 1019 Teacher: yes  
 1020 Mia: mila?

1021 mila.  
1022 Mila: ehm (--) sophie is ehm ja (---) ehm (--)  
1023 are you  
1024 Teacher: is is scared  
1025 or is not [scared]?  
1026 Mila: [is] ehm is scared of (---)  
1027 ehm skeletons  
1028 Teacher: okay  
1029 pick the next one please.  
1030 Mila: ehm (4.0) matt  
1031 Matt: leon is a little bit scared of spiders.  
1032 Teacher: very good matt.  
1033 Matt: hm:  
1034 chris  
1035 Chris: misses <name> is a little bit (-) scared  
1036 of spiders.  
1037 Teacher: <<p> okay>  
1038 Chris: ehm vince  
1039 Vince: marvin is scared of skeletons.  
1040 Teacher: next one vince.  
1041 Vince: carl  
1042 Carl: mats is scared of ghost.  
1043 Teacher: ehm  
1044 Carl: ghos-tes  
1045 Teacher: ghosts  
1046 Carl: ghosts  
1047 Teacher: very good carl  
1048 pick the next one please.  
1049 Carl: nelly  
1050 Nelly: nora is (--) scare of spiders.  
1051 Teacher: <<len> scared of spiders>  
1052 Nelly: scared of spi[ders]  
1053 Teacher: [okay]  
1054 nelly  
1055 ((reminds her to pick the next one))  
1056 Nelly: oh  
1057 eh:m (3.0) leon?  
1058 Leon: carl is not scared of (---) skeleton.  
1059 Teacher: s:  
1060 Leon: skeletons  
1061 Teacher: <<p> yes>  
1062 pick the next one leon please.  
1063 we've got more fingers.  
1064 Leon: ehm  
1065 chris  
1066 Class: der war schon.  
1067 Chris: darf ich nochmal?  
1068 Teacher: yes  
1069 Chris: toni is n- not scared of ghosts.  
1070 Teacher: very good  
1071 Chris: ((looks for someone to call on))

1072 Teacher: look there is jonas and valentine.  
 1073 Chris: matt  
 1074 Matt: melvin is a little bit scared of  
 1075 skeletons.  
 1076 Teacher: okay  
 1077 please pick the next one  
 1078 and we've got  
 1079 jonas and valentine and marvin.  
 1080 yes  
 1081 Matt: ehm  
 1082 jonas  
 1083 Jonas: tim (--) tim is not scared of spiders.  
 1084 Teacher: okay  
 1085 pick the next one jonas.  
 1086 Jonas: valentine  
 1087 Valentine:misses <name> is scared of big spiders.  
 1088 Teacher: very good  
 1089 Valentine:amelie  
 1090 Amelie: emma is not scared of ghosts.  
 1091 Teacher: mhm  
 1092 Amelie: vince  
 1093 Vince: ehm  
 1094 leon is a litte bit (-) scared of witches.  
 1095 Teacher: okay  
 1096 very good  
 1097 Vince: marvin  
 1098 Teacher: you are the last one. ((to Marvin))  
 1099 Marvin: vince is scared of big spiders.  
 1100 Teacher: okay  
 1101 thank you very much.  
 1102 we'll do (-) one more time  
 1103 are you scared of  
 1104 the chant  
 1105 and after that we (3.0)  
 1106 we we can do two minutes  
 1107 of simon says.  
 1108 okay?  
 1109 Class: yeah:  
 1110 Teacher: please stand up.  
 1111 Class: ((pupils stand up))  
 1112 Teacher: ((prepares the CD player))  
 1113 emma  
 1114 emma  
 1115 okay  
 1116 we start  
 1117 group one group two and then  
 1118 okay?  
 1119 Class: ((pupils know who belongs to which group  
 1120 and what to do because  
 1121 there are no further explanations))  
 1122 Teacher: ((turns on the CD player))

1123 Group 1: are you scared of spiders?  
1124 are you scared of frogs?  
1125 are you scared of snakes?  
1126 and are you scared of dogs?  
1127 Group 2: i'm not scared of spiders.  
1128 i'm not scared of frogs.  
1129 i'm not scared of snakes  
1130 and i'm not scared of dogs.  
1131 Group 1: oh really?  
1132 are you never scared?  
1133 Group 2: of course i am.  
1134 i'm so scared of monsters  
1135 under my bed.  
1136 monsters in the attic  
1137 monsters in the shed.  
1138 Teacher: now  
1139 your turn  
1140 ((points at group two which is  
1141 supposed to start the chant this time))  
1142 Group 2: are you scared of spiders?  
1143 ((only a few pupils get the first line  
1144 right))  
1145 are you scared of frogs?  
1146 are you scared of snakes?  
1147 and are you scared of dogs?  
1148 Group 1: i'm not scared of spiders.  
1149 i'm not scared of frogs.  
1150 i'm not scared of snakes  
1151 and i'm not scared of dogs.  
1152 Group 2: oh really?  
1153 are you never scared?  
1154 Group 1: of course i am.  
1155 Group 1 &  
1156 Group 2: i'm so scared of monsters  
1157 under my bed.  
1158 monsters in the attic  
1159 monsters in the shed.  
1160 Teacher: ((turns off the CD player))  
1161 okay  
1162 today  
1163 who wants to be simon today?  
1164 Class: ((almost all pupils raise their hands))  
1165 Teacher: ehm  
1166 today simon is matt?  
1167 Matt: [yeah]  
1168 Teacher: [okay]  
1169 Matt: ((walks to the front))  
1170 Matt: simon says clap your hands.  
1171 Class: ((all pupils clap their hands))  
1172 Teacher: sit down  
1173 Class: (x)



1174 Teacher: no no no  
 1175 that was fine  
 1176 Matt: are you sc-  
 1177 ehm  
 1178 Class: *(((pupils laugh about the confusion)))*  
 1179 Matt: *(((laughs)))*  
 1180 simon says dance  
 1181 Class: *((pupils dance))*  
 1182 Matt: stop  
 1183 Class: *((pupils keep on dancing))*  
 1184 Matt: simon says stop dancing  
 1185 Class: *((pupils stop dancing))*  
 1186 Matt: simon says say hello to mats  
 1187 Class: hello mats  
 1188 Matt: simon says be quiet  
 1189 Class: *((one pupil laughs and has to sit down))*  
 1190 Matt: simon says sit down  
 1191 Class: *((pupils sit down))*  
 1192 Matt: stand up  
 1193 Class: *((one pupil stands up and has to sit down))*  
 1194 Matt: simon says stand up  
 1195 Class: *((pupils stand up))*  
 1196 Matt: simon says turn around  
 1197 Class: *((pupils turn around))*  
 1198 Matt: turn around  
 1199 Class: *((no one turns around))*  
 1200 Matt: m:h simon says  
 1201 ehm what's the time?  
 1202 nee was?  
 1203 *(((looks at the teacher for help)))*  
 1204 Teacher: check your watch  
 1205 Matt: check you watch  
 1206 Class: *((all pupils check their watches))*  
 1207 Matt: simon says jump  
 1208 Class: *((pupils jump))*  
 1209 Matt: jump  
 1210 simon says  
 1211 ehm  
 1212 Teacher: <<pp> touch your nose  
 1213 [touch your]  
 1214 *(((touches her knees)))*  
 1215 Matt: touch your (---) hair.  
 1216 Class: *((all pupils touch their hair))*  
 1217 Matt: simon say:s  
 1218 touch your ears  
 1219 Class: *((all pupils touch their ears))*  
 1220 Matt: dance  
 1221 Class: *((no one moves))*  
 1222 Matt: ach man  
 1223 simon says say hello to leon  
 1224 Class: hello leon

1225 Matt: ehm  
1226 simon says sit down  
1227 Class: ((*pupils sit down*))  
1228 Matt: stand up  
1229 Class: ((*pupils laugh*))  
1230 Teacher: simon says  
1231 go outside and have a break  
1232 Class: yeah:  
1233 Teacher: good bye everyone.  
1234 Emma: ((*protests loudly*))  
1235 [das muss doch er sagen]  
1236 [(*points at Matt*)]  
1237 Teacher: but matt  
1238 matt  
1239 matt doesn't know that ehm  
1240 our time is over.  
1241 so  
1242 Class: ((*pupils leave the classroom*))



## Background Information Sheet GS 1 4a 101213

**School type:** primary school

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

**Date of recording:** 10.12.2013

**Length of recording:** 40:56 minutes

**Number of pupils in class:** 22

**Number of pupils present during the lesson:** 20

**Topic of the lesson:** Directions

### Topic vocabulary

- Directions: go straight on/ahead, turn left, turn right, go across the bridge
- Street names: America Street, Florida Street, Dakota Street, Arizona Street, California Street, Montana Street, Mexico Street, Nevada Street, Virginia Street, Texas Street
- Places: supermarket, bus stop, playground, bank, post office, restaurant, police station, cinema, fire station, hotel, hospital
- “Excuse me, please. Where is \_\_\_’s house?”
- “\_\_\_’s house is on the left/right (side).”
- “Thank you.”

### Goals

- The pupils recall the words for places on a map (e.g. police station, supermarket) and the phrases to describe the way (e.g. go straight turn, turn left/right).
- The pupils can give and understand directions using a street map.

### Textbook

Playway 4 (*Klett Verlag*, 2007), Unit 2: Going places

### Lesson overview

- Small talk: One pupil after the other asks his/her neighbour a question, who then answers it. The activity is finished after everyone has said something.
- Warm-up song: “School is so cool”
- Repetition of the topic vocabulary with the help of flashcards (with pictures and words or phrases).
- Introduction of a street map (with names of the streets)  
Becoming acquainted with reading the map (“Please show me Montana Street.”) and practicing the pronunciation of the street names.
- Instruction phase: Giving directions on the map  
The teacher demonstrates how to describe the way to a specific house on the map.
- Practice phase: Asking for the way to someone’s house and describing it
  - a) in class and
  - b) in partner work using a worksheet with two versions (a/b) provided by the teacher.

**Interesting observations**

- Pronunciation of new words (i.e. the street names)
- Task instruction for the partner work
- Vocabulary introduction and repetition
- Partner activity (giving directions to a partner using a map)

**Use of media**

- CD with the song: "School is so cool"
- Overhead projector (OHP)
- A map with street names (on a transparency)
- Flashcards with pictures and words or phrases
- Worksheet (in two versions for the partner work)
- Blackboard (to hang up the flashcards and give vocabulary help such as "into")
- File boxes placed on the tables between the partners, so they can't see the other person's map

**Personal notes**

001 Teacher: good morning everyone  
002 Class: good morning misses <name> and mister <name>  
003 Researcher: good morning  
004 Pupil\_x: good morning  
005 Teacher: okay we start-  
006 oh where is your cd player?  
007 Class: kann ich-  
008 ((some pupils jump up))  
009 ich weiß wo  
010 Matt: kann ich-  
011 Teacher: you can (-) get one?  
012 Matt: yes  
013 Teacher: okay  
014 thank you  
015 okay  
016 then we start the small talk first.  
017 who can start it?  
018 ehm jakob please  
019 Jakob: what's your favourite game?  
020 Tim: i don't know  
021 what's your (--) favourite colour?  
022 ((to Frank))  
023 Frank: my favourite colour is red and white  
024 and black.  
025 (4.0)  
026 what's your favourite colour?  
027 ((to Paul))  
028 Paul: ehm green  
029 Frank: oh yes  
030 ((nods))  
031 ((pupils mumble))  
032 Paul: who is you best friend?  
033 ((to Jakob))  
034 Jakob: ehm paul  
035 linus  
036 tim  
037 jakob ((pronounced [ja:kob]))  
038 Pupil\_x: jakob ((pronounced [dʒeɪkəb]))  
039 Jakob: ja  
040 jakob ((pronounced [dʒeɪkəb]))  
041 eh max- ((pronounced [maks]))  
042 Class: max ((pronounced [mæks]))  
043 Jakob: (oder wie)  
044 ehm  
045 what's your telephone number?  
046 ((to Sandra))  
047 Sandra: one five one eight five three  
048 two five one two five.  
049 (5.0)  
050 ((looks around in class))  
051 what's your name?

---

052 ((to Linus))  
 053 Linus: linus ((pronounced [li:nus]))  
 054 ((pupils mumble))  
 055 linus ((pronounced [laineəs]))  
 056 Tim: oh oh oh  
 057 this table.  
 058 ((points to the other side of the  
 059 classroom to indicate where the  
 060 next pupil to ask sits))  
 061 Pupil\_x: lina  
 062 du musst lina  
 063 Pupil\_y: oder frag henry  
 064 Linus: we are you from?  
 065 ((to Lina))  
 066 Pupils: where  
 067 where  
 068 where are=  
 069 Linus: =where are you from?  
 070 Lina: ähm i'm from germany  
 071 what's the time?  
 072 Marta: ähh  
 073 Teacher: <<p> quarter past>  
 074 Marta: it's quarter  
 075 ((pupils mumble 'past'))  
 076 Teacher: it's alright  
 077 Marta: it's quarter past twelve  
 078 ((pupils mumble))  
 079 Teacher: sh[::t]  
 080 Marta: [who's] your best friend?  
 081 ((to Nelly))  
 082 Nelly: ehm lea  
 083 ehm  
 084 what's your favourite colour?  
 085 ((to Lea))  
 086 Lea: green and orange  
 087 what's your favourite drink?  
 088 ((to Peter))  
 089 Peter: my favourite drink is fanta  
 090 ehm are you scared of skeletons?  
 091 ((to Antonia))  
 092 Antonia: no  
 093 no i'm-  
 094 Teacher: no i'm?  
 095 Antonia: not  
 096 Teacher: oh good  
 097 okay  
 098 Antonia: do you like pizza? ((pronounced [pitsa]))  
 099 pizza? ((pronounced [pi:tsə]))  
 100 ((to Sophie))  
 101 Sophie: yes i do  
 102 ehm have you got a (-) brother?

103 ((to Henry))  
104 Henry: no i'm- äh-  
105 Sophie: have you got a brother?  
106 ((some pupils whisper 'yes'))  
107 Henry: (3.0)  
108 yes  
109 Teacher: yes i?  
110 Class: have  
111 Henry: yes i am  
112 Teacher: henry listen  
113 have you got a brother?  
114 yes i?  
115 Class: have  
116 Henry: have two brothers  
117 Teacher: yes i have  
118 Class: yes i have two brothers.  
119 Teacher: oh two brothers?  
120 Elias: three together  
121 Henry: <<p> what's the time?>  
122 ((to Oscar))  
123 Oscar: ((laughs))  
124 ehm (5.0)  
125 Teacher: it's  
126 ((pupils whisper the time))  
127 Oscar: sixteen minutes past twelve  
128 ehm (--)  
129 what's you favourite music (x)  
130 ((to Ben))  
131 Teacher: favourite music  
132 or singer  
133 Oscar: ehm music ((to the teacher))  
134 Teacher: music  
135 Ben: my favourite music is  
136 Linus: hip hop  
137 Ben: sportfreunde stiller  
138 Teacher: oh so pop  
139 maybe it's pop music  
140 Ben: [ja pop]  
141 Teacher: [mhm]  
142 mhm  
143 what's the time?  
144 ((to Melissa))  
145 Melissa: it's eighteen minutes past twelve  
146 Pupil\_x: and?  
147 Melissa: and fifteen seconds  
148 Teacher: melissa  
149 i think (we) need ehm elias and matt  
150 Linus: and jakob  
151 Teacher: and jakob as [(x) (-) yeah]  
152 Jakob: [i'm the last one]  
153 Melissa: are you scared of spiders?



154 ((to Matt))  
 155 Matt: yes i am  
 156 what's your favourite movie?  
 157 ((to Elias))  
 158 Elias: movie?  
 159 Matt: yes  
 160 Elias: hm ehm pirates of the caribbean?  
 161 Teacher: caribbean  
 162 uh mhm  
 163 Elias: and star wars  
 164 Teacher: mhm  
 165 Elias: wen muss ich [jetzt (x)]?  
 166 Teacher: [and jakob]  
 167 jakob started  
 168 Elias: are you scared of mister <name>?  
 169 ((to Jakob))  
 170 Jakob: no  
 171 Teacher: okay  
 172 then please stand up (-) for the song  
 173 ((turns on the CD player; the song is  
 174 instrumental; pupils stand up and start  
 175 moving to the song with gestures))  
 176 Teacher &  
 177 Class: if you're in bed  
 178 if you're in bed  
 179 and you wake up  
 180 and you wake up  
 181 you check your watch  
 182 you check your watch  
 183 it's time to get up  
 184 oh what a lovely morning  
 185 it's time to go school  
 186 oh what a lovely morning  
 187 school is so cool  
 188 school is so cool  
 189 Teacher: ((pantomimes washing her face))  
 190 elias  
 191 Teacher &  
 192 Class: wash your face  
 193 wash your face  
 194 put on your clothes  
 195 put on your clothes  
 196 have a glass of milk  
 197 have a glass of milk  
 198 take your bag and off you go  
 199 oh what a lovely morning  
 200 it's time to go to school  
 201 oh what a lovely morning  
 202 school is so cool  
 203 school is so cool  
 204 Teacher: ((turns off the CD player))

205 Teacher &  
206 Class: school is so cool  
207 school is so cool  
208 ((6:28-6:40))  
209 ((pupils sit down again))  
210 Teacher: ((holds up a picture with an arrow  
211 pointing upwards))  
212 okay  
213 ((covers the part of the picture which  
214 reveals the name of the direction))  
215 Jakob: da steht der name  
216 Teacher: yes  
217 and lea  
218 Lea: go straight on  
219 Teacher: very good  
220 go straight on  
221 Class: go straight on  
222 Teacher: <<f> go straight on>  
223 Class: <<f> go straight on>  
224 Teacher: ((pins the picture to the board))  
225 ((holds up another picture with an arrow  
226 pointing to the left))  
227 Oscar: turn left  
228 Antonia: oscar ohh  
229 Teacher: what's the problem oscar?  
230 please (-) raise your finger  
231 frank  
232 Frank: tu:rn left  
233 Teacher: tu:rn left  
234 Class: turn left  
235 Teacher: <<t> turn left>  
236 Class: <<t> turn left>  
237 Teacher: ((pins the picture to the board))  
238 go straight on  
239 ((points to the first picture))  
240 Class: go straight on  
241 Teacher: turn left  
242 ((points to the second picture))  
243 Class: turn left  
244 ((the teacher holds up another picture  
245 with an arrow pointing to the right))  
246 Teacher: okay  
247 all together  
248 one two three  
249 Class: turn right  
250 Teacher: turn right  
251 Class: turn right  
252 Teacher: go straight on  
253 ((points to the first picture))  
254 Class: go straight on  
255 Teacher: go straight ahead

256 Class: go straight ahead  
 257 ((points to the first picture))  
 258 Teacher: turn left  
 259 ((points to the second picture))  
 260 Class: turn left  
 261 turn right  
 262 turn right  
 263 Teacher: ((gets a fourth picture with a bridge))  
 264 sh:  
 265 tim?  
 266 Tim: go across the bridge  
 267 Teacher: go across the bridge  
 268 Class: go across the bridge  
 269 Teacher: <<f> go across the bridge>  
 270 Class: <<f> go across the bridge>  
 271 Teacher: okay  
 272 very good  
 273 now i have got (--) a map  
 274 ((puts a transparency  
 275 on the overhead projector))  
 276 Oscar: a map  
 277 Teacher: what is a map?  
 278 in german?  
 279 ehm elias?  
 280 Elias: ehm eine karte  
 281 Teacher: yes  
 282 very good  
 283 ((turns on the overhead projector  
 284 and adjusts the sharpness))  
 285 Pupils: light off  
 286 sandra  
 287 ((laugh))  
 288 Jakob: soll ich licht ausmachen?  
 289 Teacher: yeah maybe you can switch off the light.  
 290 Pupil\_x: ja sandra  
 291 Pupil\_y: oh jetzt ist das geil  
 292 sandra sandra ((pronounced in English))  
 293 Teacher: no that's not really good  
 294 ((the pupils talk while the teacher  
 295 adjusts the overhead projector))  
 296 Pupil\_x: america street  
 297 Pupil\_y: florida street  
 298 Pupil\_x: so sieht man's noch schlechter  
 299 auf den linien  
 300 ((pupils mumble))  
 301 Oscar: kann das mal jemand wegwischen?  
 302 da steht oscar drauf  
 303 Pupil\_x: (nein) das muss weg  
 304 Jakob: wo steht oscar?  
 305 ((sits down again))  
 306 Oscar: nee ich steh nirgends

307 Teacher: who can (-) come to (-) the front  
308 and show me the::  
309 arizona street?  
310 where is the arizona street?  
311 who can show me?  
312 Oscar: this is a drink  
313 Teacher: ehm sophie  
314 Melissa: das ist ein getränk  
315 Sophie: ((goes to the overhead projector and  
316 shows a part of the Arizona Street))  
317 Oscar: hä wo?  
318 da steht arizona ((pronounced in German))  
319 Teacher: this street here?  
320 Oscar: arizona ist ein getränk  
321 Teacher: but where is- where is the arizona street?  
322 just here?  
323 ((points to the same part))  
324 Sophie: yeah  
325 ((points at it again))  
326 Teacher: here?  
327 Oscar: no the-  
328 Teacher: and what about here?  
329 ((points at another part of Arizona Street))  
330 Melissa: alles  
331 Teacher: where is the arizona street?  
332 is it just here?  
333 ((points at the first part of the street))  
334 Class: yes  
335 Teacher: yes?  
336 Class: no  
337 Teacher: and here?  
338 what- what about (-- ) this (-) part?  
339 ((points at the other part))  
340 Pupil\_x: alles  
341 arizona street  
342 Teacher: yeah what-  
343 which is the arizona street?  
344 show me  
345 Sophie: ((points at the first part of the Arizona  
346 Street))  
347 Teacher: yea::h  
348 oh okay  
349 no  
350 jakob?  
351 ((pupils mumble))  
352 Jakob: ((comes to the front and  
353 shows the whole Arizona Street))  
354 Teacher: yeah  
355 <<len> this all is the arizona street>  
356 thank you jakob  
357 who can show me [---] the:

358 Oscar: [da ist eine mexico]  
 359 Teacher: american street  
 360 Melissa  
 361 Melissa: ((comes to the front and  
 362 shows the America Street))  
 363 Teacher: very good melissa  
 364 excellent  
 365 please show me the: montana street  
 366 Pupil\_x: ähh the montana?  
 367 Teacher: montana street  
 368 peter  
 369 Peter: ((comes to the front and  
 370 shows the Montana Street))  
 371 ((pupils mumble))  
 372 Teacher: montana street  
 373 Melissa: yes  
 374 Teacher: [good]  
 375 Oscar: [yes]  
 376 Teacher: this here is?  
 377 which-  
 378 ((shows the Florida Street))  
 379 Oscar: texas  
 380 Pupils: florida  
 381 Teacher: please raise your fingers  
 382 which street is it?  
 383 elias?  
 384 Elias: florida street  
 385 Teacher: yes  
 386 good  
 387 please show me the dakota street (-)  
 388 o:h the dakota street  
 389 (3.0)  
 390 oscar?  
 391 now i'm (3.0)  
 392 dakota street  
 393 Oscar: ((comes to the front and takes his time  
 394 to find the street on the map))  
 395 Teacher: you raised your finger  
 396 Oscar: ((shows first part of the Dakota Street))  
 397 Teacher: oh yes  
 398 (3.0)  
 399 yes and but  
 400 Oscar: ((shows the whole Dakota Street))  
 401 Teacher: ja:  
 402 this whole thing is the dakota street  
 403 and i need one more  
 404 <<len> where is the california street>  
 405 marta?  
 406 Marta: ((comes to the front and  
 407 shows the California Street))  
 408 Pupil\_x: yej-

409 Teacher: oh can you show me again?  
410 Marta: ((shows the California Street again))  
411 Teacher: yes  
412 very good  
413 thank you  
414 okay let's read together  
415 florida street  
416 ((points at it))  
417 Class: florida street  
418 Teacher: montana street  
419 ((points at it))  
420 Class: montana street  
421 Teacher: texas street  
422 ((points at it))  
423 Class: texas street  
424 Teacher: a:merica street  
425 ((points at it))  
426 Class a:merica street  
427 Teacher: arizona street  
428 ((points at it))  
429 Class: arizona street  
430 Teacher: california street  
431 ((points at it))  
432 Class: california street  
433 Teacher: mexico street  
434 ((points at it))  
435 Class: mexico street  
436 Teacher: nevada street  
437 ((points at it))  
438 Class: nevada street  
439 Teacher: virginia street  
440 ((points at it))  
441 Class: virginia street  
442 Teacher: virginia street  
443 ((points at it))  
444 Class: virginia street  
445 Teacher: dakota street  
446 ((points at it))  
447 Class: dakota street  
448 Teacher: okay  
449 now (--) i describe (--) a house  
450 and in this house lives ehm (---)  
451 charles  
452 Oscar: hä  
453 wo ist der?  
454 Teacher: yes  
455 you (--) are here  
456 ((points at a spot on the map))  
457 and i tell you the way to charles' house  
458 o[kay?]  
459 Oscar: [o]kay

460 Teacher: listen  
 461 <<len> go straight on>  
 462 Oscar: go straight [on]  
 463 Teacher: [<<len> (x)] turn left  
 464 into the (--) florida street>  
 465 <<len> charles' house is on the right>  
 466 Pupils: ((*raise their hands*))  
 467 Teacher: i do it one more time  
 468 [you are here]  
 469 [((*points at a spot on the transparency*))]  
 470 [go straight on]  
 471 Class: [go straight on]  
 472 Teacher: [turn left into (--) florida street]  
 473 Class: [turn left into (--) florida street]  
 474 Teacher: [charles' house is on the right]  
 475 Class: [charles' house is on the right]  
 476 Teacher: who can show me charles' house?  
 477 wow so many fingers  
 478 that's great  
 479 nelly  
 480 Nelly: ((*comes to the front*  
 481 *and shows Charles' house*))  
 482 Teacher: is it correct?  
 483 Class: yes  
 484 Teacher: alright  
 485 okay  
 486 i will tell you the (---) way to  
 487 give me a name  
 488 to michael's house  
 489 michael's house  
 490 go (---) straight on  
 491 turn right into nevada street  
 492 Pupils: yes  
 493 Teacher: turn left into california street  
 494 michael's house is on the left (-)  
 495 i (---) do it one more time  
 496 go straight on  
 497 turn l- äh right into nevada street  
 498 turn left into california street.  
 499 michael's house is on (---) the left  
 500 (3.0)  
 501 linus  
 502 Linus: ((*comes to the front*  
 503 *and shows Michael's house*))  
 504 ((*pupils laugh*))  
 505 haha im garten steht er  
 506 Teacher: oh yes  
 507 this is the garden.  
 508 yeah this is the right house.  
 509 thank you.  
 510 okay

511                   all together go straight on  
512 Class:       go straight on  
513 Teacher:     turn right  
514 Class:       turn right  
515 Teacher:     into nevada street  
516 Class:       into nevada street  
517 Teacher:     turn left [into] california street  
518 Class:               [turn left]  
519               turn left into california street  
520 Teacher:     okay  
521               who can describe the way to: (--)  
522               tony's house?  
523 Linus:       wo ist das?  
524 Teacher:     you have to check  
525               can you describe the way to tony's house?  
526 Jakob:       das ist beschrif=  
527 Teacher:     =who can tell us the way  
528               matt  
529 Matt:       go straight on  
530 Teacher:     <<all> wait wait wait>  
531               [go straight on]  
532               [[*(points at the transparency)*]]  
533 Matt:       in the nevada street?  
534 Teacher:     turn left?  
535               turn right?  
536 Matt:       go straight on  
537               turn nee  
538               [[*(pupils mumble)*]]  
539 Teacher:     turn left  
540               into?  
541 Matt:       into the nevada street?  
542 Teacher:     okay  
543 Matt:       tony's house is in the- (x) the-  
544 Teacher:     on  
545 Matt:       on- the- the right- p- ähh the right-  
546 Pupils:     hää?  
547               da ist doch rechts  
548               [[*(pupils get louder)*]]  
549 Teacher:     [[*(points at a spot on the map)*]]  
550               here?  
551 Matt:       no  
552 Teacher:     look  
553               right is here.  
554               [[*(shows it on the transparency)*]]  
555 Elias:       da steht doch tony hä  
556               i come from here  
557 Elias:       da steht doch tony  
558 Teacher:     is it here on the right?  
559               no  
560               who can tell me the way to tony's house?  
561               elias



562 Elias: ehm go straight on  
 563 ehm turn left at nevada street  
 564 Pupil\_x: hä?  
 565 Pupil\_y: nein  
 566 Pupil\_z: hä?  
 567 Jakob: da vorne da ist der eingang  
 568 Elias: man kann ja auch  
 569 Teacher: no no no  
 570 i want to go the door  
 571 i want to [ring the bell]  
 572 Elias: [go straight on]  
 573 Teacher: ding dong  
 574 Elias: go straight on  
 575 ehm at ehm [(x)]  
 576 Teacher: [turn] left  
 577 Elias: turn left at  
 578 Teacher: into  
 579 Elias: into äh dak-  
 580 Teacher: dakota  
 581 Elias: da- dakota street  
 582 and tony's house is on the ehm-  
 583 Pupil\_x: right  
 584 Pupil\_y: right  
 585 Pupil\_z: [right]  
 586 Elias: [right]  
 587 Teacher: very good  
 588 [here]  
 589 [((points at Tony's house))]  
 590 all together  
 591 go straight on  
 592 Class: go straight on  
 593 Teacher: turn left into dakota street  
 594 Class: turn left into dakota street  
 595 Teacher: tony's house is on the right  
 596 Class: tony's house is on the right  
 597 Teacher: who can tell me the way to kim's house?  
 598 (6.0)  
 599 marta  
 600 Marta: ehm go straight on  
 601 ehm turn left (--) at the arizona street  
 602 Teacher: arizona street  
 603 Marta: arizona street  
 604 Teacher: yes  
 605 Marta: ehm kim('s) house house is  
 606 on the right side  
 607 Teacher: really good  
 608 go straight on  
 609 Class: go straight on  
 610 Teacher: now listen  
 611 turn left into  
 612 ((points with her hand at the class))

613 Class: turn left into  
 614 Teacher arizona street  
 615 Class: arizona street  
 616 Teacher: kim's house is on the right  
 617 Class: kim's house is on the right  
 618 Teacher: turn left and  
 619 [then <<len> into>]  
 620 [((writes 'into' on the board))]  
 621 Oscar: in[to]  
 622 Teacher: [turn] left into  
 623 ((points to her left))  
 624 Jakob: intro  
 625 Teacher: into  
 626 okay  
 627 ehm-  
 628 please tell me the way to sam's house  
 629 Elias: sam?  
 630 der ist da ganz oben  
 631 Henry: nein der ist da ganz unten  
 632 Teacher: no sam is (2.0) here  
 633 ((points at a spot on the transparency))  
 634 who can tell me the way to sam's house?  
 635 that's quite difficult  
 636 Pupil\_x: no  
 637 Teacher: jakob  
 638 Jakob: go straight on  
 639 turn right in the nevada street  
 640 Teacher: into  
 641 Jakob: into n- into nevada street  
 642 go right in the  
 643 Teacher: into  
 644 Jakob: into  
 645 ((laughs))  
 646 Teacher: virginia  
 647 Jakob: virginia street  
 648 sam's house is on the right side  
 649 Teacher: is it?  
 650 Jakob: äh  
 651 left side  
 652 Teacher: [yes]  
 653 Jakob: [aber]  
 654 da sind ja noch zwei andere häuser  
 655 wie soll man das dann wissen?  
 656 Teacher: because here is sam on the roof  
 657 Jakob: ja aber wenn der name da jetzt nicht steht  
 658 [(xxx)]  
 659 Teacher: [but there is a name] jakob  
 660 [there is a [name]  
 661 [((points at the transparency))]  
 662 Jakob: [ja]  
 663 Teacher: okay

664 all together  
 665 go straight on  
 666 Class: go straight on  
 667 Teacher: turn right into nevada street  
 668 Class: turn right into nevada street  
 669 Teacher: turn right into virginia street  
 670 Class: turn right into virginia street  
 671 Teacher: sam's house is on the left  
 672 Class: sam's house is on the left  
 673 Teacher: okay  
 674 tell me the way to sandra's house  
 675 okay sandra you can tell me your- the way  
 676 Sandra: go straight on  
 677 turn right after  
 678 Teacher: into  
 679 Sandra: into the montana street  
 680 turn left in  
 681 Teacher: into  
 682 Sandra: into the (--) texas street  
 683 Jakob: das erkennt man nicht  
 684 Sandra: sandra's house is on the left  
 685 Pupil\_x: me house  
 686 Teacher: yes  
 687 Sandra: me house is on the left  
 688 Jakob: my  
 689 Teacher: my  
 690 my  
 691 Sandra: my house is on the left  
 692 Teacher: side  
 693 very good  
 694 all together  
 695 go straight on  
 696 Class: go straight on  
 697 Teacher: turn right into montana street  
 698 Class: turn right into montana street  
 699 Teacher: turn left into texas street  
 700 Class: turn left into texas street  
 701 Teacher: sandra's house is on the left  
 702 Class: sandra's house is on the left  
 703 Teacher: okay  
 704 linus or you wanted to go through  
 705 california street  
 706 Linus: jetzt kann ich's nicht mehr sehen  
 707 Teacher: okay  
 708 ((turns on the light))  
 709 Oscar: oh licht  
 710 ((covers his eyes with his hands))  
 711 Teacher: very quick  
 712 turn left into  
 713 Class: turn left into  
 714 Teacher: turn right into

715 Class: turn right into  
716 Teacher: turn left into texas street  
717 ((points at 'into' on the board))  
718 Class: turn left into texas street.  
719 Teacher: turn right into montana street.  
720 ((points at 'into' on the board))  
721 Class: turn right into montana street.  
722 Teacher: okay  
723 very quick  
724 ((pupils mumble))  
725 ((holds up a picture))  
726 quick quick  
727 elias  
728 Elias: playground  
729 Teacher: playground  
730 Class: playground  
731 ((the teacher pins the picture to the  
732 board))  
733 Teacher: ((cleans the board quickly))  
734 Oscar: ja endlich bin ich weg  
735 ((his name was written on the board))  
736 Teacher: ((holds up another picture))  
737 Oscar: polizei  
738 Teacher: sh:  
739 äh  
740 please raise your finger  
741 matt  
742 Matt: police sat- police station  
743 Teacher: police station  
744 Class: police station  
745 ((the teacher pins the picture to the board))  
746 Teacher: ((holds up another picture))  
747 frank  
748 Frank: bank  
749 Teacher: bank  
750 Class: bank  
751 ((the teacher pins the picture to the board))  
752 Teacher: [playground]  
753 [((points at the picture))]  
754 Class: playground  
755 Teacher: [police station]  
756 [((points at the picture))]  
757 Class: police station  
758 Teacher: [bank]  
759 [((points at the picture))]  
760 Class: bank  
761 Teacher: ((holds up another picture  
762 and shows it to the class))  
763 antonia  
764 Antonia: post office ((pronounced [po:st'ofis]))  
765 Jakob: das steht da drauf

766 Teacher: ((draws a circle in the air))  
 767 Antonia: post office ((pronounced [pəʊst'ɒfɪs]))  
 768 Teacher: yes  
 769 post office  
 770 Class: post office  
 771 ((the teacher pins the picture  
 772 to the board))  
 773 Teacher: yeah that's fine  
 774 ((holds up another picture))  
 775 ben  
 776 Ben: bus äh bus station  
 777 Jakob: nein stop ((pronounced [stɒp]))  
 778 Ben: bus stop  
 779 Teacher: bus stop  
 780 Class: bus stop  
 781 ((the teacher pins the picture to the board))  
 782 Elias: ist ja keine station  
 783 Teacher: ((holds up another picture))  
 784 ehm jakob  
 785 Jakob: ehm hospital  
 786 Teacher: hospital  
 787 Class: hospital  
 788 ((the teacher pins the picture to the board))  
 789 Teacher: [playground]  
 790 [((points at the picture))]  
 791 Class: playground  
 792 Teacher: [police station]  
 793 [((points at the picture))]  
 794 Class: police station  
 795 Teacher: [bank]  
 796 [((points at the picture))]  
 797 Class: bank  
 798 Teacher: [post office]  
 799 [((points at the picture))]  
 800 Class: post office  
 801 Teacher: bus stop  
 802 [((points at the picture))]  
 803 Class: bus stop  
 804 Teacher: [hospital]  
 805 [((points at the picture))]  
 806 Class: hospital  
 807 Teacher: ((holds up another picture))  
 808 tim?  
 809 Tim: <<p> cinema>  
 810 Teacher: again?  
 811 ((points at her ear))  
 812 Tim: cinema  
 813 Teacher: cinema  
 814 Class: cinema  
 815 ((the teacher pins the picture to the board))  
 816 Teacher: ((holds up another picture))

817 Oscar: nee das-  
 818 das kann ich nicht aussprechen  
 819 Teacher: sandra?  
 820 Sandra: restaurant  
 821 Teacher: restaurant  
 822 Class: restaurant  
 823 ((the teacher pins the picture to the board))  
 824 Oscar: mc donald restaurant  
 825 Teacher: ((holds up another picture))  
 826 this is easy  
 827 lina?  
 828 Lina: supermarket  
 829 Teacher: supermarket  
 830 Class: supermarket  
 831 ((the teacher pins the picture to the board))  
 832 Melissa: das klingt so cool  
 833 super ((German pronunciation))  
 834 Teacher: ((holds up another picture))  
 835 oscar?  
 836 Oscar: ehm firemen?  
 837 Teacher: these are firemen  
 838 alright  
 839 paul?  
 840 Paul: fire station  
 841 Teacher: fire station  
 842 ((pins the picture to the board))  
 843 Oscar: oh man ey  
 844 [das war falsch]  
 845 [((some other pupils moan as well))]  
 846 Teacher: okay now we want to do (--)  
 847 a partner work  
 848 okay?  
 849 ((gets some worksheets from her desk))  
 850 we have got  
 851 sh  
 852 we have got a map  
 853 for partner one  
 854 ((shows one worksheet))  
 855 and we have got a map  
 856 for partner two  
 857 ((shows the other worksheet))  
 858 okay?  
 859 partner one  
 860 ((holds up the first worksheet))  
 861 wants to know the way to  
 862 the supermarket  
 863 the hotel  
 864 the bus stop  
 865 the post office  
 866 and the hospital  
 867 and you have to ask

868               excuse me  
 869               where is the supermarket?  
 870               and then (--) partner two  
 871               ((holds up the second worksheet))  
 872               looks into the map  
 873               and tells you  
 874               the way to the supermarket  
 875   Jakob:       muss man das eigentlich selbst reinmalen?  
 876   Teacher:    what?  
 877               no  
 878               [*((gets another worksheet from her desk))*]  
 879               [i tell you later okay?]  
 880               and you have to do it like  
 881               where are your wooden (---) wooden  
 882               ah  
 883               (*goes to a shelf in the classroom*)  
 884               [you get a file box]  
 885               [*((gets a file box))*]  
 886   Jakob:       jakob  
 887               (*reads the name on the file box*  
 888               *and laughs*)  
 889   Teacher:    i need a partner.  
 890               matt  
 891               can you be my partner?  
 892               (*gets a chair*)  
 893   Matt:       (*sighs and comes to the front*)  
 894   Jakob:       jakob der partner  
 895   Teacher:    you are partner two  
 896               okay?  
 897               (*hands him the second worksheet*)  
 898               and i am (--) i am partner one  
 899               you ask me  
 900               excuse me  
 901               where's the  
 902               (*points at a sentence on his worksheet*)  
 903   Matt:       excuse me please  
 904               where is the (-) bank?  
 905   Teacher:    (*hands him another worksheet*)  
 906               mhm  
 907               ehm (3.0) go straight on  
 908               turn right into montana street  
 909   Jakob:       (*stands up und shows Matt the house*  
 910               *on his worksheet*)  
 911   Teacher:    the bank is on the left  
 912               where is it matt?  
 913   Matt:       (*points at it on the map*)  
 914   Teacher:    yes  
 915               (*takes his worksheet*)  
 916               the bank is here  
 917               (*points at it*)  
 918   Jakob:       nicht zeigen

919 ((turns around))  
 920 Teacher: and then matt can (--)  
 921 [cut out] the bank  
 922 [(gesture of cutting out)]  
 923 and glue it to the montana street  
 924 ((puts her hand on the map))  
 925 Oscar: hä?  
 926 Jakob: oh man  
 927 du musst die ausschneiden  
 928 Pupil\_x: und aufkleben  
 929 ((pupils mumble))  
 930 Teacher: okay  
 931 step one  
 932 ((pupils start to discuss the task))  
 933 step one  
 934 sh  
 935 cut out the pictures  
 936 Oscar: und was ist mit den texten?  
 937 Teacher: step two  
 938 sh  
 939 you start the partner work  
 940 and you stick the pictures  
 941 to (---) the places  
 942 yes  
 943 who can tell me in german  
 944 what you have to do?  
 945 elias  
 946 Elias: also wir sollen (--) ehm  
 947 also den weg erst mal finden  
 948 und dann soll man den finden  
 949 und dann soll man (--) zum beispiel die  
 950 bank ausschneiden  
 951 und dann soll man die  
 952 Jakob: jeder von beiden?  
 953 Teacher: switch off  
 954 die partner haben zwei verschiedene karten  
 955 der eine weiß genau  
 956 wo diese fünf sachen zu suchen sind  
 957 der andere partner hat eine andere karte  
 958 wo er fünf andere sachen drin hat  
 959 die er dann dem anderen partner erklären  
 960 muss  
 961 ihr bekommt zwei verschiedene karten  
 962 und zwei verschiedene zettel  
 963 wo ihr nach dingen sucht  
 964 jakob  
 965 Jakob: ehm wer ist wer?  
 966 also wer hat ohne und wer hat den mit?  
 967 mit dem aufgezeichneten und wer hat den?  
 968 Teacher: du hast eine karte mit fünf dingen drin  
 969 und dein partner hat



970 eine karte mit fünf ANDEREN dingen drin  
 971 (3.0)  
 972 und beide karten haben lücken  
 973 ja?  
 974 linus  
 975 Linus: wo soll man das denn aufkleben?  
 976 Teacher: da wo euch der partner das hin beschreibt  
 977 Linus: ach so  
 978 aber der partner muss ja kontrollieren  
 979 oder?  
 980 Teacher: ihr müsst nachher kontrollieren  
 981 vorher bitte einmal (--)  
 982 file box between you and your partner  
 983 oscar  
 984 Oscar: ehm ich hab zwei fragen  
 985 einmal was ist denn mit den lücken?  
 986 also die wo man dies ausschneiden muss  
 987 und was muss man denn dann?  
 988 Teacher: diese sachen die ihr ausschneidet  
 989 müssen halt in eine lücke rein  
 990 Oscar: ja  
 991 aber mit dem text da  
 992 wo der text  
 993 Teacher: das ist der text der euch hilft  
 994 was du fragen kannst  
 995 Oscar: achso  
 996 Linus: wir sind aber 'ne ungerade zahl  
 997 äh wir sind ne grade zahl  
 998 ich hab hier keinen partner  
 999 Sandra: ja dann musst du halt mit lina  
 1000 Oscar: ja du musst mit lina  
 1001 oder ich mach mit ben  
 1002 Teacher: nelly can go over to  
 1003 linus  
 1004 no  
 1005 no  
 1006 tim and jakob  
 1007 linus and nel- nelly  
 1008 okay?  
 1009 ((pupils mumble))  
 1010 Lea: kann nich peter mit linus  
 1011 und ich mit nelly machen?  
 1012 Linus: [ja]  
 1013 Teacher: [no]  
 1014 Linus: doch  
 1015 kann man sich nicht aussuchen?  
 1016 Lea: [doch bitte?]  
 1017 Teacher: [no]  
 1018 ((hands out the worksheets))  
 1019 one two ((to Antonia and Sophie))  
 1020 one two ((to Oscar and Henry))

1021 (5.0)  
 1022 ben one  
 1023 Oscar: hast du ein anderes als ich?  
 1024 ((to Henry))  
 1025 Teacher: yes  
 1026 Oscar: [wieso]  
 1027 Teacher: [two] ((to Melissa))  
 1028 melissa two  
 1029 peter two  
 1030 lea one  
 1031 Class: ((pupils get up to get their file boxes))  
 1032 ((29:38-29:50))  
 1033 Teacher: one  
 1034 ((hands another worksheet to Oscar))  
 1035 two  
 1036 ((hands another worksheet to Henry))  
 1037 ((pupils prepare the task,  
 1038 some already start with it))  
 1039 Oscar: excuse me please?  
 1040 where is the s-?  
 1041 warte ich muss mal kurz aufschreiben  
 1042 ((gets a pencil))  
 1043 Ben: wo sind denn die kleinen dinger?  
 1044 Oscar: where is the supermarket?  
 1045 Ben: ich brauche noch son kleinen  
 1046 Oscar: warte warte  
 1047 excuse me please  
 1048 excuse me please  
 1049 where is the supermarket?  
 1050 Henry: go straight on  
 1051 (xxx)  
 1052 turn left  
 1053 (xxx)  
 1054 Oscar: okay  
 1055 du schneidest die schon mal aus okay?  
 1056 ((the pupils get their material  
 1057 and start cutting out))  
 1058  
 1059 ((the camera starts to film individual  
 1060 pairs))  
 1061 ((pupils work on their task))  
 1062 ((30:47- 39:57))  
 1063 Peter: soll der name mit rauf?  
 1064 Lea: ehm nein hab ich nicht  
 1065 ((pupils mumble))  
 1066 Jakob: es hat geklingelt  
 1067 Oscar: nein  
 1068 Jakob: doch doch  
 1069 Melissa: misses <name>  
 1070 es hat geklingelt  
 1071 Teacher: oh no

1072                    ((walks over to her desk and rings a bell))  
1073 Antonia: sophie es hat geklingelt  
1074 Teacher: okay everyone  
1075                    switch off  
1076                    wir haben ein bisschen die zeit verschlafen  
1077                    ((Jakob gets up and takes his school bag))  
1078                    die die noch nicht fertig sind  
1079                    denen gebe ich morgen in der englischstunde  
1080                    nochmal fünf minuten zeit  
1081                    um das auszutauschen  
1082                    okay?  
1083                    ((Jakob goes to the door))  
1084                    einmal die sachen in die englisch mappe  
1085                    reinlegen  
1086                    und dann holen wir das morgen noch mal raus  
1087                    okay?  
1088                    ((Jakob opens the door and walks off))  
1089                    goodbye everyone  
1090 Class: goodbye misses <name> and mister <name>  
1091                    ((pupils put away their English material))

## **Background Information Sheet**

### **GS 1 4b 101213**

**School type:** primary school

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

**Date of recording:** 10.12.2013

**Length of recording:** 43:18 minutes

**Number of pupils in class:** 23

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

**Topic of the lesson:** Directions

#### **Topic vocabulary**

- Directions: go straight on/ahead, turn left, turn right, go across the bridge
- Places: supermarket, bus stop, playground, bank, post office, restaurant, police station, cinema, fire station, hotel
- “Excuse me, please.”
- “Where is the \_\_\_\_?”
- “Thank you very much.”

#### **Goals**

- The pupils can give simple directions using a street map.
- The pupils can act out a short dialogue between a tourist and a local.

#### **Textbook**

Playway 4 (*Klett Verlag*, 2007), Unit 2: Going places

#### **Lesson overview**

- Warm-up song: “Mini Monsters”
- 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.
- Vocabulary repetition of direction words: “turn left”, “go straight on”, “turn right”, “go across the bridge”
- TPR activity: Pantomiming the teacher’s directions
- Listening comprehension activity: Two dialogues on the CD (Pupil’s Book, p. 8).
- Revision of phrases from the two dialogues.
- Listening & reading activity: The pupils listen to the dialogues on the CD and read along the dialogues in their textbook.
- Reading activity: The dialogues are read out – first in pairs, then in two larger groups (left side/right side of class).
- Work phase: The pupils create their own dialogue and practice it. Some pupils practice inside and some outside the classroom.
- Presentation phase: Some groups present their dialogue in front of the class.
- Closing game: “Simon says”

**Interesting observations**

- Vocabulary revision
- Dialogue practice and performance
- Pronunciation practice: [v] in very; [ð] in that and the [z] in zoo
- Task instruction in German
- Language awareness: *Wo?* – Where?, *Was?* – What?, *Wer?* – Who?, *Wie?* – How?

**Use of media**

- CD with the song “Mini Monsters”
- Textbook dialogues (Playway 4, Pupil’s Book, p. 8)
- Street map (Playway 4, Pupil’s Book, p. 9)
- Flashcards with directions
- Blackboard

**Personal notes**

001 Class: [*((pupils mumble and slowly get up*  
002 *from their chairs))*]  
003 Teacher: [*((prepares the CD player))*]  
004 *((turns on the CD player))*  
005 Teacher &  
006 Class: *((sing and move to the song))*  
007 on monday morning mini monsters  
008 are so very busy  
009 on monday morning mini monsters  
010 are so very busy  
011 jumping up and jumping down  
012 jumping up and jumping down  
013 jumping up and jumping down.  
014 jumping up and jumping down  
015 jumping up and jumping down  
016 jumping up and jumping down.  
017 Teacher: tuesday  
018 Teacher &  
019 Class: on tuesday morning mini monsters  
020 are so very busy  
021 on tuesday morning mini monsters  
022 are so very busy  
023 standing up and sitting down  
024 standing up and sitting down  
025 standing up and sitting down.  
026 standing up and sitting down  
027 standing up and sitting down  
028 standing up and sitting down.  
029 Teacher: next day is?  
030 Class: wednesday  
031 Teacher &  
032 Class: on wednesday morning mini monsters  
033 are so very busy  
034 on wednesday morning mini monsters  
035 are so very busy  
036 turning left and turning right  
037 turning left and turning right  
038 turning left and turning right.  
039 turning left and turning right  
040 turning left and turning right  
041 turning left and turning right.  
042 Teacher: next day is?  
043 Pupil\_x: [thursday]  
044 Teacher: [thursday]  
045 Teacher &  
046 Class: on thursday morning mini monsters  
047 are so very busy  
048 on thursday morning mini monsters  
049 are so very busy  
050 hopping left and hopping right  
051 hopping left and hopping right

052 hopping left and hopping right.  
 053 hopping left and hopping right  
 054 hopping left and hopping right  
 055 hopping left and hopping right.  
 056 on friday morning mini monsters  
 057 are so very busy  
 058 on friday morning mini monsters  
 059 are so very busy  
 060 drumming here and drumming there  
 061 drumming here and drumming there  
 062 drumming here and drumming there.  
 063 drumming here and drumming there  
 064 drumming here and drumming there  
 065 drumming here and drumming there.  
 066 Teacher: <<p> saturday>  
 067 Teacher &  
 068 Class: on saturday morning mini monsters  
 069 are so very busy  
 070 on saturday morning mini monsters  
 071 are so very busy  
 072 singing low and singing high  
 073 singing low and singing high  
 074 singing low and singing high.  
 075 singing low and singing high  
 076 singing low and singing high  
 077 singing low and singing high.  
 078 on sunday morning mini monsters  
 079 are so very busy  
 080 on sunday morning mini monsters  
 081 are so very busy.  
 082 Teacher &  
 083 Class: ((*make sounds as if they are really*  
 084 *tired*))  
 085 Teacher: [((*turns off the CD player*))]  
 086 Class: [((*pupils sit down*))]  
 087 Teacher: ehm jonas  
 088 what's the problem?  
 089 switch off  
 090 jonas  
 091 was ist los?  
 092 ((*talks to Jonas who bends over his*  
 093 *table with his head resting on his*  
 094 *arms*))  
 095 Jonas: mir ist schlecht  
 096 Teacher: ehm jonas  
 097 dann müssen wir zuhause anrufen  
 098 und müssen dich abholen lassen  
 099 ja?  
 100 fühlst du dich krank?  
 101 okay  
 102 then we start our small talk

103 and and i'll go (--) upstairs to phone  
104 okay?  
105 who can start please?  
106 ehm mila  
107 ((Mila starts with the small talk;  
108 one after the other the pupils ask their  
109 left-hand neighbour a question))  
110 Mila: can i have ehm (---) chair?  
111 Maria: ((stands up))  
112 here you are  
113 ((sits on her desk))  
114 can i have a chair?  
115 Leon: yes  
116 can i have a book?  
117 Valentine: here you are  
118 Leon: danke  
119 ((pupils laugh))  
120 Valentine: can i have (-) your chair?  
121 Amelie: yes  
122 can i have your chair?  
123 Linda: no  
124 ehm how are you?  
125 Sophie: i'm fine  
126 thank you  
127 ehm what's the time?  
128 Mats: äh quarter to äh seven?  
129 ((pupils laugh))  
130 Sophie: what's your favourite food?  
131 Mats: my favourite food is pizza  
132 what's your name?  
133 Mia: my name is mia  
134 what's your favourite (-) drink?  
135 Melvin: my favourite drink is (x)  
136 can i have your chair?  
137 Nelly: yes  
138 can i have your chair?  
139 Matt: no  
140 (how are you)?  
141 Nora: i'm fine  
142 thank you  
143 ((pupils mumble; there is some noise  
144 in the classroom due to the moving  
145 of chairs))  
146 ((the teacher returns to the classroom))  
147 Nora: (xxx)  
148 (14.0)  
149 Tim: i don't know  
150 (3.0)  
151 Teacher: okay tim  
152 go on please  
153 Tim: ehm can i have your chair?



