

## Appendix: Transkripte der Unterrichtsvideos

### 1. Video “*Money*” (ISA Prä-Post)

Quelle: <http://unterrichtsvideos.ch>, Eliciting Vocabulary (Topic: Money) – Working with Coursebook NEF Elementary U2 (Auszug)

### 2. Video “*Misunderstandings*” (ISA I)

Quelle: Thaler, Engelbert (2012). *Englisch Unterrichten*. Berlin: Cornelsen, C13 (Auszug). (Abdruck mit freundlicher Genehmigung des Autors)

### 3. Video “*Practicing new words*” (ISA II)

Quelle: <https://www.schulentwicklung.nrw.de/cms/angebote/egs/unterrichtsvideos/filmsequenzen-film-1/index.html>, Sequenz 4 und 5

### 4. Video “*Drive me crazy*” (ISA III)

Siebold, Jörg (2004). *Let's talk: Lehrtechniken. Vom gebundenen zum freien Sprechen*. Berlin: Cornelsen, LT8. (Auszug)

### 5. Video “*Perfect Job*” (ISA IV)

Quelle: <http://www.unterrichtsdiagnostik.de/video/> (Sequenz 1 und 2)

#### Transkriptionsregeln

Kürzel	Bedeutung	Anmerkung
Sprecherangaben		

L	Lehrer/in	Wenn der/die Lehrer/in spricht (verbale Äußerung)
S	Einzelner Schüler	wenn ein einzelner Schüler spricht (verbale Äußerung)
SuS	Mehrere Schüler, Schülergruppe	wenn mehrere Schüler oder eine Schülergruppe im Chor sprechen (verbale Äußerung)
Kl	Gesamte Klasse	wenn die ganze Klasse im Chor spricht (verbale Äußerung)
C	Kommentar	bei non-verbale Aktivitäten (z. B. Lehrer/in schreibt an die Tafel); wenn länger als 3 Sekunden nicht gesprochen wird (z. B. Lehrer/in wartet auf Schülerantwort)
<b>Angaben innerhalb des Textes</b>		
(r)	Vorlesen	Text wird vorgelesen (z. B. aus dem Buch, Arbeitsblatt etc.)
„...“	Stockend	wenn ein Sprecher stockend spricht
(t)	Nicht verstanden (technisch)	wenn ein Satz bzw. ein Wort aus technischen Gründen nicht verstanden wird
(p)	Nicht verstanden (Aussprachefehler)	wenn ein Satz bzw. Wort wegen eines Aussprachefehlers nicht verstanden wird
(?)	Nicht verstanden	wenn ein Satz bzw. ein Wort auch nach mehrmaligem Hören unverständlich bleibt
(!)	Aussprachefehler	wenn das Wort falsch ausgesprochen wurde oder ein falsches Wort verwendet wurde
//	Unterbrechung	wenn ein Sprecher von einem anderen in einer Aussage unterbrochen wird, z.B. <i>L What do you think the man is waiting for?</i>

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		<i>S He's waiting //</i> <i>L // Mmh //</i> <i>S // for the train</i>
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## 1. Video "Money"

C	<i>SuS reden durcheinander und finden sich auf Ihren Plätzen ein.</i>	0:00 - 0:09
L	O.k. Good afternoon ladies and gentlemen. Eh, yes, you can wave now, and then after we've done with that, and we can start with the lesson. O.k.?	0:09 - 0:21
L	You are going to listen to a few moments of music and you are going to tell me what this lesson will be about. We are going to the, eh, emails a little bit later. Just listen to that.	0:21 - 0:33
C	<i>Musiktitel (ABBA, 'Money') wird abgespielt.</i>	0:33 - 0:42
L	What is this lesson going to be about? Ja?	0:43 - 0:44
S	ABBA.	0:46 - 0:47
L	Could be. Ja?	0:47 - 0:49
S	Money.	0:50 - 0:51
L	Money, you got it.	0:51 - 0:52
C	<i>Musiktitel (ABBA, Money) wird weiter abgespielt.</i>	0:53 - 1:09
L	O.k. I would like you to tell me every word or expression that you know to do with money. We've got money.	1:10 - 1:20

C	<i>Money wird an die Tafel geschrieben.</i>	1:20
L	Tell me more words with...	1:21 - 1:22
C	<i>Kreide bricht ab und fällt auf den Boden.</i>	1:22
L	...That always happens, ja...	1:23 - 1:26
C	<i>L nimmt SuS nun nacheinander dran und schreibt die Schülerantworten an die Tafel.</i>	1:26
S	Cash.	1:26 - 1:27
L	Good.	1:27
S	Rich.	1:30
L	Thank you.	1:31
S	Currency.	1:33
L	Good.	1:35
S	Bank.	1:39
S	Expensive.	1:44
S	Cheap.	1:50
S	Capitalism.	1:55
L	Uh, right.	1:56
L	Yes?	2:03
S	Euro.	2:04
L	Euro.	2:05
C	<i>Einige SuS echauffieren sich über die Antwort.</i>	2:06
L	That's all right, it has to do with money.	2:09 - 2:11
S	Lose money.	2:12
L	You can lose money, earn, spend, pay, o.k. I put it here. Lose money. Ja?	2:12 - 2:19
S	Win money.	2:19

L	If you can lose, you can win, ja. Where do you win money? In English, ja?	2:21 - 2:28
S	Casino.	2:29
L	Good. Or? What's the institution called?	2:29 - 2:31
S	Lottery.	2:32
L	In the lottery, yes. You wanted to say...	2:33 - 2:35
S	Steel money.	2:36 - 2:37
L	Steel money, yes. Shall we put this here, win, loose, steel. Yes, o.k, eh money. And money is of course used to pay for things. Ja?	2:37 - 2:49
S	Waste money.	2:50
L	Wasted, ähm.	2:51 - 2:52
L	Ja. Does anybody know any expressions, again with money? I mean, earn, these are all little expressions, earn money, steal money, win money, any sayings, any...	2:57 - 3:07
L	What can you do with money? Ja?	3:09 - 3:15
S	Throw out of the window.	3:16 - 3:17
L	Exactly. You throw it out of the window. What does that mean?	3:17 - 3:19
S	Waste money.	3:21
L	Good, ja, ähm.	3:22 - 3:24
L	Anything else?	3:26 - 3:27

C	<i>Murmeln in der Klasse.</i>	3:27 - 3:32
L	Eh.	3:32
L	Okay, you have given me around twenty expressions and words around ,money', ja.	3: 35- 3:41
L	Of course they all, eh, so all, all, re „...“, eh related to each other, linked to each other.	3:48
L	I would like to ask you now what sort of things do you associate with money.	3:53
L	Do you understand this?	3:56
L	If you associate something with money, for example some of the words are associations.	4:02
C	<i>L hebt einige der Wörter an der Tafel hervor.</i>	4:04
L	You've got money and you associate it with being rich.	4:06
C	<i>L unterstreicht das Wort ,money' an der Tafel und verbindet dieses mit einem Pfeil mit dem Wort ,rich'</i>	4:08
L	The next time you hear that comes to you, ,money', oh, ,rich'	4:11
C	<i>SuS lachen.</i>	4:12
L	What situations come to mind, to your mind, when you think about money?	4:18
L	Do you understand the task?	4:22
L	Okay?	4:23
L	Okay. Talk to your neighbour, in English, for a minute	4:27

C	<i>Die SuS tauschen sich mit ihren Tischnachbarn aus und überlegen sich zusammen 'associations' zum Thema 'money'.</i>	4:28- 5:48
L	Okay, stop talking again, and we'll listen to „...“	5:48
C	<i>L geht zu einem Schülerpaar.</i>	5:52
L	What have you done? What other terms „...“ do you associate with money?	5:53
S	(t) „...“, and also 'cash' and 'bank'.	5:57
L	We've had that already, but what's around that, what other things come up if you hear 'cash' and 'bank', what other things do you „...“	6:04
S	SuS murmeln weitere Begriffe	6:08
L	Okay, anything else?	6:10
L	'Bank', ,cash' „...“	6:11
L	Anybody else „...“	6:13
L	Help, describe it.	6:15
C	<i>SuS murmeln verschiedene Begriffe.</i>	6:15
L	Describe what you do, where it is, what it looks like.	6:22
C	<i>SuS murmeln weiter verschiedene Begriffe</i>	6:26
C	<i>S meldet sich</i>	6:30
L	Ja.	6:31
S	'Crisis'.	6:31
L	'Crisis', okay.	6:33
L	'Crisis'. Is that what you wanted to describe?	6:33
C	<i>L zeigt dabei auf einen anderen S.</i>	6:34



