An evaluation of English language lessons in Greek state secondary schools

Appendices

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Appendix A:

Response from Dr. T. Taglides, school advisor, regarding the availability of records of assessment of pupil performance in English.
M. E. Rigas
Dept. of Applied Linguistics
14 Buccleuch Place
Edinburgh EH8 8LN

Dear Ms Rigas,

I am sorry I could not answer your letter earlier. The reason was not a matter of negligence but a matter of being too busy at this time of the year.

I am also sorry to say that no nation-wide procedures are carried out at the moment to assess teacher and student performance concerning foreign language teaching and learning at any level in Primary and Secondary Education. Consequently, there are no official -or other- reports that I know of available on the above matter.

Foreign language and learning is monitored only by the EFL School Advisors who visit the schools throughout the country, attend EFL lessons, and then advise the teachers on pedagogical, methodological, scientific or administrative matters.

I am fully aware that the above statements are neither satisfying for your research nor specific and detailed enough to function as supporting evidence for your work. I wish I could be more helpful. I have been in your situation and therefore I sympathise with you.

However, if you think I could be more helpful, I will be at your disposal in Oxford, UK, sometime between July 1 and 25. I can be reached at: 1865-52031. If not, I wish you good luck.

Yours sincerely,...
Appendix B:

Replica of observation sheet used to enter information about the classes observed and the lesson procedure.
Appendix C:

List of interview questions posed to the teachers and transcripts of interviews in edited and abridged form.

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Teacher Interview Schedule: English version

I would like to stress that you are not being assessed on your work, but simply being asked for your own perspectives on the English lessons and the teaching process. Some questions relate specifically to aspects of the lesson that has been observed, while others are more general. Please express your views and observations as clearly and as accurately as possible. Your views will be respected and will remain anonymous.

1. In brief, what were your teaching objectives for this lesson?
2. Did your objectives fall within the scope of the general teaching objectives?
3. What language skills do you give priority to (e.g. listening, reading, speaking or writing)?
4. In your view, what makes a good pupil?
5. To what extent do you find these characteristics in your pupils?
6. At what level of competence would you place your pupils?
7. In what kind of organisational pattern do you feel that the class works well?
8. Which language do you use more frequently? On what occasions? What are the reasons for your choice of language in the given situations?
9. Do you encourage conversation in English? How do you go about it? Did you do this in the previous lesson?
10. Do your pupils initiate interaction with you in English? How?
11. Do your pupils participate spontaneously? On what occasions? In which language do they respond?
12. Do your pupils consult each other before responding to a question?
13. Do pupils wait to be called on before answering a question?
14. How do you find out that a pupil is not paying attention or has not understood something?
15. Which part of the lesson do you think the pupils enjoy most?
16. Which activities do they do well in?
17. How would you describe the climate of the classroom? What factors do you think affect the classroom climate?
18. How much do you think the pupils benefit from the language lessons at school? Do they make progress in English?
19. How do you determine what or how much they have learnt?
20. How significant are tests or exams? What is their primary purpose? What are pupils examined on?
21. What is your opinion about the way the English lesson is organised?
22. What do you think about the teacher-pupil relationship?
23. Are you familiar with the Communicative Language Teaching approach?
24. Do you use communicative teaching techniques in your classroom? How effective do you consider such techniques to be?
25. Would you say that the teaching and learning of English in school is or is not satisfactory?

Sex: Male: ☐ Female: ☐
Age: 25-35 ☐ 35-45 ☐ 45-55 ☐
Class:
Educational Qualifications (incl. details of degree(s) awarded plus training, if undertaken):
Teaching experience (incl. details of schools and duration of teaching):

Thank you for your co-operation!
Teacher Interview Schedule: Greek version

Θα ήθελα να τονισω πως δεν επιδεικνύω το διδακτικό σας τρόπο σε προσωπικό επικοινωνιακό τομέα. Σας ζητώ μόνο τις αποψεις σας σχετικά με τη διδακτική διαδικασία του μαθήματος των Αγγλικών. Ορισμένες ερωτήσεις αφορούν το συγκεκριμένο μάθημα στο οποίο ημουν-παρουσιάσες, ενώ άλλες αφορούν το μάθημα των Αγγλικών γενικότερα. Σας προσκαλώ να εκφράσετε ελεύθερα, λαβαίνοντας υπ' ουί ότι οι αποψεις σας είναι σεβαστές και θα παραμείνουν απορρήτες.

1. Εν συντομεία, ποιοι ήταν οι διδακτικοί σας στους τελευταίους δύο μαθήματα;  
2. Οι στοχοί σας αυτού αντηκόνου στα πλαίσια των γενικότερων αντικειμενικών σκοπών της εγκυκλίου;  
3. Σε ποιες γλώσσες ικανοτήτες δινετε προτεραιότητα (ομιλία, γραφή, αναγνώση, ακρόαση;  
4. Κατά τη γνώμη σας πως χαρακτηρίζετε τον κάλο μαθητή/την κάλη μαθήτρια;  
5. Σε τι βαθμό βρίσκετε αυτά τα χαρακτηριστικά στους μαθητές σας;  
6. Σε τι επίπεδο γνωσίας βρίσκονται οι μαθητές σας;  
7. Σε τι οργανωτικό σχήμα βρίσκετε ότι η τάξη λειτουργεί καλύτερα;  
8. Ποιά γλώσσα χρησιμοποιείτε περισσότερο; Σε ποιες περιπτώσεις; Τι σας οδηγεί να κανείτε την συγκεκριμένη επιλογή της γλώσσας;  
9. Ενθαρρύνετε συνομλυτές των μαθητών στην Αγγλική; Πώς φροντίζετε γι' αυτό;  
10. Παιρνντε πρωτοβουλία οι μαθητές σας στη συμπράξη του μαθήματος;  
11. Συμμετέχουν αυθόρμητα; Σε ποιες περιπτώσεις; Σε ποια γλώσσα;  
12. Συμβουλεύεστε σας να χρησιμοποιήσεις μια μαθητή κι εγγυητες την ανάπτυξη σας;  
13. Περιμένουν να κλείσουν προτού απαντήσουν στο μάθημα;  
14. Πως καταλαβαίνετε τις μαθητές δεν παρακολουθούν; δεν εχουν καταλάβει κατά;  
15. Πώς μερός του μαθήματος νομίζετε ότι ευχαριστείς τους μαθητές σας περισσότερο;  
16. Σε ποιες δραστηριότητες τα κάταφροντα κάλα;  
17. Πώς θα περιγράφετε το κλίμα της τάξης; Τι παραγόντες πιστεύετε ότι επηρεάζουν το κλίμα της τάξης;  
18. Ποσοστο ενεργούτες οι μαθητές οφείλονται από τα μαθήματα των Αγγλικών στο σχολείο; Προοδεύουν στην Αγγλική τους;  
19. Πώς διαπιστώνετε το/το σπουδαίο εξοντώσαν;  
20. Ποιο σημαντικά είναι τα διαγωνισματά/τεστ; Ποιος είναι ο σκοπός τους; Πανω σε τι εξετάζονται οι μαθητές;  
21. Πώς εννοεί μια γνώμη των μαθημάτων των Αγγλικών;  
22. Πώς βλέπετε την αλληλεπίδραση μεταξύ εσών και των μαθητών;  
23. Τι σας ενδιαφέρει η Επικοινωνιακή Μέθοδος διδασκαλίας;  
24. Εφαρμόζετε τεχνικές της Επικοινωνιακής Μεθόδου στα μαθήματα σας; Που αποτελεσματικές τις θεωρείτε;  
25. Τι θα λέγατε σχετικά με τον ισχυρισμό ότι η διδασκαλία/μάθηση των Αγγλικών στα σχολεία δεν είναι ικανοποιητική?