154 Emma: no sorry  
 155 ((pupils mumble))  
 156 eh (---) how are you?  
 157 Chris: i'm fine  
 158 what's the weather like today on monday?  
 159 Teacher: no  
 160 what's the weather like today?  
 161 Chris: achso  
 162 what's the weather like today?  
 163 Teacher: <<p> mhm>  
 164 Marvin: it's (--) eh (--) cloudy  
 165 can i have a window?  
 166 Toni: no sorry  
 167 can i have your chair?  
 168 Carl: here your are  
 169 Teacher: okay leave it there please  
 170 carl?  
 171 leave it there  
 172 Carl: can i have a pencil?  
 173 Max: no  
 174 can i have the pencil case?  
 175 Vince: no sorry  
 176 can i- can you open the window please?  
 177 Mila: no sorry  
 178 Teacher: okay  
 179 what's this?  
 180 ((shows a picture card to the class))  
 181 Pupil\_x: <<p> straÙe>  
 182 Teacher: yes it's a street  
 183 but  
 184 ((points at the directional arrow  
 185 on the picture card))  
 186 eh maria  
 187 Maria: left?  
 188 Teacher: yes  
 189 good  
 190 linda?  
 191 Linda: turn left?  
 192 Teacher: turn left  
 193 Class: turn left  
 194 Teacher: turn left  
 195 Class: turn left  
 196 Teacher: <<h> turn left>  
 197 Class: <<h> turn left>  
 198 Teacher: <<t> turn left>  
 199 Class: <<t> turn left>  
 200 Teacher: ((pins the picture card to the board;  
 201 takes another picture card;  
 202 shows the picture card to the class,  
 203 but covers the phrase on it))  
 204 carl?

205 Carl: geradeaus  
 206 Teacher: yes  
 207 but in english please  
 208 ehm vince  
 209 Vince: go on straight?  
 210 Teacher: yes  
 211 that's very close  
 212 ehm  
 213 Chris: go straight on?  
 214 Teacher: go straight on  
 215 Class: go straight on  
 216 Teacher: <<t> go straight on>  
 217 Class: <<t> go straight on>  
 218 Teacher: <<h> go (-) straight on>  
 219 Class: <<h> go (-) straight on>  
 220 Teacher: ((pins the picture card to the board))  
 221 ((points at the picture cards on the board  
 222 and repeats the directions))  
 223 turn left  
 224 Class: turn left  
 225 Teacher: go straight on  
 226 Class: go straight on  
 227 Teacher: ((takes another picture card))  
 228 ((shows it to the class))  
 229 tim?  
 230 Tim: turn (right on)?  
 231 Teacher: yes  
 232 that was very close  
 233 Melvin: ah ich weiß  
 234 turn right  
 235 Teacher: turn right  
 236 Class: turn right  
 237 Teacher: <<f> turn right>  
 238 Class: <<f> turn right>  
 239 Teacher: <<p> turn right>  
 240 Class: <<p> turn right>  
 241 Teacher: ((points at the picture cards on the board  
 242 while repeating the directions))  
 243 turn left  
 244 Class: turn left  
 245 Teacher: go straight on  
 246 Class: go straight on  
 247 Teacher: ((pins the last picture card to the  
 248 board with the directions))  
 249 turn right  
 250 Class: turn right  
 251 Teacher: ((takes another picture card))  
 252 ((shows it to the class))  
 253 emma?  
 254 Emma: go across a bridge  
 255 Teacher: go across the bridge

256 Class: go across the bridge  
 257 Teacher: the bridge  
 258 Class: the bridge  
 259 Teacher: go across the bridge  
 260 Class: go across the bridge  
 261 Teacher: ((pins the picture card to the board))  
 262 ((points at the picture cards on the board  
 263 while repeating the directions))  
 264 turn left  
 265 Class: turn left  
 266 Teacher: go straight on  
 267 Class: go straight on  
 268 Teacher: turn right  
 269 Class: turn right  
 270 Teacher: go across the bridge  
 271 Class: go across the bridge  
 272 Teacher: okay  
 273 look  
 274 turn left  
 275 ((turns left))  
 276 Class: turn left  
 277 Teacher: go straight on  
 278 ((imitates going straight on))  
 279 Class: go straight on  
 280 Teacher: turn right  
 281 ((turns right))  
 282 Class: turn right  
 283 Teacher: go across the bridge  
 284 ((imitates going across a bridge))  
 285 Class: go across the bridge  
 286 Teacher: please stand up  
 287 Class: [((pupils mumble and stand up))]  
 288 Teacher: [scht]  
 289 ((9:40-9:46))  
 290 okay  
 291 tu:rn right  
 292 Class: ((pupils turn right))  
 293 Teacher: tu:rn right  
 294 Class: ((pupils turn right again))  
 295 Teacher: turn right  
 296 Class: ((pupils turn right again))  
 297 Teacher: go straight on  
 298 Class: ((pupils imitate going straight on))  
 299 Teacher: stop  
 300 turn right  
 301 Class: ((pupils stop and turn right))  
 302 Teacher: go across the bridge  
 303 Class: ((pupils imitate going across a bridge))  
 304 Teacher: sh:  
 305 ehm emma?  
 306 pantomime please

307 no sound  
 308 eh go straight on  
 309 Class: ((*pupils go straight on*))  
 310 Teacher: tu::rn left  
 311 Class: ((*pupils turn left*))  
 312 Teacher: tu:rn left  
 313 Class: ((*pupils turn left again*))  
 314 Teacher: tu:rn right  
 315 Class: ((*pupils turn right*))  
 316 Teacher: go straight on  
 317 Class: ((*pupils imitate going straight on*))  
 318 Teacher: stop  
 319 go across the bridge  
 320 Class: ((*pupils stop and imitate going*  
 321 *across a bridge*))  
 322 Teacher: psch  
 323 ehm matt  
 324 can you please stay there?  
 325 ((*talks to a pupil who climbed on his*  
 326 *table*))  
 327 thank you  
 328 ehm turn left  
 329 Class: ((*pupils turn left*))  
 330 Teacher: turn left  
 331 Class: ((*pupils turn left again*))  
 332 Teacher: go straight on  
 333 Class: ((*pupils go straight on*))  
 334 Teacher: turn right  
 335 Class: ((*pupils turn right*))  
 336 Teacher: sit down please  
 337 Class: ((*pupils mumble and sit down*))  
 338 ((11:00-11:25))  
 339 Teacher: jonas  
 340 you can sit on-  
 341 on the armchair if you want  
 342 okay?  
 343 ((*talks to Jonas who feels sick*))  
 344 lay a little bit back  
 345 Jonas: ((*gets up to sit on the armchair*))  
 346 Teacher: okay  
 347 we listen to two dialogues  
 348 okay?  
 349 and for that you can open your pupil's  
 350 book  
 351 please  
 352 on page (4.0) eight  
 353 Class: [((*pupils mumble and open their books*))]  
 354 Teacher: [((*turns on the CD player*))]  
 355 CD: pupil's book  
 356 unit two  
 357 five

358                    dialogue one  
359                    excuse me please  
360                    where's the cinema?  
361                    it's in market street  
362                    where's that?  
363                    go straight on  
364                    then turn right at the park  
365                    thank you  
366                    dialogue two  
367                    excuse me  
368                    where's the supermarket?  
369                    eh okay  
370                    turn left here  
371                    then go across the bridge  
372                    you can see the supermarket  
373                    from the bridge  
374                    thank you very much  
375                    that's okay  
376 Teacher:        okay  
377                    one more time  
378                    ((presses repeat))  
379 CD:             pupil's book  
380                    unit two  
381                    five  
382                    dialogue one  
383                    excuse me please  
384                    where's the cinema?  
385                    it's in market street  
386                    where's that?  
387                    go straight on  
388                    then turn right at the park  
389                    thank you  
390                    dialogue two  
391                    excuse me  
392                    where's the supermarket?  
393                    eh okay  
394                    turn left here  
395                    then go across the bridge  
396                    you can see the supermarket  
397                    from the bridge  
398                    thank you very much  
399                    that's okay  
400 Teacher:        ((turns off the CD player))  
401                    okay  
402                    now all together  
403                    ((reads))  
404                    excuse me please  
405 Class:           excuse me please  
406 Teacher:        where's the cinema?  
407 Class:           where's the cinema?  
408 Teacher:        it's in market street

409 Class: it's in market street  
410 Teacher: where is that?  
411 Class: where is that?  
412 Teacher: go straight on  
413 Class: go straight on  
414 Teacher: then turn right at the park  
415 Class: then turn right at the park  
416 Teacher: [then turn right]  
417 [*((points at her mouth to direct the*  
418 *pupils' attention to the 'th'))*]  
419 Class: then turn right  
420 Teacher: at [the park]  
421 [*((points at her mouth to direct the*  
422 *pupils' attention to the 'th'))*]  
423 Class: at the park  
424 Teacher: thank you  
425 Class: thank you  
426 Teacher: excuse me please  
427 Class: [excuse]  
428 Teacher: [oh no]  
429 sorry  
430 excuse me  
431 Class: excuse me  
432 Teacher: where is the supermarket?  
433 Class: where is the supermarket?  
434 Teacher: okay turn left here  
435 Class: okay turn left here  
436 Teacher: then go across the bridge  
437 Class: then go across the bridge  
438 Teacher: you can see the supermarket  
439 Class: you can see the supermarket  
440 Teacher: from the bridge  
441 Class: from the bridge  
442 Teacher: thank you very much  
443 Class: thank you very much  
444 Teacher: that's okay  
445 Class: that's okay  
446 Teacher: okay  
447 <<len> what is a cinema?>  
448 Class: [*((pupils mumble))*]  
449 Teacher: [what is a cinema?]  
450 [*((writes 'cinema' on the board))*]  
451 mia?  
452 Mia: ehm kino  
453 Teacher: very good  
454 all together  
455 cinema  
456 Class: cinema  
457 Teacher: cinema  
458 Class: cinema  
459 Teacher: and next question is

460                   what is a supermarket?  
 461   Class:        ((*pupils mumble*))  
 462   Teacher:     that's quite easy  
 463                   toni  
 464   Toni:         supermarkt  
 465   Teacher:     yes  
 466                   okay  
 467                   all together  
 468                   cinema  
 469   Class:        cinema  
 470   Teacher:     supermarket  
 471   Class:        supermarket  
 472   Teacher:     okay  
 473                   now we try to listen to the cd  
 474                   and we tr- try to speak  
 475                   with the man on the cd  
 476                   okay?  
 477                   i turn the cd on and you can speak  
 478                   excuse me please  
 479                   ((*says the first phrase of the dialogue*))  
 480                   okay?  
 481                   ((*turns on the CD player*))  
 482   CD:           pupil's book  
 483                   unit two  
 484                   five  
 485                   dialogue one  
 486   CD, Teacher &  
 487   Class:        excuse me please  
 488                   where's the cinema?  
 489                   it's in market street  
 490                   where's that?  
 491                   go straight on  
 492                   then turn right at the park  
 493                   thank you  
 494   CD:           dialogue two  
 495   CD, Teacher &  
 496   Class:        excuse me  
 497                   where's the supermarket?  
 498                   eh okay  
 499                   turn left here  
 500                   then go across the bridge  
 501                   can see the supermarket from the bridge  
 502                   thank you very much  
 503                   that's okay  
 504   Teacher:     ((*turns off the CD player*))  
 505                   okay  
 506                   who can read the first dialogue with a  
 507                   partner?  
 508                   who wants to be the tourist?  
 509   Class:        ((*some pupils raise their hands*))  
 510   Teacher:     amelie?

511                   you are a tourist  
512                   and the woman  
513                   who can read the woman?  
514   Class:        (*(some pupils raise their hands)*)  
515   Teacher:     emma?  
516                   okay  
517   Amelie:     excuse me please  
518                   where's the cinema?  
519   Emma:        it's in the market street  
520   Amelie:     where is that?  
521   Emma:        go straight on  
522                   turn left  
523                   tu- then turn right in the park  
524   Amelie:     thank you  
525   Teacher:     okay  
526                   where is that?  
527   Class:        where is that?  
528   Teacher:     look  
529                   where's [THat?]  
530                                [*((points at her mouth to direct the*  
531                                *pupils' attention to the 'th'))]*  
532   Class:        where's that?  
533   Teacher:     turn right at [THE park]  
534                                [*((points at her mouth to*  
535                                *direct the pupils' attention*  
536                                *to the 'th'))]*  
537   Class:        turn right at THE park  
538   Teacher:     okay  
539                   very good  
540                   who can read it again please?  
541   Class:        (*(some pupils raise their hands)*)  
542   Teacher:     ehm matt  
543                   you are the tourist  
544   Matt:        ja  
545   Teacher:     okay  
546                   and (---) the woman  
547                   what is a woman in german?  
548                   a woman  
549                   woman  
550                   man  
551                   woman  
552                   man  
553   Class:        (*(some pupils raise their hands)*)  
554   Teacher:     what is a woman?  
555                   mia  
556   Mia:         eine frau?  
557   Teacher:     yes  
558                   okay  
559                   [who can read the woman?]  
560   Emma:        [lady ist aber auch eine frau]  
561   Teacher:     mh?



562 Emma: lady?  
 563 Teacher: yes  
 564 ehm mia  
 565 you are the woman?  
 566 okay matt  
 567 Matt: excuse me please  
 568 where's the cinema?  
 569 Mia: it's in the market street  
 570 Matt: where's that?  
 571 Mia: go straight on  
 572 then turn right at the park  
 573 Matt: thank you  
 574 Teacher: okay  
 575 dialogue two  
 576 who can read the tourist?  
 577 chris?  
 578 Chris: yes  
 579 Teacher: and who can read the man?  
 580 vince?  
 581 Chris: excu- cuse me  
 582 where's the supermarket?  
 583 Teacher: supermarket  
 584 Chris: supermarket  
 585 Vince: okay  
 586 turn left here  
 587 then go across the bridge  
 588 you can see the supermarket from (-)  
 589 from the bridge  
 590 Chris: thank you very ([w])) much  
 591 Vince: that's okay  
 592 Teacher: mhm  
 593 thank you very much  
 594 Class: thank you very ([w])) much  
 595 Teacher: very ([veri]))  
 596 Class: very  
 597 Teacher: not (wou)  
 598 v:ery  
 599 Class: very ([veri]))  
 600 Teacher: thank you very much  
 601 Class: thank you very much  
 602 Teacher: okay  
 603 this group here you are (-) the tourist  
 604 ((points at the pupils on the left side))  
 605 okay?  
 606 dialogue two  
 607 you are the tourist  
 608 ((points at the same pupils again))  
 609 and you (--) are the man  
 610 ((points at the other half of the class))  
 611 okay?  
 612 okay

613                   we try  
614                   okay you (-) are the tourist  
615                   ((points at the first group again))  
616                   let's do it  
617                   one two three  
618 Teacher &  
619 Group 1: excuse me  
620                   where is the supermarket?  
621 Teacher &  
622 Group 2: okay turn left here  
623                   then go across the bridge  
624                   you can see the supermarket from the bridge  
625 Teacher &  
626 Group 1: thank you very much  
627 Teacher &  
628 Group 2: that's okay  
629 Teacher: okay  
630                   okay now  
631                   i want you to choose (-) your (---)  
632                   twelve o'clock partner  
633                   pscht  
634 Class:           [*((pupils mumble))*]  
635 Teacher:       [psch]  
636                   and matt  
637                   [switch off]  
638                   [*((presses her nose))*]  
639                   ich erkläre das auf deutsch  
640                   ihr sollt mit eurem partner  
641                   einen dialog (---) proben  
642                   wo einer nach dem weg fragt  
643                   der andere erzählt den weg zum (-)  
644                   zum kino  
645                   zum supermarkt oder auch zur schule  
646                   ihr dürft den dialog ganz alleine  
647                   zusammenstellen  
648                   ihr könnt aber auch einfach zur hilfe  
649                   einen der dialoge nehmen  
650                   der im buch ist  
651                   also wer sich zutraut  
652                   etwas eigenes zu machen  
653                   macht etwas eigenes  
654                   wer einen aus dem buch vorspielen möchte  
655                   nimmt einen aus dem buch  
656                   [switch on]  
657                   [*((presses her nose again))*]  
658                   melvin  
659 Melvin:       ehm ich hab aber jonas als 12-uhr-partner  
660 Teacher:       so who can-  
661                   which group can (---)  
662                   have three members?  
663 Class:        [*((some pupils raise their hands))*]

664 Teacher: melvin  
 665 you're together with leon and?  
 666 Leon: matt  
 667 Teacher: and matt okay  
 668 okay  
 669 please choose your twelve o'clock partner  
 670 and-  
 671 Class: ((pupils mumble and choose partners))  
 672 ((pupils work on the dialogue task))  
 673 ((21:00))  
 674  
 675 ((change of scene - partner work))  
 676 ((Amelie and Emma work on their dialogue  
 677 outside the classroom))  
 678 ((23:36))  
 679 Amelie: (zwischen) two trees  
 680 there are two trees  
 681 Emma: ehm  
 682 Amelie: warte warte  
 683 lass ma-  
 684 go straight on  
 685 Emma: frag-  
 686 frag mich ma-  
 687 Amelie: then (--) turn right  
 688 there's right a (--) big swimming pool  
 689 Emma: mh  
 690 aber man fragt ja nach dem swimming pool  
 691 ne?  
 692 also (--) go straight on  
 693 turn right  
 694 there's two trees  
 695 ehm was heißt hinter? ((to Amelie))  
 696 Amelie: ehm  
 697 Emma: amelie was heißt [hinter?]  
 698 Amelie: [ach is-]  
 699 Emma: ist jetzt egal  
 700 Amelie: ehm warte  
 701 erstmal  
 702 go straight on  
 703 [turn right]  
 704 Emma: [turn right]  
 705 Amelie: there's two [trees] and  
 706 Emma: [trees]  
 707 Amelie: [a big swimming pool]  
 708 Emma: [a swimming pool]  
 709 yes  
 710 Amelie: yes  
 711 Emma: okay [fragst du] und ich sag?  
 712 Amelie: [das geht doch]  
 713 okay  
 714 excuse me please

715                   where's the pool?  
716 Emma:           where's the [swimming pool]  
717 Amelie:           [swimming pool]  
718                   ja swimming pool  
719                   passt besser  
720 Emma:           ehm go straight on  
721                   turn right  
722                   there's two trees  
723                   and a big swimming pool  
724 Amelie:           thank you  
725                   [oder wollen wir das-]  
726 Emma:           [that's okay]  
727 Amelie:           wollen wir das ändern dass du fragst?  
728                   und ich möchte gerne den langen text  
729                   sagen  
730                   ich liebe so lange texte  
731 Emma:           ehm (--) wir können uns ja beide was  
732                   fragen nacheinander  
733 Amelie:           also erst mal fragst du  
734                   also [excuse] me  
735 Emma:           [okay]  
736 Amelie:           where's the swimming pool?  
737 Emma:           ich kann ja fragen  
738                   where is the swimming-  
739                   where is the cinemaxx?  
740                   und du frag- ehm also du fragst  
741 Amelie:           wo-  
742                   wher-  
743                   where is the school?  
744 Emma:           aber dann-  
745                   dann musst du ja nur das nehmen ne?  
746                   ((points at something in their pupil's  
747                   book))  
748                   du- ich frag  
749                   where is the swimming pool?  
750                   und ehm du fragst  
751                   where- where's eh-  
752                   du kannst dir was aussuchen  
753                   was (dir so einfällt)  
754 Amelie:           ich-  
755                   nee du-  
756                   ich frag nach dem swimming pool  
757                   du kannst doch nach dem zoo fragen  
758 Emma:           okay  
759                   mach ich  
760                   okay  
761 Amelie:           [okay]  
762 Emma:           [ich] fang an  
763                   will anfangen  
764                   okay?  
765 Amelie:           also erst mal excuse me

766 where's the swimming pool?  
 767 Emma: go straight on  
 768 turn right  
 769 gos- go straight on  
 770 turn right  
 771 there's two trees and a big swimming pool  
 772 Amelie: thank you  
 773 Emma: excuse me:  
 774 where is the zoo? ((*pronounced* [tso:]))  
 775 Amelie: z- zoo ((*pronounced* [su:]))  
 776 Emma: where's the zoo? ((*pronounced* [su:]))  
 777 Amelie: go straight on  
 778 go across the bridge  
 779 turn right  
 780 there's a zoo ((*pronounced* [su:]))  
 781 Researcher:zoo ((*pronounced* [zu:]))  
 782 Emma &  
 783 Amelie: zoo ((*pronounced* [zu:]))  
 784 Researcher:[zoo]  
 785 Emma &  
 786 Amelie: [zoo]  
 787 Researcher:zoo  
 788 Amelie: thank you ((*to the researcher*))  
 789 Emma: thank you very much  
 790 ((*finishes the dialogue*))  
 791 Researcher:and so-  
 792 there- two trees  
 793 there?  
 794 there?  
 795 Amelie: there's two  
 796 Researcher:no  
 797 not is  
 798 is (-) is one  
 799 two  
 800 there are two trees  
 801 [there-]  
 802 Amelie: [there's-]  
 803 Researcher:no not is  
 804 Amelie: there two trees  
 805 Researcher:there are  
 806 Amelie: there are two tree:s  
 807 thank you  
 808 Emma: okay  
 809 Researcher:yes because two (-)  
 810 two trees  
 811 Emma: okay  
 812 jetzt fragst du mal als erstes  
 813 Amelie: excuse me  
 814 where's the big swimming pool?  
 815 Emma: go straight on  
 816 turn right

817 go straight on  
 818 turn right  
 819 there's-  
 820 Amelie: there are  
 821 Emma: there are two trees and a big swimming  
 822 pool  
 823 Amelie: thank you  
 824 Emma: ehm excuse me:  
 825 where's the zoo?  
 826 Amelie: zoo ((pronounced [zu:]))  
 827 Emma: where's the zoo?  
 828  
 829 ((Mila and Valentine practice their  
 830 dialogue in front of the board))  
 831 ((26:55))  
 832 Valentine: frau <name>  
 833 wir können's  
 834 Teacher: very good  
 835 Valentine: können sie mal kurz gucken?  
 836 Teacher: yes  
 837 Mila: ex-  
 838 excuse me  
 839 where is the supermarket?  
 840 Valentine: okay  
 841 turn left  
 842 then go across the bridge  
 843 you can see the supermarket from the  
 844 bridge  
 845 Mila: thank you very much  
 846 Valentine: that's okay  
 847 Teacher: very good  
 848 Class: ((pupils mumble and  
 849 practice their dialogues))  
 850  
 851 ((two boys prepare their dialogue outside  
 852 the classroom; the teacher comes by))  
 853 ((28:45))  
 854 Toni: excus-  
 855 Teacher: excuse me please  
 856 Toni: excuse me please  
 857 wo-  
 858 where is the purple house?  
 859 Chris: go straight on  
 860 then turn left  
 861 and turn right  
 862 and turn ehm  
 863 and go straight on  
 864 Toni: thank you very much  
 865 Chris: okay  
 866 Teacher: mhm  
 867 v:ery much

868 Toni: very [much]  
 869 Teacher: [yes] very good  
 870 okay  
 871 and if you want you can-  
 872 you can do it like a role play  
 873 ((*grabs one of the pupil's book,*  
 874 *takes a few steps back,*  
 875 *then approaches the table again*))  
 876 so  
 877 ((*starts a role play;*  
 878 *asks Chris for the way*))  
 879 excuse me please  
 880 ehm where's the purple house?  
 881 Chris: go straight on  
 882 Teacher: aha  
 883 Chris: go (-) turn left  
 884 Teacher: aha  
 885 Chris: and turn left  
 886 Teacher: okay  
 887 Chris: and go straight on  
 888 Teacher: okay  
 889 thank you very much  
 890 that's okay  
 891 ((*finishes the dialogue*))  
 892 okay  
 893 practice again  
 894 okay?  
 895 Toni: wo is (der) purple house?  
 896 Chris: go straight on  
 897 then turn left  
 898 and then turn left  
 899 and then go straight on  
 900 <<p> thank you very much>  
 901 ((*prompts in Toni's ear*))  
 902 Toni: thank you very much  
 903 Chris: okay  
 904 (10.0)  
 905 ((30:10))  
 906 ((*a bell rings inside the classroom*))  
 907 Teacher: sit down please  
 908 Class: ((*pupils mumble and return to their chairs*))  
 909 ((30:38-31:24))  
 910 Teacher: one two three  
 911 look at me  
 912 Class: one two  
 913 look at you  
 914 Teacher: okay  
 915 who eh which group wants to be the first  
 916 group to show their role play?  
 917 ehm mila and?  
 918 Mila: valentine

919 Teacher: and valentine okay  
920 ((Mila and Valentine stand up and  
921 come to the front; pupils mumble))  
922 ((31:41-31:58))  
923 Teacher: yes  
924 you can do it  
925 you're good  
926 Mila: können wir in die mitte?  
927 Teacher: nope  
928 Mila: dann hier vorne  
929 ((some pupils mumble; others come back  
930 into the classroom after having  
931 practiced their dialogues outside))  
932 Teacher: everything alright nelly and toni?  
933 yes?  
934 everything alright?  
935 ((Mila and Valentine start their  
936 role play))  
937 Mila: excuse me  
938 where's the supermarket?  
939 Valentine: okay  
940 turn left here  
941 then go across the bridge  
942 and you can see the supermarket  
943 from the bridge  
944 Mila: thank you very much  
945 Valentine: it's okay  
946 Teacher: [give mila and valentine a big hand]  
947 Class: [((pupils applaud))]  
948 Teacher: okay  
949 who wants to be next?  
950 who wants to be next?  
951 chris  
952 and?  
953 Chris: [toni]  
954 Teacher: [toni?]  
955 Toni: no  
956 Chris: toni will nicht  
957 Teacher: no?  
958 okay  
959 maybe later  
960 chris okay?  
961 emma and?  
962 Emma: amelie  
963 Teacher: mhm  
964 ((Amelie and Emma get up  
965 and come to the front))  
966 Pupil\_x: immer nur die mädchen  
967 Teacher: sh  
968 no  
969 every group



970 ((Amelie and Emma start their role play))  
 971 Amelie: excuse me please  
 972 where is the big swimming pool?  
 973 Emma: ehm go straight on  
 974 turn right  
 975 go straight on  
 976 turn right there's  
 977 are two trees and the big swimming pool  
 978 Amelie: thank you  
 979 Emma: can you excuse me?  
 980 who is the cinema?  
 981 Amelie: go straight on  
 982 Emma: yes  
 983 Amelie: go across the bridge  
 984 turn left  
 985 there is the cinema  
 986 Emma: thank you  
 987 Teacher: okay  
 988 Class: ((pupils applaud))  
 989 Teacher: very good  
 990 which group can be next?  
 991 linda and?  
 992 Linda: nora  
 993 Teacher: mhm  
 994 ((Linda and Nora stand up  
 995 and come to the front))  
 996 ((Linda and Nora start their role play))  
 997 Linda: excuse me please  
 998 where's the swimming pool?  
 999 Nora: go straight on  
 1000 and then turn left  
 1001 and go across the bridge  
 1002 Linda: thank you  
 1003 Teacher: okay  
 1004 Class: ((pupils applaud))  
 1005 Teacher: okay  
 1006 next group  
 1007 vince?  
 1008 and max?  
 1009 ((Vince and Max stand up  
 1010 and come to the front))  
 1011 ((Vince and Max start their role play))  
 1012 Vince: <<p> excuse me please>  
 1013 <<p> where is the big swimming pool?>  
 1014 Max: ehm go straight on  
 1015 and turn right  
 1016 go across the bridge  
 1017 turn eh go straight on  
 1018 turn left and then can you  
 1019 see the swimming pool  
 1020 Vince: okay

1021 Teacher: okay  
1022 Class: ((pupils applaud))  
1023 Pupil\_x: das ist ja komisch  
1024 alle haben swimming pool  
1025 Teacher: everybody wants to go to the swimming pool  
1026 who's next?  
1027 sophie and maria?  
1028 ((Sophie and Maria stand up, come to the  
1029 front and start their role play))  
1030 Sophie: excuse me please  
1031 where's the zoo?  
1032 Maria: the zoo?  
1033 go straight on  
1034 then across the bridge  
1035 turn right  
1036 and you can see the zoo  
1037 Sophie: thank you  
1038 Maria: that's okay  
1039 Teacher: mhm  
1040 Class: ((pupils applaud))  
1041 Teacher: okay  
1042 what is a zoo?  
1043 Class: ((some pupils raise their hands))  
1044 Teacher: chris  
1045 Chris: der zoo  
1046 Teacher: yes  
1047 very good  
1048 next group  
1049 who can be next?  
1050 leon melvin and matt  
1051 please?  
1052 Boys: no no no no no  
1053 Teacher: yes  
1054 i want to see it  
1055 Boys: nein  
1056 ((pupils mumble))  
1057 Teacher: i want to see every group  
1058 i want to see every group  
1059 Leon: wir können das nicht auswendig  
1060 Teacher: that's okay you can (-)  
1061 you can take your pupil's book  
1062 that's okay  
1063 Leon: nein  
1064 ich möchte nicht  
1065 Teacher: ehm leon you can take your pupil's book  
1066 ((two of the three boys stand up,  
1067 take their pupil's books  
1068 and walk to the front))  
1069 Teacher: okay  
1070 thank you  
1071 Melvin: excuse me please

1072 where's the cinema?  
 1073 Matt: ((giggles))  
 1074 go straight on  
 1075 go across the bridge  
 1076 and then turn left  
 1077 Melvin: thank you  
 1078 thank you please  
 1079 ehm  
 1080 ((pupils giggle))  
 1081 thank you very much  
 1082 Teacher: okay  
 1083 thank you melvin  
 1084 and matt thank you  
 1085 Class: (((pupils laugh and applaud)))  
 1086 [danke bitte]  
 1087 [danke bitte]  
 1088 Teacher: pscht  
 1089 okay  
 1090 ehm nelly and tim?  
 1091 Tim: nein  
 1092 Teacher: you can-  
 1093 you can take the book  
 1094 ((Nelly stands up and comes to the front  
 1095 without her partner Tim))  
 1096 you can take the book  
 1097 okay  
 1098 who can do it with nelly then?  
 1099 valentine?  
 1100 thank you  
 1101 Nelly: who is the cinema?  
 1102 Teacher: <<all> no no no>  
 1103 <<all> wait wait wait>  
 1104 ((points at Valentine  
 1105 who has to come to the front first))  
 1106 where's the cinema?  
 1107 Nelly: oh where is the cinema?  
 1108 Valentine: it's in the market street  
 1109 Nelly: ehm go straight on  
 1110 Valentine: ((gives her a look of confusion))  
 1111 Class: ((pupils laugh))  
 1112 Teacher: no no  
 1113 wait  
 1114 you ask (--) where is the cinema?  
 1115 and valentine says  
 1116 it's in market street  
 1117 Class: ((pupils laugh))  
 1118 Teacher: psch  
 1119 and you say  
 1120 where is that?  
 1121 ((walks up to Nelly and shows her the  
 1122 right part in her pupil's book))

1123 Nelly: [where's that?]  
 1124 Class: [*((pupils laugh))*]  
 1125 Teacher: [pscht]  
 1126 ehm come on  
 1127 Valentine: go straight on  
 1128 then turn right at the park  
 1129 Nelly: thank you please  
 1130 Valentine: *((gives her a look of confusion again))*  
 1131 thank you  
 1132 [thank you please] *((laughs))*  
 1133 Nelly: [thank you] *((laughs))*  
 1134 Teacher: okay  
 1135 Valentine: die sagen alle thank you please  
 1136 Teacher: alright i-  
 1137 one two three  
 1138 look at me  
 1139 Class: one two  
 1140 look at you  
 1141 Teacher: what is  
 1142 *((writes 'Wo?' on the board))*  
 1143 wo *((points at the written word))*  
 1144 in english?  
 1145 Class: *((some pupils raise their hands))*  
 1146 (5.0)  
 1147 Teacher: ehm carl  
 1148 Carl: where  
 1149 Teacher: all together  
 1150 where  
 1151 Class: where  
 1152 Teacher: where  
 1153 Class: where  
 1154 Teacher: *((writes 'where' next to 'Wo?' on the board))*  
 1155 what is  
 1156 *((writes 'Was?' on the board))*  
 1157 in english?  
 1158 Class: *((some pupils raise their hands))*  
 1159 (2.0)  
 1160 Teacher: that's easy  
 1161 you know it  
 1162 tim  
 1163 Tim: who  
 1164 Class: *((some pupils giggle))*  
 1165 Teacher: scht  
 1166 ehm no  
 1167 stop laugh(ing)  
 1168 chris?  
 1169 Chris: what  
 1170 Teacher: what  
 1171 Class: what  
 1172 Teacher: what's your name?

1174 Class: what's your name?  
 1175 Teacher: what's your favourite colour?  
 1176 Class: what's your favourite colour?  
 1177 Teacher: what's your telephone number?  
 1178 Class: what's your telephone number?  
 1179 Teacher: ((writes 'what' next to 'Was?'  
 1180 on the board))  
 1181 ((writes 'Wer?' on the board))  
 1182 what is wer in english?  
 1183 Class: ((some pupils raise their hands))  
 1184 Teacher: that's difficult  
 1185 vince  
 1186 Vince: who  
 1187 Teacher: very good  
 1188 ((writes 'who' next to 'Wer?'  
 1189 on the board))  
 1190 Class: who who who who who  
 1191 Teacher: ((points at the words written on the  
 1192 board and repeats them out loud))  
 1193 where  
 1194 Class: where  
 1195 Teacher: what  
 1196 Class: what  
 1197 Teacher: who  
 1198 Class: who  
 1199 Teacher: ((writes 'Wie?' on the board))  
 1200 ((pupils mumble))  
 1201 for example  
 1202 <<len> wie alt bist du?>  
 1203 <<len> wie geht es dir?>  
 1204 Pupil\_x: ah  
 1205 ((some pupils raise their hands))  
 1206 Teacher: what is that in english?  
 1207 melvin?  
 1208 Melvin: how?  
 1209 Teacher: yes  
 1210 good  
 1211 ((writes 'how' next to 'Wie?'  
 1212 on the board))  
 1213 ((points at the words on the board  
 1214 and repeats them out loud))  
 1215 where  
 1216 Class: where  
 1217 Teacher: what  
 1218 Class: what  
 1219 Teacher: who  
 1220 Class: who  
 1221 Teacher: how (-) are you?  
 1222 Class: how (-) are you?  
 1223 Teacher: who's your best friend?  
 1224 Class: who's your best friend?

1225 Teacher: what's your name?  
1226 Class: what's your name?  
1227 Teacher: where's the swimming pool?  
1228 Class: where's the swimming pool?  
1229 Teacher: okay  
1230 then please put away your pupil's book  
1231 and your activity book  
1232 (2.0)  
1233 and let's play  
1234 the last two or three minutes  
1235 Class: ((pupils put away their school things))  
1236 ((40:26-40:54))  
1237 Teacher: carl  
1238 please ehm tidy up your table  
1239 blue folder and  
1240 what's this?  
1241 ((takes a piece of paper from Carl's  
1242 desk))  
1243 if you don't need it  
1244 just put it into the bin  
1245 ((41:05))  
1246 ((asks Marvin to come to the front))  
1247 ((41:23))  
1248 simon says stand up  
1249 Class: ((pupils stand up))  
1250 Marvin: be quiet  
1251 Class: ((pupils are loud))  
1252 Marvin: simon says be quiet  
1253 Class: ((pupils are quiet))  
1254 Marvin: simon says eh dance  
1255 Class: ((pupils dance))  
1256 Marvin: stop dance  
1257 Class: ((pupils keep on dancing))  
1258 Marvin: simon says stop dance  
1259 Class: ((pupils stop dancing))  
1260 Marvin: simon says (3.0) say hello zu  
1261 Teacher: to  
1262 Marvin: chris-  
1263 to chris  
1264 Class: hello chris  
1265 Marvin: ehm simon says (---) stand up  
1266 Class: ((pupils remain standing))  
1267 Marvin: simon says ehm sit down  
1268 Class: ((pupils sit down))  
1269 Marvin: stand up  
1270 Class: ((pupils stay sitting, except for one boy))  
1271 Marvin: matt hat gezuckt  
1272 Matt: ((giggles))  
1273 Marvin: simon says stand up  
1274 Class: ((pupils stand up))  
1275 Marvin: ehm simon says say hello to (--) vince

1276 Class: hello vince  
1277 Marvin: simon says (-) dance  
1278 Class: ((*pupils dance*))  
1279 Marvin: dance  
1280 Class: [((*pupils keep on dancing,*  
1281 *except for Emma*))]  
1282 [((*the bell rings*))]  
1283 Marvin: [emma]  
1284 Emma: du hast gesagt dance  
1285 Teacher: yes  
1286 Marvin: dance  
1287 Teacher: but without simon says  
1288 so you have to stop  
1289 ((*Emma explains that she stopped dancing*))  
1290 Carl: ja ich auch  
1291 also sind alle anderen raus  
1292 Teacher: okay  
1293 simon says go outside and have a break  
1294 Class: ((*pupils scream in joy and leave the*  
1295 *classroom*))

## **Background Information Sheet**

### **GS 1 4b 140114**

**School type:** primary school

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

**Date of recording:** 14.01.2014

**Length of recording:** 39:35 minutes

**Number of pupils in class:** 23

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

**Topic of the lesson:** Directions

#### **Topic vocabulary**

- Places: restaurant, hospital, supermarket, bus stop, police station, post office, bank, fire station, cinema, playground, hotel
- “Excuse me, please.”
- “Can you tell me the way to \_\_\_’s house?” / “Where is the \_\_\_?”
- “Go straight on, turn left into, turn right into \_\_\_”
- “\_\_\_’s house is on the left/right (side).” / “The \_\_\_ is on the left/right (side).”

#### **Goals**

- The pupils consolidate their knowledge of directions in English.
- The pupils can perform a role play in which one person asks for directions and the other person gives directions on a map.

#### **Textbook**

Playway 4 (*Klett Verlag*, 2007), Unit 2: Going places

#### **Lesson overview**

- Warm-up song: “Mini Monsters”
- Small talk: The teacher initiates the small talk by asking some pupils a question that is written on a card and then passes on the question card. Then the pupils ask each other, again passing on their card. At the end, the teacher collects all question cards from the pupils.
- Vocabulary practice:  
Chorus repetition with the help of flashcards (with places and buildings)
- Speaking activity: “Tell me the way to X’s house?”  
The teacher demonstrates how to give directions using a map. In addition, phrases to give directions are repeated.
- Practice phase: The pupils use a map with street names to tell the way to somebody’s house. There are two versions of the map, one for pupil A and one for pupil B.
- Partner work: The pupils practice a role play on giving directions. One pupil asks for a certain building or place, the other explains the way using the map. Some groups perform their role plays outside the classroom.



**Interesting observations**

- Speaking activity: role plays
- Task instruction for the information-gap activity
- Pupil's mediation of task instruction in German

**Use of media**

- CD with the song: "Mini Monsters"
- Note cards (with questions for the small talk activity)
- Flashcards (cards with a picture and vocabulary of an object)
- Overhead projector (OHP) and transparency (map)
- Worksheet (street map, version A and B)

**Personal notes**

001 Class: ((pupils talk to each other and  
 002 get out their school things))  
 003 Teacher: stand up please  
 004 we start with the song  
 005 ((turns on the CD player))  
 006 Class: ((pupils get up and sing))  
 007 Teacher &  
 008 Class: on monday morning mini monsters  
 009 are so very busy  
 010 on monday morning mini monsters  
 011 are so very busy  
 012 [jumping up and jumping down]  
 013 [((pupils jump up and down; the bell rings))]  
 014 jumping up and jumping down  
 015 jumping up and jumping down.  
 016 jumping up and jumping down  
 017 jumping up and jumping down  
 018 jumping up and jumping down.  
 019 Teacher: next day is?  
 020 Pupil\_x: tuesday  
 021 Teacher &  
 022 Class: tuesday  
 023 on tuesday morning mini monsters  
 024 are so very busy  
 025 on tuesday morning mini monsters  
 026 are so very busy  
 027 [standing up and sitting down]  
 028 [((pupils stand up and bend their knees))]  
 029 standing up and sitting down  
 030 standing up and sitting down.  
 031 standing up and sitting down  
 032 standing up and sitting down  
 033 standing up and sitting down.  
 034 Valentine:wednesday  
 035 Teacher: yes  
 036 Teacher &  
 037 Class: on wednesday morning mini monsters  
 038 are so very busy  
 039 on wednesday morning mini monsters  
 040 are so very busy  
 041 [hopping left and hopping right]  
 042 [((pupils hop to the left and right))]  
 043 hopping left and hopping right  
 044 hopping left and hopping right.  
 045 hopping left and hopping right  
 046 hopping left and hopping right  
 047 hopping left and hopping right.  
 048 Teacher: thursday  
 049 Teacher &  
 050 Class: on thursday morning mini monsters  
 051 are so very busy

052 [on thursday morning mini monsters  
 053 are so very busy]  
 054 [*((the teacher gestures with her finger to*  
 055 *show that the pupils have to turn*  
 056 *around))*]  
 057 [turning left and turning right]  
 058 [*((pupils turn left and right))*]  
 059 turning left and turning right  
 060 turning left and turning right.  
 061 turning left and turning right  
 062 turning left and turning right  
 063 turning left and turning right.  
 064 Teacher: friday  
 065 Teacher &  
 066 Class: on friday morning mini monsters  
 067 are so very busy  
 068 on friday morning mini monsters  
 069 are so very busy  
 070 [drumming here and drumming there]  
 071 [*((pupils play air drum))*]  
 072 drumming here and drumming there  
 073 drumming here and drumming there.  
 074 drumming here and drumming there  
 075 drumming here and drumming there  
 076 drumming here and drumming there.  
 077 Teacher: <<p> saturday>  
 078 Teacher &  
 079 Class: on saturday morning mini monsters  
 080 are so very busy  
 081 on saturday morning mini monsters  
 082 are so very busy  
 083 singing low and singing high  
 084 singing low and singing high  
 085 singing low and singing high.  
 086 singing low and singing high  
 087 singing low and singing high  
 088 singing low and singing high.  
 089 on sunday morning mini monsters  
 090 are so very busy  
 091 on sunday morning mini monsters  
 092 are so very busy.  
 093 (*((pupils yawn and sit down; the song ends))*)  
 094 Teacher: (*((turns off the CD player))*)  
 095 okay  
 096 (8.0)  
 097 have you got a sister?  
 098 (*((hands over a card with this question*  
 099 *to a pupil))*)  
 100 Valentine:yes i have  
 101 (*((takes the card, stands up to ask another*  
 102 *pupil the same question))*)

103 Teacher: what's your favourite colour?  
104 ((hands out the question card to Maria))  
105 Maria: red  
106 ((takes the card, stands up to ask another  
107 pupil the same question))  
108 Teacher: how are you?  
109 ((hands out the question card to Amelie))  
110 Amelie: i'm fine  
111 thank you.  
112 ((takes the card, stands up to ask another  
113 pupil the same question))  
114 Teacher: how do you get to school?  
115 ((hands out the question card to Mats))  
116 Mats: uhm (1.0) i walk to school  
117 ((takes the card, stands up to ask another  
118 pupil the same question))  
119 Teacher: very good  
120 what's your telephone number?  
121 ((hands out the question card to Matt))  
122 Matt: one one one six three nine eight five one.  
123 ((takes the card, stands up to ask another  
124 pupil the same question))  
125 Teacher: good  
126 how old are you?  
127 ((hands out the question card to Carl))  
128 Carl: i'm ten  
129 ((takes the card, stands up to ask another  
130 pupil the same question))  
131 Teacher: okay  
132 ((4:57-6:42))  
133 ((keeps asking questions and handing out  
134 cards))  
135 ((the pupils answer her questions, take the  
136 card, ask their classmates the same  
137 question and pass on the card))  
138 Class: ((pupils who have passed on their card  
139 sit down again))  
140 Teacher: ((rings a bell))  
141 ((6:49))  
142 carl  
143 stop it please.  
144 Pupil\_x: ((returns the card to the teacher))  
145 how are you?  
146 Teacher: i'm fine  
147 thank you.  
148 Linda: how do you get to school?  
149 Teacher: i drive to school.  
150 Jonas: what's your telephone number?  
151 Teacher: nine o three seven eight four five three.  
152 Melvin: how old are you?  
153 Teacher: i am thirty-five.