L	Okay, 'crisis', one more thing.	6:37
L	Okay, let's see, what points have you „...“	6:40
C	<i>L zeigt dabei auf ein anderes Schülerpaar.</i>	6:40
S	(t)	6:41
L	Okay, then you two first.	6:42
S	Eh, also, wir haben so 'shopping' und so	6:46
L	'Shopping', good, you can buy things, 'shopping'	6:50
L	(t)	6:52
L	Anything else?	6:53
C	<i>SuS murmeln vor sich hin.</i>	6:54
L	Okay, that's about to you.	6:56
S	'Hollywood', 'show', (t), 'parties'.	7:02
L	Okay, thank you.	7:05
C	<i>L geht zum nächsten Schülerpaar.</i>	7:05
S	Eh, we discussed that you actually need money for everything.	7:09
C	<i>Die Klasse ist unruhig und laut.</i>	7:10
L	Pssst, I can't hear them if you all talk.	7:11
L	Ja.	7:12
S	You have to pay for everything.	7:14
L	Ja.	7:15
S	So, you need it for everything.	7:17
L	So it is something very important.	7:18
S	Yes	7:19
L	Ja, o.k., thank you.	7:20
C	<i>L geht zum nächsten Schülerpaar.</i>	7:22
S	A big house, with a pool //	7:24
L	// aha //	7:26
S	// and (t)	7:26

L	And rigs.	7:30
S	Green.	7:31
L	Green.	7:21
L	Okay, you, you, around the house, a lot of green around the house.	7:35
S	(t)	7:36
L	(t)	7:37
S	(t)	7:38
L	Just money and green?	7:40
S	(t)	7:41
L	Okay, like because the green (t)	7:43
C	L geht zum nächsten Schülerpaar	7:45
L	Okay, what did you?	7:46
S	Also 'shopping' and buy foods or, and, eh, yes 'house', when you want to buy a house.	7:55
L	Mh, o.k., 'house', 'shopping', 'food'.	8:00
C	<i>L geht zum nächsten Schülerpaar.</i>	8:00
S	'Wall street'	8:01
S	'Trade'	8:01
L	Wall street, what is wall street? Can you explain?	8:03
S	Eh, that's the Paradeplatz of New York.	8:04
L	Okay, what do they do there?	8:07
S	Eh, they, ja, they hand „...“ eh	8:10
C	<i>Ein anderer S aus der Klasse ruft ‚Aktien‘ in die Klasse</i>	8:14
L	O.k. they, they trade, it's called trading, ja.	8:18
L	They trade shares.	8:20
C	<i>L schreibt 'trade' und 'share' an die Tafel.</i>	8:22

L	Trading and share. Called shares.	8:23
L	Okay, the're trading shares, ja.	8:25
L	Good. Front row.	8:28
C	<i>Lehrer zeigt auf das nächste Schülerpaar.</i>	8:28
S	The finance crise.	8:30
L	Financial crisis, mh.	8:32
S	And rich people buying things.	8:35
L	Ja, okay.	8:40
L	Anything else?	8:41
S	(t)	8:42
L	Shh.	8:43
C	<i>SuS reden laut durcheinander.</i>	8:43
S	(t) ... and also the financial crisis and Dow Jones and //	8:46
L	// Ah, what is the Dow Jones? //	8:48
S	// It is, eh, ...	8:50
L	Can you describe it in any way what the Dow Jones is?	8:54
S	The index of...	8:57
L	Mh.	8:58
S	Shares.	9:00
L	Exactly, good, mh.	9:02
L	Ja, thank you.	9:04
C	<i>Ein weiterer Schüler meldet sich.</i>	9:05
L	Ja, you wanted to add.	9:05
S	I think it is the share of all American //	9:08
L	// Shh //	9:09
C	<i>SuS reden laut durcheinander</i>	9:09
S	// (t) firms.	9:10
L	It's, eh, it's an index of the value of America, of the biggest	9:14

	American firms, that's right, ja.	
L	Good, let's go on here.	9:17
C	<i>L zeigt auf das nächste Schülerpaar.</i>	9:17
S	(t) and the Swiss market index.	9:21
L	Ja, that's the corresponding index in Switzerland.	9:23
S	And the credit Swiss.	9:25
L	Credit Swiss. What, what do you think about it?	9:27
S	It's a bank in Switzerland.	9:29
C	<i>L schnipst mit dem Finger, um einige durcheinander redende Schülergruppen zur Ruhe zu bringen.</i>	9:30
L	Ja, mh, anything else?	9:34
S	No.	9:35
L	Okay, and here?	9:36
C	<i>L zeigt auf das nächste Schülerpaar.</i>	9:36
S	War.	9:38
L	War?	9:39
L	That's interesting. How do you associate war with money?	9:42
S	Ja, eh, people need money and shoot themselves down.	9:48
L	Shoot themselves?	9:51
C	<i>L gestikuliert, dass er sich selbst erschießt.</i>	9:52
C	<i>Gelächter unter den SuS</i>	9:53
L	What's the other word? Didn't we look at this?	9:56
S	Each other.	9:58
L	Each other, exactly, ja, that's the, not the same.	10:00

L	O.K., all this is what you associate with money, you've got a lot of vocabulary, thank you.	10:05
L	Now, you will find most of the terms that you have used and a few more in the book, at page 20, exactly.	10:14
L	If you would like to take your books at page 20.	10:19
L	You can see vocabulary and listening, listening about money.	10:23
L	There are a few words that are not on the board now.	10:27
L	Ja, there are a few words that are not on the board now.	10:32
L	Let's see whether you understand them.	10:36
L	The first one for example, ' <b>afford</b> '.	10:38
L	I can make an example.	10:41
L	I don't know, Jorgus (name of pupil), can you afford to buy a house just like this?	10:46
S	Eh.	10:47
L	Could you afford it, have you got enough money, could you afford to buy a house just now?	10:50
S	I don't know.	10:51
L	You don't know what you have got in your bank account?	10:53
S	Yes.	10:54
L	O.k., O.k., it's too much maybe, eh, I don't know.	10:55
C	<i>L geht zum nächsten S</i>	10:56
L	Afford, can you afford to buy an ice cream?	10:59

L	Do you think, with your pocket money?	11:02
S	I think yes.	11:03
L	Ja, how much is an ice cream?	11:05
S	4 franc?	11:08
L	4 francs, okay, so you can afford that, you can easily pay for it.	11:11
S	Yes.	11:13
L	That's, that's when you can afford it, then it's not too high for your budget.	11:16
L	Okay?	11:19
L	That's when you can afford it.	11:21
L	'Blow', what's that to do with money?	11:23
C	S murmelt etwas in die Klasse.	11:25
L	' <b>Blow</b> ', what's that to do with money?	11:28
L	Maybe, you know what blow is, the wind blows, you know.	11:30
L	What's blowing to do with money?	11:34
L	Pablo, not that, ja.	11:38
C	Gelächter unter den SuS.	11:38
S	(t) money.	11:42
L	Yes, exactly, ja.	11:44
L	Spend loads and loads and loads of money for maybe something that isn't worth it.	11:46
L	Ja, you just spend it too fast and too much.	11:50
L	When you're broke, it's not broken, it's broke.	11:53
L	When you're broke, what about that?	11:57
C	<i>L fasst sich in die Hosentasche</i>	12:00