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<th>Φύλο:</th>
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<tr>
<td>Ηλικία:</td>
<td>25-35 □</td>
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<td>η τάξη σας:</td>
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<tr>
<td>Εκπαιδευτικά προσόντα (μαθηματικά, κλπ.):</td>
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Διδακτική εμπειρία: (σχολείο/τοπικό/χρονιά):

Ευχαριστώ πολύ για τη συνεργασία σας!

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### Teachers A and B

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<th>T-A</th>
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<td><strong>1. In brief, what were your teaching objectives for this lesson?</strong>&lt;br&gt; To get the pupils to develop what they learnt - the vocabulary and language forms which they have been taught in the previous lessons, and to practice on these. Practice was quite Communicative. I worked with what was given in the Unit because this class is not very careful with photocopies, and I would have to rewrite this unit to make it more guided. I tried to give grammatical forms, vocabulary and such like on the board, and clear up what had been left unclear from previous lessons, in my view and tried to give them stimuli to talk in order to practice vocabulary especially. We did the role play as practice because it's something they have learnt to do with ease and it gives them confidence. So I prefer it, since it has sufficient instructions, I prefer it always. From then onwards when we move to a freer exercise, the pupils get stuck unfortunately because they don't have the knowledge or the interest that is necessary.</td>
<td>Consolidation of the 2nd conditional through presentation, practice, consolidation, free production, and how to give advice.</td>
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<td><strong>2. Do these objectives fall within the scope of your general teaching objectives?</strong>&lt;br&gt;The curriculum directives leave us very free thankfully [we don't have to adhere to it]. In other words, if I like, I can work on grammar, syntax and vocabulary without further pedagogical aims, or if I feel like it and the class is up to it, I can do whatever enters my head. The lesson plan depends entirely on me.</td>
<td>Yes, in accordance with curriculum guidelines.</td>
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<td><strong>3. What language skills do you give priority to?</strong> (e.g. listening, reading, speaking or writing).&lt;br&gt;I can't say that I give priority to specific skills, I give priority to what the class can do confidently. Writing skills and speaking skills, &quot;mostly writing, because when we come to speaking they hesitate more&quot;. If we are going to say something, I see to it that we have already written it in certain forms.</td>
<td>No particular priority to skills, a bit to speaking of course, it's important that one is able to transmit the message. Tries to develop (1st) speaking, (2nd) listening, (3rd) reading and writing parallel, but writing is not so important.</td>
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<td><strong>4. In your view, what makes a good pupil?</strong>&lt;br&gt;A good pupil is one who is conscientious. One who works regularly, pays attention to the lesson - even if s/he hasn't got perfect abilities, who participates, does homework, is interested in progressing, is not indifferent.</td>
<td>A good pupil is one with many interests. The complete lack of interest literally breaks the teacher. Interest is a stimulus in all directions: towards improving one's relationship with the textbook, the teacher, doing the homework</td>
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<td><strong>5. To what degree do you find these characteristics in your pupils?</strong>&lt;br&gt;To a large extent. I would say the situation is quite satisfactory, with some exceptions. These have to do with the pupil's character and the family situation.</td>
<td>This element is found at a very average degree...below average. Less than half show an interest that I consider satisfactory.</td>
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6. At what level of competence would you place your pupils?  
They are a mixed ability group; upper elementary (to Lower), but the vocabulary this year is more advanced and the pupils have difficulty in absorbing it.

7. In what kind of organisational pattern do you feel that the class is working well?  
The class works best when I see it that I always instruct them, i.e. I avoid "group works"[sic] because they don't help, and at this level weak pupils cannot follow group work, so I prefer to do whole class teaching.

8. Which language do you use more frequently? On what occasions? For what reasons?  
I use Greek as little as possible. I translate what has already been said in English and in analysing Grammar and Syntax, to make sure that all can follow me. I use English the rest of the time, even for a comment.

9. Do you encourage conversation in (the FL)? How do you go about it? Did you do this in the previous/observed lesson?  
Yes, but always guided by me, because otherwise they switch to Greek. Opportunities for conversation are always based on the textbook.

10. Do your pupils initiate interaction with you in (the FL)? How?  
Yes. By talking in English, by writing, by giving an opinion different from the rest, by disagreeing sometimes.

11. Do your pupils participate spontaneously? On what occasions and in which language?  
Usually there is spontaneous participation, but often they say things in Greek instead of doing it in English. So I interrupt them and say "yes, but please, so you can tell it in English". They participate more when the topics interest them directly.

12. Do your pupils consult each other before responding to a question?  
Sometimes the weaker pupils consult their neighbour if/she is good.

13. Do your pupils wait to be called before answering a question?  
Not always, it depends. They will either put hands up, or sometimes a pupil may jump up and say something on his/her own accord.

14. How do find out that pupils are not attending or have not understood something?
Usually I know who is not attending from certain lessons onwards, I can understand. It's those who don't take part in other lessons too, not only the English lesson. Usually they will be looking away, or searching their bags, they will be doing something else, or simply staring into space.

15. Which part of the lesson do you think your pupils enjoy most?
The examination phase or homework check - when they are well-prepared, because they have something to show. But they are most interested in the presentation phase.

16. Which activities do they do well in?
They do well in activities to which they really devote themselves. They do well in writing because having a text in front of them gives them confidence. But also in reading, skimming, scanning, and giving specific responses, they do well.

17. How would you describe the climate of the classroom? What factors do you think affect the classroom climate?
The classroom climate with the teacher is good, unless external factors intervene: too much noise coming from outside, which we get 90% of the time, we have a good relationship with the teacher, they attend without conflicts, except for the 2-3 pupils who are negligent in everything and you are forced to reprimand them.

18. How much do you think your pupils benefit from language lessons at school? Do they progress in English?
They benefit less than what they can at a frontistirio because first of all the hours are too few. Also, the number of pupils is greater whereas at the frontistirio it's much smaller. Also, the frontistirio loads them with much more grammar, syntax and vocabulary. And because they pay, they feel the obligation - those who are conscientious of course - to produce something.
At school the target is not for the pupils to learn a language and nothing else. My role is not only to teach grammar syntax and vocabulary; it is for me to transmit a lot of other things which I give certainly to the detriment of grammar, syntax and vocabulary, to the detriment of the language: some pedagogical principles, a cosmotheory I would say, what I believe as a pedagogue. I think I would have been rejected from the outset if I went into the classroom to teach language solely. The benefit is limited, where the cognitive material is concerned, because you cannot teach one thing.