154 Melvin: what's your favourite playstation game?  
 155 Teacher: oh i don't know  
 156 i haven't got a playstation  
 157 Mats: oh mein gott  
 158 Teacher: sorry  
 159 Mats: sie hat keine playstation  
 160 Leon: have you got a brother?  
 161 Teacher: no i haven't  
 162 Mia: do you like pizza?  
 163 Teacher: oh yes i do  
 164 i like pizza.  
 165 Nora: have you got a sister?  
 166 Teacher: yes i have.  
 167 Toni: do you like spaghetti?  
 168 Teacher: yes i do.  
 169 Valentine:what's the weather like today?  
 170 Teacher: oh today it's foggy and cold  
 171 Valentine:((points at Emma))  
 172 emma  
 173 Emma: do you like hmmm (1.0) spinat?  
 174 Teacher: eh no i don't  
 175 Valentine:what's the time?  
 176 Teacher: ((looks at the clock))  
 177 oh it's seventeen minutes  
 178 past ten  
 179 ((Valentine returns the card))  
 180 thank you  
 181 (2.0)  
 182 okay let's repeat very quick  
 183 very quickly  
 184 ((holds up a card;  
 185 pupils raise their hands))  
 186 leon  
 187 Leon: restaurant  
 188 Teacher: yes  
 189 restaurant  
 190 Class: restaurant  
 191 Teacher: <<f> it's a restaurant>  
 192 Class: it's a restaurant  
 193 Teacher: <<p> it's a restaurant>  
 194 Class: <<p> it's a restaurant>  
 195 ((the teacher pins the card to the board,  
 196 then shows another card))  
 197 ((pupils raise their hands))  
 198 Teacher: melvin?  
 199 Melvin: hospital  
 200 Teacher: hospital  
 201 Class: hospital  
 202 Teacher: <<t> it's a hospital>  
 203 Class: <<t> it's a hospital>  
 204 Teacher: <<h> hospital>

205 Class: <<h> hospital>  
206 ((the teacher pins the card to the board))  
207 Valentine: musst du direkt zuhalten  
208 frau <name>  
209 jetzt (-) gleich zuhalten  
210 Teacher: okay  
211 it's too easy if it's (x)  
212 ((pupils laugh))  
213 ((shows the card, covering up the word  
214 with her hands))  
215 Pupil x: was steht da?  
216 Teacher: can't help  
217 vince  
218 Vince: supermarket  
219 Teacher: supermarket  
220 Class: supermarket  
221 Teacher: <<t> supermarket>  
222 Class: <<t> supermarket>  
223 Teacher: <<p> supermarket>  
224 Class: <<p> supermarket>  
225 Teacher: ((points at the cards on the board))  
226 restaurant  
227 Class: restaurant  
228 Teacher: hospital  
229 Class: hospital  
230 Teacher: supermarket  
231 Class: supermarket  
232 Teacher: ((shows the next card,  
233 trying to cover the written word))  
234 okay  
235 marvin  
236 Marvin: bus stop ([[ftop]])  
237 Teacher: yes  
238 bus STOP  
239 Class: bus stop  
240 Teacher: STOP  
241 Class: stop  
242 Teacher: bus stop  
243 Class: bus stop  
244 Pupils: stop stop  
245 ((the teacher shows the next card;  
246 pupils raise their hands))  
247 Teacher: tim  
248 Tim: police station  
249 Teacher: police station  
250 Class: police station  
251 Teacher: <<strict voice> police station>  
252 Class: <<strict voice> police station>  
253 Teacher: <<h> police station>  
254 Class: <<h> police station>  
255 ((the teacher shows the next card;

256               *pupils raise their hands*))  
 257               *((the teacher draws a big 'O' in the air))*  
 258               *((pupils giggle))*  
 259 Teacher:   äh matt  
 260 Matt:       post (*[[po:st]]*) office  
 261 Teacher:   post (*[[pəʊst]]*) office  
 262 Class:       post office  
 263 Teacher:   post office  
 264 Class:       post office  
 265               *((the teacher pins the card to the board*  
 266               *and shows the next card))*  
 267               *((pupils raise their hands))*  
 268 Teacher:   very good  
 269               [yes it was correct]  
 270               [*((raises her thumb))*]  
 271               chris?  
 272 Chris:       bank  
 273 Teacher:   bank  
 274 Class:       bank  
 275 Teacher:   it's a bank  
 276 Class:       it's a bank  
 277               *((the teacher pins the card to the board))*  
 278 Teacher:   *((points at the cards on the board))*  
 279               restaurant  
 280 Class:       restaurant  
 281 Teacher:   hospital  
 282 Class:       hospital  
 283 Teacher:   bus stop  
 284 Class:       bus stop=  
 285               =no  
 286               it's a supermarket  
 287 Teacher:   bus stop  
 288 Class:       bus stop  
 289 Teacher:   fire station  
 290 Class:       no  
 291               it's a police station  
 292 Teacher:   pOst office (*((emphasizes the vowel))*)  
 293 Class:       post office  
 294 Teacher:   bank  
 295 Class:       bank  
 296 Teacher:   *((shows the next card*  
 297               *and pupils raise their hands))*  
 298               two more  
 299               okay that's easy  
 300               amelie  
 301 Amelie:     cinema  
 302 Teacher:   cinema  
 303 Class:       cinema  
 304 Teacher:   *((pins the card to the board))*  
 305               *((doesn't show the next card))*  
 306               and there is one left

307 Class: ((*pupils raise their hands*))  
308 Teacher: who knows what's missing?  
309 nora  
310 Nora: playground  
311 Teacher: yes  
312 playground  
313 ((*shows the card to the pupils*))  
314 Class: playground  
315 Teacher: it's a playground  
316 Class: it's a playground  
317 Teacher: ((*pins the card to the board*))  
318 restaurant  
319 ((*points at the cards on the board*))  
320 Class: restaurant  
321 Teacher: police station  
322 Class: no it's a hospital  
323 Teacher: supermarket  
324 Class: supermarket  
325 Teacher: bus stop  
326 Class: bus stop  
327 Teacher: police station  
328 Class: police station  
329 Teacher: post ([post]) office  
330 Class: no  
331 post ([pəʊst]) office  
332 Teacher: bank  
333 Class: bank  
334 Teacher: cinema  
335 Class: cinema  
336 Teacher: playground  
337 Class: playground  
338 Teacher: excellent  
339 okay  
340 yes emma?  
341 Emma: who is the (1.0) fire station?  
342 Teacher: oh  
343 not who  
344 but?  
345 Pupils: where where where  
346 Emma: where is the fire station?  
347 Teacher: where is the fire station  
348 that is a good question.  
349 maybe the fire station got lost in my folder  
350 (1.0)  
351 let me check  
352 (5.0)  
353 no  
354 (1.0)  
355 oh yes  
356 ((*shows the card*))  
357 fire station



358 Class: fire station  
 359 Teacher: okay  
 360 good question  
 361 okay  
 362 today we want to uhm (1.0) do a little  
 363 exercise  
 364 with a partner  
 365 and we start  
 366 Pupil\_x: welcher partner  
 367 Teacher: mh?  
 368 Class: ((pupils ask questions and discuss who they  
 369 want to pair up with))  
 370 Teacher: ja  
 371 i think about it okay?  
 372 ((puts a transparency on the overhead  
 373 projector))  
 374 Class: ((pupils keep discussing; it gets louder))  
 375 Matt: ((gets up))  
 376 Teacher: [okay uhm matt can you please sit down]  
 377 [((pupils mumble))]  
 378 ((12:02))  
 379 okay can we do that later please?  
 380 valentine?  
 381 and emma?  
 382 please can we do it later?  
 383 (10.0)  
 384 yeah can you switch the light off?  
 385 thank you  
 386 this overhead projector is a (-)  
 387 a little bit broken  
 388 Matt: it's a little bit broke  
 389 Valentine:an die decke  
 390 Teacher: no it's  
 391 okay  
 392 can you see?  
 393 ((points at the transparency  
 394 on the overhead projector))  
 395 you are here  
 396 down here  
 397 Class: [((pupils start talking and giggling))]  
 398 Teacher: [you]  
 399 ((12:53-13:04))  
 400 you are here  
 401 <<len> and excuse me please  
 402 where is sarah's house?>  
 403 Class: ((some pupils start talking))  
 404 Teacher: [where is] sarah's house?  
 405 [((raises her hand))]  
 406 Valentine:das kann man nich-  
 407 Teacher: oh  
 408 ((pulls the transparency on the overhead

409                   *projector a little further down*  
 410                   *so everyone can see the map;*  
 411                   *then points at it))*  
 412           this is sarah's house  
 413           okay?  
 414           where is sarah's house?  
 415           can you tell me the way to sarah's house?  
 416           amelie  
 417 Amelie:   go straight on  
 418 Teacher:   wait (-) wait wait  
 419           (1.0)  
 420           yes  
 421 Amelie:   turn right into the montana street  
 422 Teacher:   turn right into montana street  
 423           okay  
 424 Amelie:   turn left into the texas street  
 425 Teacher:   yes  
 426 Amelie:   on the left is sarah's house  
 427 Teacher   okay  
 428           all together  
 429           go straight on  
 430 Class:     go straight on  
 431 Teacher:   turn right into montana street  
 432 Class:     turn right into montana street  
 433 Teacher:   turn left into texas street  
 434 Class:     turn left into texas street  
 435 Teacher:   sarah's house is on the left  
 436 Class:     sarah's house is on the left  
 437 Teacher:   very good amelie  
 438           uhm where is sam's house?  
 439           where is sams's house?  
 440           *((pupils look at the transparency))*  
 441           *((helps by pointing at Sam's house))*  
 442           who can tell me the way to sam's house?  
 443           amelie can you pick someone?  
 444 Amelie:    valentine ([væləntaɪn]))  
 445 Valentine: go straight on  
 446           go: g:o: right at (-) at the nevada street  
 447 Teacher:   very good  
 448           yes  
 449 Valentine: go  
 450 Emma:      ne turn oder nicht?  
 451 Valentine: turn (1.0) right at the virginia street  
 452           sam's house is on the (---) right  
 453 Pupils:     *((mumble))*  
 454           left left  
 455 Valentine: and is (3.0) hm on the left  
 456 Teacher:   very good  
 457           all together  
 458           go straight on  
 459 Class:     go straight on

460 Teacher: turn right into nevada street  
461 Class: turn right into nevada street  
462 Teacher: turn right into virginia street  
463 Class: turn right into virginia street  
464 Teacher: sam's house is on the left  
465 Class: sam's house is on the left  
466 Teacher: okay  
467 one more  
468 tell me the way to (--) kim's house  
469 Class: (16.0)  
470 ((some pupils mumble,  
471 some pupils raise their hands))  
472 Teacher: come on  
473 Valentine:linda  
474 Linda: go straight on  
475 turn left äh ja (-) turn left into the  
476 arizona street  
477 Teacher: mhm  
478 Linda: kim's house is on the right  
479 Teacher: very good  
480 excellent  
481 go straight on  
482 Class: go straight on  
483 Teacher: turn left into arizona street  
484 Class: turn left into arizona street  
485 Teacher: kim's house is on the right  
486 Class: kim's house is on the right  
487 Teacher: yes emma?  
488 you've got a question?  
489 Emma: ich kann das nicht so gut die straßennamen  
490 erkennen  
491 Teacher: yes but you will get (1.0)  
492 you will get a map for you and you  
493 and then you can read the names  
494 okay?  
495 okay  
496 (3.0)  
497 okay  
498 (3.0)  
499 listen this is really complicated now  
500 we have got  
501 matt?  
502 listen please  
503 we have got (1.0) a map number one  
504 and we've got a map  
505 with a number two  
506 number one  
507 ((shows the first map))  
508 number two  
509 ((shows the second map))  
510 Matt: austeilen

511 Teacher: the part-  
512 no  
513 ((someone sitting at the back of the class  
514 wants to say something))  
515 <<all> no no no no>  
516 partner one (1.0) get's this exercise sheet  
517 ((shows the first map))  
518 and he needs to know the way  
519 to the supermarket  
520 the hotel  
521 the post office  
522 the bus stop  
523 and the hospital okay?  
524 it's not on the map  
525 hotel?  
526 no idea  
527 but (--) partner number two  
528 knows where the supermarket  
529 the hotel  
530 the post office is  
531 because it's on this map  
532 ((shows map number two))  
533 so you have to ask your partner  
534 excuse me please  
535 where is the post office?  
536 and partner number two has to tell  
537 the way to the post office  
538 okay?  
539 who can tell me in german  
540 what you have to do?  
541 Class: ((several pupils raise their hands))  
542 Teacher: melvin  
543 Melvin: also ehm der eine partner hat dann das  
544 ((points at the map))  
545 und da- das und das  
546 und der andere partner hat ehm den zettel  
547 wo die- ähm schon drauf sind  
548 und der muss den weg beschreiben  
549 Teacher: mhm  
550 and partner number two wants to know  
551 where the bank is  
552 and partner number two don't know (-)  
553 doesn't know where the bank is  
554 and partner number one  
555 knows where the bank is  
556 ((pupils giggle))  
557 okay?  
558 ((some pupils say 'yes'))  
559 switch off  
560 ist die aufgabe klar?  
561 Pupils: ja

562 Teacher: okay  
 563 you need  
 564 for this exercise  
 565 you need your file box from behind  
 566 to put it between you and your partner  
 567 okay?  
 568 you need something between you  
 569 and your partner  
 570 okay  
 571 Class: ((*pupils stand up to get their file boxes*))  
 572 [((*pupils mumble very loud*))]  
 573 Matt: [und welche partner?]  
 574 Teacher: [please find your six o'clock partner]  
 575 <<f> six o'clock partner>  
 576 Carl: sollen wir austeilen?  
 577 Teacher: ja und zwar eh  
 578 erst mal müsst ihr eure partner finden.  
 579 und dann teil ich die aus  
 580 weil (-) einer kriegt ja das eine  
 581 der andere das andere  
 582 ja?  
 583 (2.0)  
 584 amelie who is your partner?  
 585 ((19:52-20:28))  
 586 wartet bitte noch einmal einen kleinen moment  
 587 bevor ihr anfangt  
 588 ja?  
 589 ((*distributes the maps; it is quite loud*))  
 590 ((20:31-23:09))  
 591 ((*pupils get ready to start*))  
 592 one two three  
 593 look at me  
 594 Class: one two  
 595 look at you  
 596 Teacher: you need (1.0)  
 597 you need your scissors  
 598 and you need glue  
 599 and  
 600 ((*Valentine stands up to get her things*))  
 601 valentine wait please  
 602 and uhm what i wanted to tell you  
 603 on this exercise sheet  
 604 you can find a dialogue okay?  
 605 excuse me please  
 606 where is  
 607 go straight on  
 608 turn left  
 609 turn right  
 610 you can have a look here  
 611 okay?  
 612 Emma: yes

613 ja  
 614 Teacher: here is the text  
 615 glue scissors and this is the text  
 616 okay then you can start  
 617 ((23:50; pupils start))  
 618  
 619 ((Valentine and Emma sit outside the  
 620 classroom to perform the role play))  
 621 ((25:03))  
 622 Emma: excuse me please  
 623 where's the school?  
 624 (5.0)  
 625 valentine?  
 626 Valentine:okay  
 627 go straight on  
 628 Emma: yes  
 629 Valentine:then turn right at the (-) dakota street  
 630 Emma: okay  
 631 Valentine:ehm the school is on the (---) right  
 632 ähm left  
 633 Emma: okay  
 634 thank you  
 635 ((writes down 'school' in the empty space  
 636 on the sheet))  
 637 ((25:40))  
 638 Valentine:excuse me please  
 639 where is the hotel?  
 640 Emma: the hotel?  
 641 okay  
 642 go straight on  
 643 and turn right into nevaída (([ni:vaide]))  
 644 street  
 645 then turn right into virginia street  
 646 on de (-) right side  
 647 on the right is the hotel  
 648 Valentine:okay  
 649 good  
 650 ((does not have a pen))  
 651 <<p> kann ich mal einen stift?>  
 652 Emma: <<p> einen stift?>  
 653 <<p> ich hab nur einen füller>  
 654 Valentine:<<p> ich hab keinen stift>  
 655 Emma: <<p> dann nimm kurz>  
 656 okay excuse me please  
 657 where's the bank?  
 658 Valentine:the bank  
 659 ((looks at the map and thinks for a while))  
 660 (9.0)  
 661 Emma: valentine  
 662 Valentine:go straight on  
 663 Emma: okay

664 Valetina: then turn right at the monta:na street  
 665 then turn left at the texas street  
 666 the: bank is on the: right  
 667 Emma: yes  
 668 okay  
 669 thank you very much  
 670 Valentine:that's okay  
 671 Emma: ehm excuse me please  
 672 [where is ä:h]  
 673 Valentine:[ich muss fragen]  
 674 Emma: wer muss fragen?  
 675 ah ja du  
 676 Valentine:ich  
 677 Emma: sorry  
 678 Valentine:excuse me please  
 679 where is the hospital?  
 680 Emma: hmm go straight on  
 681 turn right into montana street  
 682 on the right is the hospital  
 683 Valentine:<<p> kann ich deinen stift?>  
 684 Emma: <<p> okay>  
 685 Valentine:<<p> wo geht der auf?>  
 686 Emma: ((giggles))  
 687 drehen  
 688 Valentine:achso jetzt [ja]  
 689 Emma: [<<giggling> valentine>]  
 690 Valentine:((notes down on her map  
 691 where the hospital is))  
 692 Emma: excuse me please  
 693 where's the police station?  
 694 Valentine:okay  
 695 go straight on  
 696 then turn turn turn (1.0) tu- the  
 697 Emma: turn right?  
 698 Valentine:the the police station is on the right  
 699 Emma: wohin muss ich biegen?  
 700 fang noch mal ganz von vorne an  
 701 okay  
 702 [ganz langsam]  
 703 Valentine:[go straight on]  
 704 the police station is on the (-) right  
 705 Emma: hä?  
 706 du musst sagen in welche straße  
 707 da is nur ein platz  
 708 Valentine:america street  
 709 ((giggles))  
 710 Emma: yes  
 711 okay  
 712 das ist ein bisschen  
 713 Valentine:okay  
 714 ((writes down police station on her sheet))

715                   okay  
716 Emma:           jetzt musst du mich was fragen  
717 Valentine:echt?  
718 Emma:           ja  
719 Valentine:okay  
720                   excuse me please  
721                   where's the pOst ([pəʊ::st]) office?  
722 Emma:           the post ([pəʊ::st]) office  
723                   go straight on  
724                   turn left into floraida street  
725 Valentine:florida  
726 Emma:           and on the right side  
727                   (is) the post office  
728 Valentine:((holds out her hand so Emma can pass her  
729                   the pen))  
730 Emma:           ist schon offen ((talking about the pen))  
731 Valentine:((writes down on her map  
732                   where the post office is))  
733                   okay  
734 Emma:           ehm excuse me please  
735                   where's the playground?  
736 Valentine:okay  
737                   go straight on  
738                   then turn right at the nevada street  
739 Emma:           yes  
740 Valentine:then turn left at the california street  
741 Emma:           okay  
742 Valentine:the (1.0) playground is on the  
743 Emma:           right  
744                   is on the right?  
745 Valentine:is on the right  
746 Emma:           ((writes down on her map  
747                   where the playground is))  
748 Valentine:okay  
749                   excuse me please  
750                   where's the bus stop?  
751 Emma:           the bus stop  
752                   okay  
753                   the bus stop  
754                   go straight on (2.0) in the mexico street  
755                   eh go s- go straight on  
756                   turn right in the nevada street  
757                   ehm turn left into mexico street  
758                   and on the left side is the bus stop  
759                   (3.0)  
760                   das spiel macht spaß  
761 Valentine:((writes down on her map  
762                   where the bus stop is))  
763                   okay  
764 Emma:           ehm excuse me please  
765                   where is the fire station?



766 Valentine:go straight on  
 767           then turn right at the (-) arizona street  
 768 Emma:     okay  
 769 Valentine:on the (---) left side is the fire station  
 770 Emma:     fire station?  
 771           ist direkt?  
 772           okay  
 773           fire station  
 774           *((writes down on her map*  
 775           *where the fire station is))*  
 776 Valentine:okay  
 777           excuse me please  
 778           where's the supermarket?  
 779 Emma:     the supermarket  
 780           (2.0)  
 781           go straight on  
 782           turn left into nevada street  
 783           and on the right side is the supermarket  
 784 Valentine:*((gets the pen from Emma and*  
 785           *writes down where the supermarket is))*  
 786 Emma:     ich hab nichts mehr zu fragen  
 787 Valentine:ich auch nicht  
 788 Emma:     gut dann sind wir fertig  
 789           das hat spaß gemacht das spiel  
 790           das will ich noch mal spielen  
 791 Valentine:okay nur noch aufkleben  
 792 Emma:     aufkleben?  
 793           was aufkleben?  
 794 Valentine:ja das was wir da reingeschrieben haben  
 795 Emma:     scheisse  
 796           jetzt hab ich das ganz groß geschrieben  
 797 Valentine:oh  
 798           *((looks at Emma's sheet))*  
 799 Emma:     so ich (hab ich)  
 800           hast du klere schere  
 801           klere und schreiber mit? *((sic))*  
 802 Valentine:ja  
 803 Emma:     ich hab mein vergessen  
 804           ich hol das kurz  
 805           *((pause))*  
 806  
 807           *((Chris and Leon sit outside the*  
 808           *classroom to perform the role play))*  
 809           *((32:48))*  
 810 Chris:    also ich bin dran mit aufkleben  
 811           deswegen musst du jetzt fragen  
 812           *((32:58))*  
 813 Leon:     ehm where is the bus *(([bus]))* stop?  
 814 Chris:    the bus *(([bus]))* stop  
 815           go straight on  
 816           turn right into nevada street

817 the bus stop is on the left  
 818 (4.0)  
 819 Leon: da ist bei mir schon was  
 820 Chris: wo?  
 821 am anfang der straße?  
 822 Leon: achso da  
 823 ((cuts out the bus stop  
 824 and glues it on his map))  
 825 Chris: ehm  
 826 ((starts cutting out))  
 827 ((33:26-33:55))  
 828 where is this?  
 829 excuse me please  
 830 where is the school?  
 831 Leon: school is  
 832 (5.0)  
 833 ((looks at his map and searches for the  
 834 school))  
 835 go straight on in (--)  
 836 also go straight on  
 837 then ehm turn right  
 838 in the doka-de-kota street  
 839 Chris: dekota  
 840 turn in the dekota  
 841 muss ich mal ganz kurz suchen  
 842 a:h  
 843 ja:  
 844 Leon: and then turn left in  
 845 there is the s- ehm school  
 846 Chris: thank you  
 847 (22.0)  
 848 ((cuts out the school  
 849 and glues it on his map))  
 850 Leon: ehm excuse me please  
 851 where is the (-) post office?  
 852 Chris: the post office  
 853 go straight on (1.0)  
 854 turn left into florida (-) florida street  
 855 the post office is on the right  
 856 Leon: ((cuts out the post office  
 857 and glues it on his sheet))  
 858 ((35:33-36:08))  
 859 Chris: ((mumbles something in German,  
 860 then cuts out the building))  
 861 excuse me please  
 862 where is the (-- ) playground?  
 863 Leon: go straight on  
 864 turn right in the nevada street  
 865 Chris: yes  
 866 Leon: ehm  
 867 ((36:26-36:46))

868 ((looks at the map and at the sheet  
 869 with the dialogue phrases))  
 870 turn right is the playground  
 871 Chris: ((glues the playground on his sheet))  
 872 ((36:50-37:10))  
 873 Leon: ((takes the scissors))  
 874 where is the hospital?  
 875 Chris: the hospital  
 876 go straight on  
 877 turn right into nevada street  
 878 turn left into california street  
 879 turn right into montana street  
 880 the hospital is on the right  
 881 (4.0)  
 882 Leon: thank you  
 883 ((cuts out the hospital))  
 884 Chris: it's okay  
 885 no problem  
 886 ((37:42-38:06))  
 887 excuse me please  
 888 where is the police station?  
 889 Leon: police station is  
 890 go straight on  
 891 Chris: yes  
 892 Leon: ehm turn right into the ri-  
 893 arizona street  
 894 Chris: yes  
 895 Leon: turn right into california street  
 896 Chris: yes  
 897 Leon: ehm (1.0) on (the) (1.0) ehm turn right  
 898 is the polic-  
 899 nein  
 900 turn right is the  
 901 Chris: on the right  
 902 Leon: on the right is  
 903 Chris: <<pp> police station>  
 904 Leon: police station  
 905 ((Chris glues the police station  
 906 on his sheet))  
 907 Chris: wir sind fertig oder hast du noch was?  
 908 Leon: nee  
 909 Chris  
 910 & Leon: ((start to pack their things and get up))  
 911 Researcher: good job  
 912 thank you  
 913 don't forget your folder

## **Background Information Sheet**

### **GS 1 4b 140314**

**School type:** primary school

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

**Date of recording:** 14.03.2014

**Length of recording:** 37:18 minutes

**Number of pupils in class:** 23

**Number of pupils present during the lesson:** 20

**Topic of the lesson:** At the ice cream shop

#### **Topic vocabulary**

- Flavours: hazelnut, strawberry, vanilla, yoghurt, lemon, chocolate
- Shopkeeper, customer
- Money: pounds, pence
- “What can I do for you?” / “Can I help you?”
- “One/two ice cream(s), please.”
- “I’d like \_\_\_, please.” / “For me \_\_\_.”
- “In a cone/cornet or a cup?”
- “Here you are.”
- “How much is it?”
- “Thank you.”
- “Goodbye.”

#### **Goals**

- The pupils understand the structure of a shopping dialogue and can order/sell an ice cream.
- The pupils can act out a shopping dialogue at an ice cream shop.

#### **Textbook**

Playway 4 (*Klett Verlag*, 2007), Unit 5: Shopping

#### **Lesson overview**

- Warm-up song: “A hundred big black ravens”
- Small talk: One pupil after the other asks his/her neighbour a question, who then answers it. The activity is finished when everyone has said something. The teacher stops the time.
- Vocabulary repetition of ice cream flavours.
- Repetition of what a shopping dialogue consists of, with the help of speech bubbles pinned to the blackboard: What does the shopkeeper say and what does the customer say?
- Repetition and practice of phrases to use when buying and selling an ice cream.
- Practice phase: The pupils practice the shopping dialogue in groups of three. Some groups practice their dialogue outside the classroom.
- Performance of the shopping dialogues in front of the class.
- Closing game: “Simon says”

**Interesting observations**

- Practice and performance of short dialogues
- Joint preparation of the dialogue phrases (for shopkeeper and customer)
- Language awareness: “cornet” vs. “cone” (ice cream); “I like” vs. “I’d like”
- Use of German to explain the difference between “I like” and “I’d like”

**Use of media**

- CD with the song: “A hundred big black ravens” (Playway 4, Pupil’s Book, p. 24)
- Pupil’s Book (with the shopping dialogue and the vocabulary of the ice cream flavours)
- Flashcards with ice cream flavours and speech bubbles with phrases for the shopping dialogue
- Blackboard

**Personal notes**

001 Class: ((pupils put their things away))  
 002 Teacher: emma hurry up  
 003 Emma: yes  
 004 ((the bell rings))  
 005 Teacher: carl where is your pupil's book  
 006 and your pencil case?  
 007 wake up  
 008 ((Carl gets his things out))  
 009 Max: wurden unsere (x) am freitag abgegeben?  
 010 Teacher: i don't think so  
 011 Pupil\_x: ich glaub nicht  
 012 Teacher: no  
 013 me neither  
 014 (2.0)  
 015 okay  
 016 stand up please  
 017 no pupil's book ((to Carl))  
 018 this is your activity book  
 019 Class: ((pupils stand up))  
 020 Teacher: ((turns on the CD player and starts to sing))  
 021 a hundred=  
 022 Class: ((pupils join in quietly))  
 023 Teacher &  
 024 Class: =big black ravens=  
 025 Teacher: ((indicates that she can't hear the pupils  
 026 by holding her hand next to her ear))  
 027 Class: ((pupils start singing louder))  
 028 Teacher &  
 029 Class: ((sing and gesture along))  
 030 =are flying after you  
 031 they want to steal your piggy bank  
 032 so this is what you do  
 033 you put a face ((pupils sing 'put'))  
 034 you shake your fist  
 035 you shout NO WAY  
 036 and ten fly away  
 037 fly away fly away fly away  
 038 [((the teachers writes the numbers  
 039 from 90 to 10 on the board;  
 040 then erases each number  
 041 after it has occurred in the song))]  
 042 [ninety big black ravens  
 043 are flying after you  
 044 they want to steal your piggy bank  
 045 so this is what you do]  
 046 you put a face ((pupils sing 'put'))  
 047 [((the teacher writes 'pull a face'  
 048 on the board))]  
 049 [you shake your fist  
 050 you shout NO WAY  
 051 and ten fly away

052 fly away fly away fly away]  
053 eighty big black ravens  
054 are flying after you  
055 they want to steal your piggy bank  
056 so this is what you do  
057 ((the teacher points at the board where  
058 she wrote 'pull a face'))  
059 you pull a face  
060 you shake your fist  
061 you shout NO WAY  
062 and ten fly away  
063 fly away fly away fly away  
064 seventy big black ravens  
065 are flying after you  
066 they want to steal your piggy bank  
067 so this is what you do  
068 you pull a face  
069 you shake your fist  
070 you shout NO WAY  
071 and ten fly away  
072 fly away fly away fly away  
073 sixty big black ravens  
074 are flying after you  
075 they want to steal your piggy bank  
076 so this is what you do  
077 you pull a face  
078 you shake your fist  
079 you shout NO WAY  
080 and ten fly away  
081 fly away fly away fly away  
082 fifty big black ravens  
083 are flying after you  
084 they want to steal your piggy bank  
085 so this is what you do  
086 you pull a face  
087 you shake your fist  
088 you shout NO WAY  
089 and ten fly away  
090 fly away fly away fly away  
091 forty big black ravens  
092 are flying after you  
093 they want to steal your piggy bank  
094 so this is what you do  
095 you pull a face  
096 you shake your fist  
097 you shout NO WAY  
098 and ten fly away  
099 fly away fly away fly away  
100 thirty big black ravens  
101 are flying after you  
102 they want to steal your piggy bank

103 so this is what you do  
 104 you pull a face  
 105 you shake your fist  
 106 you shout NO WAY  
 107 and ten fly away  
 108 fly away fly away fly away  
 109 twenty big black ravens  
 110 are flying after you  
 111 they want to steal your piggy bank  
 112 so this is what you do  
 113 you pull a face  
 114 you shake your fist  
 115 you shout NO WAY  
 116 and ten fly away  
 117 fly away fly away fly away  
 118 ten big black ravens  
 119 are flying after you  
 120 they want to steal your piggy bank  
 121 so this is what you do  
 122 you pull a face  
 123 you shake your first  
 124 you shout NO WAY  
 125 and ten fly away  
 126 fly away fly away fly away  
 127 [((the song ends;  
 128 the pupils mumble and sit down))]  
 129 Teacher: [((turns off the CD player))]  
 130 [sh:]  
 131 alright  
 132 we want to do our small talk  
 133 who can start?  
 134 i check the time  
 135 ehm emma  
 136 ((Emma wants to start immediately))  
 137 <<f> wait wait wait>  
 138 ready steady go  
 139 Emma: what's your name?  
 140 Leon: my name is leon.  
 141 ehm can i have (-) your school bag?  
 142 Valentine: no sorry  
 143 have you got a sister?  
 144 Matt: yes i have  
 145 have you got a brother?  
 146 Linda: yes i have  
 147 how are you?  
 148 Mats: i'm fine  
 149 ehm how are you?  
 150 Chris: i'm fine  
 151 what's the time?  
 152 Mia: ehm i don't know  
 153 Teacher: [eh eh]



154 Mia: [how]  
 155 Teacher: you can check the watch  
 156 Mia: yes äh it's ehm quarter past ten.  
 157 how (-) how are you?  
 158 Carl: i am fine  
 159 what's your name?  
 160 Nora: my name is nora  
 161 what's the weather like today?  
 162 Max: it's cloudy and cold  
 163 what's the name?  
 164 Toni: [my]  
 165 Teacher: [what's] your name  
 166 Max: [what's your name?]  
 167 Toni: [my name is] toni.  
 168 can i have your pencil case?  
 169 Maria: no sorry  
 170 ehm can i have (your) book?  
 171 Tim: no sorry  
 172 what's your favourite drink?  
 173 Nelly: my favourite drink is (---) coke  
 174 can i have a book?  
 175 Jonas: yeah  
 176 what's your name?  
 177 Sophie: my name is sophie.  
 178 ehm what's your favourite food?  
 179 Melvin: my favourite food is pizza.  
 180 how do you get to school?  
 181 Mila: i ge- ehm i get to school (-) by bus.  
 182 Teacher: [good question]  
 183 Mila: [ehm what's your] name?  
 184 Vince: vince  
 185 what's your telephone number?  
 186 Emma: my telephone number is  
 187 one o one eight four nine two  
 188 four three six four.  
 189 Teacher: okay  
 190 one minute and twenty-two seconds  
 191 Class: ((pupils moan because they did not break  
 192 their record))  
 193 Teacher: alright  
 194 we want to do (4.0)  
 195 ((cleans the board))  
 196 we are in our ice cream shop  
 197 Class: ((pupils mumble))  
 198 Teacher: and we had (-) six flavours  
 199 who (---) remembers?  
 200 one two three four flavours?  
 201 ((holds some flashcards in her hand))  
 202 ehm vince  
 203 Vince: hazelnut  
 204 Teacher: oh good

205                   [hazelnut]  
206                   [*((holds up the corresponding flashcard))*]  
207   Class:       hazelnut  
208   Teacher:   <<t> hazelnut>  
209   Class:       <<t> hazelnut>  
210   Teacher:   <<h> hazelnut>  
211                   (*(pins the flashcard to the board)*)  
212   Class:       <<h> hazelnut>  
213   Teacher:   i've got five more  
214                   mats  
215   Mats:        strawberry (*(uttered with a short vowel)*)  
216   Pupil\_x:   oh man  
217   Teacher:   stra::wberry  
218   Class:       stra:wberry  
219   Teacher:   stra:wberry  
220   Class:       stra:wberry  
221   Teacher:   <<f> strawberry>  
222   Class:       <<f> strawberry>  
223   Teacher:   <<p> strawberry>  
224   Class:       <<p> strawberry>  
225   Teacher:   hazelnut  
226   Class:       hazelnut  
227   Teacher:   strawberry  
228   Class:       strawberry  
229   Teacher:   leon  
230   Leon:       vanilja  
231   Teacher:   oh that's quite close  
232                   who can help?  
233                   ehm sophie  
234   Sophie:   vanilla (*([venila])*)  
235   Teacher:   vanilla (*([vənɪlə])*)  
236   Class:       vanilla  
237   Teacher:   vanilla  
238   Class:       vanilla  
239   Teacher:   (*(pins the flashcard to the board)*)  
240   Teacher:   hazelnut  
241   Class:       hazelnut  
242   Teacher:   strawberry  
243   Class:       strawberry  
244   Teacher:   vanilla  
245   Class:       vanilla  
246   Teacher:   (*(looks around for the next pupil)*)  
247                   ehm tim  
248   Tim:        yogurt  
249   Teacher:   yogurt  
250   Class:       yogurt  
251   Teacher:   <<t> yogurt>  
252   Class:       <<t> yogurt>  
253   Teacher:   <<h> yogurt>  
254   Class:       <<h> yogurt>  
255   Teacher:   (*(points at the different flashcards)*)

256                   on the board))  
 257   Class:       hazelnut  
 258               strawberry  
 259               vanilla  
 260               yogurt  
 261   Teacher:     very good  
 262               ehm mia  
 263   Mia:         lemon  
 264   Teacher:     lemon  
 265   Class:       lemon  
 266   Teacher:     <<h> lemon>  
 267   Class:       <<h> lemon>  
 268   Teacher:     <<p> lemon>  
 269   Class:       <<p> lemon>  
 270   Teacher:     ((pins the flashcard to the board,  
 271               then points at the first one))  
 272   Class:       hazelnut  
 273   Teacher:     ((points at the fourth one))  
 274   Class:       strawghurt  
 275   Teacher:     ((looks irritated))  
 276   Class:       yogurt  
 277   Teacher:     ((points at the second one))  
 278   Class:       strawberry  
 279   Teacher:     ((points at the fifth one))  
 280   Class:       lemon  
 281   Teacher:     ((points at the third one))  
 282   Class:       vanilla  
 283   Teacher:     ((points at her lips to emphasize the  
 284               'v' in vanilla))  
 285               vanilla  
 286   Class:       vanilla  
 287   Teacher:     ehm (3.0) carl  
 288   Carl:       chocolate  
 289   Teacher:     chocolate  
 290   Class:       chocolate  
 291   Teacher:     chocolate  
 292   Class:       chocolate  
 293   Teacher:     ((pins the flashcard to the board))  
 294               okay  
 295               all together  
 296               ((points at the third flashcard))  
 297   Class:       vanilla  
 298   Teacher:     ((points at her lips again))  
 299               vanilla  
 300   Class:       vanilla  
 301   Teacher:     ((points at the second flashcard))  
 302   Class:       strawberry  
 303   Teacher:     ((points at the fourth flashcard))  
 304   Class:       yogurt  
 305   Teacher:     yogurt  
 306   Class:       yogurt

307 Teacher: ((points at the fifth flashcard))  
 308 Class: lemon  
 309 Teacher: ((points at the sixth flashcard))  
 310 Class: chocolate  
 311 Teacher: ((points at the first flashcard))  
 312 Class: hazelnut  
 313 Teacher: okay  
 314 in our shop we've got (-) a shopkeeper  
 315 ((writes the word 'shopkeeper' on the  
 316 board))  
 317 and (--) we are the customers  
 318 ((writes the word 'customers' on the  
 319 board))  
 320 Melvin: hast du's nachgeguckt?  
 321 Teacher: yes  
 322 okay  
 323 please give me  
 324 give me some sentences  
 325 we had on the board the last time  
 326 Emma: ((stands up))  
 327 Teacher: you've got a question emma?  
 328 Emma: yes  
 329 ehm (x) is not here and [two] partners  
 330 Teacher: [do you hav-]  
 331 äh that's okay  
 332 you can do a dialogue with one partner  
 333 okay?  
 334 no problem  
 335 Emma: yes  
 336 Teacher: maria?  
 337 Maria: hello  
 338 Teacher: good  
 339 who says (-) who says hello?  
 340 (3.0)  
 341 who says hello?  
 342 the shopkeeper or the customer?  
 343 maria?  
 344 Maria: the shopkeeper and the customer  
 345 Teacher: okay so  
 346 (3.0)  
 347 alright  
 348 ((pins two speech bubbles to the board))  
 349 eh chris  
 350 Chris: goodbye  
 351 have a nice day  
 352 Teacher: okay  
 353 who can say goodbye  
 354 have a nice day  
 355 Chris: der shopkeeper  
 356 Teacher: yes okay  
 357 but this is in the end

358 i hope  
 359 Chris: yes  
 360 Teacher: yes  
 361 not in the beginning  
 362 okay  
 363 okay all together  
 364 ((*points at the speech bubbles on the board*))  
 365 hello  
 366 Class: hello  
 367 Teacher: <<h> hello>  
 368 Class: <<h> hello>  
 369 Teacher: and then?  
 370 tim?  
 371 Tim: what can i do for you?  
 372 Teacher: yes  
 373 what can i do for you?  
 374 or you could say  
 375 [can i help you?]  
 376 [((*shows another speech bubble*))]  
 377 Class: can i help you?  
 378 Teacher: but i write yours also on the board tim  
 379 ((*draws a speech bubble and writes*  
 380 *'what can I do for you' on the board*))  
 381 <<len> what can i do for you?>  
 382 okay all together  
 383 can i help you?  
 384 Class: can i help you?  
 385 Teacher: what can i do for you?  
 386 Class: what can i do for you?  
 387 Teacher: mhm  
 388 carl?  
 389 Carl: what's your flavours oder so?  
 390 Pupils: flowers  
 391 Carl: flowers  
 392 Teacher: oh these are all (-) flavours  
 393 ((*points at the flashcards on the board*))  
 394 yes but (-) the shopkeeper says  
 395 can i help you?  
 396 and you say?  
 397 (3.0)  
 398 leon?  
 399 Leon: ach ne doch nich  
 400 Teacher: no?  
 401 emma?  
 402 Emma: what eh  
 403 one or two or three ice cream  
 404 Teacher: yes  
 405 you can say one ice cream please  
 406 or two ice creams please  
 407 or you can say  
 408 if you want (4.0)

409 if you want to be polite  
 410 ((shows another speech bubble to the pupils))  
 411 i'd like one ice cream please  
 412 or i'd like two ice creams please  
 413 all together  
 414 i'd like  
 415 Class: i'd like  
 416 Teacher: one ice cream please  
 417 Class: one ice cream please  
 418 Teacher: ((pins the speech bubble to the board))  
 419 ehm valentine  
 420 Valentine: what flavours?  
 421 Teacher: very good  
 422 [and the shopkeeper then]  
 423 Carl: [ehh das war meins]  
 424 Teacher: yes  
 425 and our shopkeeper says (-) what flavours?  
 426 Class: what flavours?  
 427 Teacher: oh that's what you wanted to say?  
 428 Carl: yeah  
 429 Teacher: okay sorry carl  
 430 Teacher: what flavours?  
 431 ((shows the speech bubble,  
 432 then pins it to the board))  
 433 Class: what flavours?  
 434 (4.0)  
 435 Teacher: and then?  
 436 (3.0)  
 437 vince?  
 438 Vince: äh yogurt oder halt (-- ) die sorten  
 439 [chocolate lemon]  
 440 Teacher: [yes yes]  
 441 yes  
 442 okay  
 443 you can say  
 444 ((shows the speech bubble))  
 445 i'd like vanilla and chocolate  
 446 or you can say i'd like yogurt and lemon  
 447 ((pins the speech bubble to the board))  
 448 okay all together  
 449 i'd like  
 450 Class: i'd like  
 451 Teacher: vanilla and chocolate please  
 452 Class: vanilla and chocolate please  
 453 Teacher: okay  
 454 what else did we have on the board?  
 455 do you remember?  
 456 toni?  
 457 Toni: thank you  
 458 Teacher: yes  
 459 who says thank you?

460 (4.0)  
461 Toni: shopkeeper  
462 Teacher: mhm  
463 ((pins the speech bubble to the board))  
464 and?  
465 Toni: customer  
466 Teacher: yes  
467 the customer says thank you  
468 when he gets the ice cream  
469 and the shopkeeper says thank you  
470 for what?  
471 why does the shopkeeper say thank you?  
472 linda?  
473 Linda: how much is it?  
474 Teacher: good  
475 who says how much is it?  
476 Linda: the customer  
477 Teacher: mhm  
478 ((shows the speech bubble,  
479 then pins it to the board))  
480 how much is it?  
481 Class: how much is it?  
482 Teacher: vince?  
483 Vince: ehm (3.0) ninety pence  
484 Teacher: oh good idea  
485 that's really cheap  
486 that's really nice  
487 but i have got one (2.0)  
488 two pounds  
489 ((shows the speech bubble,  
490 then pins it to the board))  
491 but you can also say (-) five pounds  
492 or or ninety pence  
493 it's alright  
494 okay  
495 what else?  
496 that's all?  
497 chris?  
498 Chris: in the cab or in the  
499 Valentine: in a cup or  
500 Chris: in a cup or in the corn?  
501 Teacher: ((shows the speech bubble))  
502 in a cone or a cup?  
503 Class: in a cone or a cup?  
504 Teacher: cone  
505 Class: cone  
506 Teacher: cup  
507 Class: cup  
508 Teacher: in a cone or a cup  
509 Class: in a cone or a cup  
510 ((pins the speech bubble to the board))

511 Teacher: mhm  
512 very good  
513 melvin?  
514 Melvin: ehm nee doch nicht  
515 Teacher: valentine?  
516 Valentine:ehm (1.0) here you are  
517 Teacher: who says here you are?  
518 Valentine:the shopkeeper and the customer  
519 Teacher: mhm  
520 ((pins the speech bubbles to the board))  
521 matt?  
522 Matt: thank you  
523 Teacher: we've got thank you  
524 [here and here]  
525 [((points at the speech bubbles))]  
526 okay  
527 ehm melvin?  
528 Melvin: goodbye  
529 Teacher: yes  
530 ((pins the speech bubble to the board))  
531 alright  
532 ehm when the shopkeeper says  
533 in a cone or a cup  
534 what do you say?  
535 Class: ((pupils raise their hands))  
536 Teacher: mia?  
537 Mia: in a cone  
538 Teacher: mhm  
539 in a cone or in a cup  
540 yes  
541 you say in a cone please  
542 in a cup please  
543 okay  
544 (2.0)  
545 all together  
546 [hello]  
547 [((points at the speech bubble  
548 on the board))]  
549 Class: hello  
550 Teacher: <<t> hello>  
551 Class: <<t> hello>  
552 Teacher: [can i help you?]  
553 [((points at the speech bubble  
554 on the board))]  
555 Class: can i help you?  
556 Teacher: [what can i do for you?]  
557 [((points at the speech bubble  
558 on the board))]  
559 Class: what can i do for you?  
560 Teacher: [i'd like one ice cream]  
561 [((points at the speech bubble



562                   on the board))]  
 563 Class:       i like one ice cream  
 564 Teacher:     in a cone or a cup?  
 565 Class:       in a cone or a cup?  
 566 Teacher:     in a cup  
 567 Class:       in a cup  
 568 Teacher:     [what flavours?]  
 569               [*((points at the speech bubble*  
 570               *on the board))*]  
 571 Class:       what flavours?  
 572 Teacher:     [i'd like strawberry and vanilla please]  
 573               [*((points at the speech bubble*  
 574               *on the board))*]  
 575 Class:       i('d) like strawberry and vanilla please  
 576 Teacher:     [*((pantomimes putting an ice cream*  
 577               *into a cup))*]  
 578               here you are  
 579 Class:       here you are  
 580 Teacher:     [thank you]  
 581               [*((points at the speech bubble*  
 582               *on the board))*]  
 583 Class:       thank you  
 584 Teacher:     [how much is it?]  
 585               [*((points at the speech bubble*  
 586               *on the board))*]  
 587 Class:       how much is it?  
 588 Teacher:     [two pounds]  
 589               [*((points at the speech bubble*  
 590               *on the board))*]  
 591 Class:       two pounds  
 592 Teacher:     here you are  
 593               [*((holds out her hand))*]  
 594 Class:       here you are  
 595 Teacher:     thank you  
 596 Class:       thank you  
 597 Teacher:     goodbye  
 598 Class:       goodbye  
 599 Teacher:     goodbye have a nice day  
 600 Class:       goodbye have a nice day  
 601 Teacher:     okay  
 602               do you need the dialogue from the cd  
 603               [one more time?]  
 604               [*((holds up one finger))*]  
 605 Class:       no  
 606 Teacher:     you want to listen to the dialogue  
 607               one more time?  
 608 Class:       no  
 609 Teacher:     no  
 610               then please (-) go together with your  
 611               partner  
 612               you can (--) take your pupil's book with you

613 and then you can  
614 ((makes a writing gesture with her hand))  
615 Class: ((pupils start to get together with  
616 their partners))  
617 ((16:14-16:28))  
618 Teacher: you need a note pad and a pen  
619 Class: ((some pupils discuss where to sit))  
620 Teacher: valentine you can sit here if you want to  
621 ((points at an empty chair))  
622 Valentine: nee da sitzt nora  
623 ((some pupils leave the room))  
624 ((the camera films individual groups which  
625 practice their dialogues - some outside  
626 and some inside the classroom))  
627  
628 ((A1: dialogue with three girls))  
629 ((18:00))  
630 Mia: auf welcher seite war das?  
631 Sophie: weiß ich nicht  
632 Mila: ((looks through her pupil's book))  
633 <<len> auf seite>  
634 (3.0)  
635 äh äh ähm  
636 auf seite sechsundzwanzig  
637 Mia: <<p> warte>  
638 Mila: lass uns spielen  
639 komm sophie wir gehen  
640 ((pulls Sophie with her))  
641 ich bin emma ((character in the textbook))  
642 Sophie: ich bin aber kein junge  
643 Mila: wir nennen dich anders  
644 Sophie: eh egal  
645 ((pupils start to practice their role play))  
646 ((Mila and Sophie approach a desk which is  
647 supposed to be an ice cream shop;  
648 Mia plays the shopkeeper))  
649 ((18:35))  
650 Sophie: ehm two ice creams please  
651 Mia: what flavours?  
652 Mila: ehm from (---) vanilla and chocolate  
653 please  
654 Sophie: and for me strawberry and yogurt  
655 please  
656 Mia: okay  
657 here you are  
658 Sophie: how much is it?  
659 Mia: two pounds  
660 Mila: here you are  
661 Mia: thanks  
662 Mila: goodbye  
663 Sophie: goodbye

664 ((girls talk about something in German))  
 665  
 666 ((A2: another dialogue with three boys))  
 667 Chris: du kannst ja max erst mal fragen  
 668 ob er auch ein eis möchte  
 669 Jonas: willst du eins?  
 670 Max: ja klar  
 671 Chris: okay dann  
 672 [hello]  
 673 Max: [hello]  
 674 Jonas: hello  
 675 Chris: ehm what can i do for you?  
 676 ((the boys look into their books))  
 677 Jonas: ehm das steht da nicht drinne  
 678 Max: for me vanilla and chocolate  
 679 Chris: max (--) ich frag erst mal  
 680 what can i do for you?  
 681 da kannst du doch nicht [sagen]  
 682 Max: [two]  
 683 Chris: ice creams please  
 684 ehm what flavours?  
 685 Max: for me vanilla and chocolate  
 686 Jonas: and (für) me strawberry and yogurt  
 687 please  
 688 Chris: ((pantomimes scooping the ice cream))  
 689 here you are  
 690 Max: thank you  
 691 Chris: ((prepares the second ice cream))  
 692 here you are  
 693 Jonas: thank you  
 694 Chris: ehm <p> jetzt musst du>  
 695 Jonas: how much is it?  
 696 Chris: it's five pounds  
 697 Max: here you are  
 698 Chris: thank you  
 699 Jonas &  
 700 Max: [goodbye]  
 701 Chris: [goodbye]  
 702 have a nice day  
 703  
 704 ((A3: the same boys do the dialogue again))  
 705 Chris: what can i do for you?  
 706 Max &  
 707 Jonas: two ice creams please  
 708 Chris: what flavours?  
 709 Max: for me vanilla and chocolate please  
 710 Jonas: and for me strawberry and yogurt  
 711 [please]  
 712 Chris: [in a corn] (('cone' mispronounced))  
 713 in a core  
 714 or in a cup?

715 Jonas: in a (corn)  
716 Max: in a cone  
717 Chris: ((prepares the ice cream))  
718 here you are  
719 ((hands it to Jonas))  
720 Jonas: thank you  
721 Chris: ((prepares the second ice cream))  
722 here you are  
723 ((hands it to Max))  
724 Max: thank you  
725 Jonas: how much is it?  
726 Chris: it's five pounds  
727 ((Jonas and Max are not sure who  
728 should hand the money to Chris))  
729 Max: here you are  
730 Chris: thank you  
731 [goodbye]  
732 Max &  
733 Jonas: [goodbye]  
734 Chris: have a nice day  
735  
736  
737 ((A4: another dialogue with two girls  
738 and one boy))  
739 Emma: hello  
740 Carl: [hello]  
741 Maria: [hello]  
742 what can i do for you?  
743 Carl: [oh] one more spaghetti  
744 Emma: [eh]  
745 Maria: ice cream  
746 Carl: ice cream  
747 Emma: ehm i will: e::hm (3.0)  
748 strawberry and chocolate  
749 Maria: okay  
750 ((prepares the ice cream))  
751 here you are  
752 ((hands it to Carl))  
753 Carl: thank you  
754 Maria: here you are  
755 ((hands it to Emma))  
756 Emma: thank you  
757 how (-) much is it?  
758 Maria: two (-) pounds please  
759 Emma: äh  
760 Carl: here you are  
761 Maria: thank you  
762 goodbye  
763 have a nice day  
764 Carl &  
765 Emma: goodbye

766  
 767 ((A5: another dialogue with three girls))  
 768 Sophie: hello  
 769 Mia: hello  
 770 Sophie: what can i do for you?  
 771 Mia: two ice creams please  
 772 Sophie: in a äh in a cup  
 773 oder in a coan?  
 774 Mila: in a cup  
 775 Sophie: ehm what flavours?  
 776 Mila: for me ehm strawberry  
 777 and yogurt please  
 778 Sophie: here you are  
 779 Mila: thank you  
 780 Mia: and for me äh lemon  
 781 and chocolate in a cornet  
 782 Sophie: here you are  
 783 Mia: thank you  
 784 ehm äh how much is it?  
 785 Sophie: two pounds  
 786 Mila: here you are  
 787 Sophie: thank you  
 788 goodbye and have a nice day  
 789 Mila &  
 790 Mia: goodbye  
 791  
 792 ((A6: another dialogue with four girls))  
 793 Linda,Nelly &  
 794 Nora: hello  
 795 Valentine:what can i do for you?  
 796 Linda: i would like three (([srr:])) ice creams  
 797 please  
 798 Valentine:in a cup or a cornet?  
 799 Nelly: in a cup  
 800 Linda: in a cup  
 801 Nora: in a cone  
 802 Valentine:what flavours?  
 803 Nelly: i like hazelnut and yogurt  
 804 Valentine:okay  
 805 ((prepares the ice cream))  
 806 and for you? ((to Linda))  
 807 Linda: i would like strawberry and vanilla  
 808 Valentine:okay  
 809 ((prepares the ice cream))  
 810 and for you? ((to Nora))  
 811 Nora: for me strawberry and chocolate  
 812 Valentine:okay  
 813 here you are  
 814 ((hands the ice cream to Nora))  
 815 Nora: thank you  
 816 Valentine:here you are

817                   ((hands the ice cream to Linda))  
 818 Linda:       thank you  
 819 Valentine:here you are  
 820                   ((hands the ice cream to Nelly))  
 821 Nelly:       thank you  
 822                   (2.0)  
 823 Valentine:<<pp> how much is it?>  
 824 Linda:       how much is it?  
 825 Valentine:three pounds  
 826 Linda:       here you are  
 827 Valentine:thank you  
 828 Linda:       goodbye  
 829 Valentine:[goodbye]  
 830 Nelly:       [goodbye]  
 831                   have a nice day  
 832  
 833                   ((A7: another dialogue with four boys))  
 834 Matt,  
 835 Leon &  
 836 Mats:       hello  
 837 Melvin:     hello  
 838                   what can i do for you?  
 839 Matt:       i like one ice cream please  
 840 Mats:       i like one ice cream please  
 841 Leon:       i like two ice creams please  
 842 Melvin:     what flavours?  
 843 Matt:       i like lemon please  
 844 Mats:       [i like hazelnut]  
 845 Leon:       [i like two]  
 846                   i like two lemon(s)  
 847 Melvin:     in the cone ([[kɔ:n]]) or in the cup?  
 848 Leon:       in the cone ([[kɔ:n]])  
 849 Matt:       but eh with me in a cup  
 850 Mats:       for me in a cup  
 851 Melvin:     okay  
 852                   here you are  
 853                   ((gives each of them an ice cream  
 854                   in form of a pen))  
 855 Leon:       thank you  
 856 Matt:       thank you  
 857 Leon:       ((holds up his pen))  
 858                   ich hab zwei bestellt  
 859                   ((Melvin gives him a second pen))  
 860 Matt:       what's  
 861                   ((looks at the board))  
 862                   how much is it?  
 863 Melvin:     it's twenty pence  
 864 Matt:       ((gives him twenty pence))  
 865                   here you are  
 866 Melvin:     thank you  
 867 Mats:       goodbye

868 Melvin: goodbye  
 869 Matt &  
 870 Leon: goodbye  
 871 Mats: have a nice day  
 872 Leon: have a nice day  
 873  
 874 ((A8: another dialogue with three boys))  
 875 Vince: hello  
 876 Toni: hello  
 877 Vince: can i help you?  
 878 Toni: eh also two ice creams please  
 879 Vince: what flavours?  
 880 Toni: for me chocolate lemon yogurt and vanille  
 881 Vince: in a cornet or a cup?  
 882 Toni: in a cornet  
 883 Vince: and for you?  
 884 Tim: for me strawberry vanilla chocolate and  
 885 hazelnut  
 886 Vince: in a cornet or a cup?  
 887 Tim: in a cornet  
 888 Vince: here you are  
 889 ((hands the cornet to Tim))  
 890 here you are  
 891 ((hands the cornet to Toni))  
 892 Toni: thank you  
 893 how much is it?  
 894 Vince: seven pounds and twenty pence  
 895 Toni: here you are  
 896 Vince: thank you  
 897 Toni &  
 898 Tim: [goodbye]  
 899 Vince: [goodbye]  
 900  
 901 ((the teacher calls all pupils back  
 902 into the classroom))  
 903 ((the pupils return to their seats;  
 904 it is noisy in the classroom))  
 905 ((the teacher claps a rhythm with her hands,  
 906 which the pupils repeat after her;  
 907 it gets quiet))  
 908 Teacher: okay  
 909 we had (-) one problem  
 910 last lesson we learned in a cornet  
 911 this is more british english  
 912 but you can also say in a cone  
 913 you can say in a cornet or in a cone  
 914 okay?  
 915 which group wants to start to show their  
 916 role play in front?  
 917 ((pupils raise their hands))  
 918 ehm mila and mia and sophie?