S	(t)	12:02
L	Ja, empty, empty pockets, nothing, broke.	12:04
C	<i>L zeigt leere Hosentaschen</i>	12:04
L	Nothing at it, <b>I'm broke.</b>	12:07
L	Ja, exactly, that's good.	12:09
L	Then, the next one, 'credit card', you know.	12:11
L	And we had 'greedy'.	12:13
L	Make a movement with your hands to show what greedy is.	12:16
L	Show me, show me, ja, that's good.	12:19
C	<i>S macht eine Handbewegung, die nicht eindeutig zu erkennen ist.</i>	12:20
L	Aha, can you do it again?	12:21
C	<i>S reibt sich die Hände</i>	12:23
L	Greedy, yes, good.	12:24
L	It's this, you want to have more, and more, and more	12:26
C	<i>L greift mit seinen Händen nach etwas.</i>	12:26
L	Greed is one of the seven capital sins, deadly sins, you know that.	12:33
L	Greed, yes, greed it, jap.	12:38
L	Has anybody seen the film 'Seven'?	12:42
L	Ah, but it's actually not for your age, but eh, ja, that's about the seven deadly sins and people getting murdered in it.	12:48
L	Then, a 'loan', ist that what you earn at the end of the month?	12:53

L	A 'loan'? It's not when I ask like this, Marius, what is it?	12:56
C	<i>L zeigt auf einen S.</i>	12:56
S	Eh, when you become money for an (t).	13:02
L	You become money? So you are a dollar note after this?	13:03
S	No, you, you get money.	13:06
L	Ah, I see. Yes, and just like this, oh that's nice, I go to the bank to get a loan.	13:09
S	No, you must pay it back in, eh, two years, or //	13:12
L	// Aha, the same amount? //	13:15
S	// Eh, no, a bit more.	13:17
L	A bit more, ja, that's called interest, you pay interest for loan.	13:20
L	O.k., what is a 'mall'?	13:23
L	Give me another word for that.	13:25
S	Shopping mall.	13:27
L	Exactly.	13:28
L	And 'mortgage'?	13:30
L	'Mortgage' sounds a bit deadly, but, eh, what is it?	13:35
L	Do you know? It's a kind of loan, but a loan for a specific purpose. What purpose?	13:40
L	You got a mortgage, for example Jorgus (name of pupil), if he finds that he's got enough money in his bank account to buy a house, but maybe not quite enough, then the rest he gets from the bank, and you could say	13:47



	it's a loan, but in this case it would be called a mortgage.	
L	What is that then?	13:58
S	A 'Hypothek'.	14:01
L	Ja, we have to translate because, ja.	14:03
L	O.k., and 'spend money', you have told me that.	14:05
L	O.k., can you now please look at the Ka-ching-song and fill in the words where you think they should go.	14:10
L	The words that we've just seen.	14:14
C	<i>L startet den angekündigten Song, die SuS fangen an, die Aufgabe zu bearbeiten.</i>	14:21

## 2. Video „*Misunderstandings*“

C	<i>Die SuS betreten den Klassenraum und setzen sich auf ihre Plätze, der Lehrer ist bereits anwesend.</i>	00:06 - 00:28
L	Hello everybody.	00:29
Kl	Good morning.	00:30
L	Today, we are going to talk about different countries, and I brought you something that we want to take a look at.	00:31 - 00:37
L	This I need to take of the, eh, switch of the light.	00:40
C	<i>L geht zum Lichtschalter und schaltet das Licht aus.</i>	00:43
L	And we'll take a look at the transparency.	00:43
L	Just read it quietly once, and then I want one of you to read it aloud for us all.	00:47
C	<i>L schaltet den Overhead-Projektor ein, die Schüler lesen die Projektion.</i>	00:51 - 01:02
L	Are you done reading?	01:04
L	Can one of you please read it for us?	01:06
L	Aloud.	01:09
L	Jacob, thank you.	01:11
S	A German at a British restaurant. As you enter the restaurant with a female	01:12 - 02:26

	<p>British colleague you go in first in order to show the way and to deal with the headwaiter. Your colleague looks a little surprised. You call over the waiter by clicking your fingers and calling 'waiter'. He seems to deliberately ignore you for a while. When he finally arrives, you say 'Four beers and the card'. At first, he looks irritated and then confused. You eventually get the beers and the restaurant business card. You are surprised that when the drinks arrive your British colleagues simply say 'cheers' and drinks without waiting for you to respond. You recommend the pork medallions and the mustard sauce to the one black member of the British group, but he firmly refuses. When the food arrives you "...". When the food arrives, you say 'Good appetite', and wonder why the woman in the group smiles and says 'It's only a salad'. Later on, you politely suggest "...". suggest "...". suggest 'We must not</p>	
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	have the des "... des- sert'. Everyone smiles and agrees to only have coffee. Finally as you leave, you say 'Gute Fahrt', as we say in Germany. One of the party laughs loudly and is given disapproving looks by the others.	
L	What comes to mind when you read this?	02:28
L	Or when you hear about this, when you listen to this?	02:32
L	I was actually expecting some smiles on your faces.	02:37
L	What do you think, just pick one of the examples and make a comment.	02:44
S	It's very unpolite to go to a restaurant and click with your fingers.	02:47
L	What else can you say about it?	02:50
L	I mean there are so many examples.	02:51
S	When the food arrives, in Germany it's usual to say 'good appetite', and the British woman doesn't know that, eh, thing.	02:51 - 03:01
L	Do you know what it means, if you say 'good appetite'	03:03
S	In English?	03:07
L	Ja.	03:07

L	What it stands for, if you say 'good appetite', how do people respond to that?	03:11
L	What does it mean?	03:12
S	It's, eh, have a good meal.	03:14
C	<i>Der Schüler schaut fragend zum Lehrer.</i>	03:14
L	Yes, it means 'good appetite'. You need a good appetite to finish the plate because it's a big plate.	03:19
S	Ah, O.k.	03:20
L	And that's why they say 'It's only a salad'.	03:22
S	Ah, O.k. (lacht).	03:23
C	<i>Auch die restlichen Schülerinnen und Schüler der Klasse fangen an zu lachen.</i>	03:25
L	O.k., now you're laughing.	03:26
L	O.k., try to find another one.	03:30
L	Lena.	03:32
S	Eh, I think in example, eh, C, it's the wrong word. It's not 'card' but 'menu'.	03:36
S	So the waiter does "..." doesn't understand what he wants.	03:41
L	Good.	03:42
L	And now let's take a look at the last one because that's the most funny one.	03:46
L	Did somebody get that joke?	03:48
S	Doesn't that sound like 'good fart', as in 'to fart'?	03:53

C	<i>SuS lachen.</i>	03:53
L	Yeah, exactly.	03:53
S	O.k.	03:54
L	And that's why one of the people laughs, right, and the others just look at him.	03:58
L	Eh, look at him, eh, disapprovingly	04:01
L	Now, obviously something went wrong here, right?	04:04
L	What do you think could be the topic of today's lesson?	04:07
L	Have an educated guess.	04:10
L	What do you think?	04:14
S	Maybe misunderstandings?	04:16
S	"..." between, eh, different, eh, between people of different countries.	04:22
L	Yes, and in this case?	04:24
S	British and Germans.	04:26
L	Okay, good.	04:27
L	So this is already the right answer. We are going to talk about misunderstandings between different cultures today.	04:32
L	And the next step will be, I will show, I will, eh, present to you a little, eh, conversation on the cd and I want you to listen to it.	04:42

L	The first time you listen to it, just focus on whatever you want. Just focus on what you hear, and then we'll talk about it. You will get the chance to listen to it for a second time as well.	04:43 - 04:52
C	<i>Der Lehrer schaltet den CD-Spieler ein. Auf der folgenden Audiowiedergabe sind zwei Sprecher zu hören, welche anschließend durch A1 (Audiowiedergabe, Sprecher 1) sowie A2 (Audiowiedergabe, Sprecher 2) gekennzeichnet werden.</i>	04:53
A	Audiowiedergabe: The cross cultures. Talking to somebody about their country. Task 1: Analyzing conversations. One.	05:03
A1	Ist hier noch frei?	05:05
A2	Eh, I beg your pardon.	05:07
A1	Eh, is this chair free?	05:09
A2	Oh, ja. Sure.	05:10
A1	Hello, my name is Tobias.	05:12
A2	Hi Tobias. I'm Louise. Nice to meet you.	05:16
A2	And (laughs), it's a good thing you speak English, because I don't speak a word of German.	05:21
A1	Yes, that's bad.	05:23