19. How do you determine what or how much they have learnt?
By taking in written work. I can't check the work in class one by one, so I take it home. I correct it orally in class, and from the tests. oral and written examination.

They show obvious disinterestedness and from questions I ask I see they are not with me [they cannot answer].

Classroom climate is not a positive one by any means, that is to say, I often lose my temper etc., but it's not negative, it is average.

Their benefit depends on how much they are interested. Someone who complies, say, 90% with what we do and say, if there's some cooperation ...90%, I think then [they benefit] very much. In this class, since October there has been progress for each pupil according to their level. There are frontistiria that do a much better job than the state schools...but there are also many that do a very bad job. I mean, the Ministry has the most contemporary pedagogical methods, whatever most appropriate, whatever most anti-autarchic, whatever most humanistic- but of course, the circumstances don't allow this to become reality.
or underline the errors and I return it so that they can see the work again on their own.

20. How significant are tests or exams? What is their purpose? What are pupils examined on? Tests are very important. They contain comprehension questions, grammar, paragraph writing or the writing of short dialogues. They aim to assess and to teach because if you make a mistake in the test you don't repeat it.

Tests are important when they are a recapitulation of the subject matter and check what has been taught over a period of time. On the other hand the pupils see how much they can do and weigh themselves, and I see how effectively I have worked. The aim is an assessment of what the have learnt and how much they have worked. The tests contain a text with questions, but not always, sometimes I give them only grammar, syntax or vocabulary exercises, in the form of gap-filling exercises or to answer questions, complete sentences, multiple choice...

21. What is your opinion about the way the English lesson is organised? In lesson organisation, the textbook plays an important role. But it has many flaws - it is missing texts and exercises and grammar. It was a good effort of course as a first endeavour but it is missing texts and exercises. We have no time to concern ourselves with supplementary material. It "minimises" the successful organisation of the lesson instead of maximising it.

To a large degree I am forced to re-organise it. That is, I cannot follow the course of the textbook, because it is over-communicative. As a result the pupils do not respond as they could with a better organised book. I often change the instructions, e.g. a role play is done with whole class involvement.

If there was greater cooperation from the part of the family, things would be much better. In many occasions, there are parents who say, "I don't care if my child is weak...in English, I am interested that s/he passes Mathematics and Classical Greek at least." So this child sees the English lesson as being of secondary importance. Or s/he comes to school taking for granted that s/he will not learn a foreign language at school...so automatically a negative attitude is cultivated a priori.

22. What do you think about the teacher-student relationship? In lesson organisation, the textbook plays an important role. But it has many flaws - it is missing texts and exercises and grammar. It was a good effort of course as a first endeavour but it is missing texts and exercises. We have no time to concern ourselves with supplementary material. It "minimises" the successful organisation of the lesson instead of maximising it.

Interaction is usually positive. Of course we have our bad moments. To a large degree there is good cooperation in class, unless for example they are back from holidays, or after a weekend, they are down.

With some pupils you go well, i.e. you win them, with others you go very badly, you don't like them and they don't like you. Some are in-between and some days are with you, others against you, but interaction is very important, i.e. the personality of the teacher and the pupils..

23. Are you familiar with the Communicative Language Teaching approach? The curriculum promotes the Communicative approach but it is not just difficult, it is impossible to apply it exclusively.

Yes.

24. Do you use Communicative teaching techniques on your classroom? The Communicative approach is applied through situations, through realistic situations. It is an accepted system ... and comes nearer to the pupils and provokes their acceptance.

I will use the Communicative approach in the presentation phase and in the consolidation phase. In between I believe it's better to go without the Communicative, because the pupils are left with unanswered questions.

25. How effective do you consider such techniques to be? It is quite effective...it's not everything of course. I am eclectic. I try to use from the older grammar-
effective one method on its own. I believe a combination of all the methods is the best that can be done. Depending on how the class reacts, I will use the appropriate method. In my own class, the Structural and the Communicative.

notional approach, from examples and ways in which my teacher used to teach us, and the Communicative, and the recent Humanistics, everything according to what you have to do. ..on it's own I do not consider any approach completely effective.

26. Would you say that the teaching and learning of English in school is or is not satisfactory? What is needed is a renewal of the textbooks, because even some of the dates they contain are wrong. Also there are occasions where I make corrections, it contains many editing errors. The pupils need much more grammar exercises [this points to the most serious weakness of the textbook]. It is extremely Communicative. You can't expect from a new teacher or a tired teacher to constantly search for exercises or to have the acuteness of mind to transform what is already in the book into something else.

Discipline problems affect the way the lesson is conducted very much. This problem of discipline is basic, if you are not indifferent like myself, -I am rather short-tempered, and you lose your temper with such terrible indifference, well after that you are in no condition to apply anything... you are completely negative towards the pupils. Because you are human.. in any case I consider this a major problem... the schools have reached very bad condition, there's a very considerable slackness.. teacher's in the lykeio especially are suffering, and this must reach someone's ears. And the Heads of the schools do nothing, they consider the situation granted, they pamper the pupils, try to avoid abstinence, they never punish them. I believe this lack of punishment is disastrous.. There are constant problems, your comments fall on deaf ears, there's a great deal of apathy and callousness from the pupils, they ignore you entirely provokingly. The general attitude is that the English lesson is ..the hour of relaxation.
### Teachers C and D