919 Girls: yes  
920 Teacher: do you need this?  
921 ((points at a speaker's desk))  
922 do you need this?  
923 Mia: nee ich spiel doch hier  
924 Mila: achso ja  
925 Teacher: you want to do it there?  
926 ((points at the corner of the room))  
927 Mila: ja  
928 Teacher: okay  
929 (6.0)  
930 ((the girls get ready for their role play))  
931 and everybody else please be quiet  
932 jonas?  
933 jonas?  
934 be quiet please  
935 Mila: hello  
936 Mia: [hello]  
937 Sophie: [hello]  
938 [((Mila and Mia walk up to the  
939 table where Sophie sits))]  
940 Sophie: what can i do for you?  
941 Mila: two ice creams please  
942 Sophie: in a cup or in a cornet?  
943 Mila: in a cup  
944 Sophie: ehm what flavours?  
945 Mila: for me ehm strawberry and vanilla  
946 Sophie: ((prepares the first ice cream))  
947 [here you are]  
948 [((gives the ice cream to her))]  
949 Mia: and for me in the cup  
950 yogurt and vanilla  
951 Sophie: ((prepares another ice cream))  
952 here you are  
953 ((gives the ice cream to her))  
954 Mia: thank you  
955 how much is it?  
956 Sophie: two pounds  
957 Mila &  
958 Mia: here you are  
959 ((gives the money to her))  
960 Sophie: thank you  
961 goodbye and have a nice day  
962 Mila &  
963 Mia: thank you.  
964 goodbye.  
965 Teacher: okay  
966 ((the teacher and pupils applaud))  
967 well done  
968 okay  
969 next group



970 ehm carl with emma and maria?  
 971 Emma: yes  
 972 Teacher: okay  
 973 you need this table here?  
 974 ((points at a speaker's desk))  
 975 Carl: ja  
 976 Teacher: ((moves the desk in front of the class))  
 977 okay maria  
 978 you are the shopkeeper?  
 979 Emma: ((gets excited and does not know where to  
 980 stand))  
 981 ((she starts walking towards the desk  
 982 and sees Carl))  
 983 oh hello jake  
 984 Carl: oh hello shelly  
 985 Emma: e::hm (---) hi  
 986 ((starts to walk around))  
 987 ((Maria walks up to the desk  
 988 and rings a bell))  
 989 Maria: (xx)  
 990 ice cream  
 991 Carl: yes  
 992 Emma: <<very excited voice> ice cream>  
 993 <<very excited voice> ice cream>  
 994 Maria: hello  
 995 Carl: hello  
 996 Emma: [hi]  
 997 Maria: [can] i help you?  
 998 Carl: oh one more spaghetti ice (([i:s])) cream  
 999 Maria: okay  
 1000 Emma: ehm and for me ehm cookies  
 1001 a::nd strawberry  
 1002 Maria: here you are  
 1003 ((gives the ice cream in form of  
 1004 a cup filled with pens to Emma))  
 1005 Emma: thank you  
 1006 how much is it?  
 1007 Maria: two pounds please  
 1008 Carl: here you are  
 1009 Emma: here you are  
 1010 Maria: thank you  
 1011 goodbye have a nice day  
 1012 Emma &  
 1013 Carl: goodbye  
 1014 Teacher: okay  
 1015 ((first the teacher applauds,  
 1016 then the pupils applaud))  
 1017 okay  
 1018 give them a big hand please.  
 1019 okay  
 1020 one thing

1021               it's ice cream carl  
1022               ice cream  
1023               okay?  
1024               all together ice cream  
1025 Class:       ice cream  
1026 Teacher:     okay  
1027               who wants to be next?  
1028               (3.0)  
1029               ehm matt?  
1030               together with (--) mats leon melvin  
1031               (*(the three pupils go to the front;*  
1032               *Melvin is behind the desk as the*  
1033               *shopkeeper)*)  
1034               okay sh::  
1035               (*(Matt wants to start)*)  
1036               <<all> wait wait wait wait>  
1037               emma and maria can you please sit down?  
1038               we want everything to be quiet  
1039 Emma:       yes  
1040 Teacher:     <<p> okay>  
1041 Matt,  
1042 Mats &  
1043 Leon:       hello  
1044 Melvin:     hello  
1045               what can i do for you?  
1046 Matt:       i like one ice cream please  
1047 Mats:       ehm (2.0) one ice cream please  
1048 Leon:       i like two ice cream  
1049 Melvin:     what flavours?  
1050 Matt:       for me (--) hazelnut  
1051 Mats:       for me hazelnut  
1052 Leon:       and for me (--) hazelnut and hazelnut  
1053               (*(pupils laugh)*)  
1054 Melvin:     in a cone or in a cup?  
1055 Mats:       in a cup  
1056 Matt:       in a cup  
1057 Leon:       in a cone  
1058 Melvin:     here you are  
1059               (*(gives a pen to Matt)*)  
1060 Matt:       thank you  
1061 Melvin:     here you are  
1062               (*(gives a pen to Mats)*)  
1063               and here you are  
1064               (*(gives two pens to Leon)*)  
1065 Leon:       oh thank you  
1066 Matt:       how much is it?  
1067 Melvin:     it's twenty pence  
1068               (*(Mats gives him the money)*)  
1069               thank you  
1070 Matt,  
1071 Mats &

1072 Leon: [goodbye]  
 1073 Melvin: [goodbye]  
 1074 have a nice day  
 1075 Matt: have a nice day  
 1076 Emma: zwanzig cent?  
 1077 Mats: ja  
 1078 Teacher: okay  
 1079 [*((applauds; the class gets loud))*]  
 1080 [give them a big hand please]  
 1081 okay  
 1082 Class: (*(pupils mumble)*)  
 1083 Teacher: sh::  
 1084 one two three  
 1085 look at me  
 1086 Class: one two  
 1087 look at you  
 1088 Teacher: you can buy one ice cream  
 1089 and you can have (--) hazelnut  
 1090 vanilla  
 1091 strawberry  
 1092 and yogurt  
 1093 all in one ice cream  
 1094 okay?  
 1095 you don't need  
 1096 one ice cream hazelnut  
 1097 one ice cream hazelnut  
 1098 one ice cream  
 1099 one ice cream and more flavours  
 1100 more than one flavour is okay  
 1101 okay your ice cream can have four flavours  
 1102 for example  
 1103 okay?  
 1104 okay who wants to be next?  
 1105 valentine?  
 1106 (*((the next group goes to the front;*  
 1107 *Valentine gets behind the desk))*)  
 1108 Class: (*(pupils mumble)*)  
 1109 Valentine:hello  
 1110 Nelly,  
 1111 Linda &  
 1112 Nora: hello  
 1113 Valentine:what can i do for you?  
 1114 Linda: i would like three (*([sri:]*)) ice creams  
 1115 please  
 1116 Valentine:in a cup or a cornet?  
 1117 Nelly: in a cup  
 1118 Linda: in a cornet  
 1119 Nora: in a cup  
 1120 Valentine:what flavours?  
 1121 Nelly: i like (---) strawberry and hazelnut  
 1122 Valentine:okay

1123                   ((prepares the ice cream))  
1124 Linda:       i like hazelnut  
1125 Valentine:and for you? ((looks at Nora))  
1126 Nora:       i would like strawberry and vanilla  
1127 Valentine:okay  
1128                   here you are  
1129                   ((gives the ice cream to Nelly))  
1130 Nelly:       thank you  
1131 Valentine:here you are  
1132                   ((gives the ice cream to Linda))  
1133 Linda:       thank you  
1134 Valentine:here you are  
1135                   ((gives the ice cream to Nora))  
1136 Nora:       thank you  
1137 Linda:       how much is it?  
1138 Valentine:three pounds  
1139 Linda:       here you are  
1140 Valentine:thank you  
1141 Valentine:goodbye  
1142 Linda,  
1143 Nelly &  
1144 Nora:       goodbye  
1145 Valentine:have a nice day yay  
1146 Teacher:   okay  
1147                   very good  
1148                   ((applauds))  
1149 Class:       ((pupils applaud))  
1150 Teacher:   okay  
1151                   next group?  
1152                   ((pupils mumble))  
1153                   max chris and jonas?  
1154                   ((Jonas does not want to perform))  
1155                   there is no problem jonas  
1156                   come on  
1157                   yeah you can take your pupil's book  
1158                   if you want  
1159                   okay?  
1160                   no problem  
1161                   you can take your pupil's book  
1162                   it's alright  
1163                   mats? ((wants him to be quiet))  
1164 Max:       hello  
1165 Chris:       hello  
1166                   can i (-) what can i do for you?  
1167 Max:       ((looks at Jonas))  
1168 Jonas:       nein du  
1169 Max:       two ice creams please  
1170 Chris:       what flavours?  
1171 Max:       ehm vanilla and chocolate please  
1172 Jonas:       and for me strawberry and yogurt please  
1173 Chris:       in a cup or in a cornet?

1174 Jonas: in a cup  
 1175 Max: in a cup  
 1176 Chris: here you are  
 1177 ((*gives the ice creams to both of them*))  
 1178 Jonas: thank you  
 1179 ((*looks in his book*))  
 1180 how much is it?  
 1181 Chris: it's five pounds  
 1182 Max: here you are  
 1183 ((*gives him the money*))  
 1184 Chris: thank you  
 1185 goodbye  
 1186 have a nice day  
 1187 Max: goodbye  
 1188 Teacher: okay  
 1189 that was good  
 1190 ((*applauds*))  
 1191 Class: ((*pupils applaud*))  
 1192 Teacher: well done  
 1193 okay  
 1194 and i think we've got one last group  
 1195 tim toni and vince  
 1196 ((*the three boys go to the front;*  
 1197 *Vince gets behind the desk*))  
 1198 Vince: hello  
 1199 Toni: hello  
 1200 Vince: can i help you?  
 1201 Toni: two ice creams please  
 1202 Vince: what flavours?  
 1203 Toni: for me strawberry hazelnut vanilla  
 1204 and chocolate  
 1205 Tim: and for me hazelnut and strawberry  
 1206 hazelnut and strawberry  
 1207 Vince: okay  
 1208 in a cup or a cornet?  
 1209 Toni: in a cornet  
 1210 Tim: in a cornet  
 1211 Vince: ((*gives the ice cream to them*))  
 1212 here you are  
 1213 here you are  
 1214 Toni: how much is it?  
 1215 Vince: seven pounds and twenty pence  
 1216 Toni: here you are  
 1217 Vince: thank you  
 1218 Toni: goodbye  
 1219 Vince: goodbye  
 1220 ((*pupils return to their seats*))  
 1221 Teacher: okay  
 1222 very good  
 1223 ((*applauds; some pupils applaud, too*))  
 1224 okay

1225 i want to say one more thing  
1226 switch off  
1227 also an der stelle wo man sagt  
1228 was man gerne als sorten haben möchte  
1229 da haben einige (-) einige gesagt  
1230 was sie gerne mögen  
1231 da haben sie gesagt  
1232 i like vanilla and chocolate  
1233 das ist zwar auch eine schöne information  
1234 für den verkäufer  
1235 aber man möchte ja eigentlich sagen  
1236 ich hätte gerne  
1237 und da muss man sagen  
1238 i'D like vanilla and chocolate please  
1239 or you can say as nora did  
1240 nora said i would like vanilla and  
1241 chocolate  
1242 ja?  
1243 so?  
1244 all together  
1245 i'd like  
1246 Class: i'd like  
1247 Teacher: i would like  
1248 Class: i would like  
1249 Teacher: wo ist die- wo ist der unterschied  
1250 wenn ich i would like sage oder i'd like?  
1251 kann sich das jemand denken?  
1252 haben wir schon mal besprochen  
1253 i write it-  
1254 Carl: ((raises his hand))  
1255 Teacher: carl?  
1256 Carl: ich möchte und das mag ich  
1257 Teacher: ((writes on the board 'I would = I'd'))  
1258 i would und i'd ist das gleiche  
1259 was wurde hier einfach nur getan?  
1260 ((pupils raise their hands; some say 'ach'))  
1261 matt?  
1262 Matt: die engländer waren nur faul  
1263 Teacher: mhm  
1264 und die haben dann sozusagen das verkürzt  
1265 wie bei auch ehm i haven't  
1266 kann man ja auch sagen  
1267 <<len> i have not>  
1268 i would is the same as i'd  
1269 i'd like  
1270 okay  
1271 alright  
1272 i think we've just (-) two minutes left  
1273 so i would say  
1274 Pupils: bingo  
1275 bingo

1276 Teacher: no bingo  
 1277 the time is-  
 1278 the time is too short for bingo  
 1279 Pupils: simon says  
 1280 Teacher: yes stand up  
 1281 Class: ((*pupils are happy and cheer*))  
 1282 Teacher: alright  
 1283 are you ready?  
 1284 Class: yes  
 1285 Teacher: simon says touch your nose  
 1286 Teacher &  
 1287 Class: ((*pupils touch their noses*))  
 1288 Teacher: simon says check your watch  
 1289 Teacher &  
 1290 Class: ((*pupils check their watches*))  
 1291 Teacher: simon says bend your knees  
 1292 Teacher &  
 1293 Class: ((*pupils bend their knees*))  
 1294 Teacher: eh<sup>m</sup> say hello to mister <name>  
 1295 Class: ((*pupils say nothing*))  
 1296 Teacher: oh how impolite  
 1297 Class: ((*some pupils laugh*))  
 1298 Teacher: simon sa:ys äh jump  
 1299 Teacher &  
 1300 Class: ((*pupils jump*))  
 1301 Teacher: turn around  
 1302 ((*turns around*))  
 1303 Pupils: max  
 1304 maria  
 1305 ((*they both sit down*))  
 1306 Teacher: okay sh  
 1307 eh<sup>m</sup> simon says snap your fingers  
 1308 Teacher &  
 1309 Class: ((*pupils snap their fingers*))  
 1310 Teacher: bend your knees  
 1311 Teacher &  
 1312 Class: ((*the teacher bends her knees;*  
 1313 *the pupils do nothing*))  
 1314 Teacher: simon says clap your hands  
 1315 Teacher &  
 1316 Class: ((*the pupils clap their hands*))  
 1317 Teacher: touch your nose  
 1318 ((*touches her nose*))  
 1319 Pupils: melvin  
 1320 ((*Melvin sits down*))  
 1321 Teacher: clap your hands  
 1322 ((*claps her hands*))  
 1323 Matt: jonas  
 1324 ((*Jonas sits down*))  
 1325 Teacher: simon says have a glass of milk  
 1326 Teacher &

1327 Class: ((pupils pretend to drink a glass of milk))  
1328 Teacher: simon says be quiet  
1329 Pupil\_x: be quiet  
1330 Teacher: simon says dance  
1331 Teacher &  
1332 Class: ((pupils dance))  
1333 Teacher: simon says stop dancing  
1334 Teacher &  
1335 Class: ((pupils stop dancing))  
1336 Teacher: simon says touch your nose  
1337 Teacher &  
1338 Class: ((pupils touch their noses))  
1339 Teacher: turn around  
1340 Teacher &  
1341 Class: ((the teacher turns around;  
1342 the pupils do nothing))  
1343 Teacher: jump  
1344 Teacher &  
1345 Class: ((four pupils jump;  
1346 the teacher points at them))  
1347 Class: nelly  
1348 maria  
1349 nelly  
1350 ((the three pupils sit down))  
1351 [((the bell rings;  
1352 the pupils stay where they are))]  
1353 Teacher: [äh]  
1354 simon says touch your nose  
1355 Teacher &  
1356 Class: ((the teacher and the pupils touch  
1357 their noses))  
1358 Teacher: go outside and have a break  
1359 Class: ((some pupils run outside,  
1360 some stay where they are))  
1361 Teacher: simon says go outside and have a break  
1362 Class: ((the remaining pupils run outside))





## **Background Information Sheet** **GS 1 4b 250314**

**School type:** primary school

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

**Date of recording:** 25.03.2014

**Length of recording:** 36:44 minutes

**Number of pupils in class:** 23

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

**Topic of the lesson:** Shopping at the market

### **Topic vocabulary**

- Fruit: pear, plum, apple, banana, orange, strawberry
- Vegetables: tomato, red pepper, cucumber, carrot, potato, onion
- “Hello, can I help you?”
- “That’s \_\_\_ pounds and \_\_\_ pence.”
- “Here you are.”
- “Goodbye.”

### **Goals**

- The pupils recall the topic vocabulary for fruit and vegetables.
- The pupils can perform a shopping dialogue at the market.
- The pupils can take on the roles of customer and seller in the dialogue.

### **Textbook**

Playway 4 (*Klett Verlag*, 2007), Unit 5: Shopping

### **Lesson overview**

- Warm-up song: “Oh, what a lovely morning” (Pupil’s Book, p. 2)
- Small talk: One pupil after the other asks his/her neighbour a question, who then answers it. The activity is finished when everyone has said something. The teacher stops the time.
- Vocabulary revision: Fruit and vegetables (with the help of pictures)
- Vocabulary activity: The pupils name a fruit or vegetable (e.g. cucumber) and allocate it to its category (fruit/vegetable) with the help of pictures. Afterwards, the individual words are repeated, both in singular and plural form.
- Vocabulary activity: The pupils have to match picture and word cards on the blackboard.
- Vocabulary activity: Say as many fruits and vegetables as you know. One pupil in the front says all the words s/he remembers; the other pupils think of one word, keep it in mind and have to sit down once their word has been called out.
- Listening comprehension activity: The pupils listen to a shopping dialogue from the textbook (twice).
- Repetition: Mirroring the dialogue phrases.  
The teacher reads out the dialogue line by line and the pupils repeat it.
- Reading: The dialogue is read in pairs.
- Dialogue practice: The teacher is the shopkeeper and the pupils are the customers who want to buy some fruit or vegetables.

- Partner practice: The pupils practice the dialogue in pairs. Some pupils go outside the classroom.
- Partner performance: The pupils act out the dialogue in front of the whole class.

**Interesting observations**

- Shopping dialogue (practice and performance part)
- Vocabulary practice (revision of words from the word fields “fruit” and “vegetables”)
- Sequence in which the teacher complains (in German) about the noise in class and that some pupils fool around too much

**Use of media**

- CD with the song: “Oh, what a lovely morning”
- Textbook (Pupil’s Book, p. 27)
- Picture and word cards (fruit and vegetables)
- Blackboard

**Personal notes**

001 Class: ((pupils get up and  
002 stand behind their chairs))  
003 Teacher: ((turns on the CD player))  
004 yeah it's quite slow our cd player  
005 ((the song starts; instrumental version))  
006 Class: [you're in bed  
007 you're in bed  
008 and you wake up  
009 and you wake up]  
010 [((pupils gesture 'sleeping and waking up'))]  
011 [you check your watch  
012 you check your watch  
013 it's time to get up]  
014 [((pupils gesture 'checking their watches  
015 and getting up'))]  
016 oh what a lovely morning  
017 [it's time to go to school]  
018 [((pupils gesture 'walking to school'))]  
019 oh what a lovely morning  
020 [school is so cool  
021 school is so cool]  
022 [((pupils put up their thumbs))]  
023 [wash your face  
024 wash your face]  
025 [((pupils gesture 'washing their faces'))]  
026 [put on your clothes  
027 put on your clothes]  
028 [((pupils gesture 'putting on clothes'))]  
029 [have a glass of milk  
030 have a glass of milk]  
031 [((pupils gesture 'drinking'))]  
032 [take your bag and off you go]  
033 [((pupils gesture 'taking their bag'))]  
034 oh what a lovely morning  
035 [it's time to go to school]  
036 [((pupils gesture 'walking'))]  
037 oh what a lovely morning  
038 [school is so cool  
039 school is so cool]  
040 [((pupils put up their thumbs))]  
041 ((pupils sit down))  
042 Teacher: ((turns off the CD player))  
043 right  
044 then  
045 who can start the small talk today?  
046 ((some pupils raise their hands))  
047 ehm chris?  
048 <<all> wait wait wait>  
049 ((sets a timer))  
050 ready steady go.  
051 Chris: what's your name?

052 Mats: my ([mer])) name mats.  
 053 Teacher: oh wait (-) <<all> wait wait wait>  
 054 ((points at herself and says silently  
 055 'my name is'))  
 056 Mats: my name is mats.  
 057 what's your name?  
 058 Linda: my name is linda.  
 059 how are you?  
 060 Matt: i'm fine.  
 061 thank you  
 062 what's your telephone number?  
 063 Valentine: one one one six three one eight  
 064 four eight eight.  
 065 have you got a sister?  
 066 Leon: yes i have  
 067 what's your (---) favourite drink?  
 068 Emma: my favourite drink is coke.  
 069 what's your name?  
 070 Vince: i'm vince.  
 071 how old are you?  
 072 (1.0)  
 073 Mila: eh  
 074 <<pp> was hast du gesagt?>  
 075 Vince: how old are you?  
 076 Mila: i'm nine.  
 077 (x)  
 078 Teacher: yes  
 079 that's fine.  
 080 Mila: ehm can i have your book please?  
 081 Melvin: no  
 082 sorry  
 083 ehm how do you get to school?  
 084 Sophie: i get to school by bus.  
 085 ehm (--) ehm ehm ehm  
 086 what's your favourite (-) animal?  
 087 Jonas: (1.0)  
 088 <<pp> was heißt das noch mal?>  
 089 (3.0)  
 090 Teacher: animals are dogs  
 091 Jonas: dog  
 092 what's your name?  
 093 Nelly: my name is nelly  
 094 can i have a:: book?  
 095 Tim: m:h no  
 096 ehm what's the time?  
 097 Maria: [eh it's quarter past ten]  
 098 [((looks at the clock))]  
 099 ehm can i have your pencil case?  
 100 Toni: no  
 101 sorry  
 102 and can i have your pencil case?

103 Amelie: here you are  
104 how do you get to school?  
105 Max: i walk to school.  
106 what's the name?  
107 Nora: my name is nora.  
108 what's the weather like today?  
109 Carl: oh it's (--) sunny (1.0) ehh and cold.  
110 what's your name?  
111 Mia: my name is mia.  
112 can i have your pencil case?  
113 Marvin: no sorry  
114 eh what's your name?  
115 Chris: my name is chris  
116 ((*German pronunciation of his name*))  
117 Teacher: okay  
118 it's one minute and fifty-five seconds  
119 is it a news (-) a new record?  
120 Pupils: nein  
121 Teacher: no  
122 okay  
123 alright  
124 Pupil\_x: one minute and (-) seventeen seconds  
125 Teacher: ((*writes 'fruits' and 'vegetables' on the*  
126 *board*))  
127 alright  
128 what are fruits in german?  
129 ((*some pupils raise their hands*))  
130 melvin?  
131 Melvin: früchte  
132 Teacher: yes  
133 and vegetables  
134 carl?  
135 Carl: obst?  
136 Teacher: no  
137 no  
138 who can help?  
139 Carl: gemüse?  
140 Teacher: yes  
141 can you say it loud?  
142 Carl: <<f> gemüse>  
143 Teacher: yes  
144 okay  
145 please give me some words  
146 ((*pupils raise their hands*))  
147 mats  
148 Mats: cucumber  
149 Teacher: yay  
150 cucumber  
151 Class: cucumber  
152 ((*the teacher first shows a picture of a*  
153 *cucumber to the class and then holds it*

154                   *in front of the board underneath 'fruits'*  
 155                   *and 'vegetables';*  
 156                   *she pauses under the word 'vegetables'*  
 157                   *for a moment))*  
 158   Mats:           das da  
 159   Teacher:       can you say it?  
 160   Mats:           ehm  
 161   Teacher:       vegetable  
 162   Mats:           vegetable  
 163   Teacher:       okay  
 164                   can you pick the next one please?  
 165   Mats:           ehm (2.0) melvin  
 166   Melvin:       apple  
 167   Teacher:       *((takes a picture of an apple*  
 168                   *and holds it under the words 'fruits'*  
 169                   *and 'vegetables' on the board; again*  
 170                   *she wants the pupils to choose the*  
 171                   *category it belongs to))*  
 172   Melvin:       fruits  
 173   Teacher:       mhm  
 174   Melvin:       leon  
 175   Leon:          bananas  
 176   Teacher:       *((takes a picture of a banana))*  
 177   Leon:          ehm fruits  
 178                   matt  
 179   Matt:           tomato (*[[təmeɪtəʊ]]*)  
 180                   *((pupils correct him))*  
 181                   tomato (*[[təmə:təʊ]]*)  
 182   Teacher:       *((takes a picture of a tomato))*  
 183                   you can say tomato (*[[təmeɪtəʊ]]*)  
 184                   or tomato (*[[təmə:təʊ]]*)  
 185                   yes  
 186                   mhm  
 187                   *((still holds up the picture of a tomato))*  
 188   Matt:           *((points at 'vegetables' on the board))*  
 189   Teacher:       *((pins the picture with the tomato under*  
 190                   *the word 'vegetables'))*  
 191                   ähm tim  
 192   Tim:           red pepper  
 193   Teacher:       alright  
 194                   *((holds the picture of a 'red pepper' in*  
 195                   *front of the two categories on the board))*  
 196                   veggie or fruits?  
 197                   vegetables?  
 198                   (3.0)  
 199   Tim:           fruits  
 200                   eh vegetables  
 201   Teacher:       yes okay  
 202                   (2.0)  
 203                   no that's fine  
 204                   pick the next one

205 Tim: (8.0) (*looks around*)  
206 Teacher: hurry up tim  
207 (4.0)  
208 tim  
209 hurry up please  
210 Tim: toni  
211 Toni: plum  
212 Tim: mhm  
213 Toni: fruits (*[[fru:i:ts]]*)  
214 Teacher: fruits  
215 Class: fruits  
216 Teacher: all together  
217 fruits  
218 Class: fruits  
219 Teacher: vegetable  
220 Class: vegetable  
221 (5.0)  
222 Toni: vince  
223 Vince: potatoes  
224 Teacher: mhm  
225 (*holds up a picture of a potato*)  
226 Vince: vegetable (*[[wedʒətəbl]]*)  
227 äh ja  
228 (*the teacher pins the picture with*  
229 *the potato to the board under the word*  
230 *'vegetables'*)  
231 Teacher: yes  
232 vegetable  
233 Class: vegetable  
234 Teacher: v:vegetable  
235 Class: vegetable  
236 Vince: chris  
237 Chris: pear  
238 (*the teacher holds up a picture of a pear*)  
239 fruits  
240 Teacher: carl  
241 Carl: orange  
242 (*the teacher holds up a picture of an*  
243 *orange*)  
244 fruits?  
245 Teacher: okay  
246 (5.0)  
247 Carl: e:hm valentine  
248 Valentine: onion (*[[ɒnjən]]*)  
249 Teacher: onion (*[[ʌnjən]]*)  
250 Class: onion  
251 (*the teacher holds up a picture of an*  
252 *onion*)  
253 Valentine:vegetable  
254 Teacher: okay  
255 and i've got one more



256 Valentine:ehm emma  
257 Emma: strawberry  
258 Teacher: yes  
259 but i haven't got a strawberry  
260 but it's correct  
261 sorry no strawberry  
262 ((the teacher holds up her last picture))  
263 ((all pupils raise their hands))  
264 (8.0)  
265 Matt: emma du bist dran  
266 du bist dran  
267 ((Emma looks around))  
268 Teacher: emma  
269 hurry up please  
270 ((points at Maria))  
271 Maria: carrot  
272 Teacher: yes  
273 Maria: vegetables  
274 Teacher: okay  
275 all together  
276 pear  
277 Class: pear  
278 Teacher: apple  
279 Class: apple  
280 Teacher: banana  
281 Class: banana  
282 Teacher: plum  
283 Class: plum  
284 Teacher: oranges  
285 eh orange  
286 Pupils: orange  
287 orange  
288 Teacher: tomato  
289 Class: tomato  
290 Teacher: cucumber  
291 Class: cucumber  
292 Teacher: carrot  
293 Class: carrot  
294 Teacher: red pepper  
295 Class: red pepper  
296 Teacher: potato  
297 Class: potato  
298 Teacher: onion  
299 Class: onion  
300 Teacher: okay  
301 one pear  
302 two?  
303 Class: pears  
304 Teacher: one apple  
305 two?  
306 Class: apples

307 Teacher: one banana?  
308 two?  
309 Class: bananas  
310 Teacher: one plum  
311 two?  
312 Class: plums  
313 Teacher: pay attention  
314 one orange?  
315 two?  
316 Class: orangES  
317 Teacher: one tomato  
318 two?  
319 Class: tomatoes  
320 Teacher: one carrot  
321 two?  
322 Class: carrots  
323 Teacher: one cucumber  
324 two?  
325 Class: cucumbers  
326 Teacher: one red pepper  
327 two?  
328 Class: red peppers  
329 Teacher: one potato  
330 Class: two potatoes  
331 Teacher: one onion  
332 Class: two onions  
333 Teacher: so it's just the orange  
334 okay  
335 (4.0)  
336 alright  
337 max can you come  
338 and pick (--) a word please?  
339 and marvin please  
340 Max: soll ich das mitnehmen?  
341 Teacher: no  
342 please stick it to the right picture  
343 ((Max matches the word to the corresponding  
344 picture on the board))  
345 ((Marvin does the same))  
346 okay  
347 max you can pick the next one okay?  
348 Max: e:hm (2.0) vince  
349 Marvin: mats  
350 Teacher: maybe you can also pick some girls  
351 maybe  
352 ((Vince and Mats also pick one word each and  
353 match it to its corresponding picture))  
354 Mats: e::hm sophie  
355 Teacher: thank you mats  
356 Vince: (leon)  
357 ((Sophie and Leon also pick one word each and

358 match it to its corresponding picture))  
 359 ((pupils mumble))  
 360 Sophie: ehm ehm ehm mia  
 361 ((Mia goes to the front))  
 362 Teacher: sh  
 363 ehm [(---)] no  
 364 Leon: [matt]  
 365 ((Matt goes to the front))  
 366 Teacher: please pick someone who is really quiet  
 367 Mia: mila  
 368 ((Mila goes to the front))  
 369 ((Matt comes to the front  
 370 and looks at the word cards))  
 371 Teacher: ah no  
 372 pick  
 373 ((Matt picks a word card))  
 374 yes  
 375 ((Mila also picks a card))  
 376 ((both match their words to the  
 377 corresponding picture))  
 378 Leon: ich konnte sie mir angucken  
 379 Teacher: no  
 380 just pick one  
 381 Leon: oh  
 382 Matt: ((looks around and points at Chris))  
 383 chris  
 384 Mila: emma  
 385 ((Chris and Emma go to the front and  
 386 match their word to the corresponding  
 387 picture))  
 388 ((Mats screams 'scheiße'))  
 389 Teacher: mats be quiet please  
 390 (5.0)  
 391 okay very quick  
 392 (5.0)  
 393 who wants to come (---) to the front?  
 394 ((some pupils raise their hands))  
 395 face this direction  
 396 what is our oh it's march  
 397 fourteen points  
 398 okay  
 399 so i pick ehm (3.0) <<p> mia>  
 400 <<f> mia>  
 401 ((Mia gets up))  
 402 Pupils: aber mia war schon letztes mal  
 403 Teacher: oh (1.0)  
 404 you were the last time?  
 405 oh sorry  
 406 Carl: sit down  
 407 Teacher: ehm nelly?  
 408 okay

409 Leon: ich hab ne frage  
 410 Teacher: yes?  
 411 Leon: ehm wir können das ja so machen  
 412 dass wir das aufn zettel schreiben  
 413 und [dann]  
 414 Teacher: [no] no no no  
 415 Carl: man muss schon ehrlich sein  
 416 ((Nelly stands in the front and waits))  
 417 ((she briefly turns around to look at  
 418 the board))  
 419 Pupil\_x: nelly (-) man darf sich nicht umdrehen  
 420 ((the other pupils get up  
 421 and stand behind their chairs))  
 422 Teacher: no  
 423 okay  
 424 (3.0)  
 425 okay  
 426 one word in your mind and then stand up  
 427 sh::  
 428 (3.0)  
 429 ((waits until it is more or less quiet))  
 430 Pupil\_y: du musst dir eins aussuchen  
 431 und du musst dabei bleiben  
 432 und wenn nelly das sagt  
 433 dann musst du dich hinsetzen  
 434 wenn nicht dann (xxx)  
 435 Teacher: okay  
 436 leon can you go back to your seat?  
 437 ((Leon goes back to his seat))  
 438 okay  
 439 are you all ready?  
 440 Class: yes  
 441 yes  
 442 Teacher: okay  
 443 ready steady go  
 444 Nelly: apple  
 445 plum  
 446 orange  
 447 ((Toni, Amelie, Linda and Valentine  
 448 sit down))  
 449 ehm onions (([ɒnjənz]))  
 450 ((Max and Tim sit down))  
 451 ehm banana  
 452 ((Melvin sits down))  
 453 tomato  
 454 ehm parrot  
 455 ehm (1.0) eh  
 456 Teacher: stop  
 457 no  
 458 what is a parrot?  
 459 ((some pupils raise their hands))

460                    what is a parrot?  
 461                    a parrot is?  
 462                    tim?  
 463    Tim:            ein papagei  
 464    Teacher:       yes  
 465                    you said parrot  
 466                    ((*some pupils laugh*))  
 467                    okay  
 468                    be calm  
 469                    psht  
 470                    eh no laughing please  
 471                    okay we've got  
 472                    one two three four five  
 473                    six seven points  
 474                    eight  
 475                    so  
 476                    nora what did you have?  
 477    Nora:           red pepper  
 478    Teacher:       mia?  
 479                    ((*points at the pupils who still stand*  
 480                    *behind their chairs and wants to know*  
 481                    *their words*))  
 482    Mia:            pear  
 483    Carl:            pear  
 484    Marvin:           eh potato  
 485    Chris:           eh red pepper  
 486    Mats:           red pepper  
 487    Matt:            cucumber  
 488    Leon:            potato ((*pronounced in a funny way*))  
 489    Teacher:       äh no  
 490                    can you say it in english please?  
 491    Leon:            potato  
 492    Emma:           potato  
 493    Mila:            potato  
 494    Sophie:          potato  
 495    Jonas:           cucumber  
 496    Teacher:       cucumber  
 497    Maria:           red pepper  
 498    Teacher:       okay  
 499                    nelly  
 500                    can you pick the next one please?  
 501    Nelly:           ehm (2.0) linda  
 502    Teacher:       okay  
 503                    [oh sorry]  
 504                    [((*sits on Nelly's chair*))]  
 505                    ((*pupils mumble*))  
 506                    ehm carl  
 507                    ((*13:11-13:28*))  
 508                    ((*Linda comes to the front;*  
 509                    *the teacher waits until it gets quiet*))  
 510                    okay

511 are we all ready?  
 512 okay  
 513 ready steady go  
 514 Linda: red pepper  
 515 onion (([ɒnjən]))  
 516 apple  
 517 carrot  
 518 ((*Marvin and Emma sit down*))  
 519 plum  
 520 pear  
 521 ((*Valentine, Amelie and Max sit down*))  
 522 onion (([ɒnjən]))  
 523 tomato  
 524 Teacher: stop  
 525 ((*some pupils raise their hands*))  
 526 we've got one two three four five six  
 527 Mats: seven  
 528 ((*points at Amelie*))  
 529 Teacher: no  
 530 i counted that already  
 531 okay  
 532 so six  
 533 ehm toni what did you have?  
 534 Toni: cucumber  
 535 Teacher: maria?  
 536 Maria: banana  
 537 Tim: carrot  
 538 Teacher: orange  
 539 Nelly: cucumber  
 540 Jonas: [cucumber]  
 541 Leon: [carrot] war ((*German [va:ɐ]*))  
 542 ((*pupils mumble*))  
 543 Teacher: carrot?  
 544 Class: ja  
 545 Teacher: so  
 546 it's number (---) seven then  
 547 okay  
 548 Sophie: potato  
 549 Mila: potato  
 550 Vince: cucumber  
 551 Leon: plum  
 552 Matt: plum  
 553 Pupil\_x: plum war ((*German [va:ɐ]*))  
 554 Pupil\_y: plum war ((*German [va:ɐ]*))  
 555 Teacher: yes  
 556 (4.0) ((*a brief discussion arises*))  
 557 Pupil\_z: bin ich dran?  
 558 Teacher: yes  
 559 Pupil\_z: potato  
 560 Teacher: okay  
 561 last round

562 can you pick someone?  
 563 so you've got eight points  
 564 Linda: valentine  
 565 ((*Valentine goes to the front*))  
 566 ((*pupils mumble*))  
 567 Matt: <<f> frau <name>?>  
 568 ((*pupils mumble*))  
 569 Teacher: pssh  
 570 yes?  
 571 Matt: sie müssen noch zwei dazu zählen  
 572 Teacher: yes  
 573 i did it  
 574 yes  
 575 can you calm down  
 576 (5.0)  
 577 psh::  
 578 ((*pupils get up*))  
 579 ready?  
 580 okay  
 581 ready steady go  
 582 Valentine: pear  
 583 plum  
 584 apple  
 585 onion (([ɒnjən]))  
 586 banana  
 587 tomato  
 588 red pepper  
 589 onion (([ɒnjən]))  
 590 plum  
 591 (8.0)  
 592 cucumber  
 593 (4.0)  
 594 Teacher: stop  
 595 one two three four  
 596 you?  
 597 ((*points at Toni*))  
 598 Pupil\_x: hattet ihr orange?  
 599 Teacher: one two three four five six  
 600 seven eight nine  
 601 ten eleven twelve thirteen  
 602 fourteen  
 603 fifteen  
 604 okay  
 605 so what did you have nelly?  
 606 Nelly: ehm ehm carrot  
 607 Pupil\_x: hatte sie  
 608 Pupil\_y: nein hatte sie nicht  
 609 Teacher: psh::  
 610 ((*the pupils keep talking*))  
 611 please be quiet  
 612 jonas?

613 Jonas: carrot  
614 Sophie: potato  
615 Mila: potato  
616 ((*pupils mumble*))  
617 Teacher: pscht  
618 vince?  
619 Vince: carrot  
620 Emma: carrot  
621 Chris: carrot  
622 Pupil\_z: doch fünfzehn  
623 Teacher: yes  
624 okay  
625 then please sit down  
626 so you are  
627 you've got a new record  
628 (10.0)  
629 ((*the pupils mumble*))  
630 ((*writes Valentine's record on the board*))  
631 okay  
632 please open your pupil's book on page  
633 (6.0)  
634 ((*takes a book and flips through the pages*))  
635 twenty-seven  
636 (18.0)  
637 ((*pupils open their books*))  
638 psh::  
639 chris  
640 twenty-seven tim  
641 pupil's book  
642 not activity book  
643 (14.0)  
644 emma can you please hurry up  
645 and open your pupil's book  
646 on page twenty-seven  
647 (8.0)  
648 ((*waits for Emma to get out her book*))  
649 okay  
650 we listen to a shopping dialogue  
651 and after that we want to (--) have  
652 some groups  
653 and act out some dialogues at the market  
654 okay?  
655 but first we listen to the cd  
656 (oh it's hhh)  
657 (20.0)  
658 ((*turns on the CD player*))  
659 CD: pupil's book  
660 unit five  
661 seven  
662 good morning  
663 good morning can i help you?



664 three green peppers  
 665 and a kilo of tomatoes please  
 666 that's two pound sixty-five pence  
 667 here you are  
 668 thank you  
 669 goodbye  
 670 bye bye  
 671 ((*pupils giggle*))  
 672 Teacher: one more time  
 673 CD: pupil's book  
 674 unit five  
 675 seven  
 676 good morning  
 677 good morning can i help you?  
 678 three green peppers  
 679 and a kilo of tomatoes please  
 680 that's two pound sixty-five pence  
 681 here you are  
 682 thank you  
 683 goodbye  
 684 bye bye  
 685 ((*pupils mumble*))  
 686 Teacher: okay  
 687 once again  
 688 we're doing it together  
 689 good morning  
 690 Class: good morning  
 691 Teacher: good morning  
 692 can i help you?  
 693 Class: good morning  
 694 can i help you?  
 695 Teacher: three green peppers  
 696 Class: three green peppers  
 697 Teacher: and a kilo of tomatoes please  
 698 Class: and a kilo of tomatoes please  
 699 Teacher: that's two pound sixty-five pence  
 700 Class: that's two pound sixty-five pence  
 701 Teacher: here you are  
 702 Class: here you are  
 703 Teacher: thank you  
 704 Class: thank you  
 705 Teacher: goodbye  
 706 Class: goodbye  
 707 Teacher: bye bye  
 708 Class: bye bye  
 709 Teacher: okay  
 710 who can read it once again?  
 711 who can be (--) the girl?  
 712 who can read the girl?  
 713 sh  
 714 ((*some pupils raise their hands*))

715                   ehm maria  
716                   and we need a shopkeeper  
717                   ehm leon  
718   Maria:       good morning  
719   Leon:       good morning  
720                   can i help you?  
721   Maria:       three green peppers  
722                   and a kilo of tomatoes  
723                   please  
724   Leon:       that's ([[tæts]])  
725   Pupil\_x:     that's ([[ðæts]])  
726   Leon:       that's (-) two pounds  
727                   and sixty-five pence  
728   Maria:       here you are  
729   Leon:       sank ([[sæŋk]]) you  
730   Maria:       goodbye  
731   Leon:       bye bye  
732                   ((*pupils laugh*))  
733   Teacher:     okay  
734                   leon  
735                   thank you  
736                   ((*points at her mouth to draw attention*  
737                   *to the 'th'*))  
738   Class:       thank you  
739   Teacher:     thank you  
740   Class:       thank you  
741   Teacher:     okay  
742                   one more time  
743                   maria can you pick a girl?  
744                   you can also pick a boy if you want  
745                   (5.0)  
746   Maria:       chris  
747   Teacher:     and we need a shopkeeper  
748                   leon  
749   Leon:       ehm mia  
750   Chris:       good morning  
751   Mia:       good morning  
752                   can i help you?  
753   Chris:       three green (-)  
754                   three green peppers  
755                   and a kilo of tomatoes please  
756   Mia:       that's two pounds sixty-five pence  
757   Chris:       here you are  
758   Mia:       thank you  
759   Chris:       goodbye  
760   Mia:       bye bye  
761   Teacher:     okay  
762                   all together  
763                   THree green peppers  
764   Class:       three green peppers  
765   Teacher:     THree green peppers

766 Class: three green peppers  
 767 Teacher: okay  
 768 who can (--) come to my shop?  
 769 ((presents the pictures of the fruits  
 770 and vegetables on the board))  
 771 this is my shop  
 772 who can come to my shop  
 773 and buy something from my shop?  
 774 who can come to the front  
 775 and buy something?  
 776 ((some pupils raise their hands))  
 777 valentine?  
 778 okay  
 779 ((Valentine goes to the front))  
 780 oh wait  
 781 ((the teacher goes and stands behind  
 782 a speaker's desk))  
 783 Valentine: frau <name> muss noch schnell den laden  
 784 aufbauen  
 785 Teacher: yes  
 786 my shop  
 787 good morning  
 788 Valentine: good morning  
 789 Teacher: can i help you?  
 790 Valentine: two bananas and (2.0)  
 791 one kilo of apples  
 792 ((the teacher takes the pictures of the  
 793 banana and apple down from the board))  
 794 Teacher: here you are  
 795 (5.0)  
 796 ((Valentine doesn't know how to go on))  
 797 what can (-)  
 798 what what can valentine say now?  
 799 ((some pupils raise their hands))  
 800 carl?  
 801 Carl: thank you  
 802 Teacher: yes  
 803 and then?  
 804 emma?  
 805 Emma: ehm  
 806 [eh]  
 807 Teacher: [it's] not in the book  
 808 Emma: how ho:w money  
 809 how many?  
 810 [how many]  
 811 Valentine: [how much is it]  
 812 Teacher: ah  
 813 okay  
 814 valentine knows  
 815 okay  
 816 Valentine: how much is it?

817 Teacher: oh it's four pounds seventy-five pence  
818 Valentine: here you are  
819 Teacher: tha:nk you  
820 Valentine: bye bye  
821 Teacher: bye bye  
822 goodbye  
823 okay  
824 [*((pupils mumble))*]  
825 [alright who wants to come to my shop?]  
826 [*((pupils raise their hands))*]  
827 Pupil\_x: das muss man ja alles wieder zurückgeben  
828 Teacher: yes  
829 you have to give it back afterwards  
830 ehm i'll pick ehm matt  
831 [*((Matt goes to the front))*]  
832 Matt: hello  
833 Teacher: hello  
834 good morning  
835 can i help you?  
836 Matt: ehm one kilo of tomato please  
837 Teacher: yes  
838 here you are  
839 Matt: ehm and one cucumber  
840 Teacher: one cucumber  
841 alright  
842 Matt: that's it  
843 Teacher: oh okay  
844 that's it  
845 okay  
846 ehm that's three pounds forty pence  
847 please  
848 Matt: here you are  
849 Teacher: thank you  
850 bye bye  
851 have a nice day  
852 Matt: ja  
853 Pupil\_y: matt verschwinde mit dem obst  
854 Teacher: alright  
855 please (1.0) go together into groups  
856 of two  
857 with one partner  
858 okay?  
859 two partners  
860 and try to act out a shopping dialogue  
861 at the market  
862 okay?  
863 i'll give you (--) ten minutes  
864 Pupil\_z: gehen auch drei leute in einer gruppe?  
865 [*((pupils mumble))*]  
866 Teacher: no  
867 one partner

868 one partner  
869 maybe you can do it like this  
870 you two  
871 ((points at one table))  
872 [you two]  
873 [((points at the next table))]  
874 Class: [nein]  
875 Teacher: psssh  
876 yes you can do that  
877 you two  
878 you two  
879 you two  
880 you two  
881 you two  
882 yes  
883 alright  
884 ((it gets louder in the classroom))  
885 ((some pupils ask questions))  
886 ((24:21))  
887  
888 ((Group 1: Matt and Valentine))  
889 Matt: wer ist der shopkeeper?  
890 Valentine:du  
891 Matt: okay  
892 Valentine:hello  
893 Matt: hello  
894 what can ([kan])) i do for you?  
895 Valentine:three green peppers  
896 and one kilo of potatoes please  
897 Matt: here you are  
898 Valentine:thank you  
899 how much is it?  
900 Matt: two pound and twenty pence  
901 Valentine:here you are  
902 Matt: thank you  
903 Valentine:bye bye  
904  
905 Matt: hello  
906 Valentine:hello  
907 what can i do for you?  
908 Matt: three onions four pears  
909 and three apples please  
910 Valentine:here you are  
911 Matt: thank you  
912 how much is it?  
913 Valentine:two pounds twenty  
914 Matt: here you are  
915 Valentine:thank you  
916 Matt: goodbye  
917 Valentine:goodbye  
918 Matt: have a nice day

919  
920 ((Group 2: Mia and Carl))  
921 Mia: good morning  
922 Carl: good morning  
923 can i help you?  
924 Mia: eh yes  
925 can i have eh three pears  
926 and two apples please?  
927 Carl: here you are  
928 Mia: thank you  
929 how much is it?  
930 Carl: five pounds and fifty (1.0) pence  
931 Mia: here you are  
932 Carl: thank you  
933 Mia: goodbye  
934 Carl: goodbye  
935  
936 Mia: good morning  
937 can i help you?  
938 Carl: e:h one apple please  
939 Mia: here you are  
940 Carl: thank you  
941 how much is it?  
942 Mia: ehm it's one pound and ninety-nine pence  
943 Carl: here you are  
944 Mia: thank you  
945 [goodbye]  
946 Carl: [goodbye]  
947 Mia: have a nice day  
948 Carl: goodbye  
949  
950 ((Group 3: Melvin and Sophie))  
951 Melvin: good morning  
952 Sophie: hello  
953 Melvin: can i help you?  
954 Sophie: yes ehm two bananas and one red pepper  
955 Melvin: okay  
956 here you are  
957 Sophie: thank you  
958 how much is it?  
959 Melvin: it's ten pounds  
960 Sophie: here you are  
961 Melvin: thank you  
962 goodbye  
963 Sophie: bye  
964  
965 Sophie: hello  
966 Melvin: hello  
967 Sophie: can i help you?  
968 Melvin: yes ehm one apple and one pear  
969 Sophie: ehm here you are

970 Melvin: thank you  
971 ehmm how much is it?  
972 Sophie: ehmm one pound eh pound ((giggles))  
973 Melvin: here you are  
974 Sophie: thank you  
975 ehmm goodbye  
976 Melvin: goodbye  
977  
978 ((Group 4: Tim and Maria))  
979 Tim: hello  
980 can i help you?  
981 Maria: three kilo oranges  
982 and two tomatoes please  
983 Tim: that's ehmm six pence  
984 and ninety-five pounds  
985 Maria: here you are  
986 Tim: thank you  
987 Maria: goodbye  
988 Tim: goodbye  
989  
990 Maria: hello  
991 can i help you?  
992 Tim: three bananas and one apple please  
993 Maria: here you are  
994 Tim: thank you  
995 Maria: that's (---) seven pounds and six pence  
996 Tim: here you are  
997 Maria: thank you  
998 Tim: goodbye  
999 Maria: bye bye  
1000  
1001 Teacher: ich glaube es sind alle wieder drin  
1002 oder?  
1003 Class: ja  
1004 Teacher: sh:::  
1005 sit down  
1006 emma and leon we want to start here  
1007 ((points at the speaker's desk))  
1008 we wait for maria and tim  
1009 and then we do it in the front  
1010 alright emma and leon  
1011 do you want to start?  
1012 and the audience please be quiet  
1013  
1014 Leon: hello  
1015 Emma: hello  
1016 can i help you?  
1017 Leon: yes  
1018 ehmm one orange and one plum  
1019 ehmm how much is it?  
1020 Emma: it's two pounds twenty

1021 Leon: here you are  
1022 Emma: thank you  
1023 here you are  
1024 Leon: thank you  
1025 [goodbye]  
1026 Emma: [goodbye]  
1027 Teacher: okay  
1028 ((*applauds*))  
1029 okay who wants to show it in front?  
1030 ehm amelie and toni?  
1031 Amelie: yes  
1032 (4.0)  
1033 ((*Amelie and Toni go to the front*))  
1034 Teacher: sh  
1035 the audience please be quiet  
1036 (3.0)  
1037 Toni: hello  
1038 Amelie: good morning  
1039 Toni: can i help you?  
1040 Amelie: four onions sixty red peppers  
1041 one kilo of bananas  
1042 and two kilo of potatoes please  
1043 Toni: here you are  
1044 Amelie: how much is it?  
1045 Toni: ten pounds and twenty pence  
1046 Amelie: here you are  
1047 Toni: thank you  
1048 have a nice day  
1049 Amelie: thank you  
1050 <<all> in one minute> drive my bus  
1051 Pupil\_x: hä?  
1052 Pupil\_y: was?  
1053 ((*the pupils applaud*))  
1054 Teacher: okay  
1055 Amelie: in einer minute fährt mein bus  
1056 Teacher: okay  
1057 it's marvin and chris next?  
1058 Marvin &  
1059 Chris: yes  
1060 (8.0)  
1061 Teacher: psh:  
1062 Marvin: hello  
1063 Chris: hello  
1064 what can i  
1065 ehm can i help you?  
1066 Marvin: yes  
1067 one apple and two onions (([*ɒnjənz*]))  
1068 ((*Chris takes the pictures with the apple*  
1069 *and onion down from the board*))  
1070 how much is it?  
1071 Chris: it's one pound and fifty pence



1072 Marvin: okay  
 1073 here you are  
 1074 Chris: thank you  
 1075 here you are  
 1076 Marvin: thank you  
 1077 Chris: goodbye  
 1078 have a nice day  
 1079 Marvin: thanks  
 1080 ((*the pupils applaud*))  
 1081 Teacher: okay  
 1082 who wants to be next?  
 1083 ((*some pupils raise their hands*))  
 1084 eh  
 1085 (5.0)  
 1086 ((*looks around*))  
 1087 max and nora?  
 1088 (7.0)  
 1089 ((*Nora and Max go to the front*))  
 1090 Nora: hello  
 1091 Max: hello  
 1092 can i help you?  
 1093 ((*some pupils mumble*))  
 1094 Teacher: sh  
 1095 Nora: one (--) bananas and two plums  
 1096 ((*Max takes the pictures with the banana*  
 1097 *and plum down from the board*))  
 1098 Max: here you are  
 1099 Nora: how much is it?  
 1100 Max: two pound  
 1101 Nora: here you are  
 1102 Max: thank you  
 1103 Nora: goodbye  
 1104 Max: goodbye  
 1105 have a nice day  
 1106 ((*the pupils applaud*))  
 1107 Teacher: okay  
 1108 eh mila and vince  
 1109 ((*Vince and Mila go to the front*))  
 1110 Vince: oh man  
 1111 Teacher: you can do it vince  
 1112 (7.0)  
 1113 Vince: hello  
 1114 Mila: hello  
 1115 Teacher: sh  
 1116 Vince: [can i help you?]  
 1117 Teacher: [wait wait]  
 1118 that's too loud here  
 1119 can you start once again?  
 1120 Mila: hello  
 1121 Vince: hello  
 1122 can i help you?