A1	You American's don't bother to learn any languages, do you?	05:26
A2	Well, eh, of course because English is the world language. We don't really have to	05:31
A1	Well, I think that's a very narrow view. Not everybody speaks English.	05:34
A1	And you miss a lot of the local culture if you don't speak the language of the country you are travelling in.	05:41
A1	But of course, you American's like to take your own culture with you when you travel, don't you?	05:46
A2	What's that supposed to mean?	05:48
A1	Oh, you know, you like to stick with American movies and American newspapers, that sort of thing.	05:52
A1	But at least we all speak one foreign language (laughs), eh, how about coming to the disco with me tonight?	06:00
A1	We have the best disco's in the world here in Munich.	06:03
A2	Well, thank you, eh, Tobias, but my family comes from New York, and I think we probably have an even	06:03



	better choice of good bars and clubs there.	
A2	Anyway, I already have a date for tonight, with a very nice French boy.	06:16
A2	Oh, and by the way, I did French in High school, au revoir.	06:20
A	Two.	06:23
C	<i>Beide Sprecher auf der Audiowiedergabe werden wie folgt gekennzeichnet: A3 (Sprecher 1) sowie A4 (Sprecher 2).</i>	06:23
A3	So, have you ever been to the States?	06:26
A4	Eh, no, I haven't.	06:29
A4	There are so many places I want to see in the world.	06:31
A3	And America isn't one of them?	06:34
A4	Oh no, why do you say that?	06:37
A3	There is lots of anti-American feeling in Europe.	06:40
A4	Well, I think a lot of people are prejudiced. They talk about, and they judge, countries they don't know.	06:48
A4	There might be some things I wouldn't like about America, but I do want to go there one day and see it for myself.	06:56
A4	So tell me, I'm really interested, what are the	07:03

	things that make you most proud to be an American.	
A3	Our democracy.	07:04
A3	It's not perfect, but it works pretty well. Just look at Barack Obama.	07:12
A3	Less than 200 years ago, black people were slaves in the U.S.	07:15
A3	And in 2008, we elected a Black president.	07:18
A3	Then there is our freedom of speech, I'm very proud of that	07:22
A3	And there is our friendliness. Americans are really friendly.	07:27
A3	I'm sure you'd enjoy the hospitality in the States.	07:30
A4	I'm sure I would.	07:32
A4	And friendliness is not our greatest strenght here in Germany.	07:36
A3	Oh, I can't agree with that one hundred percent.	07:40
A3	You're a very good advertisement for Germany, Ann.	07:43
A4	Thanks Jason.	07:45
A3	In fact, I was wondering whether you would like to show me the city by night, and, maybe I could buy you dinner?	07:53
A4	That would be very nice, thank you Jason.	07:56

C	<i>Der Lehrer stoppt an dieser Stelle die Audiowiedergabe.</i>	07:59
L	That was quite a long conversation, actually two	08:04
L	If you look at them in general, why did one really go well and the other didn't really go well?	08:14-5
L	What's the reason?	08:16
L	I think we can agree that the first one didn't go that well, right?	08:20
C	<i>SuS stimmen leise murmelnd zu.</i>	08:22
L	At least for the guy.	08:23
S	Eh, in the first conversation, eh, the boy says something bad about the country "..." eh homecountry of the woman and the woman did not like this.	08:34
S	And in the second "..." second conversation, they, eh, eh, the boy didn't say something bad about the country of the woman.	08:44
L	Didn't say anything bad, yes.	08:44
S	Yes.	08:44
L	Good.	08:45
S	I think the Germans in both conversations, they both do the same thing, they criticise the other nation, but it's the way they express that "..." in their words	09:02

	that the sec "... " the girl is more polite.	
S	That she just says, well she mentions things while the other one is accusing.	09:04
L	Mmh, very nice.	09:05
L	The second conversation. What else was going on between the boy and the girl?	09:10
L	Some of you had a smile on their face.	09:14
S	I think they were flirting a little.	09:17
L	Mhh.	09:18
L	And if we say that a little more "... " eh put that a little more neutrally, we don't talk about flirting, what else could we say?	09:25
S	Well, he invited her, didn't he?	09:29
L	Yes, but that was the "... " that was basically his goal right, the very end.	09:33
L	But what did he do throughout the conversation, the last part of the conversation?	09:38
S	Ah, he gave her a compliment. He said that she is really nice.	09:42
L	Yes, exactly.	09:43
L	He paid her compliments. He complimented her.	09:46
L	And that made her feel good, obviously.	09:49

C	<i>Der Lehrer klappt die Tafel auf an der eine bereits angeschriebene Tabelle mit zwei Spalten, sowohl für 'critical remarks' als auch 'positive remarks', zu finden ist.</i>	09:50
L	I want you to focus on critical remarks about the country, and you try not to be rude, so try not to offend the other person, and I want you to focus on positive remarks about your own country, and you try not to be arrogant about it. This is the essence I want you to find out right now in the, eh, on the cd.	09:50 - 10:13
L	Please take some notes, and when you are finished, after about four minutes, please discuss it with your partners.	10:16
C	<i>Die SuS hören die gleiche Audiowiedergabe noch einmal und machen sich hierzu Notizen</i>	10:31
C	<i>Der L stoppt die Audiowiedergabe.</i>	10:35
L	Good, now please talk to your partners about that, and try to find some useful phrases that de-escalate the conversation.	10:45

L	That help the conversation go smoothly.	10:47
L	And please stick to the language. Do it in English.	10:52
C	<i>Die SuS arbeiten nun in Partnerarbeit zusammen und diskutieren über positive und negative Bemerkung aus der Audiowiedergabe über die einzelnen Länder. Im Transkript wird nun beispielhaft eine kurze Unterhaltung zwischen zwei Schülern (S1 und S2) dargestellt.</i>	10:53 - 11:48
S	Positive remarks about Germany: Germans has the best disco's	10:59
S	(laughs) But that sounded arrogant, didn't it?	11:02
L	Which phrases did you find?	11:49
L	Let's start with the critical remarks.	11:52
L	Jasmin.	11:53
S	Eh, she says things like 'there may be', or 'I often heard' or, eh, 'I don't understand'.	11:59
C	<i>Der L schreibt diese Phrasen an die Tafel in die Spalte 'critical remarks...'</i>	12:02
L	What does that show if someone says 'I often heard', 'I learned', or even 'I don't understand'.	12:15

L	Jacob.	12:18
S	This maybe isn't her own opinion "... " but the one from other people.	12:25
L	Yes, and, eh, how does that help the conversation develop?	12:27
S	Eh, because she "... " oh, she's still willing to learn new things	12:34
L	Very nice. Good.	12:35
S	She also re-asked her own statements like, eh, 'Is this information true?', so she don't give a statement, she asks //.	12:43
L	// She doesn't //	12:43
S	// She doesn't give a statement, she asks whether the "... " her informations are true or not.	12:48
L	Mhh. No plural of information.	12:49
S	O.k. (smiles benignly).	12:50
C	<i>Der L schreibt 'Is this really true?' an die Tafel in die Spalte 'critical remarks...'</i> .	12:56
S	'There would be some mistaken', 'I don't like', or 'Some things', so it says, eh, she doesn't says, eh, eh, 'That's bad', eh, she says 'I don't like', or 'There would be something' //	13:14

L	// Mhh //	13:15
S	// 'Maybe', so.	13:15
L	Good.	13:16
L	What does it mean when I say 'There would be some things'?	13:21
L	There is a difference between 'There are certain things' and 'There would be some things'.	13:25
L	What's the difference?	13:26
S	Eh, when you say there would be, there's still, eh, a chance that the things of which you thought, eh, would, eh, eh, make you angry or whatever, that they won't make you angry.	13:45
L	Good.	13:47
S	Ja.	13:47
L	So there is cer "... " a certain doubt in the statement or in the question, right?	13:51
L	If you use 'would', 'could', 'might', then it's not really sure, it's not certain yet.	13:56
L	Good.	13:58
C	<i>Der L schreibt 'There would be some things I don't like' an die Tafel in die Spalte 'critical remarks'.</i>	14:18
L	Then let's take a look at the other side.	14:20