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<th>T-C</th>
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<tr>
<td><strong>1. In brief, what were your teaching objectives for this lesson?</strong></td>
<td><strong>The objectives of the last two lessons were to do</strong></td>
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<tr>
<td>Consolidation of indirect speech, achieved by means of a text, questions and exercises.</td>
<td><strong>the modal auxiliaries with the perfect infinitive, and to mostly to stress the cultural differences that exist between us and the English with respect to student life.</strong></td>
</tr>
<tr>
<td><strong>2. Do these objectives fall within the scope of your general teaching objectives?</strong></td>
<td><strong>No. I don't think so. Basically, we haven't received a detailed syllabus, which would tell us to do this and that for this purpose. We have been thrown three books and they told us &quot;teach the pupils these things&quot;.</strong></td>
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<tr>
<td>Yes.</td>
<td><strong>We work on the basis of our own good faith and our good disposition and from some meetings with the school advisor, we exchange some views. Essentially there is no syllabus. Our syllabus says that Grade 1 does three hours, Grade 3 does three, that's it. As far as the textbook is concerned, it has some grammatical items for each grade, which however are very mixed up, they don't have any order, and we do what we think is best for the pupils, according to their level as well.</strong></td>
</tr>
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<td><strong>3. What language skills do you give priority to? (e.g. listening, reading, speaking or writing).</strong></td>
<td><strong>I give priority to that the pupils can communicate, in other words to understand that they must use the present tense for this and the other reason.</strong></td>
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<td>Reading, listening, writing and speaking. I'm not saying that this is correct but that is what we are obliged to do. We are restricted by the resources that we have; from the moment that we don't have anything, no audio-visual supplies, we are forced to resort to the textbook. An ideal situation would be understanding, speaking, reading and writing; that's how it should be. But I am hindered [to give priority to this preferable sequence of skills] because the problem with the school is objectively the lack of resources, the number of pupils and the differences in levels. For example, if I read a text which one third doesn't understand, how am I going to do it?</td>
<td><strong>Mainly speaking and... listening.</strong></td>
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<tr>
<td><strong>4. In your view, what makes a good pupil?</strong></td>
<td><strong>The tape recorder is used, say, 3 times out of 10 because it isn't easy, we are three colleagues here and we work at the same time, so whoever is free gets it. As far as other visual aids are concerned, whenever the lesson gives me the opportunity.</strong></td>
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<tr>
<td>The good pupil is the one who has ease in understanding, when s/he listens to a text, to be able to understand, to express him/herself in the foreign language, to read and to write.</td>
<td><strong>I use the tape recorder, which we don't always have, depending on the lesson, we may have pictures [i.e. in textbook], the blackboard.</strong></td>
</tr>
<tr>
<td><strong>The good pupil is one that takes care to be correct in class from the point of view of knowledge, eh homework, who can help you - s/he is willing to take those five things you want to give, and who isn't a lively child who creates problems or disrupts the lesson. You may overlook some things of course, but there are things you can't ignore in class, so you are forced to stop the</strong></td>
<td><strong>The good pupil is one who can speak clearly, who has a good voice, who can read, who can write, who can listen and who can understand.</strong></td>
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5. To what degree do you find these characteristics in your pupils?
I find these characteristics to an average degree, I can't say the situation is perfect. It's a mediocre situation. I can say that they're better at writing mostly and reading, then comes understanding and speaking- the weakest is speaking.

In the 35 pupils, the 20-22 have these characteristics. This class has very good pupils and very bad ones. Because the average ones are good children, in other words they are willing. The make an effort up to the point that they can. The average pupils aren't disinterested, in this particular class.

6. At what level of competence would you place your pupils?
Intermediate, generally. Some of them are above that, but generally... about 3% are below intermediate level.

Some in this class are close to the FCE level. Some others are complete beginners.

7. In what kind of organisational pattern do you feel that the class is working well?
The way it is, [i.e. classroom organisation], it doesn't work well. With this heterogeneity it doesn't work well. The most basic thing for me is to have the children separated according to level of knowledge. If this isn't done, we can't talk about correct classroom operation. Nothing is done, neither pair work, nothing. We can't do pair work when there are 32 children in class. I tried it once and there was a terrific commotion.

It is approximately teacher-centred. I can't tell you... we don't have the leeway to do anything better I think. We don't have other choices. Not that this is ideal, but we don't have choices.
First of all the classes should be at least half in number. What "individual" [i.e. one-to-one?] can you do with 32 children when there's such a commotion?

8. Which language do you use more frequently? On what occasions? For what reasons?
I use English mostly 70%. I use English to connect one section with another one part of the lesson with the other, in order to give instructions, generally in the presentation. I will use Greek when I see that something is going wrong, when the pupils haven't understood something from the lesson, or they haven't understood a certain word, in which case I am forced to use Greek, and in grammar. When there's a rule -when we go to the structures- in grammar, I will use Greek. I do this because there's a great mixed-ability in the class and I want that the very weak pupils to understand that in this exercise I want them to let's say, fill in the verb to be. Because if I say "complete the verb to be", they won't understand it.

9. Do you encourage conversation in (the FL)? How do you go about it? Did you do this in the previous/observed lesson?
Only guided "conversation", that is to say, to read a text to them and ask them what they have understood, or to have one pupil ask another a

Yes, I encourage conversation, by means of pair work, dialogues (mainly guided from the book itself).
question with guidance, not free conversation, because it doesn't lead to anything, in the end it will be [chaos]. ['Conversation'] is based on a text, it's not free conversation, that's what I mean.

10. Do your pupils initiate interaction with you in (the FL)? How? The good pupils will take initiative: they express their opinions. As for the bad ones, I will have to stand over them, to help them prepare an exercise, so as to say later, "say it".

11. Do your pupils participate spontaneously? On what occasions and in which language? Yes, they are spontaneous, in the whole lesson. In English.

12. Do your pupils consult each other before responding to a question? Usually, not. Each one expresses their opinion according to the way s/he believes s/he should say it. A small dialogue might take place IF we have the opportunity in the lesson [i.e. it appears in the textbook]. I allow the stronger pupils to help the weaker ones.

13. Do your pupils wait to be called before answering a question? Not really, if I ask a question they will raise their hands spontaneously. I don't usually say "tell me X".

14. How do find out that pupils are not attending or have not understood something? I walk around and watch all the pupils. If I ask a pupil to say something s/he will say something irrelevant, and usually I can see who is not paying attention. S/he will not be looking at me, will not be looking at the textbook, will be doing something else, it's obvious. I ask if there's anything someone hasn't understood, they tell me or they raise their hands. And if they say they haven't understood something, we will start form the beginning. Two and three hours, even four.

15. Which part of the lesson do you think your pupils enjoy most? They enjoy practice and production. Generally, after the presentation, when we reach practice when they have something to say, or at the production stage when they say only their own things. That's what they like most, because they produce something of their own.


17. How would you describe the climate of the classroom? What factors do you think affect the
classroom climate?
It depends on the class. These pupils are lively, it’s a lively class. But my relationship with these pupils is good.
That they are lively is negative. It’s adolescence, it’s their age. In a way this is problematic. But it isn’t impossible to overcome. The pupils aren’t dolls.
The climate of the classroom is affected by the pupils’ interest, their knowledge and the interest, the teacher’s presence of course, and the material that we have to work on.
Some pupils are interested, others aren’t. The teacher may influence some while others may be negative. The material is very important, because if you don’t have a correct book you don’t have a point of reference. And when there’s no point of reference, we get in a muddle.

18. How much do you think pupils benefit from language lessons at school? Do they progress in English?
The pupils, if they benefit do not particularly benefit from all the lessons. Only from the humanistic lessons, Greek, etc. They learn how to think, how to be critical. The language is clearly instrumentally useful. The pupil must learn it because it is necessary.
I don’t think that the pupils benefit from their English lessons. Because we don’t have the appropriate material, there aren’t many visual aids, we don’t have good books, and whatever we do we do from our own goodwill, and you have to love the pupils in order to do things, particularly when it comes to language teaching.