1123 Mila: ehm one cucumbers and two tomatoes  
 1124 ((*Vince takes the picture with the cucumber*  
 1125 *and tomato down from the board*  
 1126 *and gives them to Mila*))  
 1127 thank you  
 1128 ehm how much is it?  
 1129 Vince: two pounds  
 1130 Mila: here you are  
 1131 Vince: thank you  
 1132 ((*Vince walks off; on the way to his seat*  
 1133 *he high-fives Jonas's hand pretty hard*))  
 1134 ((*Jonas screams*))  
 1135 Teacher: okay  
 1136 stop  
 1137 ((*the pupils are silent*))  
 1138 <<serious voice> genau das ist das  
 1139 was ich meine bevor ich euch in der  
 1140 stunde angesprochen habe  
 1141 (5.0)  
 1142 das ist kein unterricht  
 1143 das ist einfach nur rumgekasper  
 1144 (4.0)  
 1145 und das will ich hier nicht haben  
 1146 im englischunterricht  
 1147 (2.0)  
 1148 nicht nur nicht heute  
 1149 sondern gar nicht>  
 1150 (3.0)  
 1151 okay  
 1152 who else wants to try  
 1153 and show us (---) the shopping dialogue?  
 1154 ehm linda and mats please  
 1155 Mats: nein  
 1156 (7.0)  
 1157 ((*Linda and Mats go to the front*))  
 1158 Linda: hello  
 1159 Mats: hello  
 1160 can i help you?  
 1161 Linda: yes  
 1162 ehm (---) one apple and one orange  
 1163 Mats: here you are  
 1164 Linda: thank you  
 1165 how much is it?  
 1166 Mats: two pounds  
 1167 Linda: here you are  
 1168 Mats: thank you  
 1169 Linda: goodbye  
 1170 Mats: bye bye  
 1171 Teacher: okay  
 1172 well done  
 1173 okay and we can do one more group

1174 (2.0)  
1175 ehm (--) two more groups  
1176 you and you  
1177 ((*points at Maria and Tim*  
1178 *and Matt and Valentine*))  
1179 okay?  
1180 who wants to start?  
1181 maria and tim?  
1182 (6.0)  
1183 ((*Tim and Maria get up*))  
1184 Tim: hello  
1185 Teacher: sh  
1186 Maria: hello  
1187 can i help you?  
1188 Tim: one [cucumbers] and three apples please  
1189 [((*it gets noisy again*))]  
1190 Teacher: [sh]  
1191 Maria: here you are  
1192 Tim: thank you  
1193 what  
1194 how much is it?  
1195 Maria: six pounds and three pence please  
1196 Tim: here you are  
1197 Maria: thank you  
1198 goodbye  
1199 Tim: goodbye  
1200 Teacher: okay  
1201 we- well done  
1202 okay  
1203 and matt and valentine  
1204 well done  
1205 tim and maria  
1206 (4.0)  
1207 ((*Matt and Valentine go to the front*))  
1208 Valentine:hello  
1209 Matt: hello  
1210 what can i do for you?  
1211 (2.0)  
1212 Valentine:one cucumber and one kilo of potato  
1213 (5.0)  
1214 ((*Matt takes the pictures of the cucumber*  
1215 *and tomato down from the board and gives*  
1216 *them to Valentine*))  
1217 Matt: here you are  
1218 Valentine:how much is it?  
1219 Matt: two pounds  
1220 Valentine:here you are  
1221 Matt: thank you  
1222 Valentine:bye bye  
1223 Matt: goodbye  
1224 Teacher: okay

1225 ((applauds))  
 1226 and we forgot one group  
 1227 we forgot nelly and jonas  
 1228 sorry  
 1229 Jonas: oah  
 1230 Teacher: you can do it  
 1231 jonas if you want you can take your book  
 1232 (11.0)  
 1233 ((a discussion arises about who has already  
 1234 presented the dialogue and who hasn't))  
 1235 okay  
 1236 nelly and [jonas]  
 1237 Nelly: [hello]  
 1238 Jonas: hello  
 1239 [can i] help you?  
 1240 Nelly: [ehm]  
 1241 yes i like one plum and two bananas  
 1242 (3.0)  
 1243 ((Jonas takes the pictures of the banana and  
 1244 plum down from the board))  
 1245 Jonas: here you are  
 1246 Nelly: thank you  
 1247 ehm how much is it?  
 1248 Jonas: two pounds  
 1249 Nelly: here you are  
 1250 Jonas: thank you  
 1251 [goodbye]  
 1252 Nelly: [goodbye]  
 1253 Teacher: good  
 1254 yes carl  
 1255 you've got a question?  
 1256 Carl: nelly hat gesagt (--) i like  
 1257 Teacher: oh good  
 1258 Carl: was sie mag  
 1259 Teacher: yeah  
 1260 so what (---)  
 1261 what is correct?  
 1262 Carl: das sie sagen was sie möchte=  
 1263 =sag was sie [möchte]  
 1264 Teacher: [yes]  
 1265 Carl: (und) nich was sie mag  
 1266 Teacher: yes  
 1267 and you know how she can say it?  
 1268 (3.0)  
 1269 linda?  
 1270 Linda: i would like  
 1271 Teacher: yes  
 1272 i would like  
 1273 all together  
 1274 Class: i would like  
 1275 Teacher: i would like two pears

1276 Class: i would like two pears  
1277 Teacher: and two red peppers  
1278 Class: and two red peppers  
1279 Teacher: or you can say i'D like  
1280 Class: i'd like  
1281 Teacher: okay  
1282 and i heard (---) one kilo of cucumbers  
1283 Class: cucumbers  
1284 Teacher: cucumbers  
1285 Class: cucumbers  
1286 Teacher: one kilo of carrots  
1287 Class: one kilo of carrots  
1288 Teacher: one kilo of red peppers  
1289 Class: one kilo of red peppers  
1290 Teacher: one kilo of potatoes  
1291 Class: [one kilo of potatoes]  
1292 [((*the bell rings*))]  
1293 Teacher: alright  
1294 then (--) have a nice day  
1295 go outside and have a break  
1296 ((*pupils get up*))  
1297 goodbye  
1298 Class: goodbye



# The PECC: Volume 1

## **English in Grade 3**

## **Background Information Sheet**

### **GS 2 3b 060215**

**School type:** primary school

**Class:** 3<sup>rd</sup> grade (3b)

**Date of recording:** 06.02.2015

**Length of recording:** 47:06 minutes

**Number of pupils in class:** 22

**Number of pupils present during the lesson:** 20

**Topic of the lesson:** Clothing

#### **Topic vocabulary**

- Clothing: jacket, coat, shoes, woollen/woolly hat, gloves, trousers, shirt
- Colours: yellow, grey, blue, red, brown, orange, green, black, white, purple

#### **Goals**

- The pupils consolidate their vocabulary knowledge of clothing items.
- The pupils can understand and pronounce words and phrases from the world field of clothing.
- The pupils can understand a spoken text about what a person wears.
- The pupils can sing a new song about clothing.

#### **Textbook**

Sunshine Class 3 (*Cornelsen Verlag*, 2007), Unit 4: The second-hand shop

#### **Lesson overview**

- Warm-up chant: "Welcome to our classroom"
- Homework check: How many school things did you find?  
The picture contains ten clothing items.
- Vocabulary introduction: The teacher pantomimes putting on/off different clothing items.
- Vocabulary repetition: The new words are repeated using picture cards.
- Guessing game I: One pupil gets a picture card with an item of clothing and the class has to guess which one it is.
- Guessing game II: One pupil has to pantomime putting on a specific item of clothing and the class has to guess which one it is.
- Listening comprehension activity: Listen to the CD and draw lines between the colour and the clothes (Activity Book, p. 23, No. 1 & 2)
- Comparison of results: The pupils compare their results with a partner.
- Checking results in class with the teacher
- Guessing game III: The teacher puts a hat on a pupil's head and s/he has to guess the colour of the hat by asking the class the following question: "Is my hat <colour>?"
- Party song: The lyrics are introduced and practiced. It has six stanzas. Each stanza contains one item of clothing.



**Interesting observations**

- Teacher's interaction with the pupils (role modelling, mirroring, error correction, feedback, use of voice, use of realia, etc.)
- Contributions as well as interruptions of one pupil who is sitting in the front row
- Focus on vocabulary introduction, repetition and practice
- Pupil's mediation of the task instruction (in German)

**Use of media**

- Realia (i.e. clothing items, self-made hats)
- Picture cards (of clothing items)
- CD with the chant "Welcome to our classroom" and the party song
- Worksheet (with the homework for this lesson)
- Textbook (a listening comprehension task from the Activity Book)

**Personal notes**

001 Teacher: ((wipes the board))  
002 Class: ((the pupils walk around in class  
003 and sit down; they chat with each other))  
004 Teacher: ((claps her hands, then holds up both hands  
005 and counts down with her fingers))  
006 ten  
007 ((pupils start to clean up and sit down))  
008 nine  
009 eight  
010 seven  
011 six  
012 five  
013 tim ((to a pupil))  
014 Tim: ja  
015 Teacher: four  
016 three  
017 ((a pupil rolls a dice))  
018 <<all> uh uh uh>  
019 two  
020 one  
021 ((the pupils sit quietly on their seats))  
022 and zero  
023 (4.0)  
024 ((starts singing))  
025 good morning  
026 Teacher &  
027 Class: good morning  
028 good morning to you.  
029 good morning  
030 good morning  
031 and how do you do?  
032 Teacher: morning  
033 Class: good morning misses <name>  
034 Teacher: and say good morning to mister <name>  
035 Class: good morning mister <name>  
036 Researcher: good morning class  
037 Teacher: okay  
038 and let's sing our song again  
039 ((turns on the CD player))  
040 our [welcome song]  
041 CD: [welcome to our] classroom  
042 ((chant starts))  
043 Teacher: ((turns up the volume))  
044 Class: welcome to our classroom  
045 come in and sit right down  
046 we are all together  
047 take a look around.  
048 welcome to our classroom  
049 there's lots to see and do  
050 i am happy being here  
051 and making friends with you.

052 ((chant stops))  
 053 Teacher: and again  
 054 ((chant starts))  
 055 Teacher &  
 056 Class: welcome to our classroom  
 057 come in and sit right down  
 058 we are all together  
 059 take a look around.  
 060 welcome to our classroom  
 061 there's lots to see and do  
 062 i am happy being here  
 063 and making friends with you.  
 064 Teacher: good  
 065 well done  
 066 ((turns off the CD player))  
 067 okay  
 068 please take out your homework  
 069 homework was this  
 070 ((shows a worksheet with a picture of a  
 071 classroom and many school things))  
 072 okay?  
 073 ((pupils get out their folders))  
 074 Lotte: can i start?  
 075 Teacher: maybe  
 076 (15.0) ((waits until everyone is ready))  
 077 so how man-  
 078 ((some pupils talk))  
 079 psh:  
 080 how many school things did you find?  
 081 how many?  
 082 ((counts with her fingers))  
 083 <<p> one  
 084 two  
 085 three  
 086 four  
 087 five  
 088 six  
 089 or eight>  
 090 how many school things did you find?  
 091 ((some pupils raise their hands))  
 092 ((points at Felix))  
 093 felix  
 094 Felix: ten  
 095 Teacher: okay  
 096 please read your ten school things  
 097 Felix: teacher  
 098 ((teacher nods))  
 099 computer  
 100 school bag  
 101 lunch box  
 102 apple

103 pencil case  
 104 (2.0)  
 105 coloured pencil  
 106 door  
 107 book  
 108 und table  
 109 Teacher: very good  
 110 thank you  
 111 and how many did you find ehm  
 112 ((some pupils raise their hands))  
 113 theo  
 114 Theo: ten  
 115 Teacher: okay  
 116 so read [them please]  
 117 Theo: [ehm]  
 118 teacher  
 119 com(-)puter  
 120 pen  
 121 book  
 122 ehm  
 123 p-  
 124 Teacher: hm?  
 125 ((walks over to Theo to look at his sheet))  
 126 Theo: ehm  
 127 <<pp> das kann ich nicht (lesen)>  
 128 ((gets up with his sheet))  
 129 Teacher: show it to me  
 130 painting?  
 131 Theo: ja  
 132 Teacher: this is a verb  
 133 das ist ein verb  
 134 ein tuwort  
 135 a:h  
 136 okay  
 137 a picture  
 138 okay  
 139 ((returns to the front))  
 140 yes  
 141 ((Theo walks back to his seat))  
 142 Theo: ehm  
 143 pencil  
 144 chalk  
 145 ehm  
 146 pai::nt ([par:nt\*s]) box  
 147 Teacher: hu?  
 148 what kind of box?  
 149 ((walks over to Theo))  
 150 show me  
 151 ((Theo shows his sheet to her))  
 152 ah  
 153 a paint box with colours

154                   okay  
 155   Theo:       ehm  
 156                   exise  
 157   Teacher:   a:h  
 158                   (*takes an exercise book and shows it*  
 159                   *to the class*)  
 160   Theo:       exe-  
 161   Teacher:   an exercise book  
 162                   okay  
 163   Theo:       <<p> (exercise book)>  
 164                   und pint bru-u-u-sch  
 165   Teacher:   a paint brush  
 166                   you found new words  
 167                   <<p> neue wörter hast du gefunden>  
 168                   okay  
 169                   thank you  
 170                   (*some pupils raise their hands*)  
 171                   and last one for today?  
 172                   jan  
 173                   how many did you find?  
 174   Jan:       ten  
 175   Teacher:   perfect  
 176   Jan:       teacher  
 177                   computer  
 178                   book  
 179                   apple  
 180                   pencil case  
 181                   school bag  
 182                   pencil  
 183                   lunch box  
 184                   door  
 185                   ruler  
 186   Teacher:   very good  
 187                   so show me with your fingers  
 188                   how many words did you find?  
 189                   how many words?  
 190                   show me  
 191                   (*holds up both hands and*  
 192                   *looks at the pupils*)  
 193   Class:       (*the pupils show with their fingers*  
 194                   *how many school things they have found*  
 195                   *in the picture*)  
 196   Teacher:   okay  
 197                   how many did you find?  
 198                   ten?  
 199                   how many?  
 200                   (*pupils show with their fingers how many*  
 201                   *words they have found*)  
 202                   nine  
 203                   okay  
 204                   celine?

205                   how many words?  
206                   <<p> wie viele hast du gefunden?>  
207   Celine:        (*(shows ten fingers)*)  
208   Teacher:      okay  
209                   ten  
210                   how many did you find?  
211                   pauline?  
212                   how many?  
213   Pauline:       (*(shows ten fingers)*)  
214   Teacher:      okay  
215                   thank you  
216                   good  
217                   well done  
218                   now it's free:zing cold outside  
219                   (*(rubs her arms)*)  
220                   isn't it?  
221                   br::  
222                   it's cold  
223                   so i take my jacket  
224                   (*(gets her coat)*)  
225                   it's rather a coat  
226                   jacket  
227                   jacke  
228                   coat  
229                   mantel  
230                   (*(puts on her coat)*)  
231                   i take my jacket because it's cold  
232                   i put on my shoes  
233                   (*(shows her boots)*)  
234                   here are my shoes  
235                   (*(lifts up her legs)*)  
236                   (*(some pupils giggle)*)  
237                   you see my black shoes?  
238                   and this is my hat  
239                   (*(gets her hat)*)  
240                   it's a woollen hat  
241                   (*(goes to Celine)*)  
242                   touch it  
243                   it's a woollen hat  
244                   [my hat]  
245   Lotte:         [hübscher woolly] hat  
246   Teacher:      yes  
247                   (*(puts it on)*)  
248                   my hat  
249                   and i take my-  
250                   (*(gets her gloves)*)  
251   Lotte:         glove  
252   Teacher:      gloo:ves  
253                   these are my gloves  
254                   (*(puts them on)*)  
255                   br::

256 i have my gloves  
 257 so (now i) can go outside  
 258 ((walks to the door and waves))  
 259 Lotte: i have boots  
 260 Teacher: so  
 261 i come back  
 262 back again  
 263 puh  
 264 it's warm here  
 265 ((takes off her gloves))  
 266 it's warm  
 267 i take off my gloves  
 268 ((puts them on Celine's table))  
 269 i take off my woollen hat  
 270 my hat  
 271 ((puts it on Celine's table))  
 272 ((takes off her coat))  
 273 i take off my coat  
 274 or my jacket  
 275 ((puts it away))  
 276 coat  
 277 mantel  
 278 jacket  
 279 jacke  
 280 but i DON'T (-) put off my shoes  
 281 ((points at her shoes))  
 282 no  
 283 i don't put off my shoes  
 284 ((takes the hat and gloves))  
 285 okay  
 286 [so what's that?]  
 287 [((holds up the hat))]  
 288 ((some pupils raise their hands))  
 289 lotte  
 290 Lotte: this is a woolly hat  
 291 Teacher: yes  
 292 a woollen hat  
 293 good  
 294 and what are these?  
 295 ((holds up the gloves))  
 296 ((only Lotte raises her hand))  
 297 what are these?  
 298 lotte again?  
 299 Lotte: yes e:h  
 300 a left and a right (-) glove  
 301 Teacher: these are gloves  
 302 good  
 303 gloves  
 304 ((lifts up her foot and touches it))  
 305 and this?  
 306 Lotte: shoes

307 Teacher: [what's this?]  
 308 [((stamps on the floor))]  
 309 leo  
 310 Leo: shoes  
 311 Teacher: yes  
 312 and what is-  
 313 (2.0) ((walks over to take Lotte's coat))  
 314 this?  
 315 ((knocks over a box on Lotte's desk  
 316 when taking Lotte's jacket from her chair))  
 317 lotte  
 318 it ought to hang outside  
 319 Lotte: ((gets up))  
 320 Teacher: ((picks up the jacket))  
 321 Lotte: ja  
 322 Teacher: yes it ought to hang outside  
 323 what is this?  
 324 Lotte: a jacket  
 325 Teacher: lukas?  
 326 Lukas: jacket  
 327 Teacher: yes  
 328 a jacket  
 329 here you are lotte  
 330 ((gives it back to Lotte))  
 331 thank you  
 332 ((walks over to her desk))  
 333 this is a jacket  
 334 so i've got the pictures here  
 335 (3.0) ((gets the picture cards))  
 336 this is a?  
 337 ((holds up a picture of a hat))  
 338 ((some pupils raise their hands))  
 339 again  
 340 theo?  
 341 Theo: e::h  
 342 Teacher: h- h-  
 343 Theo: hat?  
 344 Teacher: a hat  
 345 yes  
 346 Leo: aber hat ([hæt]) ist doch kopf?  
 347 Teacher: a::h  
 348 haT  
 349 this ((shows the picture of the hat again))  
 350 head  
 351 (x) my hair  
 352 ((touches her head))  
 353 a hat on my head  
 354 Lotte: woolly head kann man auch sagen  
 355 Teacher: yes  
 356 woolly or woollen  
 357 ((shows a picture of a shoe))



358 andré?  
 359 André: shoes  
 360 Teacher: one shoe  
 361 two shoes  
 362 okay  
 363 perfect  
 364 ((holds up a picture of coloured gloves))  
 365 ((some pupils raise their hands))  
 366 what is it?  
 367 maja?  
 368 Maja: handschuhe  
 369 Teacher: yes  
 370 and in english?  
 371 ((nods to Linda))  
 372 Linda: ehm  
 373 Teacher: <<p> g- g->  
 374 (6.0)  
 375 these are?  
 376 yeah?  
 377 ((nods to Theo))  
 378 Theo: handshoes?  
 379 Teacher: no  
 380 these are glo:ves  
 381 glo::ves  
 382 ((pins the picture to the board))  
 383 and what's that?  
 384 ((holds up a picture of a jacket))  
 385 ((some pupils raise their hands))  
 386 jan?  
 387 Jan: jacket  
 388 Teacher: yes  
 389 this is a jacket  
 390 jacket is easier  
 391 ((pins the picture to the board))  
 392 so gloves  
 393 jacket  
 394 hat  
 395 or woollen hat  
 396 ((pins the picture to the board))  
 397 and shoes  
 398 ((pins the picture to the board))  
 399 all together  
 400 first me  
 401 ((points at herself))  
 402 then you  
 403 ((points at the class))  
 404 [gloves]  
 405 [((points at herself))]  
 406 ((some pupils already join in))  
 407 ((points at the class))  
 408 Class: gloves

409 Teacher: [jacket]  
410 [(points at herself)]  
411 [(points at the class))  
412 Class: jacket  
413 Teacher: [(points at herself)]  
414 [hat]  
415 [(points at the class))  
416 Class: hat  
417 Teacher: [shoes]  
418 [(points at herself)]  
419 [(points at the class))  
420 Class: shoes  
421 Teacher: okay  
422 ((takes the pictures off the board))  
423 let's play a short game  
424 (4.0)  
425 close your eyes  
426 close your eyes  
427 ((points at the pupils))  
428 Class: ((pupils close their eyes))  
429 Teacher: ((the teacher takes a picture card,  
430 shows it to Cornelius  
431 and then puts it on his desk))  
432 open your eyes again  
433 ((pupils open their eyes))  
434 ((Cornelius looks at the card on his table))  
435 just- eh cornel-  
436 <<all> bbbb>  
437 don't show it  
438 don't show it  
439 cornelius  
440 do you have (-) a woollen hat?  
441 Cornelius:no  
442 Teacher: no i haven't  
443 Cornelius:no i haven't  
444 Teacher: ask him ((to the pupils))  
445 have you got  
446 hast du  
447 have you got  
448 paul  
449 Paul: have you got a jacket  
450 Cornelius:yes  
451 Teacher: yes i have  
452 okay  
453 ((collects the card again))  
454 close your eyes again  
455 ((walks over to Jana and gives her a card))  
456 open your eyes  
457 it's jana  
458 ask her  
459 have you got

460                   lina  
 461   Lina:       gloves?  
 462   Teacher:   gloves  
 463               have you got gloves?  
 464               (2.0)  
 465               yes i have  
 466               no i haven't  
 467               gloves  
 468               these are gloves  
 469               ((holds up the gloves))  
 470               have you got gloves?  
 471               ((Jana shakes her head))  
 472               <<p> no i haven't>  
 473   Jana:       <<p> (no i've haven't)>  
 474   Teacher:   aha  
 475               leo  
 476   Leo:        have you got eh shoes?  
 477   Teacher:   shoes?  
 478               [have (x)]  
 479   Jana:       [no i] haven't  
 480   Teacher:   have you got shoes  
 481               okay  
 482               (2.0)  
 483               jana  
 484               ask someone  
 485   Jana:       lotte  
 486   Lotte:      have you got a woolly hat?  
 487               (3.0)  
 488   Jana:       yes i haven't  
 489   Teacher:   yes i HAVE  
 490               yes i have  
 491   Jana:       die passt mir aber nicht  
 492               ((returns the card))  
 493   Teacher:   no  
 494               ((giggles))  
 495               it's too small  
 496               yes  
 497               okay  
 498               <<f> ehm>  
 499               close your eyes again  
 500               ((pupils close their eyes))  
 501               ((walks over to Paulina  
 502               and gives her a card))  
 503               and open your eyes  
 504               it's paulina  
 505   Paulina:   paul  
 506   Paul:       have you got a shoes?  
 507   Paulina:   [yes i have]  
 508   Teacher:   [<<all> uh uh uh>]  
 509               paul  
 510               have you got shoes

511 Paul: have you got shoes?  
512 Paulina: yes i have  
513 Teacher: o::kay  
514 thank you  
515 ((collects her card again))  
516 and last turn  
517 close your eyes  
518 last turn  
519 ((pupils close their eyes))  
520 ((gives a card to Jan))  
521 and open your eyes  
522 ((pupils open their eyes))  
523 it's jan  
524 ((pupils raise their hands))  
525 Jan: leo  
526 Leo: have you got gloves?  
527 Jan: yes i have  
528 Teacher: okay  
529 ((collects her card again))  
530 Lotte: das war jetzt aber wirklich (einfach)  
531 Teacher: that was too easy  
532 okay  
533 well done  
534 good  
535 ehm  
536 (3.0)  
537 i need a volunteer  
538 a volunteer to come here  
539 ((points at the front of the classroom))  
540 ((pupils raise their hands))  
541 lukas  
542 please come here  
543 Lukas: ((comes to the front))  
544 Teacher: ((whispers in his ear))  
545 Lukas: ((pretends to put on shoes))  
546 Teacher: what does lukas put on?  
547 Lukas: ehm leo  
548 Leo: the shoes  
549 Teacher: your shoes?  
550 Lukas: yes (x)  
551 Teacher: okay  
552 thank you  
553 Lukas: ((sits down))  
554 Teacher: lukas puts on his shoes  
555 ((pupils raise their hands))  
556 zoe  
557 come here  
558 Zoe: ((comes to the front))  
559 Teacher: what does she put on?  
560 ((whispers in her ear))  
561 Zoe: ((pretends to put on a hat))

562 Teacher: eh (2.0) paul?  
 563 Paul: woolly hat?  
 564 Zoe: [yes]  
 565 Teacher: [yes]  
 566 zoe puts on her hat  
 567 good  
 568 thank you  
 569 Zoe: ((sits down))  
 570 Teacher: and again  
 571 paulina?  
 572 Paulina: ((comes to the front))  
 573 Teacher: ((whispers in her ear))  
 574 Paulina: ((pretends to put on a jacket))  
 575 Teacher: what does she put on?  
 576 Paulina: theo?  
 577 Theo: ehm eh eh ehm wie hieß das noch mal  
 578 jak=  
 579 Teacher: =ket  
 580 Theo: jacket  
 581 Teacher: [yes]  
 582 Paulina: [yes]  
 583 Teacher: paulina puts on her jacket  
 584 thank you paulina  
 585 Paulina: ((sits down))  
 586 Teacher: a::nd  
 587 ((pupils raise their hands))  
 588 andré  
 589 André: ((comes to the front))  
 590 Teacher: ((whispers in his ear))  
 591 André: ((pretends to put on a hat))  
 592 ((pupils raise their hands))  
 593 Teacher: what does he [put on?]  
 594 André: [lotte?]  
 595 Lotte: ehm äh  
 596 André: noch mal?  
 597 Lotte: a woolly hat?  
 598 André: yes i have  
 599 Teacher: yes  
 600 good  
 601 André: ((sits down))  
 602 Teacher: and last turn  
 603 lotte come here  
 604 Lotte: ((comes to the front))  
 605 Teacher: ((whispers in her ear))  
 606 Lotte: ((pretends to put on gloves))  
 607 ((some pupils raise their hands))  
 608 Teacher: what does she put on?  
 609 Lotte: maja?  
 610 Maja: ehm  
 611 <<p> oh ich vergess das immer wieder>  
 612 Teacher: what is the word?

613 gl-?  
614 Maja: glove  
615 Teacher: gloves  
616 Maja: gloves  
617 Lotte: (*((sits down))*)  
618 Teacher: gloves  
619 okay  
620 thank you  
621 good  
622 ehm (1.0) please open your activity book  
623 the green book  
624 on page twenty-three  
625 (*((writes the number on the board))*)  
626 (10.0) (*((pupils get out their books))*)  
627 the green book on page twenty-three  
628 (25.0) (*((pupils mumble))*)  
629 the picture up here  
630 (*((points at a picture while holding up the*  
631 *page of the textbook so that everybody*  
632 *in class can see it))*)  
633 the picture at the second-hand shop  
634 sh:  
635 leo?  
636 jan?  
637 have a look  
638 this picture  
639 what can you see?  
640 tell me  
641 what can you see?  
642 (*((some pupils raise their hands))*)  
643 mona  
644 Mona: shoes  
645 Teacher: yes  
646 there are shoes  
647 good  
648 what else can you see on the picture?  
649 alina  
650 Alina: a jacket  
651 Teacher: yes  
652 good  
653 andré?  
654 André: eh a gloves?  
655 Teacher: you can see gloves  
656 yes  
657 and maja  
658 Linda: umbrella?  
659 Teacher: yes  
660 good  
661 there is an umbrella  
662 it's rainy  
663 and they've got an umbrella

664 umbrella  
665 yes  
666 what else can you see?  
667 paul?  
668 Paul: a woolly hat  
669 Teacher: yes  
670 and lotte?  
671 Lotte: ehm kate  
672 and emily (*((characters in the textbook))*)  
673 Teacher: yes  
674 what colour is kate's hat?  
675 Lotte: red  
676 Teacher: yes  
677 good  
678 what else can you see?  
679 cornelius  
680 Cornelius: shoes  
681 Teacher: mhm  
682 (*((nods))*)  
683 what colour are harry's shoes?  
684 Cornelius: black  
685 Teacher: yes  
686 i think so  
687 yes  
688 they're black  
689 and leo?  
690 Leo: trousers  
691 Teacher: trousers  
692 yes  
693 (*((points at her trousers))*)  
694 these are trousers  
695 i've got grey trousers  
696 good  
697 okay  
698 ehm kate's and emily's jacket are white  
699 and harry's and semir's hat is white  
700 harry eh semir's and emily's shoes are white  
701 and harry's and kate's gloves are white  
702 we want to colour it  
703 what colours do we need?  
704 tell me the colours please  
705 what colours do we need?  
706 frieda?  
707 Frieda: yellow  
708 Teacher: yes  
709 (*((points at the colour on the page))*)  
710 and?  
711 what else?  
712 leo?  
713 Leo: grey  
714 Teacher: yes

715                   and?  
716                   maja  
717   Maja:         blue  
718   Teacher:     yes  
719                   and?  
720                   cornelius?  
721   Cornelius:red  
722   Teacher:     yes  
723                   and?  
724                   andré?  
725   André:       blue ehm brown  
726   Teacher:     brown  
727                   yes  
728                   and lotte?  
729   Lotte:       orange?  
730   Teacher:     good  
731                   and celine?  
732   Celine:      green  
733   Teacher:     yes  
734                   and last one  
735                   alina  
736   Alina:       black  
737   Teacher:     yes  
738                   please take out these coloured pencils  
739                   you need  
740                   yellow  
741                   grey  
742                   blue  
743                   red  
744                   brown  
745                   orange  
746                   green  
747                   and black coloured pencil  
748                   ((pupils take out their pencils))  
749   Cornelius:alle die ich hab? ((to the teacher))  
750   Teacher:     no  
751                   only yellow grey blue red brown orange  
752                   green black  
753                   ((pupils mumble))  
754                   all these colours  
755                   you need these colours  
756   Celine:      ich hab kein grey  
757   Maja:        [ich hab kein yellow]  
758   Teacher:     [you take- just take a pencil]  
759                   okay?  
760   Celine:      ja (xx)  
761   Pupil\_x:     (brauche einen) sharpener  
762                   (xxx)  
763   Teacher:     you don't have a sharpener?  
764                   okay  
765                   (3.0)



766 so now  
 767 (andré)  
 768 can we start?  
 769 now please listen to the cd  
 770 and draw lines  
 771 just draw lines  
 772 okay?  
 773 Pupil\_x: nein  
 774 [ich bin noch nicht fertig]  
 775 Teacher: [draw lines]  
 776 ((*points at the board*))  
 777 what do you have to do?  
 778 who can tell in german?  
 779 draw lines  
 780 was sollt ihr machen?  
 781 what do you have to do?  
 782 ((*some pupils raise their hands*))  
 783 sh:  
 784 klimpert mal nicht so viel mit den stiften  
 785 lotte?  
 786 what do you have to do?  
 787 Lotte: ehm  
 788 linien mit den farbstiften malen  
 789 Teacher: genau  
 790 erst mal einfach linien ziehen  
 791 noch gar nicht anmalen  
 792 sondern von der passenden farbe  
 793 zum passenden kleidungsstück  
 794 erst mal einfach zack ne linie ziehen  
 795 okay?  
 796 Leo: (welche farbe?)  
 797 Teacher: das sagt dir die cd  
 798 listen to the cd  
 799 okay?  
 800 ((*pupils mumble*))  
 801 from the left to the right  
 802 okay?  
 803 (5.0)  
 804 ((*turns on the CD player*))  
 805 just a moment  
 806 it's just the cd  
 807 (12.0)  
 808 ((*presses the buttons*  
 809 *to find the right track*))  
 810 CD: what are they wearing?  
 811 there's harry ((*a girl's voice*))  
 812 he's wearing orange gloves  
 813 and a black hat  
 814 Teacher: ((*pauses the CD*))  
 815 just draw lines  
 816 ((*continues the CD*))

817 CD: there's kate ((a girl's voice))  
 818 she's wearing a blue jacket  
 819 and yellow gloves  
 820 Jan: ich bin noch gar nicht mit dem ersten fertig  
 821 Teacher: just draw lines  
 822 Jan: ja ich weiß  
 823 das mache ich auch  
 824 aber ich hab ne falsche linie gezogen  
 825 Teacher: oh dear  
 826 i play it once again  
 827 CD: there's semir ((a girl's voice))  
 828 he's wearing a green hat  
 829 and brown shoes  
 830 Teacher: ((pauses the CD))  
 831 Lotte: machst du's gleich noch mal?  
 832 Teacher: yes i do  
 833 i play it again  
 834 (14.0)  
 835 CD: there's emily  
 836 she's wearing red shoes  
 837 and a grey jacket  
 838 (12.0)  
 839 emily [(x)] ((beginning of a new track))  
 840 Teacher: [so i] play it once again  
 841 okay?  
 842 just to compare  
 843 CD: (what are) they wearing?  
 844 there's harry  
 845 he's wearing orange gloves  
 846 and a black hat  
 847 (3.0)  
 848 there's kate  
 849 she's wearing a blue jacket  
 850 and yellow gloves  
 851 (3.0)  
 852 there's semir  
 853 he's wearing a green hat  
 854 and brown shoes  
 855 (3.0)  
 856 there's emily  
 857 she's wearing red shoes  
 858 and a grey jacket  
 859 emily's- ((beginning of a new track))  
 860 Teacher: okay  
 861 now  
 862 you've got three minutes  
 863 to colour and to compare  
 864 with your partner  
 865 okay?  
 866 three minutes for what?  
 867 ja?

868 Lotte: eh- ehm  
 869 ob alles so richtig ausgemalt  
 870 und und es mit dem partner zu kontrollieren  
 871 Teacher: yes  
 872 good  
 873 alina please come here to maja to compare  
 874 and ehm theo and cornelius  
 875 you compare  
 876 and alina  
 877 please go to maja for comparing  
 878 okay?  
 879 colour and compare  
 880 three minutes  
 881 okay  
 882 and please compare in english  
 883 ((*the pupils compare their results in pairs*))  
 884 ((*the teacher walks around to help*))  
 885 ((*24:20-27:20*))  
 886 ((*the teacher rings a bell*))  
 887 Teacher: sh:  
 888 so please tell me  
 889 what colour is emily's jacket?  
 890 (1.0)  
 891 what colour is emily's jacket?  
 892 zoe?  
 893 Zoe: grey  
 894 Teacher: is it grey?  
 895 Zoe: [ja]  
 896 Teacher: [yes]  
 897 you're right  
 898 i'm sorry  
 899 yes  
 900 emily's jacket is grey.  
 901 good  
 902 thank you  
 903 and please tell me  
 904 what colour are emily's shoes?  
 905 leo?  
 906 Leo: red  
 907 Teacher: okay  
 908 good  
 909 (2.0)  
 910 and what colour ar- ha- äh is kate's jacket?  
 911 lina?  
 912 Lina: blue?  
 913 Teacher: yes?  
 914 correct?  
 915 Lina: yeah  
 916 Teacher: okay  
 917 kate's jacket is blue.  
 918 what colour are kate's gloves?

919                   jan  
920   Jan:           yellow  
921   Teacher:   kate's gloves are yellow.  
922                   good  
923                   not?  
924                   kate's gloves (3.0) are yellow.  
925                   it's correct.  
926                   and what colour is semir's hat?  
927                   paulina?  
928   Paulina:   green  
929   Teacher:   yes  
930                   semir's hat is green.  
931                   what colour are semir's shoes?  
932                   andré?  
933   André:      brown  
934   Teacher:   yes  
935                   semir's shoes are brown.  
936                   what colour is harry's hat?  
937                   alina?  
938   Alina:      black  
939   Teacher:   is it?  
940                   yes it is.  
941                   harry's hat is black.  
942                   and what colour are harry's gloves?  
943                   paul?  
944   Paul:       orange  
945   Teacher:   okay  
946                   they are orange.  
947                   good  
948                   well done  
949                   now let's play a game.  
950                   please close your activity book.  
951                   close it  
952   Pupil\_x:   yeah  
953                   close it  
954   Teacher:   and let's play a game.  
955   Alina:      kann ich wieder auf meinen platz?  
956   Teacher:   yes  
957                   you can back- go back to your  
958   Theo:       wohin mit dem hier?  
959   Teacher:   no  
960                   close it  
961                   just close it  
962                   theo  
963                   you can go back.  
964                   (3.0)  
965                   so i've got many hats  
966                   ((holds up hats in different colours))  
967                   here are some hats  
968                   have a look  
969                   ((puts on a yellow hat))

970                   this is a nice hat  
971                   ((some pupils giggle))  
972                   isn't it nice?  
973   Lotte:         robin hood  
974   Teacher:       what colour is this hat?  
975                   ((some pupils raise their hands))  
976                   leo?  
977   Leo:          yellow  
978   Teacher:       yes  
979                   what colour is this hat?  
980                   ((holds up a green hat))  
981                   pauline?  
982   Pauline:       green  
983   Teacher:       green  
984                   and this?  
985                   ((holds up a blue hat))  
986                   andré  
987   André:         blue  
988   Teacher:       yes  
989                   this is a blue hat.  
990                   what colour is this zoe?  
991   Zoe:          red  
992   Teacher:       yes  
993                   and what colour is this?  
994                   cornelius?  
995   Cornelius:     black  
996   Teacher:       yes it is.  
997                   and that colour?  
998                   lina?  
999   Lina:          white  
1000   Teacher:       yes  
1001                   oh and difficult  
1002                   what colour is it?  
1003                   alina?  
1004   Alina:         purple  
1005   Teacher:       yes  
1006                   and last colour  
1007                   what is it?  
1008                   jana?  
1009   Jana:          brown  
1010   Teacher:       yes  
1011                   very good.  
1012                   so  
1013                   now i need a volunteer again.  
1014                   i need a volunteer.  
1015                   ((some pupils raise their hands))  
1016                   leo come here please.  
1017                   ((Leo comes to the front))  
1018                   leo close your eyes please.  
1019                   and i put a hat on your head.  
1020                   just a moment

1021 close your eyes  
1022 ((puts a hat on Leo's head))  
1023 ((some pupils giggle))  
1024 and open your eyes  
1025 and now you ask  
1026 is my hat  
1027 Leo: is my hat yellow?  
1028 Class: no  
1029 Teacher: no sh  
1030 no it isn't.  
1031 Class: no it isn't.  
1032 Leo: is my hat blue?  
1033 Class: yes (it is)  
1034 Teacher: yes it is  
1035 good  
1036 ((Leo sits down))  
1037 very good  
1038 another volunteer here  
1039 andré  
1040 come here  
1041 ((André comes to the front))  
1042 close your eyes  
1043 ((puts a hat on André's head))  
1044 and open your eyes  
1045 André: purple  
1046 Teacher: <<all> a:baba>  
1047 is my hat  
1048 André: is mein hat ([[hæt]]) purple?  
1049 Class: no it isn't  
1050 André: is my hat (---) white?  
1051 Class: [no it isn't] ((hesistantly))  
1052 Teacher: [no it isn't]  
1053 Pupils: no it isn't  
1054 André: <<p> is my hat> (1.0) black?  
1055 Class: yes (it is) ((some pupils say only 'yes'))  
1056 Teacher: yes it is  
1057 okay  
1058 ((André sits down again))  
1059 thank you  
1060 and another volunteer  
1061 mona  
1062 ((Mona comes to the front))  
1063 close your eyes please  
1064 ((puts a hat on Mona's head))  
1065 ((some pupils giggle))  
1066 and now open your eyes please  
1067 is my hat  
1068 Mona: is my hat ((pupils laugh)) ehm red?  
1069 Class: no (it isn't)  
1070 Teacher: no it isn't  
1071 Class: no it isn't

1072 Mona: is my hat green?  
 1073 Class: no it isn't  
 1074 Mona: is my hat purple?  
 1075 Class: yes it is  
 1076 ((Mona sits back down))  
 1077 Teacher: okay  
 1078 thank you  
 1079 now i need  
 1080 one  
 1081 two  
 1082 ((drops the brown hat))  
 1083 whoops i'm sorry  
 1084 thank you ((to a pupil picking it up))  
 1085 two  
 1086 three  
 1087 four  
 1088 five  
 1089 six  
 1090 seven  
 1091 eight volunteers  
 1092 i need eight volunteers  
 1093 one jan  
 1094 two cornelius  
 1095 alina three  
 1096 paulina four  
 1097 lukas five  
 1098 zoe six  
 1099 maja seven  
 1100 and lotte eight  
 1101 ((they all come to the front and form  
 1102 a line in front of the board,  
 1103 facing the class))  
 1104 and you all close your eyes  
 1105 ((all the pupils in the front close their  
 1106 eyes))  
 1107 you close your eyes  
 1108 ((34:13-34:56))  
 1109 ((the teacher puts hats on their heads))  
 1110 ((the pupils giggle))  
 1111 so open your eyes please  
 1112 open your eyes  
 1113 go around and ask  
 1114 is my hat  
 1115 Jan: is my=  
 1116 Teacher: =go there ((points at Celine))  
 1117 and ask  
 1118 ((the pupils with hats walk around in class  
 1119 and ask the others what colour their hat  
 1120 has))  
 1121 ((35:10-36:00))  
 1122 ((the pupils return the hats to the teacher))

1123 Teacher: good  
 1124 well done  
 1125 ((36:03-36:16))  
 1126 so  
 1127 sh:  
 1128 (3.0)  
 1129 stop talking  
 1130 psh  
 1131 i want to go to a party  
 1132 ((Jana raises her hand))  
 1133 jana what is it?  
 1134 Jana: die sonne scheint hier so  
 1135 Teacher: okay  
 1136 yes  
 1137 ((closes the curtains))  
 1138 better?  
 1139 ja?  
 1140 Jana: yes (i have)  
 1141 Teacher: okay  
 1142 so celine  
 1143 i want to go (-) to a party  
 1144 okay?  
 1145 cool a party  
 1146 and i put on  
 1147 ((touches her shoes))  
 1148 my brand new shoes  
 1149 and you too  
 1150 put on  
 1151 ziehe an  
 1152 your brand new shoes  
 1153 deine brandneuen schuhe  
 1154 cool  
 1155 put on your brand new shoes  
 1156 we're going out  
 1157 ((walks around in the front))  
 1158 wir gehen heute aus  
 1159 we're going out  
 1160 it's time  
 1161 es wird zeit  
 1162 it's time  
 1163 hooray  
 1164 to put on your shoes  
 1165 to put on your shoes  
 1166 it's party time today  
 1167 party time  
 1168 okay?  
 1169 so  
 1170 put on your brand new shoes today  
 1171 Pupils: ((try to join in))  
 1172 Pupils &  
 1173 Teacher: we're going out



1174 it's time  
 1175 hooray  
 1176 to put on your shoes  
 1177 to put on your shoes  
 1178 it's party time today  
 1179 let's listen to the song  
 1180 Lotte: können wir das erst mal nur hören?  
 1181 Teacher: yes we're playing  
 1182 ((turns on the CD player))  
 1183 CD: clothes ((speaker's voice))  
 1184 CD, Class &  
 1185 Teacher: put on your brand new shoes today  
 1186 we're going out  
 1187 it's time  
 1188 hooray  
 1189 to put on your shoes  
 1190 put on your shoes  
 1191 it's party time today  
 1192 Teacher: and now you sing it  
 1193 okay?  
 1194 you sing it  
 1195 Celine: nicht du?  
 1196 Teacher: [i sing it] too  
 1197 CD [clothes]  
 1198 CD, Class &  
 1199 Teacher: put on your brand new shoes today  
 1200 we're going out  
 1201 it's time  
 1202 hooray  
 1203 to put on your shoes  
 1204 put on your shoes  
 1205 it's party time today  
 1206 Teacher: and now  
 1207 we want to put on our brand new  
 1208 ((points at her head))  
 1209 brand new?  
 1210 Lotte: hat  
 1211 Teacher: paulina?  
 1212 Paulina: hat  
 1213 Teacher: yes  
 1214 to put on your brand new hat today  
 1215 Class: put on your brand new hat today  
 1216 we're going out  
 1217 it's time  
 1218 hooray  
 1219 to put on your hat  
 1220 put on your hat  
 1221 it's party time today  
 1222 CD, Class &  
 1223 Teacher: put on your brand new hat today  
 1224 we're going out

1225 it's time  
1226 hooray  
1227 to put on your hat  
1228 put on your hat  
1229 it's party time today  
1230 Teacher: okay  
1231 what do we want to put on now?  
1232 we've got shoes  
1233 we've got a hat  
1234 what next?  
1235 ((some pupils raise their hands))  
1236 paul  
1237 Paul: a jacket  
1238 Teacher: okay  
1239 put on your brand new jacket today  
1240 we're going out  
1241 it's time  
1242 hooray  
1243 to put on your jacket  
1244 put on your jacket  
1245 it's party time today  
1246 and no cd  
1247 just (-) it's just us  
1248 Class &  
1249 Teacher: put on your brand new jacket today  
1250 we're going out  
1251 it's time  
1252 hooray  
1253 to put on your jacket  
1254 put on your jacket  
1255 it's party time today  
1256 Teacher: and anything else?  
1257 Pupils: yeah  
1258 Teacher: what else?  
1259 what do we want to put on?  
1260 maja?  
1261 Maja: ehm (4.0)  
1262 oh jetzt hab ich's schon wieder vergessen  
1263 Teacher: oh dear  
1264 what is it?  
1265 (3.0)  
1266 paulina?  
1267 Paulina: gloves  
1268 Teacher: gloves  
1269 there you go  
1270 and all together again  
1271 Class &  
1272 Teacher: gloves  
1273 Teacher: maja  
1274 gloves  
1275 okay?

1276 and  
 1277 put on your brand new glove-s today  
 1278 we're going out  
 1279 it's time  
 1280 hooray  
 1281 to put on your gloves  
 1282 put on your gloves  
 1283 it's party time today  
 1284 and all together  
 1285 Class &  
 1286 Teacher: put on your brand new gloves today  
 1287 we're going out  
 1288 it's time  
 1289 hooray  
 1290 to put on your gloves  
 1291 put on your gloves  
 1292 it's party time today  
 1293 Teacher: so first we sing  
 1294 where are my cards?  
 1295 uh: where are my cards  
 1296 here  
 1297 first we sing  
 1298 shoes  
 1299 then we sing  
 1300 what was (---) the second stanza?  
 1301 leo?  
 1302 Leo: jacket?  
 1303 Teacher: was jacket number two?  
 1304 Alina: hat  
 1305 Teacher: yes  
 1306 then we sing hat  
 1307 and then we sing  
 1308 leo?  
 1309 Leo: jacket  
 1310 Teacher: yes  
 1311 then it's the jacket  
 1312 and at last we sing  
 1313 a:h cornelius?  
 1314 Cornelius: ich hab mich nicht gemeldet  
 1315 Teacher: oh dear  
 1316 okay  
 1317 mona  
 1318 Mona: gloves  
 1319 Teacher: yes gloves  
 1320 ((pins all the cards to the board))  
 1321 so from number one to number four  
 1322 all together  
 1323 and louder  
 1324 okay?  
 1325 louder  
 1326 Class &

1327 Teacher: and put on your brand new shoes today  
1328 we're going out  
1329 it's time  
1330 hooray  
1331 to put on your shoes  
1332 put on your shoes  
1333 it's party time today.  
1334 put on your brand new hat today  
1335 we're going out  
1336 it's time  
1337 hooray  
1338 to put on your hat  
1339 put on your hat  
1340 it's party time today.  
1341 put on your brand new jacket today  
1342 we're going out  
1343 it's time  
1344 hooray  
1345 to put on your jacket  
1346 put on your jacket  
1347 it's party time today.  
1348 put on your brand new gloves today  
1349 we're going out  
1350 it's time  
1351 hooray  
1352 to put on your gloves  
1353 put on your gloves  
1354 it's party time today.  
1355 Lotte: aber dann hat er ja gar keine trousers an.  
1356 Teacher: oh yes  
1357 you're right  
1358 you're right  
1359 the trousers are missing  
1360 [let's see if there are some trousers]  
1361 [((looks in her bag))]  
1362 let's see if there are some trousers for  
1363 the party  
1364 yes  
1365 the trousers are missing  
1366 but here  
1367 here are some trousers  
1368 ((takes a pair of children's trousers  
1369 out of her bag))  
1370 the trousers are too small for me  
1371 but here are some trousers  
1372 what colour are the trousers?  
1373 Pupils: was? ([vas]))  
1374 Teacher: what colour are the trousers?  
1375 ((some pupils raise their hands))  
1376 jan?  
1377 Jan: grey

1378 Teacher: they are grey  
1379 and these are the trousers of my son  
1380 but it's too small  
1381 the trousers are too small  
1382 leo?  
1383 Leo: grey and blue  
1384 Teacher: yes  
1385 they are grey blueish  
1386 something in between  
1387 yes  
1388 what colour is yo- are your trousers?  
1389 Leo: blue  
1390 Teacher: yes  
1391 and what colour are your trousers?  
1392 ((*points at Maja*))  
1393 Maja: grey  
1394 Teacher: yes  
1395 good  
1396 and what colour are your trousers?  
1397 ((*points at Jana*))  
1398 Jana: purple  
1399 Teacher: yes  
1400 so  
1401 put on your brand new trousers today  
1402 okay?  
1403 we sing it once again  
1404 and  
1405 Class &  
1406 Teacher: put on your brand new trousers today  
1407 we're going out  
1408 it's time  
1409 hooray  
1410 to put on your trousers  
1411 put on your trousers  
1412 it's party time today.  
1413 Teacher: and of course  
1414 i've got a card with a trou-  
1415 with some trousers  
1416 (5.0)  
1417 ((*pins the picture card to the board*))  
1418 so  
1419 now everything is perfect?  
1420 everything's perfect now?  
1421 Maja: alleine?  
1422 Teacher: i've got shoes  
1423 i've got trousers  
1424 i've got a jacket  
1425 a hat  
1426 everything okay?  
1427 i go to a party?  
1428 Pupils: no

1429 Teacher: no?  
1430 what's missing?  
1431 ((some pupils raise their hands))  
1432 leo  
1433 what's missing?  
1434 Leo: a hemd  
1435 Teacher: a shirt  
1436 yes  
1437 i need a shirt  
1438 you're right  
1439 ((takes a child's shirt out of her bag))  
1440 here is a shirt  
1441 this is nice  
1442 i put on my brand new shirt today  
1443 ((tries to put it on))  
1444 ((pupils giggle))  
1445 lotte  
1446 Lotte: das shirt ist aber zu groß für die jacke  
1447 und die hose die du mithast  
1448 ist auch zu groß für die jacke  
1449 das passt gar nicht  
1450 Teacher: it's too big?  
1451 Lotte: yes  
1452 Teacher: it's too small for me  
1453 it's henry's shirt  
1454 Lotte: (ist das) henry?  
1455 Teacher: henry is my son  
1456 paul?  
1457 Paul: die unterhose fehlt noch  
1458 ((pupils laugh))  
1459 Teacher: no it doesn't  
1460 no it doesn't  
1461 so put on your brand new shirt today  
1462 okay?  
1463 and  
1464 Lotte: aber  
1465 Teacher: psht  
1466 Class &  
1467 Teacher: put on your brand new shirt today  
1468 we're going out  
1469 it's time  
1470 hooray  
1471 to put on your shirt  
1472 put on your shirt  
1473 it's party time today  
1474 ((end of recording))



## Background Information Sheet

### GS 2 3b 060315

**School type:** primary school

**Class:** 3<sup>rd</sup> grade (3b)

**Date of recording:** 06.03.2015

**Length of recording:** 58:45 minutes

**Number of pupils in class:** 22

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

**Topic of the lesson:** Clothing

#### Topic vocabulary

- Clothing: shirt, skirt, dress, tie, jacket, pullover, trousers
- Colours: pink, yellow, green
- Story: shop, big, small, clown, funny, giggling, laughing
- “Can I have a/the \_\_\_\_, please?”
- “Can I help you?”

#### Goals

- The pupils understand the story “A funny boy”.
- The pupils understand the punch line of the story.
- The pupils can read along what the characters say.
- The pupils can recall the clothing vocabulary.

#### Textbook

Sunshine Class 3 (*Cornelsen Verlag*, 2007), Unit 4: The second-hand shop

#### Lesson overview

- Warm-up chant: “Good morning”
- Singing a song: “Put on your shoes/dress/trousers today”
- Homework check (Sunshine, Pupil’s Book 3, p. 26, No. 2):  
How many items of clothing did you find?
- Revision of the characters in the story: What’s his/her name?
- Gesturing and guessing activity: “What do I put on now?”  
The teacher pantomimes putting on an item of clothing and the pupils have to guess which one it is.
- Seating arrangements: In preparation for a storytelling activity the pupils move their tables closer to the front of the classroom.
- Listening comprehension activity I: The teacher reads the story “A funny boy”.  
Plot: The story is about a boy who goes into a clothing shop to buy clothes that are too small/big for him and very colourful (i.e. pink shirt, green shoes). At the end we find out that he plays a clown in the school play and therefore needs oversized and colourful clothing (cf. Sunshine, Pupil’s Book 3, p. 17, No. 2).
- Listening comprehension activity II: The teacher reads/tells the story again.  
This time it is done with the help of story cards which are given to the pupils who have to hold up their card every time their character is mentioned in the story.
- Listening comprehension activity III: The pupils listen to the story from the CD.
- Question and answer about the story (e.g. What colours are the shoes?).



- Exercise in the Activity Book: Counting – How many shoes/pullovers/shirts/hats/dresses are there?
- Listening comprehension activity IV: The teacher reads the story once again. The pupils read along and point at the correct pictures in their activity book.
- Reading activity: The pupils read the story (taking turns).
- Playing the story in pairs: One pupil plays the boy, the other Kate's father who is the shop assistant.
- Playing the story in class: five times, with different clothing items.
- Closing activity: two pupils stand back-to-back in the front of the classroom and have to guess if it is correct what the other pupils says s/he is wearing ("I'm wearing brown shoes." – "That's right/wrong.")