L	How can you talk about your own country, mention positive things and not sound arrogant. How do you wrap it up?	14:27
S	When he talks about his democracy, he says 'It's not perfect', eh, so he doesn't say 'It's the best thing ever' or something but, eh, it works pretty well but it's not perfect.	14:37
C	<i>Der L schreibt 'It works pretty well' an die Tafel in die Spalte 'positive remarks'.</i>	14:40
L	Nice.	14:43
L	What else did he use?	14:45
S	Eh, he also says 'I think', eh, 'the Americans are very friendly', he do "... " he do "... " did not say, eh, 'the Americans are friendly', he says 'I think'.	14:55
L	Mhh.	14:56
S	Eh, he says 'Our country has a lot of good things', so that means that he knows that the country has also bad things.	15:04
L	Mhh.	15:05
L	So he doesn't say everything is good about the country.	15:09
S	Yes.	15:09

L	He says 'The country has certain things that are good', but he implies there are also bad things about it.	15:13
S	Exactly.	15:14
C	<i>Der L schreibt '...Country has a lot of good things' an die Tafel in die Spalte 'positive remarks'.</i>	15:18
L	Can we find one more?	15:21
S	He also said 'Good points, but', so he agrees with her, but he still has a own opinion, another one.	15:28
L	<i>Nice.</i>	15:28
C	<i>Der L schreibt auch diesen Punkt an die Tafel unter die Spalte 'positive remarks'.</i>	15:32
L	That's always a good thing, if you talk to somebody and you have a different opinion, it's always good to say 'That's a nice point, I agree with you' "... 'but I have a different opinion'.	15:44
L	Because it's not as harsh, you know, you tell them 'I know what you mean, I understand where you are coming from', but still I, I think I have a different opinion.	15:53

L	That's a good point, you can use it as well if you argue with somebody.	15:57
L	Good. What I want you to do now is I want you to get together in groups of four, you'll get a transparency each, and I want you to find, or to write down three critical remarks about any country you want, and three positive remarks about any country.	16:14

### 3. Video “*Practicing new words*” (Teil I)

C	<i>L hebt die die rechte Hand, Zeigefinger der linken Hand ist auf den Lippen.</i>	00:04
L	Jakob, you're ready?	00:06
S	Yes.	00:07
L	Good.	00:08
C	<i>L und Kl nehmen die rechte Hand herunter.</i>	00:08
L	Who can move the birdie?	00:09
L	Anna, please move the birdie.	00:12
Kl	Anna, please move the birdie.	00:15
C	<i>S geht an die Tafel und markiert das Thema der Stunde, 'words', mit einem magnetischen Vögelchen.</i>	00:17
Kl	Thank you, Anna.	00:20
S	You're welcome.	00:22
L	Okay, let's see. I just show the difficult words because the easy words, we don't need to practise.	00:29
L	Who remembers? What's that?	00:32
C	<i>L zeigt eine Karte mit einem Bild von einem Honigtopf mit der Aufschrift 'Honey'.</i>	00:32
L	Carolin.	00:34
S	Honey.	00:35
L	Honey. O.k. What do you think, how many times do we need to practise?	00:38
C / Kl	<i>In der Klasse werden verschiedene Antworten getuschelt.</i>	00:41
S	Four.	00:44

L	Four times. O.k., everybody ready?	00:46
L / Kl	Honey, honey, honey, honey	00:50
C	<i>L zeigt bei jeder Wiederholung die Anzahl der Wiederholungen mit Ihren Fingern an, SuS machen es Ihr nach.</i>	00:50
L	O.k.	00:50
L	Who remembers?	00:52
C	<i>L zeigt eine Karte mit einem Marmeladenglas.</i>	00:54
L	Jana.	00:56
S	Jam.	00:57
L	Jam, very good.	00:58
L	How many times do we need to practise?	00:59
C / Kl	<i>In der Klasse werden verschiedene Antworten getuschelt.</i>	01:01
S	Five.	01:03
L	Five times. O.k.	01:04
L / KL	Jam, jam, jam, jam, jam.	01:08
C	<i>L zeigt bei jeder Wiederholung die Anzahl der Wiederholungen mit Ihren Fingern an, SuS machen es ihr nach.</i>	01:09
L	Thank you. O.k.	01:10
L	Who remembers?	01:12
C	<i>L zeigt eine Karte mit einem Ei.</i>	01:12
L	Adrian?	01:13
S	Egg.	01:14
L	Egg, very good.	01:15
L	Everybody, egg.	01:15
Kl	Egg.	01:16

L	Egg. (spricht leiser)	01:17
Kl	Egg. (spricht leiser)	01:18
L	Egg. (spricht immer leiser)	01:18
Kl	Egg. (spricht immer leiser)	01:19
L	Egg. (flüstert)	01:19
Kl	Egg. (flüstert)	01:20
L	Egg. (spricht laut und in einem hohen Ton)	01:21
Kl	Egg. (spricht laut und in einem hohen Ton)	01:22
L	Who remembers that word?	01:25
C	<i>L zeigt eine Karte mit einer heißen Trinkschokolade.</i>	01:25
L	It's actually two words.	01:27
L	Nina.	01:27
S	Chocolate	01:28
L	Yes. Remember, it's not cold chocolate...	01:33
SuS	Hot, hot.	01:33
L	Who remembers?	01:34
S	Hot chocolate.	01:35
L	Hot chocolate, yes, very good.	01:36
L	Everybody, hot chocolate.	01:36
Kl	Hot chocolate.	01:38
L	Nina, how many times do we need to practise?	01:40
S	Ten.	01:40
L	Ten times?	01:42
SuS	Yeah.	01:42
L	Okay.	01:43
C	<i>L schüttelt Ihre Hand nach dem Motto 'Das wird schwierig.'</i>	01:43
L	Ready?	01:44
L / Kl	Hot chocolate, hot chocolate, hot chocolate, hot chocolate, hot chocolate, hot chocolate,	01:55

	hot chocolate, hot chocolate, hot chocolate, hot chocolate.	
C	<i>L zeigt bei jeder Wiederholung die Anzahl der Wiederholungen mit Ihren Fingern an, SuS machen es Ihr nach.</i>	01:55
L	And last one.	01:57
L	Paul?	01:59
S	Rolls.	02:02
L	Yes, very good, rolls.	02:03
L	Everybody, rolls.	02:04
Kl	Rolls.	02:05
L	Rolls.	02:06
Kl	Rolls.	02:08
L	Because we have three.	02:08
C	<i>L zeigt drei Finger.</i>	02:08
L	If we have one it's just roll.	02:10
C	<i>L zeigt einen Finger.</i>	02:10
L	One roll. Everybody, one roll.	02:12
Kl	One roll.	02:14
L	Two rolls.	02:14
Kl	Two rolls.	02:15
L	Very good, okay.	02:17
L	Let's see, who can read the words.	02:20
C	<i>L zeigt ein Kärtchen, auf dem das Wort 'cheese' steht, und dreht dieses danach schnell wieder um, so dass die SuS das Wort nur kurz sehen können.</i>	02:26
C	<i>SuS murmeln das Wort 'cheese'.</i>	02:27
L	Cedric.	02:27
S	Cheese.	02:28
L	Cheese.	02:28
L	Everybody, cheese.	02:29
Kl	Cheese.	02:30

L	Ready? Oh.	02:33
C	<i>L lässt aus Versehen einige Kärtchen fallen.</i>	02:33
Kl	Oh.	02:34
L	Not me. ( <i>lächelt</i> )	02:34
L	Finn.	02:39
S	Honey.	02:40
L	Honey. Everybody, honey.	02:41
Kl	Honey.	02:42
C	<i>L nimmt ein neues Kärtchen.</i>	02:44
L	Oh, long one.	02:46
L	Robin.	02:50
S	Hot chocolate.	02:51
L	Everybody, hot chocolate.	02:52
Kl	Hot chocolate.	02:54
L	Ready?	02:56
Kl	Yes.	02:56
L	Oh, you already got your finger up.	02:58
C	<i>L zeigt kurz ein neues Kärtchen.</i>	03:00
L	Max.	03:00
S	Roll.	03:02
L	Yes, everybody, roll.	03:02
Kl	Roll.	03:03
L	Okay, last one.	03:05
C	<i>L zeigt kurz ein neues Kärtchen.</i>	03:07
L	Sammy.	03:08
S	Egg.	03:08
L	Egg, everybody, egg.	03:10
Kl	Egg.	03:11
L	Very good.	03:12
L	Who can move the birdie?	03:13
S	Ich war lange nicht mehr.	03:15