19. How do you determine what or how much they have learnt?
The tests show what or how much the pupils have learnt. Also from the daily [examination], but mostly from the tests. ...what [the pupil] knows and what s/he doesn’t know. But sometimes there’s an inconsistency, while s/he may be good in the orals, s/he may be weak in writing. This applies to all subjects, not just the language lesson. The grade is approximately representative of the pupils’ knowledge.
The tests, speaking in class. We’ve often had the opportunity to talk about environmental problems at the beginning of the book.
They give their opinion, to exchange opinions, to agree or disagree in class.
I’ve had this class for three years, so I know what progress they’ve made in these 2½ years.

20. How significant are tests or exams? What is their purpose? What are pupils examined on?
The exams or tests are a means of seeing approximately what the class as a total knows. To assess performance. The pupils are examined on the material that they have been taught at school: the functions, the grammar, dictation, vocabulary, depending on what ...(we’ve done). We write up the tests but on the basis of the official curriculum guidelines which tell us what we should ask.
The tests are quite significant, the exams not so much, I mean the compulsory exam they do in the first term. The official examinations that are taken every 6 months are important too. They give the teacher a whole picture of the class progress.
The pupils are tested on reading comprehension and grammar.

21. What is your opinion about the way the English lesson is organised?
The way the lesson is organised is not good, it’s not right. Because with the heterogeneity and the textbook that we have, the good pupils don’t learn anything new, and those who know nothing can’t learn anything either. In other words, the level isn’t correct for anyone.
The lesson plan is good, but the level doesn’t help to apply it. The four stages of presentation, practice, production etcetera, are extremely important, and they have always been applied, I don’t think anything has changed there, but I think with this “very Communicative”, we have lost a lot of things.
22. What do you think about the teacher-student relationship?

I don't think that we influence the pupils in any special way. Of course the pupil is influenced by the teacher and the teaching material. But interaction depends on the nature of the lesson. No, I don't think we affect the pupils much, no, and I think that no teacher—not even the philologist who once counted—can influence the pupils. The way the class works as a team is not ideal. It isn't the way it should be. First we must have groups according to level of competence and correct teaching material.

23. Are you familiar with the Communicative Language Teaching approach?

Yes.

24. Do you use Communicative teaching techniques on your classroom?

If you have 30-32 pupils with mixed abilities, you have to find a middle way to conduct a lesson for all. The Communicative Approach is not applied. The approach is correct but there must be the right text. How can there be communication without a text? Communicative means not to do what happened in the old times with translation and grammar, the old style, that's it. In other words, that the pupil can use what s/he learns, that is it if I am not mistaken. But this is not done because there isn't a correct book. You are forced to apply certain things which may not be correct due to the need—the reality.

25. How effective do you consider such techniques to be?

[as above]

I think that the Communicative approach goes well. Considering that we have mixed-ability in class, I consider that even the weak pupils should get something from this English lesson, I believe it goes well.

26. Would you say that the teaching and learning of English in school is or is not satisfactory?

I agree that it is unsatisfactory. First of all three hours a week aren't enough.

The teaching and learning of English is unsatisfactory in the schools. I agree absolutely. Without implying that it can't be done. We should be able to produce it later, to use it. In any case there's no perfect textbook, you are obliged to add things. But there must be a base, not like this.

The teaching and learning of English is unsatisfactory in the schools. I agree absolutely. Without implying that it can't be done. We should have freedom in choosing our textbooks, firstly. Secondly, we should have smaller classes. and
thirdly, homogeneous groups. These are the most basic things.

Let's not forget that all pupils go to a frontistirio today, from the 3rd grade of primary school which has the adverse effect that you can't hold the pupils' interest, with the books that we have. And when you have to do something about it tires you, what else can you do? We don't have books with interesting topics to keep the pupils preoccupied. On the other hand we don't have visual aids.
Teachers E and F

T-E

1. In brief, what were your teaching objectives for this lesson?
   In short, when I go into this class I don't have any target or any objective. The aim is to pass the time with the least possible noise/ the most possible calmness. Of course the lesson itself has an objective: the learning of the 2nd type of conditional, and from then onwards practice. How it will be used in speech.

2. Do these objectives fall within the scope of your general teaching objectives?
   Of course. But with the books that have been given us, we no longer have to worry about teaching the syllabus, and on the basis to follow a syllabus. The book itself is the syllabus. Our responsibility is to supplement something, grammatical or whatever else we want. So we don't need to be stressed about being in line with the theoretical (framework) or whether something is included or not.

3. What language skills do you give priority to? (e.g. listening, reading, speaking or writing).
   I stress writing, although recently, because we have been very busy at school with other events, it has been neglected. But usually we write a lot. I return written work of course, and they keep them, others throw them away, others keep them... The value of writing is that what we say orally or they see and read, is applied in practice. Or while we say things or listen or read, we find them natural, when the time comes to write them, we see that we haven't absorbed them. And even more so in the Greek pupils we see that there is a clash/conflict between the foreign language and Greek. They write translating directing from Greek. Slowly, with experience in the language, the opposite comes about.

4. In your view, what makes a good pupil?
   A good pupil is the pupil who will have the textbook with him in the language lesson. Of course, it happened last time as well - you didn't notice that. I just didn't emphasise it because it's my problem the whole year, and I become unpleasant by shouting and shouting again. It's not like History where it's not important if you do not have a book with you. There's a text which you must have in front of you, certain exercises...

T-F

The objective of the first lesson was to give certain grammar exercises, because upon finding that the other class had certain gaps and I could do certain exercises, I remembered that with the one class I went quickly through this item. So I just supplemented something and tried to balance the knowledge in the two classes (it was a supplementary grammar lesson). The second lesson, from what I saw had mostly to do with vocabulary on school issues. A sort of listening because the book doesn't really lead anywhere.

[pause] I think that it refers to this issue. It refers to the vocabulary.
That they should acquire vocabulary so that they can... answer... certain questions, that are related to some issue, let's say. This Unit has to do with education and there are a lot of new words for the pupils.

It depends on the lesson. They wanted to tell me what they would do with money and they were talking mostly, and making sentences, and cooperating...

The good pupil is a co-operative one firstly. I don't pay so much attention to what knowledge he has already, but to what extent he wants to take part.

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which cannot be executed in the air.
- The pupil who participates as much as possible (who raises hand), who attends, or at least if he is a pupil who is willing to raise his hand but finds it difficult to understand, at least paying attention is participation.
- The pupil who is consistent in his obligations, homework, etc.

5. To what degree do you find these characteristics in your pupils?
I find these characteristics to a very small degree. Especially in this class, pupils with all the above characteristics are counted on the fingers on one hand. Because we have very good pupils who have got the proficiency, and who weren't at our last lesson, fortunately, because they are rowdy. And we have pupils who have never been to a frontistirio at all. And it is impossible for them to learn from school. Despite my hopes when this book came out that something would be done, unfortunately not. We have heterogeneity of levels in the class, we have no levels. Of course we have been sent a document about levels but to do this we must have classrooms, staff, which we don't have.

6. At what level of competence would you place your pupils?
I can't place them since I have pupils who haven't been to a frontistirio, who have less than the basics from school, others who have the proficiency, others who are sitting for the FCE. Tawskway 3 is written for intermediate level pupils.