#### **Interesting observations**

- Introduction of a new story
- Storytelling as a teaching technique
- Pupils' reading and performance of the story
- Task instruction given in German

#### **Use of media**

- Textbook and Activity Book
- CD with the story: "A funny boy"
- Picture cards with clothing items and drawings of the characters from the story
- Blackboard

#### **Personal notes**

001 Class: ((the pupils go to their seats))  
 002 Teacher: five  
 003 four  
 004 three  
 005 two  
 006 one  
 007 sh:  
 008 ((everyone sits quietly in their seat))  
 009 and zero  
 010 ((starts singing))  
 011 good [morning]  
 012 Class &  
 013 Teacher: [morning]  
 014 good morning  
 015 good morning  
 016 to you.  
 017 good morning  
 018 good morning  
 019 and how do you do?  
 020 Teacher: good morning  
 021 Class: good morning misses <name>  
 022 Teacher: [good morning to mister <name>]  
 023 Class: [good morning mister <name>]  
 024 Researcher: good morning [everybody]  
 025 Teacher: [okay]  
 026 let's sing our song once again  
 027 CD: clothes  
 028 CD, Class &  
 029 Teacher: put on your brand new shoes today  
 030 we're going out  
 031 it's time  
 032 hooray  
 033 to put on your shoes  
 034 put on your shoes  
 035 it's party time today.  
 036 put on your brand new hat today  
 037 we're going out  
 038 it's time  
 039 hooray  
 040 to put on your hat  
 041 put on your hat  
 042 it's party time today.  
 043 Teacher: and what else?  
 044 what else [do] we [want] to take?  
 045 Pupil\_x: [(x)]  
 046 Paul: [dress]  
 047 Teacher: paul?  
 048 Paul: dress  
 049 Teacher: okay  
 050 only the girls  
 051 and?

052 Girls &  
 053 Teacher: put on your brand new dress today  
 054 we're (going out)  
 055 ((*the teacher sings out of tune*))  
 056 it's time  
 057 hooray  
 058 to put on your dress  
 059 put on your dress  
 060 it's party time today.  
 061 Lotte: letztes mal hattest du dich dabei auch  
 062 vertan  
 063 Teacher: i know  
 064 i am sorry  
 065 and mona?  
 066 Mona: trousers  
 067 Teacher: okay  
 068 and only the boys  
 069 only the boys with trousers  
 070 and?  
 071 Boys &  
 072 Teacher: put on your brand new trousers today  
 073 we're going out  
 074 it's time  
 075 hooray  
 076 to put on your trousers  
 077 put on your trousers  
 078 it's party time today.  
 079 Teacher: we stop here  
 080 okay?  
 081 we stop here  
 082 i want to see your homework  
 083 please take out your homework  
 084 homework was  
 085 ((*takes Celine's folder*))  
 086 this  
 087 ((*shows a worksheet to the class*))  
 088 ((*the pupils get out their homework*))  
 089 ((2:44-3:03))  
 090 okay  
 091 (3.0)  
 092 okay let's compare  
 093 there are  
 094 sh  
 095 there are two skirts  
 096 how many hats are-  
 097 (4.0)  
 098 just sit down  
 099 how many hats are there?  
 100 paul?  
 101 Paul: four  
 102 Teacher: is it correct?

103 Class: yes  
104 Teacher: there are four hats  
105 how many dresses are there?  
106 cornelius  
107 Cornelius: one  
108 Teacher: is there just one dress?  
109 Pupils: ja  
110 ja  
111 Teacher: okay  
112 one dress  
113 how many ties are there?  
114 mona  
115 Mona: one  
116 Maja: two  
117 Teacher: there is one tie  
118 you say there are two ties ((to Maja))  
119 i think it's one  
120 Maja: oh  
121 Teacher: one or two ties  
122 how many jackets are there?  
123 allan  
124 Allan: eh two  
125 Teacher: there are two jackets?  
126 Allan: yeah  
127 Teacher: okay  
128 and how many pullovers are there?  
129 theo  
130 Theo: ehm three pullovers  
131 Teacher: there are three pullovers  
132 cool  
133 thank you  
134 please close your folder  
135 ((pupils close their folders))  
136 what's his name again?  
137 ((points at a picture card on the board  
138 which shows the character Harry))  
139 pauline?  
140 what's his name?  
141 Pauline: harry ((name of a textbook character))  
142 Teacher: yes  
143 that is harry  
144 what's his name?  
145 leo  
146 Leo: semir ((name of a textbook character))  
147 Teacher: yes  
148 her name?  
149 jan  
150 Jan: emily ((name of a textbook character))  
151 Teacher: yes  
152 and what is her name?  
153 alina

154 Alina: kate ((name of a textbook character))  
 155 Teacher: yes  
 156 and kate (-) has got (-) a father  
 157 and this is (---) kate's  
 158 ((draws a stick figure on the board))  
 159 ((some pupils giggle))  
 160 and this is kate's [father]  
 161 Pupil\_x: [er braucht noch'n]  
 162 bart  
 163 Teacher: he has got a beard?  
 164 ((draws it on the board))  
 165 okay  
 166 so  
 167 this is kate's father  
 168 Lotte: aber der hat ja spitze beine  
 169 und nur so dünne stäbchenarme  
 170 Teacher: oh dear  
 171 and this is  
 172 sh:  
 173 this is another boy  
 174 ((draws another boy on the board))  
 175 Lotte: ist das kate's bruder?  
 176 Teacher: no  
 177 this is just another boy  
 178 okay?  
 179 [another boy]  
 180 Pupil\_x: [(x) haare]  
 181 Teacher: we need these people for a story  
 182 okay?  
 183 close your book  
 184 ((gestures 'closing a book'))  
 185 close your book  
 186 what do i put on now?  
 187 what do i put on?  
 188 ((gestures 'putting on shoes'))  
 189 ((some pupils raise their hands))  
 190 paul  
 191 Paul: shoes?  
 192 Teacher: yes  
 193 i put on my shoes  
 194 what do i put on now?  
 195 ((gestures 'putting on trousers'))  
 196 ((some pupils raise their hands))  
 197 zoe  
 198 Zoe: trousers?  
 199 Teacher: yes  
 200 i put on my trousers  
 201 and what do i put on now?  
 202 ((gestures 'putting on a pullover'))  
 203 ((some pupils raise their hands))  
 204 maja

205 Maja: jacket  
 206 Teacher: n:o  
 207 ((gestures 'putting on a pullover' again))  
 208 ((some pupils raise their hands))  
 209 tim?  
 210 Tim: pullover?  
 211 Teacher: yes  
 212 i put on a pullover  
 213 and what do i put on now?  
 214 ((gestures 'putting on a shirt'))  
 215 ((some pupils raise their hands))  
 216 maja?  
 217 Maja: ehm jacket?  
 218 Teacher: yes  
 219 might be a jacket  
 220 but  
 221 ((points at a clothesline hanging  
 222 in the classroom))  
 223 ((some pupils raise their hands))  
 224 i think  
 225 ((points at Celine))  
 226 Celine: skirt  
 227 Teacher: skirt?  
 228 Celine: eh shirt  
 229 Teacher: a shirt  
 230 yes  
 231 good  
 232 ehm please come nearer  
 233 ehm  
 234 ((points at some pupils  
 235 on the right side of the classroom))  
 236 ((the teacher arranges the tables))  
 237 you please sit here  
 238 you two sit here  
 239 ((to some other pupils))  
 240 you just come a bit closer  
 241 ((to another pair of pupils))  
 242 (move nearer)  
 243 just a bit closer  
 244 und eh (2.0)  
 245 wir sitzen ganz anders als sonst  
 246 wir machen das sonst anders?  
 247 just come closer  
 248 ein bisschen näher  
 249 ein bisschen näher rücken  
 250 ((Zoe moves her table a little further  
 251 to the front))  
 252 come closer  
 253 and you come closer  
 254 ((moves the table further to the front))  
 255 we want to listen to a story

256 okay?  
 257 (closer)  
 258 and you all come closer  
 259 but you not ((to some pupils in the back  
 260 who cannot be in the picture))  
 261 jan  
 262 you can come closer  
 263 Pupil\_x: sollen wir jetzt die tische  
 264 Teacher: no  
 265 <<all> no no no>  
 266 no desk  
 267 just your chairs  
 268 jan  
 269 take your chair  
 270 and come closer  
 271 ((pupils move closer to the front  
 272 with their chairs))  
 273 just your chair  
 274 this is your chair  
 275 okay?  
 276 (4.0)  
 277 this is cool  
 278 ((thumbs up))  
 279 yes  
 280 leo?  
 281 Leo: können adam und ich uns auch auf die  
 282 tische  
 283 kann man sich jetzt auch auf die tische  
 284 setzen?  
 285 Teacher: you can sit there  
 286 Leo: ((points at a chair))  
 287 da?  
 288 Teacher: yes  
 289 and adam  
 290 you can sit on your table  
 291 ((points at the table))  
 292 Leo: auf den tisch  
 293 Teacher: maja?  
 294 you can sit on your table  
 295 okay  
 296 let's start (-) with the story  
 297 ((walks to her desk))  
 298 let's start with the story  
 299 kate's dad  
 300 ((points at the drawing on the board))  
 301 has got a shop  
 302 he has got a shop  
 303 ((points at the board))  
 304 what is a shop?  
 305 ((Lotte raises her hand))  
 306 ((points at her))

307 Lotte: a shop is a laden  
308 Teacher: yes  
309 ein laden  
310 you know shopping  
311 don't you?  
312 so he has got a shop  
313 and kate and her friends  
314 ((points at the pictures on the board))  
315 are helping kate's dad in his shop  
316 ding dong  
317 a boy  
318 ((points at her drawing on the board))  
319 comes into the shop  
320 can i help you?  
321 asks kate's father  
322 yes  
323 can i have the shirt please?  
324 ((points at a shirt hanging on a  
325 clothesline in the classroom))  
326 the pink shirt?  
327 yes  
328 i like pink  
329 Lotte: ((giggles))  
330 Teacher: the boy puts on the pink shirt  
331 oh  
332 the shirt is too big  
333 look at your arms  
334 ((shows her arms))  
335 says kate's dad  
336 oh  
337 that's okay  
338 i like the shirt  
339 says the boy  
340 kate and her friends are giggling  
341 hihihihi  
342 giggling  
343 hihihhi  
344 they say  
345 he's funny  
346 er is lustig  
347 he's funny  
348 and can i have the trousers please?  
349 ((points at some trousers  
350 hanging on the clothesline))  
351 asks the boy  
352 the yellow trousers?  
353 asks kate's father  
354 yes  
355 i like yellow  
356 oh  
357 i'm sorry



358 i didn't  
 359 ((looks at her sheets))  
 360 show you the picture  
 361 here you can see the pink shirt  
 362 ((shows the picture to the pupils))  
 363 here you see the pink shirt  
 364 it's too big  
 365 isn't it?  
 366 Maja: ist das der vater?  
 367 Lotte: die geschichte kenn ich  
 368 die ist auch im buch  
 369 Teacher: it's in the pupil's book  
 370 isn't it?  
 371 can you see the pink shirt?  
 372 ((to Zoe in the back))  
 373 tim?  
 374 can you see it?  
 375 Tim: ja  
 376 Teacher: okay  
 377 now it's about the yellow trousers  
 378 can i have the yellow trousers?  
 379 [i put it here]  
 380 [((pins the picture to the board))]  
 381 i like yellow  
 382 the boy puts on the yellow trousers  
 383 ((gestures 'putting on trousers'))  
 384 o:h  
 385 the trousers are too small  
 386 look at your legs  
 387 it's too small  
 388 that's okay  
 389 i like the trousers  
 390 says the boy  
 391 kate and her friends are giggling  
 392 hihihihi:  
 393 they say  
 394 he's so funny  
 395 can i have the shoes please?  
 396 ((points at the shoes on the clothesline))  
 397 asks the boy  
 398 the green shoes?  
 399 asks kate's father  
 400 yes  
 401 i like green  
 402 the boy puts on the green shoes  
 403 ((gestures 'putting on shoes'))  
 404 and your feet are too small  
 405 says ka- kate's dad  
 406 no  
 407 the shoes are too big  
 408 ((gestures 'wearing big shoes'))

409 but that's okay  
410 i like the shoes  
411 says the boy  
412 so  
413 this is (---) what the boy looks like now  
414 ((shows a picture of the boy to the class))  
415 a big pink shirt  
416 small yellow trousers  
417 and very big green shoes  
418 tim  
419 what are you doing?  
420 stop it please  
421 ((pins the picture of the boy to the board))  
422 ((12:03-12:17))  
423 kate and her friends are laughing now  
424 ha ha ha:  
425 they say  
426 he's so funny  
427 the boy hears the friends laughing  
428 what's so funny?  
429 was ist so lustig?  
430 what's so funny?  
431 kate's friends stop laughing  
432 sorry says semir  
433 well you're so funny  
434 that's good  
435 says the boy  
436 i'm the clown in our school play  
437 ((shows a picture of the clown to the class))  
438 he wants to become a clown  
439 that's why he looks so funny  
440 ((some pupils laugh))  
441 Lotte: ich wusste das vorher  
442 Teacher: yes  
443 for a clown that's okay  
444 isn't it?  
445 Cornelius:no  
446 Teacher: for a clown that's okay  
447 so  
448 ehm  
449 i want to tell the story once again  
450 but now (3.0)  
451 with the story cards  
452 who wants to have the shoes?  
453 ((holds up a picture card  
454 showing a pair of shoes))  
455 anybody?  
456 ((Lotte raises her hand))  
457 ((gives it to her))  
458 shirt?  
459 ((some pupils raise their hands))

460 alina?  
 461 ((gives her a picture card  
 462 showing a shirt))  
 463 trousers?  
 464 ((a lot of pupils raise their hands))  
 465 paul  
 466 ((gives him a picture card  
 467 showing a pair of trousers))  
 468 ((takes another picture card off the board  
 469 which shows the first scene of the story))  
 470 the first story card?  
 471 ((gives it to Cornelius))  
 472 the second story card  
 473 ((takes it off the board  
 474 and gives it to Celine))  
 475 the third story card  
 476 ((takes it off the board  
 477 and gives it to Zoe))  
 478 okay  
 479 and maybe the friends  
 480 do we want to have the [friends] too?  
 481 Lotte: [ja]  
 482 ((some pupils raise their hands))  
 483 Teacher: so when i read  
 484 ((takes the remaining picture cards  
 485 off the board))  
 486 the friends are giggling  
 487 everybody is holding up the friends  
 488 ((shows the corresponding picture cards))  
 489 okay?  
 490 ((gives the remaining picture cards  
 491 with the four characters of the story  
 492 to four pupils))  
 493 (8.0)  
 494 okay  
 495 (6.0)  
 496 then i read the story once again  
 497 kate and her friends  
 498 where's kate?  
 499 ((Maja holds up her picture card of Kate))  
 500 hello kate  
 501 kate and her friends are helping kate-  
 502 ((the pupils hold up their picture cards  
 503 showing Kate's friends))  
 504 kate's dad in his shop  
 505 ding dong  
 506 a boy comes into the shop  
 507 can i help you?  
 508 asks kate's father  
 509 yes  
 510 can i have the shirt please?

511           ((Paul holds up his picture card  
512            showing a shirt))  
513           a pink shirt?  
514           yes  
515           i like pink  
516           the boy puts on the shirt  
517           oh (---) the shirt is TOO big  
518           look at your arms  
519           says kate's dad  
520           that's okay  
521           i like the shirt  
522           says the boy  
523           kate and her friends  
524           and her friends  
525           leo?  
526           ((Leo holds up his picture card  
527            showing one of Kate's friends))  
528           are giggling  
529           <<all> hi hi hi>  
530           they say  
531           he's funny  
532           can i have the trousers please?  
533           ((points at the trousers which are  
534            hanging on the clothesline))  
535           asks the boy  
536           (the) yellow trousers?  
537           asks kate's father  
538           yes  
539           i like yellow  
540           the boy puts on the yellow trousers  
541           oh  
542           the trousers are too small  
543           look at your legs  
544           says kate's dad  
545           that's okay  
546           i like the trousers  
547           says the boy  
548           kate and her friends are giggling  
549           hihihi:  
550           they say  
551           he's so funny  
552           can i have the shoes please?  
553           asks the boy  
554           the green shoes?  
555           asks f- kate's father  
556           yes  
557           i like green  
558           the boy puts on the green shoes  
559           oh  
560           your feet are too small  
561           says kate's dad

562 no  
 563 the shoes are too big  
 564 that's okay  
 565 i like the shoes  
 566 says the boy  
 567 kate and her friends are laughing now  
 568 her friends ((to Maja))  
 569 ((Maja holds up her picture card  
 570 showing one of Kate's friends))  
 571 are laughing now  
 572 <<all> ha ha ha:>  
 573 what's so funny?  
 574 the friends stop laughing  
 575 semir says  
 576 well you're funny  
 577 that's good  
 578 says the boy  
 579 i'm the clown in our school play  
 580 ((Zoe holds up her picture card  
 581 showing the clown))  
 582 that's the clown  
 583 good  
 584 well done  
 585 so?  
 586 please  
 587 give me back the cards  
 588 ((the pupils hand the picture cards  
 589 back to the teacher))  
 590 ((17:41-17:51))  
 591 some more cards?  
 592 Lotte: lukas hat noch eine  
 593 Teacher: where's lukas?  
 594 o:h  
 595 give it to me please  
 596 so  
 597 and get back please  
 598 ((waves her arms))  
 599 ((the pupils move their tables and chairs  
 600 back to their original positions))  
 601 ((18:02-18:32))  
 602 please open your activity book  
 603 Lotte: on page?  
 604 Teacher: the green book  
 605 Lotte: on page?  
 606 Teacher: on page  
 607 let's have a look  
 608 on page (---) twenty-six  
 609 ((writes the page on the board))  
 610 Pupil\_x: sechszwanzig  
 611 ((pupils open their books  
 612 and look at the picture))

613 ((18:52-19:27))  
614 ((the teacher turns on the CD player  
615 and immediately pauses it))  
616 CD: (x)  
617 Teacher: there again  
618 you can see  
619 the shirt  
620 the trousers  
621 and the shoes  
622 please listen to the cd  
623 and draw lines  
624 is it too small  
625 or too big?  
626 and what colours are the shirt  
627 the trousers  
628 and the shoes  
629 okay?  
630 Lotte: yes  
631 Teacher: just listen for once and draw lines  
632 CD: (a) funny boy  
633 kate and her friends are helping kate's  
634 dad in his shop  
635 ding dong  
636 a boy comes into the shop  
637 can i help you?  
638 asks kate's father  
639 yes  
640 can i have the shirt please?  
641 the pink shirt?  
642 yes  
643 i like pink  
644 the boy puts on the pink shirt  
645 o:h the shirt is too big  
646 look at your arms  
647 says kate's dad  
648 that's okay  
649 i like the shirt  
650 says the boy  
651 kate and her friends are giggling  
652 they say  
653 <<all> ha ha ha>  
654 he's funny  
655 can i have the trousers please?  
656 asks the boy  
657 the yellow trousers?  
658 asks kate's father  
659 yes  
660 i like yellow  
661 the boy puts on the yellow trousers  
662 o:h the trousers are too small  
663 look at your legs

664 says kate's dad  
 665 that's okay  
 666 i like the trousers  
 667 says the boy  
 668 kate and her friends are giggling  
 669 they say  
 670 <<all> ha ha ha>  
 671 he's so funny  
 672 can i have the shoes please?  
 673 asks the boy  
 674 the green shoes?  
 675 asks kate's father  
 676 yes  
 677 i like green  
 678 the boy puts on the green shoes  
 679 o:h your feet are too small  
 680 says kate's dad  
 681 no  
 682 the shoes are too big  
 683 but that's okay  
 684 i like the shoes  
 685 says the boy  
 686 kate and her friends are laughing now  
 687 they say  
 688 <<all> ha ha ha>  
 689 he's so funny  
 690 the boy hears the friends laughing  
 691 what's so funny?  
 692 the friends stop laughing  
 693 sorry  
 694 says semir  
 695 well you're funny  
 696 that's good  
 697 says the boy  
 698 i'm the clown in our school play  
 699 <<all> ha ha ha ha ha ha ha ha>  
 700 Teacher: okay  
 701 so?  
 702 is the shirt too small or too big?  
 703 ((some pupils raise their hands))  
 704 paulina  
 705 Paulina: too big  
 706 Teacher: so  
 707 come here  
 708 Paulina: ((goes to the board and wants to draw  
 709 a line on the board between the shirt  
 710 and the phrase 'too big'))  
 711 verbinden?  
 712 Teacher: mhm  
 713 thank you  
 714 are the trousers too small or too big?

715 verena?  
716 Verena: too small  
717 Teacher: good  
718 come here  
719 yes  
720 Verena: ((goes to the board and draws a  
721 line between trousers and the phrase  
722 'too small'))  
723 Teacher: and what about the shoes?  
724 are the shoes too small or too big?  
725 thank you ((to Verena))  
726 ((pupils raise their hands))  
727 pauline?  
728 Pauline: (too) big  
729 Teacher: yes  
730 you're right  
731 Pauline: ((goes to the board; draws a line between  
732 the shoes and the phrase 'too big'))  
733 Teacher: ((points at the board))  
734 this ought to be pink  
735 ((refers to a red circle on the board  
736 next to the picture cards))  
737 okay?  
738 this is pink  
739 so?  
740 what colour is the shirt?  
741 zoe?  
742 Zoe: pink  
743 Teacher: yes it is  
744 come here please  
745 Zoe: ((goes to the board and draws a line  
746 between the pink colour and the picture  
747 card showing the shirt))  
748 Teacher: what colour are the trousers?  
749 mona?  
750 Mona: yellow  
751 Teacher: yes  
752 Mona: ((goes to the board and draws a line  
753 between the yellow colour and the picture  
754 card showing the trousers))  
755 Teacher: and last but not least  
756 what colour are the shoes?  
757 celine?  
758 Celine: green  
759 Teacher: yes  
760 Celine: ((goes to the board and draws a  
761 line between the green colour and the  
762 picture card showing the shoes))  
763 Teacher: good  
764 well done  
765 thank you



766 now  
 767 we want to do (3.0) this exercise here  
 768 ((*points at an exercise in the book*))  
 769 okay?  
 770 so  
 771 please count again  
 772 how many shoes are there?  
 773 how many pullovers are there?  
 774 how many (-) shirts are there?  
 775 how many hats?  
 776 and how many dresses?  
 777 and please remember  
 778 please remember  
 779 ((*writes down '1 shirt'*))  
 780 one shirt  
 781 but two?  
 782 (3.0)  
 783 alina?  
 784 Alina: two shirts  
 785 Teacher: yes  
 786 ((*writes down '2 shirts'*))  
 787 Lotte: soll'n wir das schreiben?  
 788 Teacher: and one dress  
 789 (2.0) ((*writes down '1 dress'*))  
 790 but two?  
 791 (2.0)  
 792 mona  
 793 Mona: two dresses  
 794 Teacher: dresses  
 795 very good  
 796 ((*writes down '2 dresses'*))  
 797 ((*underlines the 'e' in dresses*))  
 798 so remember the e there okay?  
 799 so  
 800 just start  
 801 everything okay?  
 802 good  
 803 just start please  
 804 (3.0)  
 805 start  
 806 go on  
 807 here  
 808 count ((*to Celine*))  
 809 how many shoes?  
 810 one  
 811 two  
 812 another shoe  
 813 three  
 814 four  
 815 five  
 816 how many?

817 Maja: achso ((*sitting next to Celine*))  
 818 wie viele  
 819 Teacher: mhm  
 820 Maja: die ehm paare oder die [einzelnen?]  
 821 Teacher: [no]  
 822 just single shoes  
 823 Maja: nur die [einzelnen]  
 824 Teacher: [one shoe]  
 825 two shoes  
 826 okay?  
 827 ((*Maja nods*))  
 828 ((*the pupils work on the exercise quietly*))  
 829 ((*the teacher walks around and helps*  
 830 *individual pupils*))  
 831 ((*25:26-26:02*))  
 832 the shoes are tricky  
 833 there are not ten shoes  
 834 ((*26:07-26:50*))  
 835 ((*Lotte gets up*))  
 836 Lotte: i'm finished  
 837 Teacher: <<p> okay  
 838 just wait a moment  
 839 okay>  
 840 ((*Lotte returns to her seat*))  
 841 ((*27:07-27:20*))  
 842 ((*Verena gets up and shows her activity*  
 843 *book with the completed exercise to*  
 844 *the teacher*))  
 845 <<p> ehm the word is missing  
 846 dresses  
 847 just write down the word  
 848 okay?>  
 849 ((*Verena returns to her seat*))  
 850 ((*the teacher walks around and helps the*  
 851 *pupils*))  
 852 ((*27:47-29:46*))  
 853 okay  
 854 i think we can stop here  
 855 everybody's finished  
 856 okay  
 857 so just tell me  
 858 how many shoes are there?  
 859 ((*some pupils raise their hands*))  
 860 and in a whole sentence  
 861 there are hm hm  
 862 paul  
 863 Paul: twelve  
 864 Teacher: oh  
 865 <<p> there are twelve shoes>  
 866 Paul: (th)ere are twelve shoes  
 867 Teacher: very good

868                   how many pullovers are there?  
 869                   maja?  
 870   Maja:           trrer-  
 871                   trrer are=  
 872   Teacher:       =there  
 873                   have a look  
 874                   ((puts her tongue between her teeth))  
 875                   there  
 876   Maja:           (d)ere ([[der]])  
 877   Teacher:       <<p> there  
 878                   zunge an die zähne>  
 879   Maja:           there  
 880   Teacher:       there  
 881                   (2.0)  
 882   Maja:           are four pullover  
 883   Teacher:       s:  
 884   Maja:           s  
 885   Teacher:       very good  
 886                   yes  
 887                   how many shirts are there?  
 888                   lotte?  
 889   Lotte:          there are two shirts  
 890   Teacher:       good  
 891                   how many hats are there?  
 892                   adam?  
 893   André:          very are  
 894   Teacher:       there  
 895                   again  
 896                   there  
 897   André:          there  
 898   Teacher:       are  
 899   André:          there are eight hats  
 900   Teacher:       very good  
 901                   yes  
 902                   and?  
 903                   how many dresses are there?  
 904                   tim  
 905                   stop it please  
 906                   how many dresses are there?  
 907                   jan?  
 908   Jan:            ich?  
 909   Teacher:       mhm  
 910   Jan:            there are three dresses  
 911   Celine:       four  
 912   Jan:            nee  
 913                   drei  
 914                   ((the teacher holds up four fingers))  
 915                   four  
 916                   ((the pupils mumble))  
 917   Teacher:       there are four dresses  
 918                   yes

919 in my book it says four  
920 ((walks over to Jan;  
921 they look again into the book))  
922 there are two dresses  
923 yes  
924 okay  
925 so four dresses  
926 there are four dresses  
927 that's right  
928 okay  
929 we (1.0) we all together  
930 want to read the story  
931 so clo:se your activity book  
932 Pupil\_x: close?  
933 ((pupils close their books))  
934 Teacher: and open your pupil's book  
935 the blue book  
936 on page (3.0) seventeen  
937 ((writes the page on the board))  
938 ((the pupils open their books))  
939 ((32:05-32:22))  
940 first i read the story to you  
941 you listen  
942 and point  
943 okay?  
944 take your finger  
945 and point to the correct picture  
946 Lotte: du hast gesagt  
947 erst mal ehm warte mal  
948 da kommen doch erst mal die grünen schuhe  
949 Teacher: i don't know  
950 so just listen  
951 take your finger  
952 and point to the correct  
953 pictures and speech bubbles  
954 okay?  
955 lina  
956 what (do) you have to do?  
957 ((Lina does not respond))  
958 paulina?  
959 was sollt ihr jetzt machen?  
960 Paulina: ehm  
961 Teacher: listen  
962 i read the text  
963 listen  
964 (6.0)  
965 kalt erwischt  
966 einige haben so geguckt  
967 als hätten sie es nicht verstanden  
968 alina  
969 Alina: du liest irgendwas vor

970 und wir müssen mit dem finger draufzeigen  
 971 Teacher: yes  
 972 correct  
 973 (3.0)  
 974 okay?  
 975 so  
 976 can i have the shirt please?  
 977 the pink shirt?  
 978 yes  
 979 i like pink  
 980 the shirt is too big  
 981 that's okay  
 982 thank you  
 983 can i have the shoes please?  
 984 the green shoes?  
 985 yes  
 986 i like green  
 987 your feet are too small  
 988 that's okay  
 989 you're funny  
 990 i'm the clown  
 991 and now i need kate's dad  
 992 the boy  
 993 and semir  
 994 who wants to read kate's dad?  
 995 paul?  
 996 who wants to read the boy?  
 997 leo?  
 998 and who wants to read semir?  
 999 theo  
 1000 okay  
 1001 please start  
 1002 Paul: can i have the shirt please?  
 1003 Leo: (the) pink shirt?  
 1004 Paul: yes  
 1005 i like pink  
 1006 Leo: te shirt is zu big  
 1007 Paul: that's okay  
 1008 thank you  
 1009 can i have the shoes please?  
 1010 Leo: the green sh- shoes?  
 1011 Paul: yes  
 1012 i like green  
 1013 Leo: your feet eh [(1.0)] too small  
 1014 Teacher: [are]  
 1015 Paul: that's okay  
 1016 Theo: you're f- funny  
 1017 Paul: i am- i'm the clown  
 1018 Teacher: very good  
 1019 cool  
 1020 now again

1021 i need kate's dad  
1022 mona?  
1023 i need the boy  
1024 maja  
1025 Maja: boy?  
1026 Teacher: boy  
1027 and i need semir  
1028 again semir  
1029 lukas  
1030 okay  
1031 start again please  
1032 Maja: can i have this shirt please?  
1033 Mona: the pink shirt?  
1034 Maja: yes  
1035 i- i like pink  
1036 Mona: the shirt is too big  
1037 Maja: that's okay  
1038 thank ([sæŋk])) you  
1039 can i haven-  
1040 Teacher: can i have  
1041 Maja: can i have shoes please?  
1042 Mona: the green shoes?  
1043 Maja: yes  
1044 i like green  
1045 Mona: your ([jur])) feet are too small  
1046 Maja: that's okay  
1047 Lukas: you're funny  
1048 Maja: i'm clown  
1049 Teacher: <<p> i'm the clown>  
1050 good  
1051 very good  
1052 and last turn  
1053 last turn  
1054 zoe?  
1055 kate's dad?  
1056 okay  
1057 and the boy?  
1058 lotte?  
1059 and semir is jan  
1060 okay  
1061 and again?  
1062 Lotte: can i have the ([sə])) shirt please?  
1063 Zoe: the pink shirt?  
1064 Lotte: yes  
1065 i like pink  
1066 Zoe: the shirt is too big  
1067 Lotte: that's okay  
1068 thank you  
1069 can i have the shoes please?  
1070 Zoe: the green shoes?  
1071 Lotte: yes

1072 i like green  
 1073 Zoe: you [f-]  
 1074 Teacher: [your] feet=  
 1075 Zoe: =your feet a- [too]  
 1076 Teacher: [are]  
 1077 your feet are too small  
 1078 Zoe: your feet are too small ([[sma:1]])  
 1079 Teacher: mhm  
 1080 Lotte: that's okay  
 1081 Jan: you're funny  
 1082 Lotte: i'm a clown  
 1083 Teacher: very good  
 1084 now we want to play it  
 1085 we want to play it  
 1086 i can say  
 1087 can i have the shirt please?  
 1088 and maja asks  
 1089 the pink shirt?  
 1090 yes  
 1091 i like pink  
 1092 the shirt- this shirt is too small  
 1093 or the shirt is too big  
 1094 that's okay  
 1095 thank you  
 1096 like in the text  
 1097 okay?  
 1098 or paul says to jan  
 1099 can i have the trousers please?  
 1100 the blue trousers?  
 1101 yes i like blue  
 1102 the trousers are too big  
 1103 that's okay  
 1104 thank you  
 1105 you take your picture cards clothes  
 1106 ((some pupils take their cards))  
 1107 not now  
 1108 just listen  
 1109 just listen  
 1110 and one of you is the shop assistant  
 1111 kate's dad  
 1112 and one of you is the boy  
 1113 ich sage einmal auf deutsch  
 1114 <<p> aber wartet bis ich fertig bin>  
 1115 immer zu zweit  
 1116 einer ist der verkäufer  
 1117 einer möchte was haben  
 1118 und ihr nehmt genau die sätze aus dem  
 1119 text  
 1120 ihr könnt dort ablesen  
 1121 can i have the shirt please?  
 1122 ihr könnt auch einsetzen

1123 can i have the shoes please?  
1124 can i have the hat please?  
1125 can i have the skirt please?  
1126 was ihr wollt  
1127 aber nehmt den satz aus der ersten  
1128 sprechblase  
1129 and then  
1130 und dann  
1131 da der (--) shop assistant  
1132 der verkäufer fragt nach  
1133 the pink shirt?  
1134 oder was ihr halt gesagt habt  
1135 the brown shoes?  
1136 the green trousers  
1137 the yellow pullover  
1138 fragt nach  
1139 ((the pupils mumble))  
1140 fragt so nach  
1141 psh:  
1142 fragt so nach  
1143 in der art  
1144 wie kate's dad in der zweiten  
1145 sprechblase  
1146 dann antwortet der erste  
1147 yes  
1148 i like pink  
1149 oder yellow  
1150 oder blue  
1151 oder red  
1152 was ihr gerade halt genommen habt  
1153 und dann ist die hose  
1154 der pullover  
1155 die schuhe  
1156 too big  
1157 or too small  
1158 und der der einkauft sagt  
1159 that's okay  
1160 thank you  
1161 ihr nehmt die satzstrukturen aus dem  
1162 text  
1163 findet aber eigene sachen  
1164 und gebt euch das dann auch mit den  
1165 picture cards  
1166 okay?  
1167 did you understand that?  
1168 just wait mona  
1169 jan has a question  
1170 Jan: wer spielt semir?  
1171 Teacher: huh?  
1172 Jan: wer spielt semir?  
1173 Teacher: keiner



1174 es geht nur um dieses einkaufen  
 1175 einer das  
 1176 einer das  
 1177 [okay?]  
 1178 Lotte: [und] eh wer macht mit wem?  
 1179 Teacher: yes we want to see  
 1180 two ((*selects the teams*))  
 1181 two  
 1182 two  
 1183 two  
 1184 two  
 1185 lotte with zoe  
 1186 and lukas with jana?  
 1187 is that okay?  
 1188 and two two two  
 1189 i think that's perfect  
 1190 okay?  
 1191 so just start  
 1192 ((*the pupils get together in pairs*))  
 1193 ((*the pupils take their picture cards*))  
 1194 ((*the teacher walks around to help*))  
 1195 ((*41:04-46:30*))  
 1196 Celine: fertig ((*to the teacher*))  
 1197 Teacher: finished?  
 1198 Celine: yes  
 1199 Teacher: last minute  
 1200 once again  
 1201 Celine: hä?  
 1202 Teacher: one  
 1203 ((*holds up her thumb*))  
 1204 again  
 1205 ((*gestures a circle*))  
 1206 it's just one minute  
 1207 ((*shows her watch and*  
 1208 *holds up her thumb*))  
 1209 ((*Celine looks confused to Maja*))  
 1210 einmal noch  
 1211 eine minute  
 1212 Celine: okay  
 1213 Paul: wir sind fertig  
 1214 Teacher: last minute  
 1215 letzte minute  
 1216 last minute  
 1217 ((*the pupils work on the exercise*  
 1218 *for one last minute*))  
 1219 ((*46:56-47:26*))  
 1220 okay  
 1221 ((*holds up ten fingers*))  
 1222 ten  
 1223 nine  
 1224 ((*the pupils start to clear up their*

1225                *tables and return to their seats))*  
1226                *eight*  
1227                *seven*  
1228                *sh::*  
1229                *six*  
1230                *five*  
1231                *four*  
1232                *sh:*  
1233                *three*  
1234                *two*  
1235                *one*  
1236                *<<p> and zero>*  
1237                *((pupils are quiet))*  
1238                *you can come here*  
1239                *here is the shop*  
1240                *here are (1.0) all the clothes*  
1241                *just a moment*  
1242                *here are all the clothes*  
1243                *((gets the picture cards from her desk))*  
1244                *in this shop t-*  
1245                *here is a shirt*  
1246                *trousers*  
1247                *shoes*  
1248                *in the shop here is a hat*  
1249                *((pins it to the board))*  
1250                *a jacket*  
1251                *((pins it to the board))*  
1252                *what's*  
1253                *((drops some magnets))*  
1254                *oh sorry*  
1255                *pullover*  
1256                *((pins it to the board))*  
1257                *gloves*  
1258                *((pins it to the board))*  
1259                *the skirt*  
1260                *((pins it to the board))*  
1261                *((Paul picks up the magnets))*  
1262                *thank you very much*  
1263                *and here is a beautiful dress*  
1264                *((pins it to the board))*  
1265                *so here is the shop*  
1266                *i need a shop assistant*  
1267                *good morning*  
1268                *and i need a boy*  
1269                *((moves to the other side of the board*  
1270                *to demonstrate the dialogue))*  
1271                *can i have the pullover please*  
1272                *((shows it on the board))*  
1273                *((moves to the shop assistant's side again))*  
1274                *the red pullover?*  
1275                *((takes the picture card off the board))*

1276 ((moves to the customer's side again))  
 1277 yes  
 1278 i like red  
 1279 ((shows the picture card))  
 1280 ((moves to the shop assistant's side again))  
 1281 the pullover is too small  
 1282 ((moves to the customer's side again))  
 1283 that's okay  
 1284 thank you  
 1285 so  
 1286 come here  
 1287 and play it  
 1288 ((pins the picture card back to the board))  
 1289 play it for us  
 1290 ((some pupils raise their hands))  
 1291 ehm volker stop  
 1292 i take lotte and mona  
 1293 ((Lotte and Mona come to the front))  
 1294 who is who?  
 1295 the boy?  
 1296 and the shop assistant?  
 1297 Lotte: ich bin m::h der boy  
 1298 Teacher: i'm the boy  
 1299 Mona: <<p> i'm (the) shop assistant>  
 1300 Teacher: okay  
 1301 Lotte: ding dong  
 1302 ((approaches Mona))  
 1303 Teacher: you can say good morning  
 1304 Mona: good morning  
 1305 Lotte: good morning  
 1306 can i have the dress  
 1307 ((points at the picture card on the board))  
 1308 and the skirt please?  
 1309 ((points at the picture card on the board))  
 1310 Mona: the yellow dress?  
 1311 and the green skirt?  
 1312 Lotte: yes  
 1313 [i lack- i like yellow and green]  
 1314 [(Mona takes the picture cards  
 1315 off the board)]  
 1316 Mona: here  
 1317 ((hands Lotte both picture cards))  
 1318 Lotte: thank ([sæŋk]) you  
 1319 Mona: you're welcome  
 1320 ((Lotte walks off))  
 1321 Teacher: <<all> a:babababa>  
 1322 is it okay?  
 1323 is it too small or too big?  
 1324 ((Lotte holds the picture cards  
 1325 in front of her face))  
 1326 Mona: this is too small

1327                    ((points at the skirt))  
 1328                    and this is äh to- big  
 1329                    ((points at the dress))  
 1330 Lotte:            okay  
 1331                    bitte schön  
 1332                    ((gives her the picture cards))  
 1333 Teacher:        that's okay  
 1334 Lotte:            that's okay  
 1335                    thank you  
 1336                    tschüss  
 1337                    ((walks off))  
 1338 Teacher:        bye bye  
 1339 Lotte:            oh ich hab das geld vergessen zu geben  
 1340                    ((comes back))  
 1341                    bitte schön  
 1342                    ((touches Mona's head))  
 1343 Mona:            danke  
 1344 Teacher:        okay  
 1345                    thank you  
 1346                    well done  
 1347                    ((applauds))  
 1348                    ((some pupils join in))  
 1349                    ((Lotte returns the picture cards  
 1350                    to the teacher))  
 1351                    and  
 1352                    ((pins the picture cards back to the board))  
 1353                    i need  
 1354                    another shop assistant  
 1355                    and another boy or girl  
 1356                    theo?  
 1357                    and?  
 1358                    leo?  
 1359                    ((Theo and Leo come to the front))  
 1360 Theo:            und was bin ich jetzt?  
 1361 Teacher:        it's up to you  
 1362 Theo:            ich bin  
 1363 Teacher:        i'm the  
 1364                    ich [bin]  
 1365 Theo:            [i'm] the (x)  
 1366 Teacher:        shop assistant?  
 1367 Theo:            kate's father  
 1368 Teacher:        i'm kate's dad  
 1369                    okay  
 1370                    sh:  
 1371 Leo:            ding dong  
 1372                    hello  
 1373 Theo:            hello  
 1374 Leo:            can i have the pink trousers please?  
 1375 Theo:            the pink trou- trousers?  
 1376 Leo:            yes  
 1377                    i like pink

1378 Theo: [(here you go)]  
 1379 [((gives the picture card to Leo))]  
 1380 trous- oh the trousers is zu ehm  
 1381 [big]  
 1382 Teacher: [are]  
 1383 are too big  
 1384 Theo: are too big  
 1385 Leo: hm can i have the green shoes please?  
 1386 Theo: the green shoes?  
 1387 ((takes the picture card off the board))  
 1388 Leo: yes  
 1389 Teacher: [verena and lina psht]  
 1390 Leo: [i like green]  
 1391 Theo: oh  
 1392 green shoes sind  
 1393 Teacher: are  
 1394 Theo: sind the shoes sind are ehm small  
 1395 Teacher: the shoes ARE too small  
 1396 again theo  
 1397 the shoes are too small  
 1398 Theo: the shoes too are small  
 1399 Teacher: are too small  
 1400 Leo: can i have the-  
 1401 can i have the green dress please?  
 1402 Theo: the green dress?  
 1403 Teacher: lukas  
 1404 Leo: yes  
 1405 i like green  
 1406 ((Theo takes the picture card with  
 1407 the skirt off the board))  
 1408 Lotte: the dress?  
 1409 Leo: das ist skirt  
 1410 Lotte: das ist der skirt theo  
 1411 Teacher: this is the skirt  
 1412 yes  
 1413 Theo: ((now takes off the correct picture card))  
 1414 ((some pupils giggle))  
 1415 oh  
 1416 the green dress is (1.0)  
 1417 is e:h too ehm (1.0) e::h big  
 1418 Teacher: <<p> that's okay  
 1419 thank you>  
 1420 leo?  
 1421 that's okay  
 1422 thank you  
 1423 and bye bye  
 1424 say it  
 1425 Theo: bye  
 1426 Teacher: okay  
 1427 ((Theo and Leo walk off))  
 1428 ((the pupils mumble))

1429               bye bye  
1430               thank you  
1431               and (--) two more people  
1432               paulina and zoe  
1433               come here please  
1434               (*the girls come to the front*)  
1435               you are the shop assistant (*to Paulina*)  
1436               and you're the girl (*to Zoe*)  
1437               theo  
1438               psh:  
1439               listen  
1440               cornelius  
1441               listen  
1442               just a moment  
1443               (*walks over to the two boys and tells*  
1444               *them to listen to the role play*)  
1445               okay?  
1446               so start please  
1447   Zoe:           hello  
1448   Paulina:      hello  
1449   Lotte:        <<funny voice> hello>  
1450   Zoe:           can i have the jacket?  
1451   Paulina:      the jacket  
1452                (*takes the picture card off the board*)  
1453   Zoe:           yes  
1454                i like the blue jacket  
1455   Paulina:      the jacket is (too) sma- small  
1456   Zoe:           that's okay  
1457   Teacher:      good  
1458   Zoe:           can i have the  
1459   Teacher:      sh:  
1460   Zoe:           blue shirt?  
1461   Paulina:      blue shirt?  
1462                (*takes the picture card off the board*)  
1463   Zoe:           yes  
1464                i like the blue shirt  
1465   Paulina:      the blue shirt is too big  
1466   Zoe:           that's okay  
1467                thank you  
1468   Teacher:      okay  
1469                (*claps her hands three times*)  
1470                very good  
1471                thank you  
1472                now at last  
1473                please  
1474   Pupil\_x:      das macht hundertdreißig euro  
1475   Teacher:      sh:  
1476                at last  
1477                please  
1478                let's play a game  
1479                i need two volunteers

1480 volunteers  
 1481 freiwillige  
 1482 two volunteers  
 1483 ((*some pupils raise their hands*))  
 1484 lukas and?  
 1485 (2.0)  
 1486 always the same  
 1487 (4.0)  
 1488 ehm cornelius  
 1489 come here please  
 1490 ((*Cornelius and Lukas get up*  
 1491 *and come to the front*))  
 1492 and have a look  
 1493 ((*turns them around to face each other*))  
 1494 have a look  
 1495 that's lukas  
 1496 ((*points at him*))  
 1497 that's cornelius  
 1498 ((*points at him*))  
 1499 have a look  
 1500 and now turn around  
 1501 ((*turns them around and moves them*  
 1502 *closer together, so they are back-to-back*))  
 1503 cornelius  
 1504 du behauptest jetzt zum beispiel  
 1505 i'm wearing yellow trousers  
 1506 lukas muss sagen  
 1507 that's right  
 1508 das ist richtig  
 1509 that's wrong  
 1510 das ist nicht richtig  
 1511 i'm wearing  
 1512 ich trage  
 1513 fang mal an  
 1514 start  
 1515 Cornelius: i wear'n  
 1516 Teacher: wearing  
 1517 Cornelius: wearing ehm (1.0) brown shoes  
 1518 Lukas: ä::h  
 1519 ä:h  
 1520 Teacher: right or wrong  
 1521 right?  
 1522 Lukas: that's right  
 1523 Teacher: that's right?  
 1524 ((*walks over to Cornelius*))  
 1525 Cornelius: [yes]  
 1526 Teacher: [yes]  
 1527 Cornelius: brown and green  
 1528 Teacher: okay  
 1529 now it's your turn  
 1530 i'm wearing

1531 Lukas: i'm wearing green shoes  
 1532 Cornelius:ehm (3.0)  
 1533 Teacher: that's right  
 1534 ((*thumb up*))  
 1535 that's wrong  
 1536 ((*thumb down*))  
 1537 Cornelius:that's wrong  
 1538 Teacher: yes  
 1539 that's wrong  
 1540 it's black and green  
 1541 okay  
 1542 now it's your turn again  
 1543 ((*Lukas wants to leave*))  
 1544 <<all> hebebebebe>  
 1545 ((*holds him back*))  
 1546 Cornelius:i  
 1547 Teacher: i'm wearing  
 1548 Cornelius:i'm wearing (2.0)  
 1549 black (2.0) t-shirt  
 1550 Teacher: i'm wearing a black shirt  
 1551 ((*covers Lukas' eyes with her hand*))  
 1552 that's right  
 1553 that's wrong  
 1554 Lukas: that's wrong  
 1555 Teacher: okay  
 1556 good  
 1557 i need (-) another volunteer  
 1558 ((*turns the boys around*))  
 1559 two volunteers  
 1560 thank you for you-  
 1561 ((*the boys return to their seats*))  
 1562 ((*some pupils raise their hands*))  
 1563 thank you  
 1564 ((*claps her hands*))  
 1565 theo and paulina  
 1566 come here  
 1567 ((*Theo and Paulina come to the front*))  
 1568 sh:  
 1569 paulina  
 1570 start  
 1571 i'm wearing  
 1572 Paulina: i'm wearing ä::h pink  
 1573 was ist jacke? ((*to the teacher*))  
 1574 Teacher: a pink cardigan  
 1575 Paulina: pink cardigan  
 1576 Theo: that's  
 1577 was bedeutet das noch mal?  
 1578 Teacher: that's right  
 1579 ((*thumb up*))  
 1580 that's wrong  
 1581 ((*thumb down*))



1582 Theo: ehm right  
1583 Teacher: no::  
1584 it's purple  
1585 Theo: ach mist  
1586 Teacher: it's purple  
1587 now it's your turn theo  
1588 gian  
1589 tim  
1590 no  
1591 Theo: was soll ich?  
1592 Teacher: i'm wearing  
1593 ich [trage]  
1594 Theo: [i'm] wearing (1.0) green shoes?  
1595 Paulina: ehm  
1596 ((looks at the teacher))  
1597 Teacher: that's right  
1598 ((thumb up))  
1599 that's wrong  
1600 ((thumb down))  
1601 Paulina: ehm that's wrong  
1602 Teacher: correct  
1603 good  
1604 well done  
1605 thank you  
1606 ((looks at her watch))  
1607 it's breakfast  
1608 please clear up your table  
1609 and take out your breakfast  
1610 thank you  
1611 ((the pupils put their English things away))

## **Background Information Sheet**

### **GS 2 3b 200315**

**School type:** primary school

**Class:** 3<sup>rd</sup> grade (3b)

**Date of recording:** 20.03.2015

**Length of recording:** 59:17 minutes

**Number of pupils in class:** 22

**Number of pupils present during the lesson:** 21

**Topic of the lesson:** Free-time activities

#### **Topic vocabulary**

- Activities: listening to music, playing football, reading a book, playing computer games, watching TV, meeting friends

#### **Goals**

- The pupils can ask and answer questions about their free-time activities.
- The pupils recall the vocabulary phrases for free-time activities.
- The pupils can understand a spoken text.
- The pupils can ask other pupils about their activities and tick the answers in a table.

#### **Textbook**

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

#### **Lesson overview**

- Warm-up song: "Good morning"
- Vocabulary introduction: The teacher pantomimes free-time activities and the pupils guess what these are.
- Vocabulary consolidation: Activity with picture cards on the blackboard
- Song: "Who likes listening to music"
- Question and answer activity: The teacher asks what the pupils like doing (e.g. "Do you like meeting friends?") and the pupils respond ("Yes, I do."/"No, I don't.").
- Listening comprehension activity I: Listen and point.
- Listening comprehension activity II: Listen and tick/cross out.
- Comparison of the answers in class.
- Pupils read and repeat the words on the word cards that the teacher distributes.
- Introduction of a survey: "What do you like to do?"  
The teacher first demonstrates how a survey is done using a table drawn on the blackboard. Then she asks individual pupils what they like to do (or not). Afterwards she asks the whole class.
- Class survey: The pupils conduct a short survey by asking each other what free-time activities they like or not.
- Vocabulary repetition: The free-time activity phrases are repeated; first with the help of picture cards, then individual pupils pantomime an activity and the class has to guess it.
- Closing song: "Who likes listening to music" (*Sunshine, Pupil's Book*, p. 18).

**Interesting observations**

- Introduction and practice of the phrases for free-time activities
- Teacher's interaction with the pupils (role-modelling, mirroring, error correction)
- Giving task instructions
- Task mediation in German (by a pupil)

**Use of media**

- CD with the song: "Who likes listening to music"
- Textbook (Activity Book, p. 29 No. 1 & 2, p. 30, No. 1)
- Blackboard with picture and word cards

**Personal notes**

001 Class: ((pupils mumble))  
002 Teacher: ((stands in front of the class and  
003 counts down slowly))  
004 five ((extended pauses in between))  
005 four  
006 [three]  
007 [((shows three fingers))]  
008 [two]  
009 [((shows two fingers))]  
010 leo  
011 you are late  
012 one  
013 Pupil\_x: psch  
014 man seid doch jetzt mal leise  
015 Teacher: good idea  
016 Pupil\_y: du sollst hier leise sein=  
017 Teacher: =and?  
018 psch  
019 zero  
020 psch  
021 Teacher &  
022 Class: ((some pupils still mumble))  
023 ((sing))  
024 good morning  
025 good morning  
026 good morning to you  
027 good morning  
028 good morning  
029 and how do you do?  
030 Teacher: good morning  
031 Class: good morning misses <name>  
032 Teacher: maja  
033 why don't you sit there?  
034 warum hast du dich nicht rübergesetzt?  
035 Maja: [weiß nich]  
036 Teacher: [mach mal] ganz schnell  
037 ((turns to one of the pupils))  
038 und du darfst mit drauf ne?  
039 ((asks a pupil if he can be recorded))  
040 oder auch nicht  
041 Pupil\_x: (xxx)  
042 Teacher: dann tausch mal bitte mit (x)  
043 Pupil\_y: ich darf auch mit drauf  
044 Teacher: ja  
045 (xxx)  
046 Pupil\_z: (xxx)  
047 nein  
048 ich möchte hier sitzen bleiben  
049 Teacher: okay  
050 so  
051 what am i doing?