L	Oh, really?	03:16
L	Adrian, please move the birdie.	03:19
Kl	Adrian, please move the birdie	03:22
C	<i>S geht zur Tafel und bewegt das Vögelchen zum nächsten Themenkärtchen an der Tafel.</i>	03:25
Kl	Thank you, Adrian.	03:27
S	You're welcome.	03:28

### 3. Video *“Practicing new words”* (Teil II)

L	Who can move the birdie?	00:04
S	Ich war lange nicht mehr.	00:06
L	Oh, really?	00:07
L	Adrian, please move the birdie.	00:09
Kl	Adrian, please move the birdie	00:13
C	<i>S geht nach vorne an die Tafel und bewegt das magnetische Vögelchen zum nächsten Themenkärtchen an der Tafel.</i>	00:13
KL	Thank you, Adrian.	00:18
S	You're welcome.	00:19
L	Circle number one.	00:21
C	<i>Einige SuS gehen nach vorne an die Tafel und bilden mit dem Rücken zueinander einen Kreis. Die Lehrerin verteilt an jeden der SuS ein Kärtchen auf dem ein Begriff steht und liest diesen den jeweiligen SuS vor.</i>	00:22 - 00:45
L	Coffee.	00:27
L	Bread.	00:27

L	Hot chocolate.	00:29
S	?	00:31
L	You'll give it away anyway.	00:31
L	Ham.	00:33
L	Hot chocolate.	00:35
L	Jam.	00:38
L	Orange juice.	00:39
L	Bread.	00:41
L	Milk.	00:42
L	Milk	00:43
L	Circle number two.	00:45
C	<i>Die übriggebliebenen SuS der Klasse bilden einen zweiten Kreis mit dem Gesicht zu den anderen SuS aus 'Circle one' (Kugellagermethode). Die Lehrerin verteilt nun auch an sie Kärtchen auf denen Begriffe stehen, und liest diese anschließend den jeweiligen SuS vor.</i>	00:46 - 01:02
L	Rolls.	00:50
L	Bacon.	00:52
L	Ham.	00:54
L	O.k., please everybody.	01:02
C	<i>L läutet ein Glöckchen.</i>	01:02
L	Remember, circle number one, than circle number two.	01:08
C	<i>L zeigt bei den Anweisungen auf den jeweiligen Kreis der angesprochenen SuS.</i>	01:08
L	Then circle number two moves one step to the right.	01:11
C	<i>Lehrerin macht einen Schritt nach rechts.</i>	01:11

C	<i>Die SuS lesen sich nun gegenseitig den Begriff auf ihren Kärtchen vor (zuerst aus dem inneren Kreis, danach aus dem äußeren Kreis), tauschen anschließend die Kärtchen aus, und der äußere Kreis wandert nach jeder Karte einen Platz weiter nach rechts (Kugellagermethode). Die Begriffe auf den Kärtchen entsprechen hierbei den oben genannten Begriffen (e.g. 'coffee', 'bread', 'hot chocolate')</i>	01:12 - 01:56
SuS	Wir sind durch.	01:56
C	<i>L klingelt mit einer Glocke.</i>	01:58
L	Thank you everybody.	02:01
L	Cards to me, please, and than sit down.	02:03
C	<i>SuS geben die Kärtchen zurück und gehen zurück auf ihre Plätze.</i>	02:03 - 02:18
C	<i>Die Lehrerin hebt den rechten Arm, der Zeigefinger der linken Hand liegt dabei auf Ihren Lippen.</i>	02:16
C	Die SuS heben ihren rechten Arm, den Zeigefinger der linken Hand legen sie dabei auf Ihre Lippen.	02:22
L	Who can move the birdie?	02:24
L	Max, please move the birdie.	02:29
Kl	Max, please move the birdie.	02:32

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C	<i>S geht nach vorne an die Tafel und bewegt das kleine magnetische Vögelchen zum nächsten Themenfeld.</i>	02:36
KL	Thank you, Max.	02:38
S	You're welcome.	02:38
L	Okay, very good.	02:40

#### 4. Video „*Drive me crazy*“

L	Well, boys and girls, ähm, what we do now is a dialogue. It's called "Sleepy Joe". Have a look at the pictures first.
C	<i>Einblendung des Dialogs</i>
L	Sleeping? Isn't that what you do in class? Schlafen? Machst Du das nicht so und so schon den ganzen Tag in der Klasse? Sleeping? Isn't that what you do in class?
S	Sleeping? Isn't that what you do in the class?
L	Once more. Be an angry teacher.
C	<i>L redet wütend.</i>
L	Sleeping? Isn't that what you do in class?
Michael	Sleeping? Isn't that what, what you do in class?
C	<i>Michael redet laut und wütend.</i>
L	Never in your lesson, sir. Aber doch nicht in ihrem Unterricht. Never in your lesson, sir.
S	Never in your lesson, sir.
L	Good.
S	Never in your lesson, sir.
S	Never in your lesson, sir.
S	Never in your lesson, sir.
SuS	Never in your lesson, sir.
L	And all together.
Kl	Never in your lesson, sir.
L	English is so interesting. Englisch ist doch so interessant. English is so

	interesting.
S	English is so interesting.
S	English is so interesting.
L	Together.
Kl	English is so interesting.
L	And now we do all the two sentences again. Never in your lesson, sir. English is so interesting.
S	Never in your lesson, sir. English is so interesting.
L	Okay, and the last one. Good God, this boy is driving me crazy! Um Gottes Willen, dieser Typ macht, bringt mich um den Verstand - treibt mich zum Wahnsinn. Driving? You know the word driving? To drive a car? Yes! Okay. Driving me crazy - jemanden in den Wahnsinn treiben, treiben. To drive a car - ein Auto treiben, fahren. To drive somebody crazy. Good God, this boy is driving me crazy!
S	Good God, this boy is driving me crazy.
C	<i>S gibt die Antwort in einem verzweifelten Ton.</i>
L	David.
S	Good God, this boy is driving me crazy.
C	<i>Beim Antworten steht der Schüler auf, fasst sich an die Stirn und antwortet in einem verzweifelten Tonfall.</i>
L	Can you do it, Marcel? Good God, this boy is driving me crazy.
Marcel	Good God, this boy is driving me crazy.

C	<i>S gibt die Antwort in einem verzweifelten Ton.</i>
L	And all together.
Kl	Good God, this boy is driving me crazy.
L	Okay.
L	Well, I'm, I'm going to read the text again for you, the complete text and you listen carefully, look at the OHP and try to speak the sentences silently for yourself. When I say: Ah, hello Joe. I want to see you...
C	<i>Lehrer macht die entsprechenden Lippenbewegungen.</i>
L	Okay?
SuS	Yes.
L	Well. Ah, hello Joe. What happened? I'm sorry, sir. I overslept. Sleeping? Isn't that what you do in class?
C	<i>Schüler sprechen leise für sich die Sätze nach und machen dabei die entsprechenden Lippenbewegungen.</i>
L	You tell me what is right or what is wrong: I'm sorry, sir. I'm late.
S	It's wrong.
L	What is correct?
S	I'm sorry, sir. I overslept.
L	Okay. Ah, hello Jim. What happened?
S	Wrong. Ah, hello Joe. What happened?
L	Sleeping?
Michael	Right.
L	Yes, very simple. French is so interesting.

S	English... eh, wrong. English is so interesting.
L	Good God, this girl is driving me crazy. Eh... who is it? Senthuran.
Sen- thuran	It's wrong.
L	Wrong? Are you sure? You sure? Is it wrong?
Sen- thuran	Yes.
L	What is right?
S	Good God, this boy is driving me crazy.
L	Okay. This is right. Thank you.
L	Okay, your favourite sentence? What is your favourite sentence? Which sentence do you like best?
S	Eh, this boy is driving me crazy.
L	Yes, and your sentence?
S	Good God, this boy is driving me crazy.
L	Okay, what is the most difficult sentence here? The most difficult sentence?
Michael	Eh, sleeping? Isn't that what you do in class?
L	Okay.
L	I tell you one word, one word and you the complete sentence. For example: 'so'.
S	English is so interesting.
L	And now: 'what'.
S	Ah, hello Joe. What happened?
L	Fine. 'This'.
C	<i>Viele SuS melden sich.</i>



L	It's unbelievable, you all know this. What is it?
S	This boy is driving me crazy.
L	'Never'. It's your turn, Deborah.
Deborah	Never in your lesson, sir.
L	I do... I, I speak a sentence to you without saying it. Just, like this...
C	<i>Der Lehrer macht eine Lippenbewegung.</i>
L	The first sentence is...
C	<i>Der Lehrer artikuliert einen Satz mit sehr deutlicher Lippenbewegung, aber ohne Lautierung.</i>
S	Good God, this boy is driving me crazy.
C	<i>Der Lehrer spricht leise einen weiteren Satz mit deutlicher Lippenbewegung.</i>
S	Isn't that what you do in class?
L	This is good.
C	<i>Der Lehrer spricht leise einen weiteren Satz mit deutlicher Lippenbewegung.</i>
Michael	I'm so sorry, sir.
L	I'm so sorry, sir.
L	You can work in pairs, please, you've got about, let's say...
SuS	Five minutes. Zehn Minuten. Zwei. Drei.
L	You want to make a deal with me? Three minutes.
SuS	Three...
L	Three minutes!
SuS	Three!?
L	Three!
SuS	Four, four...
L	Maximum, maximum three!