7. In what kind of organisational pattern do you feel that the class is working well?
I think they work best in pair work, guided pair work. Because if we attempt to do group work we will be heard through the whole school. I haven't done pair work very many times, I avoid it because they can't be controlled, but with other classes it goes very well.

8. Which language do you use more frequently? On what occasions? For what reasons?
I use English with the best intentions but in the middle I use Greek. I use Greek when I want to explain something in grammar. We read what is said in the textbook and because some pupils expressions show uncertainty as if they haven't understood at all, I repeat it in Greek. My Greek. I use Greek to give them the meanings of words, because I saw a terrible reaction when I gave them synonyms. I saw that they totally refused. [laughs] They didn't want it. I use English when I want to ask questions on the text ...when I want to give instructions.
Whether you out... them as voices sitting at the pupil in front of them. It's very easy,

Mostly, yes. They talk, and they can happen that the pupil in the first row is talking to the one sitting at the back in the last row with as loud a voice as they want. Whether you shout or threaten that you will send them out... that's the style.

First of all, if they haven't understood something,
they say so, and if they don't say so it shows in their expressions. They seem perplexed as if they are wondering about something, or they ask their neighbour.

15. Which part of the lesson do you think your pupils enjoy most?
They like the quizzes, I see that they all attempt to complete the questionnaire and if there's a score, to add it up and see the result. Apart from the break and the excursions, they like doing things outside the book. A foreign song for example.

16. Which activities do they do well in?
They are good at speaking - not everyone of course- and writing.

17. How would you describe the climate of the classroom? What factors do you think affect the classroom climate?
The pupils aren't negative towards me personally, the problem is that they are indifferent towards English school. They knowledge comes already from the frontistria, they don't expect anything more, and for this they are bored. Those who have difficulties with the language create problems in class. we try to do what we can.
The "leader" also affects the climate of the class [laughs]. When he is away the class calms down. He turns everything upside down. Unfortunately nothing can be done because his mother is a colleague. He doesn't feel the need to contribute to the lesson, nor does he feel the need to keep quiet, he feels the need to bring about chaos. He does it on purpose. The discipline problem makes me shout every time, to send them out. It's tiring, when we say especially when I have this class in the sixth hour, it's like I've done six hours teaching.
For the pupils the English lesson is the hour of relaxation. They think that they know English. In essence they don't, but they don't realise it - it shows in practice. I often tell them that, "you pay frontistria, your parents struggle, you attend so many years, isn't it a pity?" But of course they aren't mature enough to understand certain things.

18. How much do you think you pupils benefit from language lessons at school? Do they progress in English?
No, I don't think so. Although they have done a lot at the frontistria, when we do them here I see that they haven't learnt them and I insist more and we do exercises, when we do a test to see what they have got out of it, they are at the same levels. Few exceptions. A completely ignorant pupil who has learnt a few things, is a rare occasion. Because most of the pupils know more and sometimes the ones who know more are those who are more indifferent.

19. How do you determine what or how much they have learnt?
With tests. Some times going back to what we have already done and doing a kind of oral test to see what has remained.

20. How significant are tests or exams? What is their purpose? What are pupils examined on?
The tests /exams are important because the grades When I want them to learn something for sure, I
are formed from these. The aim of the tests is the grades, the aim of the tests is to assess their knowledge.

The pupils are examined on a text, comprehension questions and grammar exercises.

say "next week we will have a test or exam, call it whatever you like, but I will examine you on this." And after they have written, I give them exercises on what they have done wrong. When I really want them to learn them something I will give them repetition exercises. The exams are important for the grades.

They are important for the pupils themselves too, because when they fail they become upset, and some cry. It also depends on the teacher. If they are afraid that the teacher will give a lot of emphasis on it, the situation can even lead to fainting.

The aim is to get the pupils to learn something, or if I am obliged to give tests in the first term. It's the curriculum.

21. What is your opinion about the way the English lesson is organised?

I don't have a good opinion about my organisation of the lesson. I don't like it, I just tolerate it. I would have liked to apply what I hear at the seminars, but it's impossible. There's a problem of co-operation, particularly at the third grade where the pupils are growing up, they are indifferent, they react, and the problem is more intense.

Three years ago when I first came there was no tape recorder and I was astonished, "how can we have a lesson without a tape recorder"?

And I was told, "it doesn't matter, things aren't like that, it's not necessary".

At the other school we have two tape recorders and I was informed by two of my other colleagues that "tape recorder? what, take a tape recorder to the class? they don't listen to anything". But it's not like that in class. Some will talk to each other, some will follow the script in the book, some will be forced to listen and understand, because they know the language. And if it's rowdy the first time, it won't be the second, or the third. And yet, despite this there's a negative attitude.

22. What do you think about the teacher-student relationship?

The relationship with the pupils is not consistent, when there's a conflict it cannot be positive of course, it will be negative. I am not satisfied with the way we work as a group. I would like everything to change: that they speak less, they participate more, that we can do something different, that we can do both pair work and group work.

It has tired me very much. I feel I can't go on. Perhaps in earlier times I had more endurance. And I could, I had more vitality. Perhaps because my situation was different. I am very down in these last three years with the exams...passing exams. I believe this is the last year for me.

23. Are you familiar with the Communicative Language Teaching approach?

The Communicative approach: I don't think it can be applied. The issue is that this textbook could be better structured. It doesn't help.

I reject the Communicative approach [laughs]. The subject matter isn't covered. There are certain things which I have to have in the exams which are contradictory. I only try that they do well in the exams.
24. Do you use Communicative teaching techniques on your classroom?

No. I have always had the freedom to do whatever I wish in the classroom.

25. How effective do you consider such techniques to be?

I don't know to what extent all pupils can learn a foreign language. I know that the pupils with small or large dislexia problems cannot learn a foreign language. In both schools and frontistiria, some pupils learn and some do not.

26. Would you say that the teaching and learning of English in school is or is not satisfactory?

That is true. From the point that the pupils are taught a foreign language at school for six years and they don't know it, the effort and the time go entirely to waste.

Some things must change, the syllabus must be structured and to create levels so that the ones who haven't been taught at all can learn English.

How is it possible that pupils in Albania let's say, can learn English at school and in Greece not? It's unthinkable and yet that's how it is.

I became an English teacher because I liked it. I must confess that ever since I started teaching I only enjoyed two lessons in these 12 years, as a teacher. It is rather a disappointment. I have pressed myself into the mould of the state teacher who must cover a certain amount of material, who struggles to do as much as possible, without ambitions.
Teachers G and H

T-G

1. In brief, what were your teaching objectives for this lesson?
   Teaching objectives were text comprehension and reading aloud. In reading I pay particular attention to pronunciation and intonation.

2. Do these objectives fall within the scope of your general teaching objectives?
   Yes.

3. What language skills do you give priority to? (e.g. listening, reading, speaking or writing).
   Well, speaking and listening I would say. In Grundstufe I we tend to do a lot of oral work and then in Grundstufe II we do more written work. Although the different pupils are encouraged to talk, sometimes the teacher talks more.