052 ((takes some picture cards))  
 053 it's my free time  
 054 pscht  
 055 (5.0)  
 056 lennar- äh lukas  
 057 what are you doing now?  
 058 (4.0)  
 059 lukas  
 060 no  
 061 come here  
 062 quickly  
 063 and maja you sit there  
 064 Pupil\_x: den [stift] kannst du auch mitnehmen  
 065 Teacher: [no]  
 066 [((walks over to a pupil in the back  
 067 to talk to him))]  
 068 [((xx))]  
 069 so?  
 070 what am i doing?  
 071 please  
 072 it's my free time  
 073 ((pantomimes holding one hand to her right  
 074 ear and moving her body))  
 075 what am i doing?  
 076 celine  
 077 Celine: ((no response))  
 078 Teacher: ((continues pantomiming the action))  
 079 paul?  
 080 Paul: music  
 081 Teacher: yes  
 082 and?  
 083 Lotte: listen to music?  
 084 Teacher: i'm listening to music  
 085 yes  
 086 ((pins the corresponding picture card  
 087 to the board))  
 088 good  
 089 and what am i doing now?  
 090 ((pantomimes kicking a ball and cheering  
 091 silently))  
 092 Pupil\_x: football  
 093 Teacher: yes  
 094 (what) football?  
 095 Pupil\_x: ähm (x) football?  
 096 Teacher: mona?  
 097 Mona: playing a football  
 098 Teacher: yes  
 099 i'm playing football  
 100 good  
 101 ((pins the corresponding picture card  
 102 to the board))

103                    what am i doing now?  
104                    (17.0)  
105                    ((*pantomimes reading a book, flicking*  
106                    *through the pages*))  
107                    theo?  
108    Theo:          ehm (2.0) lesen  
109                    ich weiß nich mehr  
110                    was lesen [heißt]  
111    Teacher:        [hm]  
112    Leo:            i read the book  
113    Teacher:        i'm reading a book  
114                    yes  
115                    reading a book  
116                    ((*pins the corresponding picture card*  
117                    *to the board*))  
118                    books  
119                    ähm what am i doing now?  
120                    ((*pantomimes playing a computer game by*  
121                    *pretending to press a game controller*))  
122                    alina?  
123    Alina:          play a computer game?  
124    Teacher:        very good  
125                    i'm playing a computer game  
126                    ((*pins the corresponding picture card*  
127                    *to the board*))  
128                    what am i doing now?  
129                    ((*pantomimes watching TV*))  
130                    it's boring  
131    Pupil\_x:        watching tv?  
132    Teacher:        yes  
133                    i'm watching tv  
134                    ((*pins the corresponding picture card*  
135                    *to the board*))  
136                    and what am i doing now?  
137                    ((*shakes hands with one pupil*  
138                    *who sits in the front*))  
139                    leo?  
140    Leo:            wie heißt das?  
141    Teacher:        a::h  
142                    theo?  
143    Theo:            meeting friends?  
144    Teacher:        yes  
145                    i'm meeting friends  
146                    good  
147                    ((*pins the corresponding picture card*  
148                    *to the board*))  
149                    so here are our new words  
150                    these are free-time activities  
151                    ((*points to the picture cards on the board*))  
152                    do you remember?  
153                    listening to music

154 Class: listening to music  
 155 Teacher: playing football  
 156 Class: playing football  
 157 Teacher: reading books  
 158 Class: reading books  
 159 Teacher: playing a computer game  
 160 Class: playing a com(put)er game  
 161 ((the repetition is non uniform))  
 162 Teacher: <<len> computer> game  
 163 Class: <<len> computer> game  
 164 Teacher: watching tv  
 165 Class: watching tv  
 166 Teacher: meeting friends  
 167 Class: meeting friends  
 168 Teacher: very good  
 169 now  
 170 remember  
 171 remember our song  
 172 Teacher: <<len> who  
 173 wer  
 174 who likes (--) listening to music  
 175 Teacher &  
 176 Class: who likes rapping ((class slowly joins in))  
 177 tapping their feet  
 178 and clap clap clapping  
 179 who likes kicking foo- äh playing football  
 180 come see us run  
 181 kicking the ball  
 182 is a lot of fun.  
 183 who likes reading books  
 184 and comics too  
 185 do you like doing the things that i do.  
 186 let's sing the song  
 187 okay?  
 188 get up  
 189 ((turns on the CD player))  
 190 CD: what do you like?  
 191 ((pupils get up))  
 192 Teacher: get up andré  
 193 tim get up  
 194 CD, Class &  
 195 Teacher: ((sing))  
 196 who likes listening to music  
 197 who likes rapping  
 198 tapping their feet and  
 199 clap clap clapping,  
 200 who likes playing football  
 201 come see us run  
 202 kicking the ball  
 203 is a lot of fun.  
 204 who likes reading books

205 and comics too,  
206 do you like doing the things that i do.  
207 Teacher: that was cool  
208 thank you  
209 well done  
210 ((turns off the CD player))  
211 Class: ((pupils sit down))  
212 Teacher: psch  
213 psch  
214 psch  
215 leo  
216 stop it  
217 do you like (-) playing football  
218 jan?  
219 Jan: yes i do  
220 Teacher: okay  
221 do you like playing computer games  
222 theo?  
223 Theo: ye::s  
224 do was?  
225 Teacher: yes i do?  
226 Theo: yes i do  
227 Teacher: okay  
228 do you like meeting friends  
229 mona?  
230 Mona: yes i do  
231 Teacher: okay  
232 do you like watching tv  
233 (x)  
234 paul?  
235 Paul: yes i do  
236 Teacher: okay  
237 do you like playing football  
238 paulina?  
239 Paulina: yes i do  
240 Teacher: okay  
241 do you like listening to music  
242 lina?  
243 Lina: ja ja  
244 äh äh äh äh  
245 ((a pupil whispers the answer to her))  
246 yes i do  
247 Teacher: okay  
248 do you like reading books  
249 cornelius?  
250 Cornelius: yes i do  
251 Teacher: okay  
252 do you like playing football  
253 zoe?  
254 Zoe: äh yes i do  
255 Teacher: okay



256 cool  
 257 so let's go on  
 258 in the activity book on page twenty-nine  
 259 ((writes the number on the board))  
 260 activity book  
 261 page twenty-nine  
 262 Class: ((pupils open their activity books))  
 263 ((9:03-9:24))  
 264 Teacher: okay  
 265 can we go on?  
 266 (3.0)  
 267 psch  
 268 so  
 269 please listen (1.0) to the cd  
 270 my girls  
 271 please  
 272 listen to the cd  
 273 and point  
 274 you don't need a pencil  
 275 no pencil  
 276 celine?  
 277 no pencil  
 278 you need your finger  
 279 listen and point  
 280 what do you have to do?  
 281 in german?  
 282 (3.0)  
 283 listen to the cd and point  
 284 ((gestures what to do))  
 285 maja  
 286 Maja: ähm du machst die musik an  
 287 und wir sollen ähm zeigen  
 288 was sie gerade machen  
 289 und o- ob ob sie das überhaupt machen  
 290 Teacher: yes  
 291 [it's not music]  
 292 Maja: [ja oder nein]  
 293 Teacher: no music but cd  
 294 a text on the cd  
 295 yes  
 296 okay  
 297 just listen and point  
 298 ((turns on the CD player))  
 299 CD: do you like meeting friends?  
 300 Class: ((pupils listen and point))  
 301 CD: do you like meeting friends semir?  
 302 ((a girl's voice))  
 303 yes i do ((a boy's voice))  
 304 do you like playing computer games  
 305 no i don't  
 306 do you like listening to music

307 oh yes i do  
308 my favourite music is pop music  
309 do you like watching tv  
310 yes i do  
311 do you like playing football  
312 yes i do  
313 and do you like reading  
314 mh no i don't  
315 Teacher: ((turns off the CD player))  
316 okay  
317 that's it  
318 but now you need a pencil  
319 please take a pencil  
320 when semir says  
321 yes i do  
322 please tick it  
323 and when semir says  
324 no i don't  
325 please cross it out  
326 okay?  
327 ((visualizes the ticking off and  
328 crossing out on the board))  
329 tick it  
330 or cross it out  
331 ((turns on the CD player))  
332 CD: do you like meeting friends?  
333 Class: ((pupils listen and tick off or cross out))  
334 CD: do you like meeting friends semir?  
335 yes i do  
336 do you like playing computer games  
337 no i don't  
338 do you like listening to music  
339 oh yes i do  
340 my favourite music is pop music  
341 do you like watching tv  
342 yes i do  
343 do you like playing football  
344 yes i do  
345 and do you like reading  
346 mh no i don't  
347 Teacher: ((turns off the CD player))  
348 okay  
349 that's it  
350 now please let's compare  
351 ((takes the picture cards off the board))  
352 do you like meeting friends?  
353 ((pins the picture card back to the board))  
354 do you like meeting friends?  
355 mona?  
356 Mona: yes i do  
357 Teacher: okay

358 yes i do  
 359 do you like (--) watching tv?  
 360 ((pins the picture card back to the board))  
 361 jan?  
 362 Jan: yes i do  
 363 Teacher: okay  
 364 do you like reading books?  
 365 ((pins the picture card back to the board))  
 366 pauline?  
 367 Pauline: no i don't  
 368 Teacher: okay  
 369 do you like listening to music?  
 370 ((pins the picture card back to the board))  
 371 verena?  
 372 Verena: yes i do  
 373 Teacher: mhm  
 374 do you like playing football?  
 375 ((pins the picture card back to the board))  
 376 paulina?  
 377 Paulina: yes i do  
 378 Teacher: mhm  
 379 and do you like playing computer games?  
 380 ((pins the picture card back to the board))  
 381 celine  
 382 Celine: no i don't  
 383 Teacher: okay  
 384 well done  
 385 very good  
 386 now i have got [(---) a survey for you]  
 387 [(opens the board to show  
 388 a survey to the class  
 389 that she has prepared))]  
 390 please turn your activity book (---)  
 391 like that  
 392 ((turns one pupil's book upside down))  
 393 okay?  
 394 just turn it  
 395 Class: ((pupils turn their activity books upside  
 396 down))  
 397 Teacher: here are cards  
 398 ((takes the picture cards off the board))  
 399 ((some magnets fall down))  
 400 my hands are too small  
 401 okay  
 402 listening to music is first  
 403 ((pins the picture card to the board,  
 404 placing it in the table for the survey  
 405 that she has sketched beforehand))  
 406 then it's (3.0) meeting friends  
 407 ((pins the picture card to the board))  
 408 and playing computer games

409                   ((pins the picture card to the board))  
410           next is playing football  
411                   ((pins the picture card to the board))  
412           reading  
413                   ((pins the picture card to the board))  
414           and watching tv  
415                   ((pins the picture card to the board))  
416           all together  
417                   ((points at each picture card and reads))  
418   Class &  
419   Teacher:   listening to music  
420               meeting friends  
421               playing computer games  
422               playing football  
423               reading  
424               watching tv  
425   Teacher:   now i have got the word cards for you  
426               ((takes the word cards and distributes them  
427               to some pupils))  
428               okay come here please  
429               and please stick it to the pictures  
430               please stick it on top  
431               ((demonstrates how to stick the word cards  
432               above the picture cards))  
433               okay?  
434   Class:       ((pupils pin the word cards to the board  
435               above the picture cards))  
436   Teacher:   do you need some more magnets?  
437               (11.0)  
438               okay  
439               thank you  
440               is it correct like this?  
441   Class:       ye[:s]  
442   Teacher:     [yes?]  
443               okay  
444               so let's read the words all together  
445               ((points at the word cards))  
446   Class:       ((pupils read))  
447               listening to music  
448               meeting friends  
449               playing computer games  
450               playing football  
451               reading  
452               watching tv ((some pupils mispronounce it))  
453   Teacher:   and now i take the pictures  
454               ((takes the picture cards off the board))  
455               listening to music  
456               meeting friends  
457               playing computer games  
458               playing football  
459               reading

460 and watching tv  
 461 who wants to read the words?  
 462 who wants to read the words?  
 463 leo please  
 464 Leo: alle?  
 465 Teacher: mhm  
 466 Leo: listening to music  
 467 meeting friends  
 468 playing computer games  
 469 playing football  
 470 reading  
 471 watching tv  
 472 Teacher: okay  
 473 very good  
 474 who's next?  
 475 cornelius please  
 476 Cornelius:listen to [mu-]  
 477 Teacher: [listen]ing  
 478 Cornelius:listening to music  
 479 Teacher: aha  
 480 Cornelius:matings friends  
 481 Teacher: meeting friends  
 482 Cornelius:meetings friends  
 483 playing computer game  
 484 (read) (reading)  
 485 [(x)]  
 486 Teacher: [playing]  
 487 Cornelius:playing football  
 488 reading  
 489 w- wai-  
 490 Teacher: watching  
 491 Cornelius:watching tv  
 492 Teacher: very good  
 493 who's next?  
 494 jan  
 495 Jan: listening to to music  
 496 meeting friends  
 497 playing computer games  
 498 playing football  
 499 reading  
 500 watching tv  
 501 Teacher: very good  
 502 leo ((gives him a warning))  
 503 Leo: ja?  
 504 Teacher: and last turn  
 505 maja please  
 506 Maja: lising  
 507 Teacher: listening  
 508 Maja: listening to music  
 509 meeting friends  
 510 playing computer games

511                   playning football  
 512                   reading  
 513                   washing  
 514 Teacher: watching  
 515 Maja:            watching (---) tv  
 516 Teacher: very good  
 517                   and all together  
 518                   *((points at the word cards while the pupils*  
 519                   *read))*  
 520 Class:           *((pupils read))*  
 521                   listening to music  
 522                   meeting friends  
 523                   playing computer games  
 524                   playing football  
 525                   reading  
 526                   watching tv  
 527                   *((another round))*  
 528                   meeting friends  
 529                   playing football  
 530                   listen to music  
 531                   reading  
 532                   watching tv  
 533 Teacher: okay  
 534                   we stop here  
 535                   very good  
 536                   this is a survey  
 537                   *((points at her drawing on the board))*  
 538                   eine umfrage  
 539                   a survey  
 540                   so  
 541                   i start with a volunteer  
 542                   who is volunteer?  
 543                   lotte is volunteer  
 544                   you can sit (-) stay sitting there  
 545                   so names  
 546                   *((points at the first column of the survey))*  
 547                   my first name is lotte  
 548                   *((writes 'Lotte' in the first row of the*  
 549                   *table))*  
 550 Class:           *((pupils mumble))*  
 551 Teacher: who is it?  
 552                   *((turns around to see who is talking))*  
 553                   first name is lotte  
 554                   lotte  
 555                   do you like listening to music?  
 556 Lotte:           yes i like  
 557 Teacher: or yes i do  
 558                   *((fills in the survey on the board))*  
 559                   that's both correct  
 560                   good  
 561                   and do you like meeting friends?

562 Lotte: yes i do  
 563 Teacher: aha  
 564 ((fills in the survey))  
 565 do you like playing computer games  
 566 Lotte: ähm kommt drauf an  
 567 also [ye-]  
 568 Teacher: [yes] i do  
 569 no i don't  
 570 or you can say it's okay  
 571 ((holds her thumb horizontally,  
 572 pointing to the left))  
 573 Lotte: it's okay  
 574 Teacher: okay  
 575 it's okay  
 576 ((fills in the survey))  
 577 that's okay  
 578 do you like playing football  
 579 Lotte: no i don't  
 580 Teacher: ((fills in the survey))  
 581 do you like reading  
 582 Lotte: yes i do  
 583 Teacher: ((fills in the survey))  
 584 and do you like watching tv  
 585 Lotte: yes i do  
 586 Teacher: ((fills in the survey))  
 587 okay  
 588 lotte do you want to ask another child  
 589 Lotte: m:::h  
 590 (9.0)  
 591 ((takes some time to choose another child))  
 592 Teacher: quickly please  
 593 Lotte: celine  
 594 celine  
 595 Teacher: ((writes 'Celine' into the second column  
 596 of the survey))  
 597 it's your turn lotte  
 598 Lotte: celine do you like listening to music?  
 599 [kann ich das anschreiben?]  
 600 [(gets up)]  
 601 Celine: [yes i do]  
 602 yes i do  
 603 Lotte: ((fills in the survey))  
 604 do you like meeting friends  
 605 Celine: yes i do  
 606 Lotte: ((fills in the survey))  
 607 do you like playing computer games  
 608 Celine: okay  
 609 Teacher: it's okay  
 610 mhm  
 611 Lotte: ((fills in the survey))  
 612 do you like playing football

613 Celine: yes i do  
614 Lotte: ((fills in the survey))  
615 do you like reading books  
616 äh reading  
617 Celine: <<p> okay>  
618 <<p> ja>  
619 Teacher: it's okay  
620 mhm  
621 Lotte: ((fills in the survey))  
622 äh do you like watching tv  
623 Celine: yes  
624 Lotte: ((fills in the survey))  
625 Teacher: celine  
626 do you want to be next?  
627 Celine: ((comes to the front))  
628 Teacher: please take a boy  
629 Celine: paul  
630 Teacher: so write his name  
631 Celine: ((starts to write 'Paul' on the board))  
632 oh ich kann das nich-  
633 Pupil\_x: l l  
634 ((his real name is spelled with a double l))  
635 mit doppel l  
636 Teacher: come on  
637 i'll write it for you  
638 ((writes Paul's name on the board))  
639 so here you are  
640 Pupil\_x: so jetzt ist's richtig  
641 Celine: listen to music  
642 Teacher: do you like  
643 Celine: do you like listen to music  
644 Paul: yes i do  
645 Celine: ((fills in the survey))  
646 meeting friends?  
647 Teacher: do you like meeting friends  
648 Celine: do you like meeting friends?  
649 Paul: yes i do  
650 Celine: ((fills in the survey))  
651 play- do you like playing computer games?  
652 Paul: yes i do  
653 Celine: ((fills in the survey))  
654 playing football  
655 Teacher: do you like playing football?  
656 Celine: do you like playing football?  
657 Paul: yes i do  
658 Celine: ((fills in the survey))  
659 do you like reading?  
660 Paul: yes i do  
661 Celine: ((fills in the survey))  
662 watching tv  
663 Teacher: do you like watching tv?



664 Celine: do you (like watching tv)?  
 665 Paul: okay  
 666 Celine: ((fills in the survey))  
 667 Teacher: that's okay  
 668 thank you  
 669 now let's do  
 670 Pupil\_x: (x)  
 671 Teacher: no  
 672 we stop here  
 673 now let's do a class survey  
 674 i ask you as class  
 675 please [put up your finger]  
 676 [[(raises her hand)]]  
 677 do you like listening to music?  
 678 yes i do  
 679 no i don't  
 680 ((takes her hand down))  
 681 Class: ((pupils raise their hands))  
 682 Teacher: ((counts the number of hands))  
 683 one  
 684 two  
 685 three  
 686 four  
 687 five  
 688 six  
 689 seven  
 690 eight  
 691 nine  
 692 ten  
 693 eleven  
 694 twelve  
 695 thirteen  
 696 fourteen  
 697 fifteen  
 698 sixteen  
 699 seventeen  
 700 eighteen?  
 701 Pupil\_x: ich glaube ja  
 702 Teacher: eighteen  
 703 ((writes the number on the board))  
 704 do you like meeting friends?  
 705 Class: ((pupils raise their hands))  
 706 Teacher: ((counts hands silently))  
 707 Pupil\_x: das sind alle  
 708 Pupil\_y: die ganze klasse  
 709 Teacher: twenty-one  
 710 ((writes the number on the board))  
 711 Pupil\_z: einundzwanzig  
 712 Teacher: do you like playing computer games  
 713 Class: ((pupils raise their hands))  
 714 Teacher: only hm

715                   ((points her thumb up))  
716                   or hm  
717                   ((points her thumb down))  
718                   ((counts the number of hands))  
719                   one  
720                   ((stops counting))  
721                   i can't count that  
722                   [hm or hm?]  
723                   [*((puts her thumb up and down))*]  
724                   ((counts the number of hands))  
725                   one two three four five six seven  
726                   eight nine ten eleven twelve thirteen  
727                   fourteen fifteen sixteen?  
728                   ((writes the number on the board))  
729                   do you like playing football?  
730   Class:           ((pupils raise their hands))  
731   Pupil\_x:        alle  
732   Pupil\_y:        alina meldet sich auch  
733   Teacher:        ((counts the number of hands silently))  
734                   fifteen  
735                   ((writes the number on the board))  
736   Pupil\_x:        fünfzehn  
737   Teacher:        do you like reading?  
738                   reading books  
739   Class:           ((pupils raise their hands))  
740   Teacher:        ((counts the number of hands silently))  
741                   fifteen too  
742                   ((writes the number on the board))  
743                   and do you like watching tv?  
744   Class:           ((pupils raise their hands))  
745   Teacher:        ((counts the number of hands silently))  
746   Pupil\_x:        geht so  
747   Pupil\_y:        geht so  
748   Pupil\_z:        geht so  
749   Teacher:        nineteen  
750                   ((writes the number on the board))  
751   Pupil\_x:        neunzehn  
752   Teacher:        okay  
753                   so all of you like meeting friends  
754                   now please  
755                   turn around your activity book again  
756   Class:           [*((pupils turn around their activity books))*]  
757   Teacher:        [there you have such a survey]  
758   Lotte:           sollen wir das jetzt abmalen?  
759   Teacher:        pscht  
760                   <<all> no no no no no no no>  
761   Pupils:          ((pupils mumble))  
762   Teacher:        psch  
763                   now  
764                   i'm jan  
765                   ((takes Jan's activity book))

766 i take my activity book  
 767 and my pencil  
 768 i get up and for example  
 769 i go to leo  
 770 and say  
 771 write down leo  
 772 and say  
 773 do you like listening to music?  
 774 Leo: yes i do  
 775 Teacher: and i tick it for leo  
 776 ((*pantomimes ticking the box in the survey*))  
 777 listening to music  
 778 meeting friends  
 779 playing computer games  
 780 playing football  
 781 reading and watching tv.  
 782 okay  
 783 then i go to somebody else  
 784 ((*walks up to another pupil*))  
 785 for example to verena  
 786 hi verena  
 787 i write down the name verena  
 788 ((*writes down 'Verena'*))  
 789 who's talking?  
 790 sh::  
 791 ((*turns around*))  
 792 and then i ask you  
 793 ((*turns to Verena*))  
 794 do you like listening to music?  
 795 Verena: yes i do  
 796 Teacher: and i tick it  
 797 and so on  
 798 ((*ticks the box*))  
 799 so  
 800 what do you have to do [now?]  
 801 Maja [frau <name>?]  
 802 Teacher: in german  
 803 Maja: frau <name>?  
 804 Teacher: yes  
 805 Maja: wenn ich jetzt zum beispiel zu celine gehe  
 806 und ich sie dann frag  
 807 muss sie mich danach aber auch fragen?  
 808 Teacher: that would make sense  
 809 yes  
 810 so?  
 811 what-  
 812 cornelius stop  
 813 first tell us in german  
 814 what do you have to do  
 815 psh:  
 816 i didn't say start

817 cornelius in german  
 818 (xx)  
 819 celine  
 820 stop it  
 821 i didn't say start  
 822 cornelius?  
 823 in german  
 824 what do you have to do  
 825 in german  
 826 Cornelius: was was  
 827 also wir solln zu einem anderen gehn  
 828 und fragen ob er das mag oder nich  
 829 Teacher: ((nods))  
 830 Pupil\_x: in deutsch aber  
 831 Teacher: ((makes a sound of astonishment))  
 832 no  
 833 in english  
 834 okay now you can start  
 835 Class: ((the pupils walk around in the classroom,  
 836 ask each other the questions that they  
 837 have just practiced and fill in the  
 838 survey))  
 839 ((26:38-33:43))  
 840 Teacher: last minute  
 841 one minute  
 842 ((33:46-34:56))  
 843 ((rings a bell))  
 844 so my dears  
 845 five ((counts with her fingers))  
 846 four  
 847 three  
 848 two  
 849 one  
 850 and  
 851 psch  
 852 zero  
 853 my girls?  
 854 lotte?  
 855 it's zero  
 856 psch  
 857 so that was cool  
 858 yes paul?  
 859 Paul: dürfen wir jetzt in die pause?  
 860 Pupil\_x: dürfen wir [jetzt] frühstücken?  
 861 Teacher: [no]  
 862 ((looks at her watch))  
 863 Pupil\_x: wegen [(---)] wegen der sonnenfinsternis  
 864 Teacher: [no]  
 865 no  
 866 the lesson is not over  
 867 it's still sunny

868 so i don't think so  
 869 Pupil\_y: wir dürfen nich in die pause  
 870 Teacher: (xxx) sonne scheint (x) nicht  
 871 please cut out the cards  
 872 free-time activities  
 873 i write down the word  
 874 ((writes 'freetime activities' on the board))  
 875 free-time activities  
 876 please cut out your cards  
 877 okay?  
 878 ((starts to distribute the material))  
 879 where's allan?  
 880 allan's not here  
 881 okay  
 882 and please quickly  
 883 take out your scissors  
 884 free-time activities  
 885 Class: ((pupils mumble; the teacher continues to  
 886 distribute the material;  
 887 the pupils cuts out the word cards))  
 888 ((36:41-43:03))  
 889 Pupil\_x: (x)  
 890 Teacher: (x)  
 891 no no no  
 892 only free-time activities  
 893 ((44:14))  
 894 Teacher: so  
 895 ((pupils mumble))  
 896 ten ((shows with her fingers))  
 897 nine  
 898 eight  
 899 seven  
 900 (xxx) ((says something to a pupil))  
 901 six  
 902 five  
 903 (xxx) ((says something to a pupil))  
 904 four  
 905 three  
 906 zoe it's three  
 907 two  
 908 one  
 909 and  
 910 psch  
 911 zero  
 912 lina  
 913 it's zero  
 914 Jan: (xxx)  
 915 Teacher: no jan  
 916 zero  
 917 psch  
 918 what's up with you t- today hm?

919                   please  
920                   take out your picture cards  
921                   free-time activities  
922                   and please put them onto your table  
923                   i like listening to music  
924                   put it onto your table  
925   Class:        ((*the pupils put one card after another*  
926                   *onto their table*))  
927   Teacher:     i like listening to music  
928                   i like meeting friends  
929                   put it down please  
930                   i like playing computer games  
931   Pupil\_x:     warte [warte]  
932   Teacher:     [i like] playing football  
933                   i like reading books  
934                   and i like (--) watching tv  
935                   so what is first  
936                   number one is?  
937                   mona  
938   Mona:        listen to music  
939   Teacher:     listening to music  
940                   good  
941                   ((*pins the matching picture card*  
942                   *to the board*))  
943                   number two is  
944                   leo?  
945   Leo:         meeting friends  
946   Teacher:     yes  
947                   ((*pins the matching picture card*  
948                   *to the board*))  
949                   third  
950                   cornelius?  
951   Cornelius:   play computer games  
952   Teacher:     playing  
953   Cornelius:   playing computer games  
954   Teacher:     yes good  
955                   ((*pins the matching picture card*  
956                   *to the board*))  
957                   four  
958                   paulina?  
959   Paulina:     playing football  
960   Teacher:     yes  
961                   ((*pins the matching picture card*  
962                   *to the board*))  
963                   and number six  
964                   celine?  
965   Celine:      reading  
966   Teacher:     reading  
967                   yes  
968                   ((*pins the matching picture card*  
969                   *to the board*))

970 and?  
 971 number seven is?  
 972 chihan?  
 973 Chihan: watching tv  
 974 Teacher: good  
 975 ((pins the matching picture card  
 976 to the board))  
 977 mix it  
 978 ((pantomimes shuffling the cards))  
 979 ((removes the picture cards from the  
 980 board))  
 981 Class: ((pupils mumble and shuffle their cards))  
 982 mischen mischen  
 983 Teacher: and now it's your turn  
 984 Celine: (xxx)  
 985 umdrehen und mischen  
 986 Teacher: i need a volunteer here  
 987 who wants to have my cards?  
 988 Lotte: bitte  
 989 bitte  
 990 Teacher: lukas  
 991 come here  
 992 ((Lukas comes to the front and takes the  
 993 picture cards))  
 994 i like  
 995 ich mag  
 996 Lukas: ich (mag) i like (5.0)  
 997 i like playing computer  
 998 games  
 999 Pupil\_x: [ich] wusste es  
 1000 Teacher: [mhm]  
 1001 Lukas: kann ich nur i like sagen?  
 1002 Teacher: i like  
 1003 ich mag  
 1004 Lukas: ich mag  
 1005 Teacher: i like  
 1006 Lukas: i like watching tv  
 1007 Pupil\_x: [wusste ich auch]  
 1008 Teacher: [okay]  
 1009 Lukas: i like (3.0)  
 1010 ((shows the picture card to the teacher))  
 1011 Teacher: reading  
 1012 Lukas: reading books  
 1013 Teacher: you can also say  
 1014 i don't like  
 1015 ich mag nicht  
 1016 das könntest du auch nehmen  
 1017 i like  
 1018 or i don't like  
 1019 Lotte: oder a little bit  
 1020 Teacher: mhh

1021                    ((shakes her head))  
1022 Lukas:        i don't like football  
1023 Teacher:      playing football  
1024 Pupil\_y:      was?  
1025                    wie kann man (xxx)?  
1026 Lukas:        ähm  
1027 Class:        ((pupils mumble))  
1028 Teacher:      psch  
1029 Lukas:        ähm  
1030                    wie heißt das noch mal?  
1031                    ((shows the picture card to the teacher))  
1032 Teacher:      meeting friends  
1033                    [((turns to Lotte))]  
1034                    [can you please stop talking]  
1035 Lukas:        meeting friends  
1036 Pupil\_x:      was jetzt?  
1037 Teacher:      thank you  
1038 Lukas:        meeting friends  
1039 Pupil\_x:      magst du oder nicht?  
1040                    ((pupils mumble))  
1041 Lukas:        mag ich  
1042                    ähm ähm ähm  
1043                    listen to music  
1044 Teacher:      i like listening to music  
1045                    okay  
1046                    thank you lukas  
1047                    so  
1048                    what is number one?  
1049                    jan  
1050 Jan:            playing computer games  
1051 Teacher:      yes  
1052                    ((pins the matching picture card  
1053                    to the board))  
1054                    what's number two?  
1055                    mona  
1056 Mona:          watching tv  
1057 Teacher:      jap  
1058                    ((pins the matching picture card  
1059                    to the board))  
1060                    and number three?  
1061                    oh dear  
1062                    come on  
1063 Lotte:          ich weiß es  
1064 Teacher:      yes please  
1065 Lotte:          reading  
1066 Teacher:      mhm  
1067                    ((pins the matching picture card  
1068                    to the board))  
1069                    and number four?  
1070                    theo  
1071 Theo:          football



1072 Teacher: playing football  
 1073 Theo: playing football  
 1074 Teacher: ja  
 1075 Theo: achso ja  
 1076 Teacher: ((pins the matching picture card  
 1077 to the board))  
 1078 last but one paulina?  
 1079 Paulina: meeting friends  
 1080 Teacher: yes  
 1081 ((pins the matching picture card  
 1082 to the board))  
 1083 and the last one  
 1084 maja  
 1085 Maja: ähm musik  
 1086 watching  
 1087 Jana: ((sits behind Maja))  
 1088 <<pp> listening to music>  
 1089 Teacher: listening  
 1090 Maja: listening to music  
 1091 Teacher: yes  
 1092 good  
 1093 well done  
 1094 who wants  
 1095 pscht  
 1096 <<all> pscht pscht pscht>  
 1097 who wants to read the word card?  
 1098 ((a card with a list of free-time  
 1099 activities))  
 1100 take out the word card and read it  
 1101 ((pantomimes what to do))  
 1102 who wants to read it  
 1103 lotte first  
 1104 Lotte: mhm  
 1105 Teacher: okay  
 1106 Lotte: ((reads))  
 1107 free-time activities  
 1108 listening to music  
 1109 meeting f- meet friends  
 1110 playing computer games  
 1111 playing play football  
 1112 read  
 1113 [watch]  
 1114 Teacher: [read] or reading?  
 1115 Lotte: da steht read [und watch tv]  
 1116 Teacher: [read okay]  
 1117 Lotte: play football und play computer games  
 1118 Teacher: [oh (1.0) okay]  
 1119 Lotte: [meet friends and listen to music]  
 1120 Teacher: okay  
 1121 that's okay  
 1122 and next one

1123                   who wants to read it?  
1124                   s:h  
1125                   jana please  
1126 Jana:            ((reads))  
1127                   listening to music  
1128                   meet friends  
1129                   play computer games  
1130                   play football  
1131                   reading  
1132                   watch tv  
1133 Teacher:        okay  
1134                   thank you  
1135                   and last one is paulina  
1136 Paulina:        ((reads))  
1137                   listen (x) music  
1138                   meeting friends  
1139                   play computer games  
1140                   playing football  
1141                   reading  
1142                   watching tv  
1143 Teacher:        okay  
1144                   thank you  
1145 Maja:            du hast doch aber paul gesagt oder?  
1146 Teacher:        pauliNA  
1147 Maja:            achso  
1148 Teacher:        so  
1149                   now you take your word cards  
1150                   and the picture cards  
1151                   and put it into your yellow box  
1152                   okay  
1153 Class:            ((pupils put their cards into their  
1154                    yellow boxes))  
1155                    ((one pupil comes to the front and talks  
1156                    to the teacher))  
1157                    ((51:39-52:08))  
1158 Teacher:        please sit down  
1159                   the lesson is not over  
1160                   the lesson is not over  
1161 Pupil\_x:        ich wollt nur auf die uhr gucken  
1162 Teacher:        so five ((counts down with her fingers))  
1163                   psch  
1164                   four  
1165                   three  
1166                   two  
1167                   one  
1168                   sh:  
1169                   and  
1170                   zero  
1171                   i need a volunteer to come here  
1172                   another volunteer  
1173                   anybody

1174 a volunteer  
 1175 Class: ((some pupils raise their hands))  
 1176 Lotte: ich  
 1177 Teacher: ehm mona  
 1178 come here please  
 1179 ((Mona comes to the front))  
 1180 ((the teacher shows her a picture card))  
 1181 [[(Mona pantomimes playing a computer game)]]  
 1182 [look at mona  
 1183 what is she doing?  
 1184 zoe stop it  
 1185 what is mona doing?]  
 1186 Mona: leo  
 1187 Leo: ähm play (x) computer games  
 1188 Teacher: she is playing computer games  
 1189 thank you  
 1190 leo  
 1191 come here  
 1192 ((Leo comes to the front))  
 1193 ((the teacher shows him a picture card))  
 1194 [[(Leo pantomimes reading a book)]]  
 1195 [what is leo doing?]  
 1196 Leo: paulina  
 1197 Paulina: reading  
 1198 Leo: yes  
 1199 ((Paulina comes to the front))  
 1200 ((the teacher shows her a picture card))  
 1201 ((Paulina pantomimes using a TV remote  
 1202 control))  
 1203 Paulina: maja  
 1204 Maja: wachti tv ((sic))  
 1205 Teacher: watching tv  
 1206 yes  
 1207 good  
 1208 come here maja  
 1209 ((Maja comes to the front))  
 1210 ((the teacher shows her a picture card))  
 1211 so have a look  
 1212 what is maja doing?  
 1213 psch  
 1214 stop talking my dears  
 1215 what is maja doing?  
 1216 ((Maja pantomimes kicking a ball))  
 1217 Maja: lotte  
 1218 Lotte: playing football  
 1219 Teacher: good  
 1220 well done  
 1221 ((Lotte comes to the front))  
 1222 Pupil\_x: es müssen auch mal andere drankommen  
 1223 Teacher: ((shows Lotte a picture card))  
 1224 a boy

1225                   [*((Lotte pantomimes listening to music,*  
1226                    *she exaggerates the action,*  
1227                    *pupils laughs))*]  
1228                   [what is lotte doing?]  
1229 Lotte:           ö:h  
1230 Teacher:          a boy please  
1231 Lotte:            a boy  
1232 Teacher:          yes a boy  
1233                   psch  
1234                   zoe and alina  
1235 Lotte:            paul  
1236 Paul:             listen to music  
1237 Lotte:           [yes]  
1238 Teacher:          [listen]ing to music  
1239                   yes  
1240                   good  
1241                   and come here  
1242                   [*((Paul comes to the front))*]  
1243                   [*((the teacher shows him a picture card))*]  
1244                   [look at paul]  
1245                   [*((Paul walks to a boy in the front*  
1246                    *and shakes his hand))*]  
1247 Pupil\_x:          hallo hier  
1248 Pupil\_y:          m(ee)ting friends?  
1249 Paul:             [*((claps))*]  
1250 Teacher:          very good  
1251                   we stop here  
1252                   once again  
1253                   please open your activity book  
1254                   on page thirty  
1255                   [*((writes the page number on the board))*]  
1256                   page thirty  
1257 Class:            [*((pupils open their activity books))*]  
1258 Pupil\_x:          dreißig  
1259 Teacher:          thirty  
1260 Class:            [*((pupils mumble))*]  
1261                   [*((56:05-56:23))*]  
1262 Teacher:          [*((rings a bell))*]  
1263                   in the red box  
1264                   there are (--) there are the words  
1265                   listening to music  
1266                   meeting friends  
1267                   playing computer games  
1268                   playing football  
1269                   reading  
1270                   and watching tv  
1271                   in number one  
1272                   it should be  
1273                   semir thinks  
1274                   i like playing computer games?  
1275 Pupil\_x:          meeting

1276 Teacher: i like  
 1277 jan?  
 1278 Jan: playing football  
 1279 Teacher: yes  
 1280 very good  
 1281 this exercise is homework  
 1282 okay?  
 1283 ((shows the exercise in the activity book))  
 1284 english  
 1285 page thirty  
 1286 the [upper number is homework okay?]  
 1287 Pupil\_x: [was muss man da machen?]  
 1288 Pupil\_x: was muss man da machen?  
 1289 Teacher: haben wir gerade geklärt  
 1290 ((writes on the board, pupils mumble))  
 1291 ((57:19-57:34))  
 1292 so english  
 1293 page thirty  
 1294 the upper number  
 1295 okay?  
 1296 fill in the words  
 1297 not now  
 1298 this is homework  
 1299 get up  
 1300 let's sing our song once again  
 1301 Class: ((pupils mumble))  
 1302 Teacher: yeah  
 1303 ((turns on the CD player))  
 1304 CD: what do you like  
 1305 who likes listening to music  
 1306 Teacher: come on  
 1307 CD,Class &  
 1308 Teacher: ((sing))  
 1309 who likes rapping  
 1310 tapping their feet  
 1311 and clap clap clapping  
 1312 who likes playing football  
 1313 come see us run  
 1314 kicking the ball  
 1315 is a lot of fun  
 1316 who likes reading books  
 1317 and comics too  
 1318 do you like doing the things that i do  
 1319 Teacher: ((turns off the CD player))  
 1320 and now  
 1321 it's breakfast

## **Background Information Sheet** **GS 2 3b 080515**

**School type:** primary school

**Class:** 3<sup>rd</sup> 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?



052 where's the cat?  
 053 where's the cat?  
 054 is she in the bedroom eating my shoe?  
 055 is she in the bathroom playing with shampoo?  
 056 where's the cat?  
 057 where's the cat?  
 058 there she is  
 059 sleeping in mum's favourite hat  
 060 Teacher: thank you  
 061 and anybody else?  
 062 pauline  
 063 Pauline: where's the cat?  
 064 where's the cat?  
 065 is she in the living room watching tv?  
 066 is she in the kitchen drinking my tea?  
 067 is she eh ((giggles))  
 068 where's the cat?  
 069 where's the cat?  
 070 is she in the bedroom eating my shoes?  
 071 is she in the bathroom playing with shampoo?  
 072 where's the cat? ([[jampu]])  
 073 where's the cat?  
 074 where she is sleeping in mum's favourite hat  
 075 Teacher: thank you  
 076 very good  
 077 Class: ((some pupils raise their hands,  
 078 wanting to recite the rhyme, too))  
 079 Teacher: no  
 080 we stop here for today  
 081 thank you  
 082 ehm by the way  
 083 do you like listening to music  
 084 lukas?  
 085 Lukas: yes  
 086 Teacher: i?  
 087 Lukas: do  
 088 Teacher: okay  
 089 and do you like playing <<len> football>  
 090 paulina?  
 091 Paulina: yes i do  
 092 Teacher: and do you like playing computer games  
 093 lina?  
 094 Lina: m:h (3.0) yes i do  
 095 Teacher: okay  
 096 and do you like meeting friends  
 097 mona?  
 098 Mona: yes i do  
 099 Teacher: what else do you like doing  
 100 lotte?  
 101 Lotte: ehm reading book  
 102 Teacher: you like reading books?

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 about: 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 about: 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 about: 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: verrat 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))

## Background Information Sheet

### GS 2 3b 190615

**School type:** primary school

**Class:** 3<sup>rd</sup> grade (3b)

**Date of recording:** 19.06.2015

**Length of recording:** 60:47 minutes

**Number of pupils in class:** 22

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

**Topic of the lesson:** Shopping at the kiosk

#### Topic vocabulary

- Ice cream flavours: chocolate, vanilla, strawberry, cherry
- Fruits: orange, peach, lemon, cherry, strawberry, apple
- Prices: one pound, two pounds, fifty p, etc.

#### Goals

- The pupils recall the vocabulary for ice cream flavours, fruits and English money.
- The pupils can ask for an item of food and say how much it costs.
- The pupils can conduct a shopping dialogue at the kiosk.

#### Textbook

Sunshine Class 3 (*Cornelsen Verlag*, 2007), Unit 6: In the park

#### Lesson overview

- Warm-up chant (Sunshine, Pupil's Book, p. 23)
- Repetition of vocabulary: Food items and ice cream flavours
- Practicing a food rhyme: "I eat <fruits>".  
The rhyme is first recited together, then in pairs and finally by individual pupils.
- Activity: "Shopping for food at the kiosk"  
The teacher introduces some ice cream flavours.  
The pupils say what flavours they would like to have ("I'd like \_\_\_\_").  
The pupils take out their play money (Pupil's Book, p. 24).  
The pupils name an item you can buy at the kiosk (e.g. a peach), say the price (e.g. 40p) and everybody holds up the right amount of play money.
- Listening comprehension activity: A boy wants to buy an ice cream.  
The pupils try to understand what flavours he wants.
- Practice activity I: The teacher practices the shopping dialogue with some pupils using different food items and prices.
- Practice activity II: The pupils practice the shopping dialogue at the kiosk in different pairs.
- Performance: Some pupils perform the shopping dialogue in front of the class.
- Pupils read the words in the task with a focus on "I'd like" and "a" vs. "an" – a lemon, but an orange. First they are read with the class, then with their partners (Activity Book, p. 37, No. 1).
- Pupils draw their favourite ice cream into their activity books and write down the name of the flavours (Activity Book, p. 39).

**Interesting observations**

- Introduction and practice of a shopping dialogue
- Dialogue performance in class
- Reciting a rhyme

**Use of media**

- CD with an audio file for the listening comprehension activity
- Textbook (Pupil's Book, Activity Book)
- Word cards and picture cards (with the ice cream flavours)
- Blackboard

**Personal notes**

001 Class: ((pupils mumble))  
002 Teacher: ((stands in front of the class,  
003 counts down slowly))  
004 five  
005 four  
006 three  
007 two  
008 oh oh oh o:h  
009 one  
010 and  
011 pscht  
012 zero  
013 (10.0)  
014 ((waits until everyone is quiet))  
015 jan  
016 we are waiting  
017 (7.0)  
018 Teacher &  
019 Class: ((sing))  
020 good morning  
021 good morning  
022 good morning to you  
023 good morning  
024 good morning  
025 and how do you do?  
026 Teacher: good morning  
027 Class: good morning misses <name>  
028 Teacher: ((points at mister <name>))  
029 Class: <<restrained voice> and mister <name>>  
030 Teacher: okay  
031 ehm what do i have here?  
032 ((points at what she is holding in her  
033 hand))  
034 i've got an-  
035 ((silently forms the word with her lips))  
036 Class: ((pupils raise their hands))  
037 Teacher: i've got an-  
038 ((silently forms the word with her lips))  
039 what's that?  
040 (9.0)  
041 andré?  
042 André: orange  
043 Teacher: yes  
044 very good  
045 i've got an orange  
046 ((shows a matching picture card to the class))  
047 and what i- do i have now?  
048 ((silently forms another word with her lips))  
049 Class: ((pupils raise their hands))  
050 Teacher: gian  
051 Gian: pitches ([pitʃəz])

052                   peaches   ([pi:tʃɪz]))  
 053   Teacher:     a peach  
 054                   i've got a peach  
 055                   ((shows a matching picture card to the class))  
 056                   yes  
 057                   good  
 058                   and what's that?  
 059                   i've got a  
 060                   ((silently forms another word with her lips))  
 061   Class:        ((pupils raise their hands))  
 062   Teacher:     maja  
 063   Maja:        lemon  
 064   Teacher:     yes  
 065                   that's a lemon  
 066                   ((shows a matching picture card to the class))  
 067                   and what's that?  
 068                   ((silently forms the word with her lips))  
 069   Class:        ((pupils raise their hands))  
 070   Teacher:     that's difficult  
 071                   it's a  
 072                   ((silently forms the word with her lips))  
 073                   paulina?  
 074   Paulina:     a cherry?  
 075   Teacher:     yes  
 076                   i've got a cherry  
 077                   ((shows a matching picture card to the class))  
 078                   and i like-  
 079                   ((silently forms another word with her lips))  
 080   Class:        ((pupils raise their hands))  
 081   Teacher:     andré?  
 082   André:       strawberry  
 083   Teacher:     yes  
 084                   i like strawberries  
 085                   ((shows a matching picture card to the class))  
 086                   and  
 087                   at last  
 088                   what's that?  
 089                   i've got an  
 090                   ((silently forms another word with her lips))  
 091   Class:        ((pupils raise their hands))  
 092   Teacher:     lukas?  
 093   Lukas:        ap(ple)  
 094   Teacher:     ple  
 095                   yes  
 096                   an apple  
 097                   ((shows a matching picture card to the class  
 098                   and leads over to the following rhyme))  
 099                   very good  
 100                   that's it  
 101                   <<len> i like apples>  
 102                   ((shows the picture card to the class))

103 Class: ((pupils start to recite the rhyme and  
 104 pantomime the actions))  
 105 ((the teacher does the same, but silently))  
 106 crunch crunch crunch  
 107 i like peaches  
 108 munch munch munch  
 109 i like oranges  
 110 lick lick lick  
 111 i like ice cream  
 112 quick quick quick  
 113 i like strawberries  
 114 chew chew chew  
 115 i like lemons  
 116 u:h u:h u::h  
 117 i like cherries  
 118 click click click  
 119 i like ice cream  
 120 quick quick quick  
 121 Teacher: very good  
 122 who wants to say them?  
 123 ((points at the class))  
 124 who wants to (xxx)?  
 125 Class: ((pupils raise their hands))  
 126 Teacher: verena?  
 127 okay  
 128 do so please  
 129 Verena: aber nicht mit i like  
 130 Teacher: [no]  
 131 Alina: [weil] eigentlich heißt es i eat  
 132 Teacher: oh  
 133 i'm sorry  
 134 i eat  
 135 yes  
 136 i eat  
 137 yes please  
 138 Verena: i eat apples  
 139 crunch crunch crunch  
 140 i eat peaches  
 141 munch munch munch  
 142 i eat oranges  
 143 lick lick lick  
 144 i eat ice cream  
 145 quick quick quick  
 146 i eat strawberries  
 147 chew chew chew  
 148 i eat lemons  
 149 u:h u:h u::h  
 150 i eat cherries  
 151 click click click  
 152 i eat ice cream  
 153 quick quick quick

154 Teacher: very good verena  
 155 cool  
 156 who's next?  
 157 jan  
 158 Jan: ich wollte mit lukas zusammen machen  
 159 Teacher: okay  
 160 Jan: ich mach die erste strophe  
 161 und er die [zweite]  
 162 Teacher: [first] stanza  
 163 second stanza  
 164 okay  
 165 Jan: i eat apples  
 166 crunch crunch crunch  
 167 i eat peaches  
 168 munch munch munch  
 169 i eat oranges  
 170 lick lick lick  
 171 i eat ice cream  
 172 quick quick quick  
 173 Lukas: i eat strawberries  
 174 chew chew chew  
 175 i eat ähm lemons  
 176 u:h u:h u::h  
 177 i eat cherries  
 178 click click click  
 179 i eat ice cream  
 180 ähm quick quick quick  
 181 Teacher: cool  
 182 very good  
 183 yes  
 184 and las- last turn  
 185 who's next?  
 186 lotte and paulina  
 187 you two okay?  
 188 first stanza  
 189 second stanza  
 190 Lotte: kann ich nich alleine?  
 191 Teacher: <<all> no no no>  
 192 Lotte: (ich mag aber nicht zusammen)  
 193 Teacher: okay  
 194 just start  
 195 Paulina: soll ich die erste strophe machen?  
 196 Teacher: it's up to you  
 197 as you want to  
 198 you want the first? ((to Paulina))  
 199 is that okay for you lotte?  
 200 Lotte: yes  
 201 Teacher: okay  
 202 Paulina: i eat apples  
 203 crunch crunch crunch  
 204 i eat peaches

205 munch munch munch  
 206 i eat oranges  
 207 lick lick lick  
 208 i eat ice cream  
 209 quick quick quick  
 210 Lotte: i eat strawberries  
 211 chew chew chew  
 212 i eat lemons  
 213 u:h u:h u::h  
 214 i eat cherries  
 215 click click click  
 216 i eat ice cream  
 217 l- l- quick quick quick  
 218 Teacher: yes  
 219 very good  
 220 super  
 221 okay  
 222 ehm ((clears her throat))  
 223 at the kiosk you can buy ice cream  
 224 Pupils: ice cream  
 225 Teacher: ((opens the left side of the board))  
 226 we are in the park again  
 227 and in the park we want to buy ice cream  
 228 ((opens the right side of the board))  
 229 Lotte: it's hot  
 230 Teacher: it's so hot  
 231 the sun is shining  
 232 and i'd like to buy an ice cream  
 233 what- which ice cream can i buy?  
 234 ((points at the picture and word cards  
 235 on the board))  
 236 Class: ((pupils raise their hands))  
 237 Teacher: what is it?  
 238 what flavours are there?  
 239 theo  
 240 Theo: ähm (--) vanilla ice cream  
 241 Teacher: mhm  
 242 Theo: strawberry ice cream  
 243 (x) ice cream  
 244 Teacher: CHOColate ice cream  
 245 Theo: yes  
 246 chocolate  
 247 Teacher: can you stick the cards to the ice cream?  
 248 Theo: äh (--)  
 249 ja und was ist mit gemischt?  
 250 ((talks about a picture card with a  
 251 double scoop ice cream cone))  
 252 ((stands up and comes to the front))  
 253 Teacher: ehm it's just here the strawberry  
 254 okay?  
 255 i've- i haven't gotten st- a strawberry



256 ice cream  
 257 oh we do it like this  
 258 have a look  
 259 ((starts drawing a single scoop ice cream  
 260 cone with strawberry flavour))  
 261 Theo: ((watches the teacher draw an ice cream  
 262 cone))  
 263 Teacher: please  
 264 start  
 265 Theo: ((starts sticking the word cards next to the  
 266 picture cards))  
 267 Teacher: ((turns away from the board))  
 268 oh don't we have red?  
 269 ((talks about the colour of chalk))  
 270 there's no red  
 271 ((starts drawing the strawberry flavoured  
 272 ice cream scoop in another colour))  
 273 this ought to be (--) strawberry  
 274 Pupil x: wir haben aber auch son rosa  
 275 Teacher: you don't have red  
 276 i can just see purple (--) and orange  
 277 ((shows the coloured pieces of chalk  
 278 to the class))  
 279 i don't know  
 280 Lotte: ah warte mal  
 281 ((stands up))  
 282 Teacher: oh  
 283 just leave it  
 284 ((wants Lotte to sit down again))  
 285 it's okay  
 286 this is strawberry  
 287 okay?  
 288 ((points at her drawing))  
 289 Lotte: okay  
 290 Teacher: okay  
 291 Theo: und das?  
 292 ((points at the double scoop ice cream  
 293 cone))  
 294 Teacher: i think that's okay  
 295 Lotte: (ich glaub ich weiß wo)  
 296 Teacher: i think it's okay  
 297 it's okay  
 298 so i prefer (--) chocolate  
 299 i would like to buy a chocolate ice cream  
 300 what would you like to have?  
 301 which ice cream would you like to buy?  
 302 i'd like a chocolate ice cream  
 303 i'd like  
 304 ich würde gerne haben  
 305 i'd like (-) a chocolate ice cream  
 306 what would you like?