SuS	Four. Five. Four. Four...
L	Okay, three, three! Start now.
C	<i>Die SuS üben den Dialog in Partnerarbeit ein.</i>
L	Thank you.
S	Ah, hello Burcu. What happened?
S	I'm sorry, sir. I'm overslept.
S	Sleeping? Isn't that what you do in class?
S	Never in your lesson, sir. English is so interesting.
S	Good God, this girl is driving me crazy.
L	Thank you. Gut gemacht...
S	Ah, Joey. What happened?
S	I'm so sorry, sir. I'm overslept.
S	Isn't that what you do in ... Isn't that what you do in class?
S	Never in your lesson, sir. English is so interesting.
S	Ahh, this boy's driving me crazy.
L	Okay. This was nice acting but there was one mistake in it. Who knows the mistake? What was the mistake?
S	He forgot "Good God".
L	One other thing: I overslept. Say it again. I overslept.
S	I overslept.
L	All together.
K1	I overslept.
L	I overslept.
K1	I overslept.
S	I overslept.
S	I overslept.
L	Thank you.

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## 5. Video „Perfect Job“

L	Good morning ladies and gentlemen.	00:00	00:05
Kl	Good morning Mister A.	00:05	00:10
L	Ah I see, I see. You wake up at the moment, that's fine. A very warm welcome. Good morning.	00:10	00:16
L	Well, I would say we start with a short little game. We start with a pantomime game. Pantomime.	00:16	00:25
L	I guess you did such a game last year with Miss M. and you all know what it is about.	00:25	00:33
L	I give you an example. I have got a job here. A job you can learn. Here. And one person here shows the class but without ... talking, O.K.?	00:33	00:47
L	So, I give you one example. Very easy. The word here and now	00:47	00:54
C	<i>L zeigt auf sich und tut dann so, als ob er an die Tafel schreibt.</i>	00:54	00:59
L	What is the job here? (lacht)... Hm? Very easy, isn't it?	00:59	01:04
S	Teacher.	01:04	01:05
L	Exactly. So you know what it is about?	01:05	01:07

L	Are there volunteers? Who wants to start? I give you a job and you start. Eh ... O.K. Christine, could you come?	01:07	01:15
S	Yes.	01:15	01:16
C	<i>S läuft in Richtung Tafel. L nimmt einen Zettel vom Tisch und läuft damit S entgegen.</i>	01:16	01:18
L	Here is the job.	01:18	01:19
C	<i>L gibt S den Zettel.</i>	01:19	01:27
C	<i>S zeigt auf den Zettel und flüstert zu L.</i>	01:27	01:29
L	Yep... How about people working there. Inside this. //	01:29	01:33
S	// Ah O.K. //	01:33	01:34
L	// O.K.?	01:34	01:35
C	<i>S steht vor der Klasse.</i>	01:35	01:39
SUS	(kichern)	01:39	01:41
C	<i>S streckt den Zeigefinger nach oben und legt den Zettel auf den Tisch.</i>	01:41	01:46
S	Eh. (lacht)	01:46	01:49
C	<i>S macht austeilende Bewegungen mit den Händen. S dreht sich einmal hin und her und zeichnet mit ihren Händen ein Viereck in die Luft. S macht wieder die austeilenden Handbewegungen und zeichnet das Viereck. S reckt den Daumen nach oben.</i>	01:49	02:07
L	Hm.	02:07	02:08

C	<i>S zeichnet wieder das Viereck und dann verschiedene Linien in die Luft.</i>	02:08	02:15
L	Take... Make a guess! Make a guess!	02:15	02:17
C	<i>S wiederholt die austeilenden Handbewegungen.</i>	02:17	02:20
L	Yes you can choose a person.	02:20	02:21
S	Eh, Nathalie.	02:21	02:22
S	To work in a band... bank?	02:22	02:25
L	Correct, yes //	02:25	02:26
S	// Yes. //	02:26	02:27
L	// Yes. And the job here is a bank...?	02:27	02:29
S	Clerk.	02:29	02:31
L	Yes, exactly.	02:31	02:32
L	O.K., second one.	02:32	02:33
C	<i>L nimmt einen neuen Zettel und gibt ihn der nächsten Schülerin.</i>	02:33	02:35
L	Nice, wonderful job.	02:35	02:36
C	<i>S nimmt Zettel entgegen und liest ihn.</i>	02:36	02:38
S	No.	02:38	02:39
L	Yeah, try it!	02:39	02:41
C	<i>S läuft mit zur Seite ausgestreckten Armen umher.</i>	02:41	02:45
S	Aslan.	02:45	02:46
S	Pilot.	02:46	02:47
L	O.K., next one. Yes, Joe.	02:47	02:49
C	<i>L übergibt einen neuen Zettel an den nächsten Schüler.</i>	02:49	02:50
S	Hm.	02:50	02:51
L	Hm!	02:51	02:52

C	<i>S läuft mit dem Zettel in der Hand vor die Klasse, legt ihn auf den Tisch und steht dann einige Zeit still.</i>	02:52	03:13
SuS	(kichern)	03:13	03:14
L	Still working.	03:14	03:16
S	Was stellt das denn dar? (?)	03:16	03:17
S	Was macht der?	03:17	03:18
SuS	(tuschieln)	03:18	03:20
SuS	(Gekicher)	03:20	03:21
L	Need... need another one?	03:21	03:23
S	Yes.	03:23	03:24
L	Yes, O.K. No problem.	03:24	03:25
L	You can get this. This one here. O.K.?	03:25	03:29
C	<i>S nickt, nimmt einen neuen Zettel entgegen und steht still.</i>	03:29	03:33
SuS	(Lachen)	03:33	03:34
C	<i>S legt Zettel zurück auf den Tisch und läuft zurück zu seinem Platz.</i>	03:34	03:35
S	I don't know.	03:35	03:36
L	You don't know. O.K. (lacht) No problem.	03:36	03:38
L	So, a volunteer here. Take it, please.	03:38	03:40
L	(lacht)	03:40	03:41
C	<i>S läuft nach vorne.</i>	03:41	03:46
L	No problem, Sir.	03:46	03:47
C	<i>S tritt vor die Klasse und ahmt mit seiner Hand eine Pistole nach.</i>	03:47	03:51
S	Policeman.	03:51	03:52

L	Exactly, yes. That's fine.	03:52	03:54
L	Two more. Two more... Mirko, yes. On the way.	03:54	03:58
C	<i>L gibt dem nächsten Schüler einen Zettel.</i>	03:58	04:01
L	O.K.	04:01	04:02
C	<i>S tritt vor die Klasse.</i>	04:02	04:05
C	<i>S nimmt einen mehrmals einen Stift vom Tisch, läuft einige Schritte damit und legt ihn wieder hin. S deutet auf sich und hebt den Stift erneut auf.</i>	04:05	04:20
C	<i>Gekicher</i>	04:20	04:22
C	<i>S legt den Stift wieder hin und deutet auf sich.</i>	04:22	04:23
L	Make a guess!	04:23	04:25
C	<i>S zeigt wieder auf sich selbst und macht dann eine ziehende Bewegung. S deutet auf jemanden in der Klasse.</i>	04:25	04:31
S	Eh, I don't know the word in English.	04:31	04:34
L	Try to describe it! He's working for what?	04:34	04:37
S	No.	04:37	04:38
L	No. It has nothing to do with mail.	04:38	04:41
S	Was? (!)	04:41	04:42
L	K... go on!	04:42	04:44
C	<i>S zeigt wieder auf sich, dann tut er so als hebe er etwas vom Boden auf und beschreibt mit seinen Händen ein Viereck. S macht</i>	04:44	04:56