4. In your view, what makes a good pupil?
   A good pupil is one that has talent for languages. Aside from that, one that is conscientious, who does the homework she or he is allocated, and one who is open.. willing to cooperate.

5. To what degree do you find these characteristics in your pupils?
   I cannot say...it depends on the pupils. Most of them are interested and willing though.

6. At what level of competence would you place your pupils?
   Their competence is above average in their tests and orals, I would say satisfactory in the sense that they can reproduce language well, not so much express themselves - they are not at that stage yet. They cannot express themselves without adequate help.

7. In what kind of organisational pattern do you feel that the class is working well?
   I tend to do whole class teaching. -it is what they are used to- and sometimes get them to work together on a dialogue - in pairs, yes. It's not free

T-H

I wanted to make the pupils write their own text, do creative writing. Make use of vocabulary and construct their own sentences and read out their texts.

Speaking-guided conversation- and writing. That means that there is a text or language items there for the pupils to make use of, in constructing their sentences.

A good pupil is someone who speaks freely, who shows that he likes to learn something from/during the lesson, shows a bit of interest. And the very good pupil I think is somebody who likes to do additional things which improve his language, like asking me for extra books to read and papers.

I find these in very few pupils, three or four in twenty four. The rest do English because they think it's necessary, because they have understood the people in the world speak that language. Another important factor is that their parents may tell them to be busy learning it, it's just a subject.

They are advanced beginners. Some are quite good and they are at a different level. For some, not the very good ones, it's hard to write or say a very simple English sentence. And it's nearly impossible to link two or three sentences logically. In speaking and writing, And there are others who are quite good at it already. Give them a good task or find a good question which they can think about, they can talk and talk and talk. And that's for example LIN who sits in front of me and INA who sits behind her. There are three or four who can do that.

In pairs. Sometimes I talk to the whole class and they give me the answers, in other lessons they work in pairs. I have tried group work and I have
conversation, rather based on a model or on the text. Group work demands a lot of preparation and it’s not easy to afford many hours to something like this especially because I have other classes to teach as well.

8. Which language do you use more frequently? On what occasions? For what reasons? I try to do the whole lesson in English, so I spoke German only some times, just to give them the meaning of words quickly, and when I explain grammar rules to them because they are not used to the terms. I do explicit grammar teaching on other occasions.

9. Do you encourage conversation in (the FL)? How do you go about it? Did you do this in the previous/observed lesson? It’s hard to encourage conversation in English. It just works when it is guided in a way, so I let pupils write down some questions and they ask the question and choose somebody from the class to answer it, and then it’s just the beginning of a kind of conversation. Sometimes I ask them to write a dialogue and to speak it, and they learn their parts and they do that. When I just let them talk, they are a bit confused and it’s too hard for them.

10. Do your pupils initiate interaction with you in (the FL)? How? Obviously not, although I try to make them do so at least ask for the words in English.

11. Do your pupils participate spontaneously? On what occasions and in which language? I think they do so. They put up their fingers and they wait until I look in their direction.

12. Do your pupils consult each other before responding to a question? Sometimes yes, some of them do. They may ask their neighbours first, if they are not sure whether they have not listened properly.

13. Do your pupils wait to be called before answering a question? Yes, we do that regularly.

14. How do you find out that a pupil is not paying attention or has not understood something?

When there is no eye contact or when they have that stare. If they have not understood something they will ask me.
15. Which part of the lesson do you think your pupils enjoy most?
The like it most when they can be active, like reading aloud and answering. They enjoy being creative. Some of them are good actors.

16. Which activities do they do well in?
They do well in reading aloud ... answering.

17. How would you describe the climate of the classroom? What factors do you think affect the classroom climate?

I get on with the pupils quite well, and the climate is warm rather than cold, I would say. I don't make it difficult for them to respond because I don't think that they are afraid in the classroom or that they feel suppressed. I think that they are prepared to react quite openly and freely.

At the very beginning, I spoke to them about making mistakes and maybe regarding it as a reprimand or as a negative attitude of the teacher. But this is not what I intend by my attempts at correcting their English. I think that they should regard my corrections as a help and just ehm accept them if they can and use the words I try to offer them. The word "correct" has negative connotations, we do it together.

Also that not everybody should speak at the same time, that we were there to listen to each other and to communicate and that if all spoke at the same time we would not understand each other.

Well, we don't have very big problems I should say. Of course it sometimes gets noisy when eh I would like them to be a bit more quiet but this does not last very long and sometimes noise is very productive too but ehm of course, children get tired and they can't concentrate all day long and one must allow for that.

The climate I like my class and I think I can work well with them. There are some pupils in the class who were quite difficult when we started working together. Sometimes they say things just to hurt me to make me angry, I really feel that and then I don't like them anymore. I think that's really not good but I cannot prevent that feeling.

And also it depends on the lesson they had before, if they had to write a test immediately before the English lesson. They cannot concentrate so well, they talk about the test, if they have answered the questions. They are inattentive.

The mood of the pupils and mine. I try not to show my moods, I try to keep calm and I try not to show them. When the pupils for example show unsocial behaviour, they are unkind to each other, they do not listen to each other, so that's normally the point when I tell them that I don't like this at all.

I interrupt and talk to them in German. I normally don't shout, but when I do so they are really surprised. But normally I do not.

18. How much do you think you pupils benefit from language lessons at school? Do they progress in English?
I would say that it is satisfactory, because I know what abilities our pupils have when they come here at form seven and I know what abilities they have when they leave school. When they leave the very productive and they will be productive in a large extent.

They enjoy being creative, writing stories like today. And on other occasions they write letters to their pen-friends in Japan. They sit in the computer room and do that...and this week they wrote ordinary letters and put photos on it. That's what they like to do.

Writing tasks which involves using as much language as they know. And also some of them like role-plays very much. Learning certain dialogues, certain text parts off by heart and then acting this. It's not their language, they just copy or imitate the language (it gives them the impression that they can actually say something in English).
school they can converse with other people, they can understand questions, they can even write simple letters. They go to the movies and can understand them.

19. How do you determine what or how much they have learnt? I can see it through their test results and through their performance in class. By writing classroom tests, looking at their exercise books, collecting the works they did in class, I will collect at their works in the sports lesson, I forgot to take them earlier, and talking to them and seeing whether they use the new words when they answer the questions, when they write letters whether they can use terms and phrases that they have recently learnt.

20. How significant are tests or exams? What is their purpose? What are pupils examined on? In the first place teachers have to set tests, I think there could be different ways of controlling whether pupils have made progress but we have to do them. For the reports. They are examined on the topics that they have dealt with, grammar or reading comprehension questions or maybe they have to write a dialogue, write a letter or maybe tell a story from a different point of view.

21. What is your opinion about the way the English lesson is organised? I try to keep it simple and not to change the subjects too often and not to change the methods in the lesson. I try to make the pupils talk to a certain degree and read, write and listen. For me it is satisfactory. I like working with the young people. I like that you can do so many things which have to do with everyday life, you can involve music, you can go to the theatre with them, make them act themselves, so there are many possibilities. Teaching activities are varied.