307                   mona  
308   Mona:        i like a  
309   Teacher:    i'D like  
310   Mona:        [i'd]  
311   Teacher:    [(würde)]  
312   Mona:        i'd like a chocolate vanilla strawberry  
313                   ice cream=  
314   Teacher:    =hmm  
315                   okay  
316                   yummy  
317                   and (1.0) maja  
318   Maja:        i'd vanilla and strawberry-  
319                   ice cream  
320   Teacher:    okay  
321                   and you paul?  
322   Paul:        i like cherries ice cream  
323   Teacher:    cherry ice cream  
324                   yummy  
325                   and?  
326                   cornelius  
327   Cornelius:i like=  
328   Teacher:    =i'd like  
329   Cornelius:i'd like cherry und vanilla (([wanila]))  
330                   ice cream  
331   Teacher:    and vanilla ice cream  
332                   okay  
333                   and jan  
334                   what would you like?  
335   Jan:        i don't like vanilla ice cream  
336                   and strawberry ice cream  
337                   i like chocolate ice cream  
338   Teacher:    okay  
339                   and you theo  
340                   what would you like?  
341   Theo:        i like  
342   Teacher:    i'd like  
343   Theo:        i'd like  
344                   wie heißt spaghettieis?  
345   Teacher:    spaghetti ice cream  
346   Theo:        spaghetti <<pp> ice cream>  
347   Teacher:    cool  
348                   and you ehm ((coughs))  
349                   celine?  
350   Celine:    i like=  
351   Teacher:    =i'd like  
352   Celine:    i'd like a cookies <<p> ice cream>  
353   Teacher:    hmm  
354                   yes yummy  
355                   and you  
356                   leo?  
357   Leo:        i like=

358 Teacher: =i'd like  
 359 Leo: i'd like chocolate ice cream  
 360 Teacher: okay  
 361 and last one  
 362 jan  
 363 Jan: i'd like vanilla ice cream  
 364 Teacher: okay  
 365 so how much is the ice cream?  
 366 how much is it?  
 367 i don't know  
 368 how much is the ice cream?  
 369 what do you think?  
 370 lotte?  
 371 Lotte: ähm ähm (1.0)  
 372 <<p> on> the kiosk?  
 373 Teacher: let's have a look at the kiosk?  
 374 Lotte: ((nods))  
 375 Teacher: okay  
 376 open your pupil's book  
 377 on the kiosk page  
 378 that was page-  
 379 Pupils: siebenunddreißig  
 380 ((thumb through their books))  
 381 Teacher: on page twenty-four  
 382 Class: ((pupils mumble))  
 383 Pupil\_x: vierundzwanzig  
 384 Teacher: twenty-four  
 385 Lotte: guck mal  
 386 ähm  
 387 hier  
 388 guck mal  
 389 ((shows some pages to the teacher))  
 390 Teacher: ((nods))  
 391 i know  
 392 on page twenty-four  
 393 the blue book  
 394 twenty-four  
 395 ((shows the page to the class))  
 396 the kiosk  
 397 Class: ((pupils open their books))  
 398 Teacher: so again how much is the ice cream?  
 399 andré?  
 400 again how much is the ice cream?  
 401 how much is it?  
 402 just have a look  
 403 [((points at the kiosk shown on page  
 404 twenty-four))]  
 405 [how much is the ice cream?]  
 406 Class: (9.0)  
 407 ((pupils look into their books))  
 408 Teacher: how much is it?

409 (3.0)  
 410 oh dear  
 411 andré  
 412 how much is it?  
 413 André: äh banana?  
 414 Teacher: how much is it?  
 415 André: [(ähm)]  
 416 Teacher: [wie] teuer ist es?  
 417 André: achso  
 418 [(ähm)]  
 419 Teacher: [wie] viel kostet es?  
 420 how much is it?  
 421 André: achtzig p?  
 422 Teacher: in english?  
 423 André: ähm  
 424 eighty p?  
 425 Teacher: it's eighty p  
 426 yes  
 427 [(writes '80p' on the board))]  
 428 [it's eighty p  
 429 eighty pence]  
 430 yes  
 431 very good  
 432 oh what else can you buy at the kiosk?  
 433 what else can you buy?  
 434 (3.0)  
 435 what else can you buy?  
 436 maja  
 437 Maja: a peach  
 438 Teacher: peaches  
 439 yes  
 440 how much is a peach?  
 441 Maja: forty p  
 442 Teacher: okay  
 443 please take out your money  
 444 take out your money  
 445 Class: ((pupils take out their money))  
 446 Teacher: yes good  
 447 take out your [money]  
 448 Lotte: [(ähm)]  
 449 my money ähm  
 450 papa hat heute mein essen eingeräumt  
 451 und hat aber mein money ähm  
 452 in mein zimmer gestellt  
 453 und ich hab vergessen das mitzunehmen  
 454 Teacher: hmm  
 455 Lotte: [(xxx)]  
 456 Teacher: [so take mona's money]  
 457 take out your money alina  
 458 where's your money?  
 459 yes

460                   you need [the kiosk]  
 461                   [[*((points at the pupil's book))*]]  
 462                   and the money  
 463                   okay?  
 464   André:           my money is auch zuhause  
 465   Teacher:        andré  
 466                   [[*(gives him a look of reproach)*]]  
 467                   so  
 468                   the peach is forty p  
 469                   please take out forty p  
 470                   forty pence  
 471   Class:           [[*(pupils mumble)*]]  
 472                   vierzig?  
 473   Teacher:        yes  
 474                   forty p  
 475                   lina where is your money?  
 476   Lina:           weiß ich nich  
 477   Teacher:        oh dear  
 478                   really?  
 479                   [[*(gives her a look of reproach)*]]  
 480                   so who hasn't got the money?  
 481                   who hasn't got the money?  
 482                   (2.0)  
 483                   who hasn't got the money?  
 484                   it's lotte  
 485                   it's andré  
 486                   who hasn't  
 487                   who don't- doesn't have the money?  
 488                   [[*(uses her hands to clarify her question)*]]  
 489                   [no money]  
 490   Pupil\_x:        [wer-]  
 491                   wer hat kein geld mit?  
 492   Teacher:        no money  
 493                   fingers up  
 494   Lukas:           ich-  
 495                   ich hab gestern schon mein geld gesucht  
 496                   das ist weg  
 497                   ich hatte das immer in meiner mappe  
 498   Teacher:        it's not my fault  
 499                   so it's lotte andré lukas lina (---) and  
 500                   maja and alina  
 501   Alina:           hä?  
 502   Teacher:        no  
 503                   it's your money  
 504                   whose mon-  
 505                   okay  
 506                   so that's too much  
 507                   [[*(talks about the pupils who don't have*  
 508                   *the play money with them)*]]  
 509                   okay  
 510                   let's go on

511 let's go on  
512 ehm the peach is forty p  
513 take out forty p please  
514 Class: (*pupils hold up the amount of money*)  
515 Teacher: okay  
516 thank you  
517 what else can you buy at the kiosk?  
518 paul?  
519 Paul: peanuts  
520 Teacher: yes  
521 how much are the peanuts?  
522 Paul: sixty p  
523 Teacher: okay  
524 so take out sixty p  
525 jan  
526 where's your money?  
527 Jan: was?  
528 Teacher: where is your money?  
529 Jan: ich hab mich doch gemeldet  
530 Teacher: did you?  
531 Lukas: ja hat er  
532 er meldet sich immer so  
533 (*imitates how Jan raises his hand; the*  
534 *hand is hardly raised above the table*)  
535 Jan: nein  
536 ich hab mich so gemeldet  
537 (*raises his hand high in the air*)  
538 Teacher: sixty p are the peanuts  
539 please take out sixty p  
540 Class: (*pupils take out the amount of money*  
541 *and hold it up*)  
542 Teacher: okay  
543 fifty p and ten p  
544 that's correct  
545 good  
546 what else can you buy at the kiosk?  
547 what else?  
548 what would you like to buy?  
549 m:h celine  
550 Celine: popcorn  
551 Teacher: yes  
552 and how much is it?  
553 Celine: seventy?  
554 Teacher: yes  
555 it's seventy p  
556 so  
557 please take out seventy pence  
558 Class: (*pupils mumble, take out the amount*  
559 *of money and hold it up*)  
560 Teacher: and (1.0) what else can you buy there?  
561 what else can you buy?

562                   lukas?  
 563   Lukas:        ähm (5.0) warte (8.0)  
 564                   siebzig p  
 565   Teacher:      what?  
 566                   what are you buying?  
 567   Lukas:        banana ice cream  
 568   Teacher:      o:h  
 569                   you'd like to have  
 570                   a banana ice cream for seventy p  
 571                   and i like to have a lemon ice cream  
 572                   so  
 573                   the banana ice cream and a lemon ice cream  
 574                   how much is it all together?  
 575                   [*((draws a circle with her hands))*]  
 576                   [banana and lemon ice cream?  
 577                   how much is it all together?]  
 578                   eighty p and eighty p  
 579                   how much is it?  
 580   Mona:         eighty p plus eighty p  
 581   Teacher:      yes  
 582                   eighty p plus eighty p  
 583                   how much is it?  
 584                   how much is it?  
 585   Mona:         wie heißt nochmal dieses eine (x)?  
 586   Teacher:      pound  
 587                   how much is it?  
 588                   paulina?  
 589   Paulina:      was heißt ein euro auf englisch?  
 590   Mona:         one pound  
 591   Teacher:      ein euro  
 592                   one euro  
 593                   but you need [one [(1.0)] pound]  
 594   Mona:                                 [pound]  
 595   Teacher:      don't you?  
 596   Paulina:      ähm one pound and  
 597                   ähm sixty p  
 598   Teacher:      yes  
 599                   you're right  
 600                   [*((writes '£1,60' on the board))*]  
 601                   one pound sixty  
 602                   very good  
 603                   and anything else at the kiosk  
 604                   that you would like to buy?  
 605                   leo?  
 606   Leo:          a sandwich  
 607   Teacher:      a sandwich  
 608                   yes  
 609                   how [much is-]  
 610   Leo:           [a big] sandwich  
 611   Teacher:      a big sandwich  
 612                   how much is it?

613 Leo: ein (-) one pound seventy  
614 Teacher: okay  
615 so  
616 take out one pound seventy please  
617 take out one pound seventy  
618 Class: ((*pupils mumble, take out the amount*  
619 *of money and hold it up*))  
620 Teacher: okay  
621 and last thing  
622 what else would you like to buy?  
623 jan?  
624 Jan: apple (juice)  
625 Teacher: oh yes  
626 how much is it?  
627 Jan: fünfzig p  
628 Pupil\_x: <<p> fifty p>  
629 Jan: was heißt nochmal fünfzig?  
630 Teacher: FIFTy  
631 Jan: fifty p  
632 Teacher: fifty p  
633 so  
634 please buy two apple juices  
635 how much is it?  
636 two apple juices?  
637 lotte?  
638 Lotte: one pound  
639 Teacher: okay  
640 [so please]  
641 Lotte: [oder one] euro  
642 Teacher: <<all> no no>  
643 one pound  
644 so  
645 please take out one pound  
646 Class: ((*pupils take out the amount of money*  
647 *and hold it up*))  
648 Teacher: please take out one pound  
649 (5.0)  
650 okay  
651 that's it  
652 so now  
653 i'm NOT hungry  
654 and i'm NOT thirsty any longer  
655 i'm NOT hungry and i'm NOT thirsty  
656 we want to listen to the cd  
657 ähm (1.0) in the cd (-) on the cd  
658 pscht  
659 andré  
660 there is a boy  
661 and the boy wants to buy something  
662 he wants to buy an ice cream  
663 which ice cream would he like?



664 listen  
 665 which ice cream?  
 666 okay?  
 667 ((*turns on the CD player*))  
 668 i just have to start it  
 669 Class: [(10.0) ((*pupils mumble*))]  
 670 Teacher: [(*searches for the right track on the CD*))]  
 671 CD: sunshine  
 672 do you like  
 673 Teacher: okay  
 674 CD: at the kiosk  
 675 Teacher: just listen  
 676 CD: can i help you?  
 677 yes  
 678 i'd like an ice cream please  
 679 i've got strawberry  
 680 chocolate  
 681 vanilla  
 682 or banana ice cream  
 683 or what about a lemon ice cream?  
 684 i'd like a vanilla ice cream please  
 685 how much is it?  
 686 it's ((*a dog barks*))  
 687 here you are  
 688 Teacher: okay  
 689 so  
 690 what does the (one-) boy want to buy?  
 691 which ice cream?  
 692 alina?  
 693 Alina: lemon?  
 694 Pupil\_x: [vanilla]  
 695 Teacher: [not really]  
 696 pscht  
 697 gian?  
 698 Gian: vanilla ice cream  
 699 Teacher: okay  
 700 maja?  
 701 Maja: vanilla ice cream  
 702 Teacher: maja?  
 703 äh mona?  
 704 Mona: banana (--) ice cream ([[krem]])  
 705 Teacher: cornelius?  
 706 Cornelius: vanilla ice cream  
 707 Teacher: so  
 708 let's check it  
 709 let's check it once again  
 710 CD: at the kiosk  
 711 Teacher: jan  
 712 lis[ten]  
 713 CD: [can] i help you?  
 714 yes

715 i'd like an ice cream please  
716 i've got strawberry  
717 chocolate  
718 vanilla  
719 or banana ice cream  
720 or what about a lemon ice cream?  
721 i'd like a vanilla ice cream please  
722 how much is it?  
723 it's ((a dog barks))  
724 here you are  
725 Pupil\_x: vanilla  
726 Teacher: so  
727 which ice cream?  
728 paulina?  
729 Paulina: vanilla ice [cream]  
730 Teacher: [so]  
731 vanilla ice cream is correct  
732 have a look at the kiosk  
733 how much is it?  
734 how much is it?  
735 Class: ((pupils look up the price in their books))  
736 Teacher: a vanilla ice cream  
737 Lotte: eighty  
738 ((gives the answer without being asked))  
739 Teacher: ((shows the class to raise their hand to  
740 give an answer by pressing a finger on  
741 her lips and raising a hand))  
742 how much is the vanilla ice cream?  
743 it's an easy question  
744 how much is the vanilla ice cream?  
745 we've already talked about it  
746 it's on the board  
747 how much is it?  
748 theo?  
749 Theo: ähm (-) achtzig  
750 nee eighty p?  
751 Teacher: yes  
752 correct  
753 it's eighty p  
754 very good  
755 ähm (1.0)  
756 Pupil\_x: frau <name>?  
757 aber ähm  
758 da sagt sie doch nur  
759 ähm how mu- äh how much  
760 und der mann sagt-  
761 Pupil\_y: die frau  
762 Pupil\_x: oder die frau  
763 is- here you are  
764 Teacher: it's and then the dog is barking  
765 ((imitates a dog's bark))

766 and we can't understand it  
 767 there was the dog  
 768 you couldn't hear the ma- the price  
 769 there was a dog  
 770 okay?  
 771 so ähm  
 772 Lotte: oh gott  
 773 der dog war der preis?  
 774 Teacher: ((*turns around and talks to Lotte;*  
 775 *gives her some picture cards*))  
 776 frag mich mal  
 777 can i help you  
 778 kann ich ihnen helfen?  
 779 Lotte: can i help you?  
 780 Teacher: yes  
 781 i'd like an apple please  
 782 Lotte: ((*searches for the matching picture card*))  
 783 here is the apple  
 784 [((*gives the picture card to the teacher*))]  
 785 Teacher: thank you  
 786 how much is it?  
 787 Lotte: ähm it's one pou- äh it's two pound  
 788 and ähm and seventy p  
 789 Teacher: puh  
 790 that's expensive  
 791 two pounds  
 792 ((*helps herself to Mona's play money*))  
 793 i don't have so much mon-  
 794 two pounds and seventy:: p  
 795 here you are  
 796 Lotte: thank you  
 797 Teacher: bye-bye  
 798 Lotte: bye-bye  
 799 Teacher: and i've got some more things at the kiosk  
 800 ((*gets some more picture cards*  
 801 *and shows them to the class*))  
 802 hmm  
 803 i've got (---) peanuts at the kiosk  
 804 and popcorn  
 805 Lotte: lettuce  
 806 Teacher: no no  
 807 not lettuce  
 808 ((*sorts out the picture card*  
 809 *with a lettuce*))  
 810 lettuce is not at the kiosk  
 811 carrots no  
 812 ((*sorts out the picture card*  
 813 *showing carrots, too*))  
 814 but a sandwich  
 815 that sandwich is at the kiosk  
 816 ((*shows the picture card to the class*))

817 Lotte: carrots and lettuce is-  
 818 Teacher: so  
 819 somebody else?  
 820 ((wants to give the picture cards to  
 821 another pupil in order to perform another  
 822 role play))  
 823 Lotte: warte  
 824 ich will was sagen  
 825 Teacher: yes?  
 826 Lotte: carrots and lettuce is vegetable  
 827 Teacher: yes  
 828 you're right  
 829 ((gives the picture cards to Paul))  
 830 <<p> can i help you?>  
 831 <<p> du fragst mich>  
 832 Paul: mhm  
 833 Teacher: <<p> can i help you?>  
 834 Paul: can i help you?  
 835 Teacher: ähm yes  
 836 i'd like some cop- popcorn please  
 837 Paul: ((searches for the matching picture card))  
 838 here you are  
 839 Teacher: thank you  
 840 how much is it?  
 841 Paul: hm one pound  
 842 Teacher: here you are  
 843 bye-bye  
 844 Paul: bye-bye  
 845 Teacher: ähm (3.0)  
 846 ((gives the picture cards to Theo))  
 847 <<p> can i help you?> ((to Theo))  
 848 Theo: can i help you?  
 849 Teacher: ähm yes  
 850 i'd like a banana please  
 851 Theo: ((searches for the matching picture card))  
 852 here you are  
 853 Teacher: thank you  
 854 how much is it?  
 855 Theo: zehn (2.0) twelve pounds  
 856 Teacher: is it a golden banana?  
 857 huh  
 858 twelve pounds  
 859 here you are  
 860 thank you  
 861 bye-bye  
 862 ((walks over to the next pupil))  
 863 ((pupils mumble))  
 864 too expensive  
 865 hello ((to Alina))  
 866 Alina: hello  
 867 help you (x)?

868 Teacher: can i help you?  
 869 Alina: can i help you?  
 870 Teacher: yes  
 871 i'd like  
 872 pscht  
 873 i'd like a sandwich please  
 874 Alina: ((searches for the matching picture card))  
 875 here you are  
 876 Teacher: thank you  
 877 how much is it?  
 878 Alina: fifty pound  
 879 Teacher: fifty pounds?  
 880 Alina: ja  
 881 ((giggles))  
 882 Teacher: are you sure?  
 883 Alina: ja  
 884 Teacher: i don't have fifty pounds  
 885 it's too expensive  
 886 what about two pounds mh?  
 887 Alina: yes  
 888 Teacher: okay  
 889 two pounds  
 890 that's (--) also expensive i think  
 891 [here you are]  
 892 Lotte: [fünfzig-]  
 893 fünfzig euro fürn [sandwich]  
 894 Teacher: [bye-bye]  
 895 ((pupils laugh))  
 896 and who is next?  
 897 ((walks over to the next pupil))  
 898 hello ((to Jan))  
 899 Jan: hello  
 900 Teacher: pscht  
 901 listen  
 902 lotte ((to Lotte who has turned around to  
 903 talk to another pupil))  
 904 hello ((to Jan))  
 905 Jan: can i help you?  
 906 Teacher: yes  
 907 i'd like ähm a strawberry ice cream please  
 908 Jan: ((searches for the matching picture card))  
 909 here you are  
 910 Teacher: thank you  
 911 how much is it?  
 912 Jan: ähm one hundred pound  
 913 Teacher: no  
 914 it's not  
 915 Class: ((pupils mumble and giggle))  
 916 Jan: okay  
 917 three pound  
 918 Teacher: boah

919                   that's expensive  
920                   here you are  
921    Jan:            thank you  
922    Teacher:       okay  
923                   thank you  
924                   bye-bye  
925                   (*walks to the front of the class*)  
926                   so  
927                   it's can i help you?  
928                   kann ich dir helfen?  
929                   all together  
930                   psch  
931    Class &  
932    Teacher:       can i help you?  
933                   (*some pupils also add 'please'*)  
934    Teacher:       please  
935                   yes  
936                   please  
937                   again  
938    Class &  
939    Teacher:       can i help you please?  
940    Teacher:       no  
941                   please kommt erst später  
942                   anyway  
943                   can i help you  
944                   just can i help you  
945                   psch:  
946                   lukas  
947                   and then  
948                   yes  
949                   i'd like  
950                   i'd like a  
951                   i'd like an  
952                   i'd like some  
953                   i'd like  
954                   okay?  
955                   i'd like  
956                   (*wants the class to repeat this*  
957                   *phrase all together*)  
958    Class &  
959    Teacher:       i'd like  
960    Class:          (*some pupils mumble*)  
961    Teacher:       psch:  
962                   and then you say  
963                   ähm yes i'd like an apple  
964                   i'd like an orange  
965                   i'd like a banana  
966                   i'd like a banana ice cream  
967                   i'd like a sandwich  
968                   i('d) like some popcorn  
969                   i'd like some peanuts

970                   okay?  
971                   here you are  
972                   bitte schön  
973                   here you are  
974                   again  
975                   and?  
976   Class &  
977   Teacher:   here you are  
978   Teacher:   and then how much is it?  
979                   wie viel kostet es?  
980                   how much is it?  
981                   and together  
982   Class &  
983   Teacher:   how much is it?  
984   Teacher:   it's thirty p  
985                   it's fifty p  
986                   it's one pound twenty  
987   Lotte:     it's one hundred pounds  
988   Teacher:   psh:  
989                   psh:  
990                   no it's not  
991                   it's five pounds  
992                   okay?  
993                   thank you  
994                   bye-bye  
995                   so  
996                   you work in pairs  
997                   you need your picture cards fruit  
998                   and your picture cards food  
999                   so  
1000                  how much ar- how many pupils are there?  
1001                  one  
1002                  two  
1003                  three  
1004                  four  
1005                  five  
1006                  six  
1007                  seven  
1008                  eight  
1009                  nine  
1010                  ten  
1011                  eleven  
1012                  <<p> twelve  
1013                  thirteen  
1014                  fourteen  
1015                  fifteen  
1016                  [sixteen seventeen eighteen nineteen twenty]>  
1017   Alina:     [brauchen wir auch popcorn und so  
1018                   frau <name>?]  
1019   Teacher:   twelve  
1020   Alina:     müssen wir auch popcorn und so?

1021 Teacher: <<p> one  
1022 two  
1023 three  
1024 four  
1025 five  
1026 six  
1027 seven  
1028 eight  
1029 nine  
1030 ten  
1031 eleven  
1032 twelve>  
1033 so  
1034 have a look  
1035 from lukas to jan  
1036 lina  
1037 verena and these girls  
1038 *((walks towards these pupils and points*  
1039 *at them))*  
1040 and you  
1041 you are the kiosk  
1042 you take out the fruit and the food  
1043 you're the kiosk  
1044 okay?  
1045 and you  
1046 jan  
1047 andré  
1048 theo  
1049 you here and all you  
1050 *((points at some pupils))*  
1051 you are the children  
1052 take out your money and go shopping  
1053 *((turns towards Verena))*  
1054 *((pupils get ready for the activity;*  
1055 *a lot of mumbling in class; some sort*  
1056 *out their cards/money for the activity))*  
1057 hello  
1058 Verena: hello  
1059 can i help you?  
1060 Teacher: i'd like an apple please  
1061 Verena: here you are  
1062 Teacher: how much is it?  
1063 Verena: one p  
1064 Teacher: one penny  
1065 thank you  
1066 bye-bye  
1067 so  
1068 you can start  
1069 go around  
1070 get up and go shopping  
1071 go shopping



1072 Alina: was?  
 1073 Teacher: go shopping  
 1074 Class: ((*pupils start to do the activity*))  
 1075 Alina: äh frau <name>  
 1076 muss ich meine karten auch  
 1077 [rausholen?]  
 1078 Teacher: [you take your money]  
 1079 du bist später kiosk  
 1080 da brauchst du deine karten  
 1081 jetzt nimmst du dein geld  
 1082 und gehst einkaufen  
 1083 you go shopping  
 1084 Alina: okay  
 1085 aber ich hab nur diese drei sachen  
 1086 Teacher: oh dear  
 1087 Alina: ((*gets up to go shopping, but forgets to*  
 1088 *take the money with her*))  
 1089 Teacher: take your money  
 1090 you need money for going shopping  
 1091 Alina: ((*takes her money*))  
 1092 Teacher: ((*talks to another pupil*))  
 1093 go there and buy something  
 1094 ((*talks to Alina again*))  
 1095 i say can i help you?  
 1096 and you say?  
 1097 i'd like  
 1098 sagst du  
 1099 du musst das sagen  
 1100 i'd like  
 1101 Alina: (x)  
 1102 Class: ((*pupils do the activity*))  
 1103 ((*30:50-33:35*))  
 1104 Teacher: ((*rings a gong*))  
 1105 stop it please  
 1106 stop it  
 1107 five  
 1108 four  
 1109 three  
 1110 two  
 1111 one  
 1112 and  
 1113 zero  
 1114 Class: ((*pupils sit down again*))  
 1115 Teacher: please  
 1116 mona and maja  
 1117 stop talking  
 1118 pscht  
 1119 now it's vice versa  
 1120 [((*points at the pupils*))]  
 1121 [now you are the kiosk  
 1122 and you are the kiosk]

1123 and you are the kiosk  
 1124 and you are the kiosk  
 1125 and you all  
 1126 you all]  
 1127 ((*points at some pupils*))  
 1128 go around and buy something  
 1129 now you take out your money  
 1130 and go shopping please  
 1131 Class: ((*pupils get up to do the activity*))  
 1132 ((34:30))  
 1133 ((*the next sequence occurs in front of the*  
 1134 *camera*))  
 1135 Leo: hello  
 1136 Alina: hello can i help you?  
 1137 Leo: ähm i'd like the peanuts  
 1138 Alina: ((*hands him the peanuts*))  
 1139 five pounds  
 1140 Leo: how much is it?  
 1141 Alina: five pounds  
 1142 nein  
 1143 one pound  
 1144 Leo: ((*pays the money*))  
 1145 (x)?  
 1146 Alina: ja  
 1147 kriegst du  
 1148 aber wo ist mein geld alter?  
 1149 paulina ((*to Paulina who also queues*))  
 1150 paulina  
 1151 Paulina: hier ist dein geld  
 1152 Alina: hier ist doch mein geld man  
 1153 geht doch  
 1154 okay  
 1155 wie viel hab ich gesagt?  
 1156 ein euro  
 1157 ((*gives Leo his change*))  
 1158 kriege ich mein geld wieder und meine  
 1159 peanuts?  
 1160 tschüss  
 1161 ((35:37-37:45))  
 1162 Teacher: ((*rings a gong*))  
 1163 five  
 1164 four  
 1165 three  
 1166 two  
 1167 one  
 1168 one  
 1169 and  
 1170 pscht  
 1171 zero  
 1172 Class: ((*pupils sit down again*))  
 1173 Teacher: psch

1174 zero  
 1175 so here (--)  
 1176 [*((uses one of the tables in the front row))*]  
 1177 [here is the kiosk]  
 1178 here is the kiosk  
 1179 [at the kiosk you can buy <<len> sandwiches  
 1180 oranges peaches lemon juice cherry juice  
 1181 apples popcorn banana milk peanuts  
 1182 and ice cream>]  
 1183 [*((displays the picture cards on the table,*  
 1184 *which is supposed to represent the kiosk))*]  
 1185 chocolate ice cream  
 1186 can you stop it please?  
 1187 *((to one of the pupils who is talking))*  
 1188 vanilla ice cream  
 1189 and (--) strawberry ice cream  
 1190 this is my kiosk  
 1191 who wants to come here and buy something?  
 1192 Class: *((pupils raise their hands;*  
 1193 *Lotte stands up))*  
 1194 Teacher: sit down please *((to Lotte))*  
 1195 Verena: frau <name>  
 1196 das gehört mir nicht  
 1197 das war auf meinem platz  
 1198 *((holds up two pounds))*  
 1199 Teacher: maybe is it pauline's  
 1200 two pounds?  
 1201 Pauline: nee  
 1202 Teacher: no?  
 1203 Maja: du hast davon-  
 1204 immer von den großen zwei  
 1205 nee  
 1206 is nich paulines  
 1207 Teacher: okay  
 1208 verena  
 1209 give it to me please  
 1210 and if you're missing a coin  
 1211 you can come here  
 1212 okay?  
 1213 so  
 1214 who wants to buy something at my kiosk?  
 1215 (there are) delicious things  
 1216 mh:m  
 1217 ehm maja  
 1218 come here please  
 1219 Maja: soll ich geld mitbringen?  
 1220 Teacher: yes  
 1221 please  
 1222 you need money  
 1223 Pupil\_x: maja  
 1224 ohne geld da aufkreuzen

1225                das geht nich  
1226 Teacher:    no  
1227                then you can't buy anything  
1228 Maja:        ((*comes to the front*))  
1229 Teacher:    hello  
1230                [can i help you?]  
1231 Maja:        [hello]  
1232                ähm  
1233                strawberry  
1234 Teacher:    i'd like  
1235 Maja:        banana  
1236 Teacher:    a strawberry and banana ice cream?  
1237 Maja:        ja  
1238                yes=  
1239 Teacher:    =okay  
1240                so  
1241                here you are  
1242                it's one pound twenty  
1243 Maja:        (12.0)  
1244                ((*searches for the right amount of money*))  
1245 Teacher:    one pound twenty  
1246                can i help you?  
1247                ((*stretches out her hands, probably to take*  
1248                *some of the money*))  
1249                [((*then takes the money herself*))]  
1250                [i think it's (1.0) that]  
1251                okay  
1252                thank you  
1253                bye-bye  
1254                ((*Maja goes back to her seat*))  
1255                who wants to stay- stand here?  
1256                ((*points at her position*))  
1257                paulina  
1258                come here  
1259 Paulina:    ((*comes to the front*))  
1260                soll ich da hin?  
1261                ((*points behind the counter*))  
1262 Teacher:    mhm  
1263                jan  
1264                come here  
1265 Jan:        ((*comes to the front*))  
1266 Teacher:    oh jan doesn't have any money  
1267                okay  
1268 Jan:        ja okay  
1269                [ich hab keins]  
1270 Teacher:    [okay  
1271                we just play it]  
1272                okay  
1273 Paulina:    can i helf you? ((*sic*))  
1274 Jan:        ähm yes  
1275                i'd like hm vanilla ice cream

1276 Paulina: here you are  
 1277 Jan: ähm thank you  
 1278 how much is it?  
 1279 Paulina: ähm  
 1280 Teacher: andré psch  
 1281 Paulina: one pound  
 1282 Jan: ((*imitates paying the money*))  
 1283 bye-bye  
 1284 [thank you]  
 1285 Paulina: [bye]  
 1286 Teacher: okay  
 1287 and last turn  
 1288 Paulina: soll ich wieder zurückgehen?  
 1289 Teacher: mhm  
 1290 verena  
 1291 come here  
 1292 Verena: (4.0) ((*comes to the front*))  
 1293 Teacher: and alina  
 1294 come on  
 1295 Alina: ((*comes to the front*))  
 1296 hello  
 1297 Verena: hello  
 1298 Teacher: timothy?  
 1299 don't  
 1300 Verena: ((*unsure about how to start the*  
 1301 *conversation*))  
 1302 Teacher: <<p> can i help you?>  
 1303 Verena: <<p> can i help you?>  
 1304 Teacher: but louder  
 1305 Verena: can i help you?  
 1306 Alina: yes äh  
 1307 peanuts and sandwich  
 1308 Teacher: i'd like some peanuts  
 1309 [and a sandwich]  
 1310 Alina: [i'd like] some peanuts and sandwich  
 1311 Verena: ((*gives her some peanuts and a sandwich*))  
 1312 Teacher: [<<p> here you are>]  
 1313 Alina [how much]  
 1314 Verena: here you are  
 1315 Alina: how much is it?  
 1316 Verena: (11.0)  
 1317 Teacher: how much is it?  
 1318 hm?  
 1319 <<p> du kannst dir einen preis ausdenken ne?>  
 1320 Verena: ((*nods*))  
 1321 (3.0)  
 1322 Teacher: one pound twenty  
 1323 one pound sixty  
 1324 two pounds  
 1325 just (1.0) anything  
 1326 Verena: two pounds

1327 Alina: ((gives her two pounds))  
1328 Verena: [thank you]  
1329 Alina: [bye-bye]  
1330 Teacher: okay  
1331           thank you  
1332           well done  
1333           please  
1334 Alina: ((stretches out her hand for something))  
1335 Teacher: oh i'm sorry  
1336           ((gives some money back to Alina))  
1337 Alina: danke schön  
1338 Teacher: please open your activity book  
1339           the green book  
1340           [on page-]  
1341 Verena: [frau <name>]  
1342           [man müsste-]  
1343 Teacher: [thirty-seven]  
1344 Pupil\_x: sollen wir das geld weglegen?=  
1345 Teacher: =yes  
1346           you DON't need any money now  
1347           you DON't need your picture cards  
1348           clear your tables  
1349 Verena: man müsste aber auch immer  
1350           geld zum wechseln da haben  
1351           weil wenn die das  
1352 Teacher: some change  
1353           yes  
1354 Pupil\_y: frau <name>  
1355           welche seite?  
1356 Teacher: on page thirty-seven  
1357           thirty-seven  
1358           ((rearranges the kiosk scenery;  
1359           moves the tables back to their original  
1360           positions))  
1361           on page thirty-seven  
1362 Class: ((pupils mumble while opening their books  
1363           and searching for the page))  
1364           ((43:48-44:08))  
1365 Teacher: ((shows the class the green book with the  
1366           right page open))  
1367           thirty-seven in the green book  
1368 Class: ((pupils clear their tables and search for  
1369           the right page in their books))  
1370           ((44:20))  
1371 Teacher: five  
1372           four  
1373           pscht  
1374           three  
1375           two  
1376           one  
1377           psch

1378 and zero  
 1379 there are four children buying an ice cream  
 1380 and can you see the orange box here?  
 1381 ((points at the orange box in her green book;  
 1382 shows it to the class))  
 1383 we want to read it  
 1384 Theo: welche seite denn?  
 1385 Teacher: on page thirty-seven  
 1386 ((helps Theo to find the right page))  
 1387 here  
 1388 in the- the orange box  
 1389 it says a banana  
 1390 a cherry  
 1391 ice cream  
 1392 you don't need a pen now  
 1393 please put down your pencil  
 1394 no pencil now  
 1395 (2.0)  
 1396 a banana  
 1397 a cherry  
 1398 ice cream  
 1399 a lemon  
 1400 an orange  
 1401 a peach  
 1402 jan please read it  
 1403 Jan: [das?]  
 1404 [((points at his green book))]  
 1405 Teacher: the orange box  
 1406 Jan: a banana  
 1407 a cherry  
 1408 ice cream  
 1409 a lemon  
 1410 an orange  
 1411 a peach  
 1412 Teacher: very good  
 1413 now it's speech bubble number one  
 1414 ((points at the speech bubble in her green  
 1415 book; shows it to the class))  
 1416 have a look  
 1417 what does she think?  
 1418 what does she say?  
 1419 please tell me  
 1420 what does girl number one say?  
 1421 leo  
 1422 Leo: i'd like peach ice cream  
 1423 Teacher: A peach [ice cream]  
 1424 Leo: [a peach ice cream]  
 1425 Teacher: yes  
 1426 good  
 1427 and what does boy number two say?  
 1428 what does boy number two say?

1429                   theo?  
1430 Theo:            i'd like ähm (---) a lemon  
1431 Teacher:       uh  
1432                   boy number two  
1433                   here  
1434                   number two  
1435                   ((shows it to him in her book))  
1436 Theo:            achso  
1447                   i'd like ähm strawberry ice cream  
1438 Teacher:       a strawberry ice cream  
1439                   yes  
1440                   good  
1441                   and what does the girl number three say?  
1442                   with the red skirt and the purple t-shirt  
1443                   paulina  
1444 Paulina:       i like=  
1445 Teacher:       =i'D like  
1446 Paulina:       i'd like a banana ice cream  
1447 Teacher:       no  
1448                   what does she think about?  
1449                   have a look  
1450                   paulina  
1451                   ((shows it to her in her book))  
1452                   what does she think about?  
1453 Paulina:       ah achso  
1454                   i like a orange ice cream  
1455 Teacher:       i'D like AN orange ice cream  
1456                   yes  
1457                   good  
1458                   and number four?  
1459                   and number four?  
1460                   you don't need a pen now  
1461                   jan  
1462                   number four?  
1463 Jan:             i'd like (3.0) a lemon ice cream  
1464 Teacher:       okay  
1465                   very good  
1466                   please start  
1467                   and i'll write down what else  
1468                   what's your job after  
1469                   [okay?]  
1470 Pupil\_x:       [wir sollen das] jetzt reinschreiben?  
1471 Teacher:       yes  
1472                   start now  
1473                   just start  
1474                   just start  
1475                   okay  
1476 Class:       (5.0)  
1477                   ((pupils mumble))  
1478 Teacher:       i i write down what else  
1479 Class:       ((pupils mumble))



1480 ((47:42-48:04))  
 1481 ((pupils work on the task  
 1482 in their activity books))  
 1483 Lotte: was haben wir in der nächsten stunde?  
 1484 Teacher: ((writes the task on the board))  
 1485 i don't know  
 1486 Pupil\_y: mathe  
 1487 Lotte: nein  
 1488 [(xxx)]  
 1489 Teacher: [psch]  
 1490 psch::  
 1491 lotte  
 1492 stop  
 1493 Lotte: [(mumbles)]  
 1494 Teacher: [lotte]  
 1495 stop it  
 1496 Lotte: ähm ((mumbles))  
 1497 Teacher: no  
 1498 not now  
 1499 Pupil\_z: heute ham wir kein mathe  
 1500 Teacher: sh:  
 1501 girls?  
 1502 not now  
 1503 Girls: ((whisper about what lesson comes next))  
 1504 ((48:21-49:05))  
 1505 Teacher: ((writes on the board))  
 1506 Paul: fertig  
 1507 Teacher: have a look here paul  
 1508 ((points at what she has written  
 1509 on the board))  
 1510 ((continues writing on the board))  
 1511 ((reads out loud what is written on the  
 1512 board))  
 1513 read to your partner  
 1514 compare  
 1515 Paul: aber mein- aber mein partner ist noch nicht  
 1516 fertig  
 1517 Teacher: so just wait for your partner and  
 1518 ((stops talking to Paul  
 1519 who showed up at the front))  
 1520 Paul: sollen wir noch gar nicht (x)?  
 1521 Teacher: <<all> no no no>  
 1522 number one  
 1523 just number one  
 1524 Paul: (lesen)?  
 1525 Teacher: yes  
 1526 read it to your partner  
 1527 okay?  
 1528 Paul: ((nods and returns to his seat))  
 1529 Class: ((pupils mumble and work on the task))  
 1530 ((49:25-49:35))

1531 Pupil\_x: i'd like strawberry ice cream  
1532 ((49:47))  
1533 Teacher: so  
1534 read it to your partner  
1535 and then page fifty-two  
1536 maja and angelina  
1537 and then page fifty-two  
1538 fruit  
1539 okay?  
1540 so go on working  
1541 Zoe: muss ich auch A banana A apple?  
1542 Teacher: AN apple  
1543 Zoe: AN apple  
1544 aber muss ich auch a schreiben?  
1545 Teacher: yes  
1546 that's a good idea  
1547 do so  
1548 ((50:17-50:23))  
1549 Alina: hä  
1550 frau <name>  
1551 muss man auch auf seite siebenunddreißig  
1552 die erste aufgabe  
1553 zweite nummer zwei machen?  
1554 Teacher: no  
1555 just number one  
1556 and read it to your partner  
1557 read it to paulina  
1558 äh to zoe  
1559 and zoe reads it to you  
1560 okay?  
1561 ((turns to another pupil))  
1562 don't do that  
1563 no  
1564 just about number one  
1565 read it to your partner  
1566 and then do page fifty-two  
1567 okay?  
1568 ((talks to some pupils in the back of the  
1569 classroom))  
1570 ((50:58-51:15))  
1571 Alina: okay  
1572 ((reads out loud to Zoe what is written  
1573 in her activity book))  
1574 the boy  
1575 one boy  
1576 i'd like a peach ice cream  
1577 the boy two  
1578 i'd like a strawberry ice cream  
1579 the boy three  
1580 i'd like a orange ice cream  
1581 the boy four

1582 i'd like a lemon ice cream  
 1583 Zoe: ((reads out loud to Alina what is written  
 1584 in her activity book))  
 1585 the boy one  
 1586 i'd like a peach ice cream  
 1587 the boy two  
 1588 i'd like strawberry ice cream  
 1589 the boy (--) and the boy three  
 1590 i'd like a- an oranges ice cream  
 1591 the boy four  
 1592 i'd like a lemon ice [cream]  
 1593 Alina: [das]  
 1594 is'n mädchen  
 1595 Zoe: [hast du auch gesagt boy]  
 1596 Alina: [ich hab auch boy gesagt]  
 1597 okay  
 1598 Zoe: das is auch ein mädchen übrigens  
 1599 Alina: das?  
 1600 ((points at a picture in her activity book))  
 1601 Zoe: das  
 1602 boy boy (x)  
 1603 ((points at the same picture in Alina's  
 1604 activity book))  
 1605 Alina: (xxx) ((giggles))  
 1606 okay  
 1607 dann können wir hier weitermachen  
 1608 an apple  
 1609 ((works in her activity book))  
 1610 Class: ((pupils mumble and work on the task))  
 1611 ((52:23-53:16))  
 1612 Teacher: so please stop working for a moment  
 1613 just please stop working for a moment  
 1614 and open (--) in the activity book  
 1615 page (---) thirty-nine  
 1616 ((writes the page number on the board))  
 1617 Pupil\_x: hausaufgaben?  
 1618 Teacher: it's about ice cream again  
 1619 Teacher: page thirty-nine  
 1620 Class: ((pupils mumble))  
 1621 Teacher: scht scht::  
 1622 just listen  
 1623 draw your favourite ice cream  
 1624 what is draw again?  
 1625 draw?  
 1626 yes alina?  
 1627 Alina: male dein lieblingseis  
 1628 Teacher: yes  
 1629 very good  
 1630 andré  
 1631 what is draw your favourite ice cream?  
 1632 André: auf welcher seite soll das sein?

1633 Teacher: draw your favourite ice cream  
1634 what is it?  
1635 André: (orange) ice cream?  
1636 Teacher: no  
1637 in german?  
1638 what is it in german?  
1639 what did alina say?  
1640 (1.0)  
1641 what did alina say?  
1642 André: ä::h (4.0)  
1643 Teacher: draw your favourite ice cream  
1644 André: ((mumbles))  
1645 Teacher: what is it in german?  
1646 (13.0)  
1647 jan?  
1648 Jan: male deine ähm  
1649 male deine favourite eis- eis(kugel)  
1650 Teacher: yes  
1651 [that's-]  
1652 Jan: [weil] da ja so eine eiswaffel ist  
1653 aber da ist keine kugel  
1654 Teacher: yes  
1655 okay  
1656 so  
1657 write what you like and don't like  
1658 i like chocolate ice cream  
1659 i also like banana ice cream  
1660 and cherry ice cream  
1661 i don't like (---) apple ice cream  
1662 okay?  
1663 i like  
1664 i don't like  
1665 and stracciatella  
1666 last time you asked me stracciatella  
1667 it's chocolate chip  
1668 i write it down here okay?  
1669 so  
1670 please finish (---)[this  
1671 [(points at what she has  
1672 written on the board))]  
1673 finish this  
1674 you can start this  
1675 all this is homework]  
1676 okay?  
1677 [(points at the task written on the board))]  
1678 [beenden  
1679 beenden  
1680 gerne noch anfangen]  
1681 das ist [hausaufgabe]  
1682 Pupil\_x: [ich hab mal ne frage]  
1683 Techer: okay?

1684 Pupil\_x: müssen wir (xxx)?  
 1685 Teacher: yes  
 1686 and (write it)  
 1687 Alina: frau <name>?  
 1688 frau <name>?  
 1689 frau <name>?  
 1690 (1.0)  
 1691 frau <name>?  
 1692 Teacher: stracciatella  
 1693 ((writes 'Straciatella = chocolate chip'  
 1694 on the board))  
 1695 Alina: misses <name>?  
 1696 Teacher: ja  
 1697 just a moment  
 1698 ((writes 'cookie ice cream' on the board))  
 1699 Alina: müssen wir ein eis von t- hier nehmen?  
 1700 Teacher: no  
 1701 Alina: dürfen wir irgendeins nehmen?  
 1702 (8.0)  
 1703 darf man auch mehrere kugeln auf die waffel  
 1704 machen?  
 1705 Teacher: yes  
 1706 and then i also like  
 1707 Pupil\_y: wie soll ich das denn jetzt machen?  
 1708 Teacher: you draw an ice cream ((to Pupil\_y))  
 1709 colour it  
 1710 colour it  
 1711 and then you write i like mhmhmh  
 1712 i also like  
 1713 ich mag auch mhmhmh  
 1714 draw  
 1715 draw  
 1716 and mhmhmh  
 1717 i don't like  
 1718 Paulina: ((walks up to the teacher))  
 1719 (xxx)?  
 1720 Teacher: i also like  
 1721 ich mag auch  
 1722 okay?  
 1723 Paulina: (xxx)?  
 1724 Teacher: what you like  
 1725 you can take cookie ice cream  
 1726 you can take anything  
 1727 Class: ((pupils work on the task))  
 1728 ((57:24-58:07))  
 1729 Teacher: ((walks around the class to help the pupils))  
 1730 Alina: i like cherry ice cream  
 1731 Zoe: i like strawberry  
 1732 wie schreibt man noch mal strawberry?  
 1733 ((searches for the correct spelling in her  
 1734 activity book))

1735 Lotte: und wie wird cookie ice cream geschrieben?  
1736 Teacher: ((writes it on the board))  
1737 Alina: frau <name>  
1738 das hier hab ich nicht verstanden  
1739 Teacher: i like  
1740 i also like  
1741 ich mag auch  
1742 ((shows Alina what to do in her activity  
1743 book))  
1744 what else do you like?  
1745 Alina: aufmalen oder schreiben?  
1746 Teacher: ähm schreiben  
1747 (x)  
1748 Lotte: ((to the teacher))  
1749 ich hab keine hausaufgaben auf  
1750 Teacher: cool  
1751 Paul: ((to the teacher))  
1752 sollen wir hier alle lücken füllen?  
1753 sollen wir hier alle lücken?  
1754 Teacher: ((shows Paul what to do in his activity  
1755 book))  
1756 Class: ((pupils mumble and work on the task))  
1757 ((59:07-59:40))  
1758 Zoe: das kapier ich nicht ((to Alina))  
1759 Alina: hier musst du schreiben was-  
1760 ich mag noch  
1761 was du noch magst  
1762 Zoe: (x)?  
1763 Alina: das ist orange und das ist cookie  
1764 ((points at her drawing))  
1765 da male ich cookie stücke rein  
1766 Zoe: okay  
1767 cookie mach ich braun  
1768 ((60:01-61:31))  
1769 Teacher: okay  
1770 please stop here  
1771 clear your table and it's breakfast  
1772 [((points at what she has written  
1773 on the board))]  
1774 [and all this is homework  
1775 (the rest)]  
1776 Pupil\_x: ist das hausaufgabe?  
1777 Teacher: yes  
1778 but you're finished  
1779 Class: ((pupils mumble))



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# **Appendix**

## **PECC**

### **Volume 1**

## Transcription Conventions

All transcripts use Courier New as the font type. Utterances of the speakers are consistently printed in lower case letters unless there is a syllable stress. The names of the pupils have been pseudonymized, without changing the gender. Teachers' names are not used, but simply referred to as teacher or <name>. Transcripts are numbered consecutively, so that references to single utterances or sequences of turns-at-talk can be made (cf. Selting et al. 2009).

[ ]	overlapping talk
[ ]	
=	latching of talk
:	lengthening of sound
((the teacher writes on the board))	non-verbal actions or brief descriptions of the situation (here: the teacher writes something on the blackboard)
(([meɪ]))	IPA transcription of a word that has been mispronounced (here the word 'my' was pronounced 'may')
(.)	micro pause (<0.2 seconds)
(-)	estimated pause (0.2-0.5 seconds)
(--)	estimated pause (0.5-0.8 seconds)
(---)	estimated pause (0.8-1.0 seconds)
(1.0)	length of pause
((01:00))	length of recording time (here: 1 minute)
((01:00-02:30))	duration of an activity (here:1½ minutes)
?	upward intonation
.	downward intonation
,	level intonation
oranges	syllable stress
<<p>	> piano, quiet
<<pp>	> pianissimo, very quiet
<<all>	> allegro, fast
<<len>	> lento, slow
<<t>	> deep voice
<<h>	> high voice
<<funny voice>	> funny voice
<<strict voice>	> strict voice
can-	false start or beginning of self-correction
(x)	non-identifiable word
(xxx)	non-identifiable talk (i.e. more than one word)

### Speakers

Teacher	teacher of the lesson
CD	CD with an audio track that often comes with the textbook
Pupil_x/y/z	unspecific pupil(s), who comment(s) on something off-camera (Note: Pupil_x/y/z might occur several times in one transcript. It does not necessarily refer to the same pupil, unless it occurs in the immediately following turns.)
Class	contribution by the whole class
Pupils	contribution by some pupils
Group 1/2	group of pupils (e.g. those sitting at tables near the windows or classroom door)
Researcher	person who recorded the lesson

### Equipment

board	blackboard in the classroom
clock	a wall clock used to teach the time

### Actions

raise a finger	synonymous with 'raise a hand'
bell rings	sound of the school bell or a bell that the teacher uses during the lesson to catch the pupils' attention
pin sth. to the board	sticking a picture or word card to the blackboard, often using some kind of <i>Play-Doh</i> to remove the card easily

### List of Textbooks

Gerngross, Günter & Puchta, Herbert (2007). *Playway 3. Pupil's Book*. Rum: Helbling/Klett.

Gerngross, Günter & Puchta, Herbert (2007). *Playway 3. Activity Book*. Rum: Helbling/Klett.

Gerngross, Günter & Puchta, Herbert (2007). *Playway 4. Pupil's Book*. Rum: Helbling/Klett.

Gerngross, Günter & Puchta, Herbert (2007). *Playway 4. Activity Book*. Rum: Helbling/Klett.

Hollbrügge, Birgit & Kraaz, Ulrike (2007). *Sunshine. Pupil's Book 1. Class 3*. Berlin: Cornelsen.

Hollbrügge, Birgit & Kraaz, Ulrike (2007). *Sunshine. Activity Book 1. Class 3*. Berlin: Cornelsen.





# Flensburg Linguistics: Applied and Interdisciplinary Research (F.L.A.I.R.)

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herausgegeben von Olaf Jäkel

Ähnlich wie das an der Europa-Universität Flensburg seit 2004 regelmäßig durchgeführte »Interdisziplinäre Forschungskolloquium *Sprache*« soll auch diese Publikationsreihe ein Forum für qualitativ hochwertige Forschungsbeiträge sein, dabei aber offen für unterschiedliche Ansätze aus Sprachwissenschaft, Sprachdidaktik und Sprachlehrforschung. Wie im Titel angedeutet, liegt der ausdrückliche Fokus auf Anwendungsorientierung und Interdisziplinarität der Beiträge. Die Reihe führt Publikationen sowohl in englischer als auch in deutscher Sprache.

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## Bisher erschienen:

- Band 1: Reinold Funke, Olaf Jäkel, Franz Januschek (Hrsg.): *Denken über Sprechen: Facetten von Sprachbewusstheit* (2008)
- Band 2: Barbara Lang: *Lautspieldialoge: Formale Kohärenzbildung und frühe Bewusstwerdungsprozesse von Sprache in der Interaktion zwischen Kindern* (2009)
- Band 3: Olaf Jäkel: *The Flensburg English Classroom Corpus (FLECC): Sammlung authentischer Unterrichtsgespräche aus dem aktuellen Englischunterricht auf verschiedenen Stufen an Grund-, Haupt-, Real- und Gesamtschulen Norddeutschlands* (2010)
- Band 4: Anke Beger: *ANGER, LOVE and SADNESS Revisited: Studying Emotion Metaphors in Authentic Discourse between Experts and Laypersons* (2011)
- Band 5: Christie Heike: *Teaching Learners with Dyslexia in the EFL Classroom* (2012)
- Band 6: Jürgen Kurtz: *The Dortmund History Corpus of Classroom English (DOHCCE)* (2013)
- Band 7: Isabel Sierau: *1, 2, 3 as easy as A, B, C: Wie geht Mathematikunterricht auf Englisch?* (2019)

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