	<i>eine ziehende Bewegung und läuft einige Schritte. S deutet auf jemanden in der Klasse.</i>		
S	Cook?	04:56	04:57
L	No? O.K.	04:57	04:58
C	<i>S macht eine wegwerfende Handbewegung.</i>	04:58	04:59
L	Would be (?) a shop assistant. A shop assistant.	04:59	05:02
S	(?)	05:02	05:03
L	One last one. One last one, I need a girl right now for this job. I need a girl right now. And I ... hm ... try it? O.K.	05:03	05:12
C	<i>S läuft nach vorne.</i>	05:12	05:17
L	Girl's job.	05:17	05:19
C	<i>S lässt sich von L den nächsten Zettel zeigen und tritt vor die Klasse.</i>	05:19	05:25
C	<i>S deutet in Richtung der Klasse, fasst sich dann an den Hals und ahmt dann etwas mit ihren Händen nach. S zeigt auf eine Mitschülerin.</i>	05:25	05:35
S	Nursery?	05:35	05:37
S	Yes.	05:37	05:38
L	A nurse, yes //	05:38	05:39
S	// Ja, genau. //	05:39	05:40
L	// working in hospital. O.K. guys. So far, so good.	05:40	05:43
L	Open your books, please, and go to page forty-two	05:43	05:50

	forty-three. The perfect job.		
C	<i>SuS schlagen ihre Bücher auf. L zieht den Tageslichtprojektor heran.</i>	05:50	06:06
L	The perfect job. Ladies and Gentlemen, before you read ... have a look. There are five different pictures. And every picture shows a job.	06:06	06:17
L	So guess! What could the job be? Don't read the text, only look at the picture.	06:17	06:24
C	<i>Kl schaut in ihre Bücher. L bereitet eine Folie für den Projektor vor. S hebt seine Hand und lässt sie nach einigen Sekunden wieder sinken.</i>	06:24	07:18
L	Let us start with one picture. As I said, don't read the text, just the picture. The first one with the elephant. What do you think? What could be a job ... there?	07:18	07:30
C	(Stille)	07:30	07:36
L	Try to describe the picture, what can you see? Lucia, yes.	07:36	07:39
S	Eh, the people which work in a zoo //	07:39	07:42
L	// Mmh //	07:42	07:43

S	// and he works with the elephants, and other works with lions or ...	07:43	07:47
L	O.K. Ja.	07:47	07:49
S	But I don't know the name of this job.	07:49	07:51
L	We find this out.	07:51	07:52
L	O.K. So, person working in a zoo. Mmh?	07:52	07:55
S	Eh, he wash (!) them and give (!) their food (!), I think ... yes.	07:55	08:00
L	Mmh.	08:00	08:02
S	Can I describe the picture two? Also (!) ...	08:02	08:05
L	Next one? Yes O.K., you ... keep it! Any more for picture one? Ja, Antonio.	08:05	08:11
S	Eh, they clean the cages.	08:11	08:12
L	Mmh... so ... we go to the next picture and have a look what this job is later in detail.	08:12	08:19
L	Picture number two. Aslan, of course!	08:19	08:21
S	There's a cameraman.	08:21	08:22
S	Yes. ... Some more to add? Sir?	08:22	08:29
S	Eh, he can eh film some sports and... yes.	08:29	08:34
L	For example, yes, of course. O.K. Easy picture.	08:34	08:38
L	Oh the next one is perhaps trickier. You look at the picture on the same page with the bicycle and the	08:38	08:50

	man in the white collar. Sophia, you want to try?		
S	No, I wanted to make a (!) other //	08:50	08:52
L	// Next one. So who can make this picture here?	08:52	08:54
C	<i>(Schweigen)</i>	08:54	08:56
L	Lucien, have a try!	08:56	08:57
S	I think this is a scientist (sic).	08:57	08:59
L	A scientist?	08:59	09:00
S	A scientist, yes.	09:00	09:01
L	What is he doing?	09:01	09:03
S	Eh...	09:03	09:05
C	<i>S zeigt fragend auf sich selbst.</i>	09:05	09:06
L	Yes, ja.	09:06	09:07
S	A devlope (sic), a... a roboter (!) or //	09:07	09:10
L	// Mmh. //	09:10	09:11
S	// something.	09:11	09:12
L	O.K. And ... what else? Some more here. Aslan, yes.	09:12	09:17
S	I think that's a mecha- tronic engineer (t).	09:17	09:19
L	Mmh.	09:19	09:20
S	Eh I think he works with technology.	09:20	09:24
L	How do you think? Why does he work with technology?	09:24	09:28
S	Eh because there is eh on the bike a, a machine or a //	09:28	09:32
L	// What? (lacht) //	09:32	09:33

S	// Eh it looks like a people (!), a man, but it's eh, it's a machine.	09:33	09:40
L	You help?	09:40	09:41
S	Eh, it's a roboter (sic).	09:41	09:42
L	Exactly. A robot.	09:42	09:44
L	Two more. On the left page, the nice looking lady. What is she doing? What could be her job? ... Eh, Katharina, yes?	09:44	09:54
S	She cooks.	09:54	09:55
L	Exactly. Yes. Obviously. And (lacht) the next picture ... with, yes of course, Nathalie.	09:55	10:03
S	I think... I think the woman is a designer.	10:03	10:05
L	O.K.	10:05	10:06
S	A fashion designer.	10:06	10:07
L	Could be. Another job here, perhaps. Dominic.	10:07	10:10
S	Maybe she's a window dresser.	10:10	10:12
L	All right, we will see if it, this, if this is the case. Something else?	10:12	10:17
S	Or a shop assistant.	10:17	10:18
L	Or this, exactly.	10:18	10:20
L	So you see we have different jobs (!) descriptions here. Now we go into detail.	10:20	10:25
L	Open your exercise books, please and make (sic) the following table.	10:25	10:30

C	<i>L richtet Tageslichtprojektor aus.</i>	10:30	10:35
C	<i>Kl sortiert Arbeitsmaterialien. Gemurmel.</i>	10:35	10:41
L	Yes Sir?	10:41	10:42
S	Must we copy this?	10:42	10:43
L	Yes, exactly.	10:43	10:44
C	<i>Kl schlägt Hefte auf und holt Stifte aus den Mäppchen. Gemurmel.</i>	10:44	11:07
L	You copy the table into your exercise book.	11:07	11:10
C	<i>Kl schreibt von der Tageslichtprojektion ab.</i>	11:10	12:54
L	O.K., could you lay down your pens for a second. Your task. Because some of you are very quick and want to start. Please lay your pens down.	12:54	13:02
S	Can you come, please?	13:02	13:03
L	Come? Oh, any problems here, Lady? Yes of course, you can go.	13:03	13:09
C	<i>S hält sich die Nase zu, steht auf und verlässt das Klassenzimmer.</i>	13:09	13:10
L	O.K., your task. First. In the first box, fill in what do you think...	13:10	13:15
L	No problem. (lacht)	13:15	13:17
L	In the first box, fill in what do you think is the job in the picture. So fill in your guess ... hm,	13:17	13:27

	could be this or that. All right?		
L	That's what we did in class here. You just write it down. What is ... what could the job be?	13:27	13:31
L	Second ... skim the text. Don't read the text in detail! Just scan, scan, scan, scan, scan and find the job.	13:31	13:41
L	All the jobs are in the text. So skim the text very quick (!) and fill in what is the real job name. O.K.?	13:41	13:49
L	And third, would you like to do this job? If yes, why? If no, why not?	13:49	13:57
L	One sentence or, if you wish, you can also use keywords.	13:57	14:01
L	O.K.? So go ahead! Guess, right or wrong, and would you like to do this job.	14:01	14:09
L	For the very quicks, quick writers of you if you have finished, go to page one hundred and fifty-five and there is a nice box to read. O.K.? Go ahead!	14:09	14:22