22. What do you think about the teacher-student relationship? The come to me when they have any problem, mostly school related, and now that we have the skiing trip they come to me with things concerning the trip, they come to me in the breaks and I am their class teacher I know them quite well I think. We have a relationship based on respect. I am their teacher and they think I can help them because I know how things run in school. When we have a free day and we go ice-skating, the pupils come to me and sit beside me...but they'd rather talk about personal problems with their parents.
that relationship with any of my classes.


24. Do you use Communicative teaching techniques on your classroom? A bit, I think it's hard to do that. I use Communicative techniques sometimes in the classroom. For example, I get pupils to write questions and get other pupils answer them directly without me intervening.

Teaching languages is always connected with communication you know, though rather in an artificial way. Sometimes in those communicative situations you try to be closer to reality maybe picking everyday scenes, but it still remains artificial. Not really anything authentic, it would be different if you went out abroad even, to England and well talked to people there.

25. How effective do you consider such techniques to be? This one is quite effective, because it makes the pupils listen to each other, which is the most important thing of all, because other wise you can't talk. But often I do not know how to do that. I can make them ask questions but I think it's really hard to find subjects that evoke the pupils' XXX.

Communicative techniques are just one element of the teaching process and gradually we focus on writing and text analysis. There's a balanced relationship between writing and speaking oral English because they need both and since they intend to take the Abitur at the end - if you take English then you've got to do written work. I think this Communicative approach is quite important because you can motivate children if you have them imagine certain situations which might occur to themselves as they go abroad. Or even here in Germany if they imagine to meet a foreigner who doesn't speak German, but speaks English and # how they would react and how they could help him. The same is true of situations like well, landing at an airport, having to find one's way...

Group work works very well with 17 year olds, who work on tasks in groups of five and designate a leader.

26. Would you say that the teaching and learning of English in school is or is not satisfactory? It is. We don't have serious problems.
Teachers I and J

T-I

1. In brief, what were your teaching objectives for this lesson?

Most of the time I want them to - to bring them to speak. To say one-two-three sentences in English during the lesson.

T-J

It was just the dictation because the pupils wanted to write a test, it was their own wish to write a dictation. So- because they think they can get better marks by a dictation because they can train it and train it (memorise it). Now they think they have a real chance by writing a dictation because everyone can count his marks together, and so it's a very brief- it's not a great effort to do it.

The lesson plan was another one, it was about the passive voice, exercises .. changing active voice into passive voice and so on. First to fill in gaps with the passive voice and after that they would have done an active test, find out the objects, underline them and change them into the active voice.

2. Do these objectives fall within the scope of your general teaching objectives?

Yes. I would like to bring the pupils somewhere where they can really answer and ask small questions in English and get around.

No, no, I'm not doing dictations very often, just at the end of a term, to give them a chance. You have the Rahmenplan in mind and the books are made on the basis of it. The teachers just know that they have the book and they need to work with it up to a certain point. You can take the material you want to but it must be permitted by the state.

3. What language skills do you give priority to? (e.g. listening, reading, speaking or writing).

Speaking absolutely. And understanding. That they understand.

We have to give them - eh speaking is the first one. But that's difficult because they are thirty pupils and so on, and the level is quite bad.

The real situation is different, because you have too many pupils there. If I could it would be speaking but, it's grammar reading, writing and understanding it.

4. In your view, what makes a good pupil?

A good pupil is first, one that takes part in the lesson. Secondly - eh someone who is active in a positive sense. You can't expect that they will take initiative of their own accord. They are only in the position to repeat, to reply. When they say something of their own that is more than what is expected.

A good pupil is someone who can speak, who can make a correct sentence, of course who understands, someone who can react to situations - orally, answer questions), but there are so few pupils who can actually do that..

5. To what degree do you find these characteristics in your pupils?

It is half the class who are really active. Normally. And there is always half that is away.

Perhaps two or three pupils in each class who can do that but not more.

6. At what level of competence would you place your pupils?

Very low level of competence. If they have to, they can ask little questions, give answers, but

In the fourth year of English they should be at an intermediate level. They are less advanced than
never correctly. It's very rare that they can do it correctly. I think they are able to answer little questions and ask ... but never without mistakes. Beginners.

7. In what kind of organisational pattern do you feel that the class is working well? They work as individuals - group work I never do it. In pairs yes - that's what we often do with dialogues and so on. But in groups it's absolutely impossible because of the discipline. Individually I think is the best.

Now, the normal thing, because I have so many pupils is to stand in front of the class because doing something in groups you lose control. There are some groups who work, there are other groups who are a problem. We try to make it possible but it's difficult. The lessons are teacher-centred.

8. Which language do you use more frequently? On what occasions? For what reasons? Normally I always do everything in English. Today I was upset because - and so I said that in German. I only use German normally to explain grammatical structures - to be sure everyone understands it.

It depends on the subject. If I am explaining grammar I often do it in German, if I explain new words it's in English of course, it just depends.

9. Do you encourage conversation in (the FL)? How do you go about it? Did you do this in the previous/observed lesson? Oh yes always, that's why we talk about the news where they can all give their opinion. No we didn't do it in the last lesson no.

Yes, I am very happy to - it's more guided conversation than free conversation because you have to tolerate too many mistakes if it's free, you can't do that too often. In the last lesson there was no communication at all, and the lesson before it was grammar, you can't talk about grammar. It depends on the topic.

10. Do your pupils initiate interaction with you in (the FL)? How?

Yes, sometimes, they say "can't we do it this or that way" or "we would like to do it this way". When the pupils propose something they want to do, then I always do it. Because if it comes from them, you know. For example, in the 9th class yesterday, I made a game. One of them had to come in front of the class and to think of a person and then the others had to ask questions to find out who he was. And they liked that so much, today when I came they suggested that we do it again, "please can't we go on doing what we did yesterday a little more". Everybody was taking part.

No.

11. Do your pupils participate spontaneously? On what occasions and in which language?

Not all of course participate spontaneously. Only some of them. You see that I often ask names. I always try to make everybody speak at least once. So, let's say only 50% in this class do it spontaneously. The others always have to be called on. Unfortunately they shout out very often. They are supposed to raise their hands but unfortunately most of the time they don't do it. Very often they try in German and then I say "we have English now" and I always say "give me the word you need (in German) and I'll give it to you intermediate, let's say lower intermediate.
12. Do your pupils consult each other before responding to a question?
Normally yes. And then they also shout out, but I think so, not always but it happens sometimes.

13. Do your pupils wait to be called before answering a question?
Certainly not the writing part, never (laughs)! The like most the reading part reading texts aloud they like it. The reason is: "very easy". It's something they really can do, it's easy.
The writing phase is never creative. They have to do something written what we have done already before. So it isn't creative. I can never ask from them something that they have not done before.
When we do writing exercises its are normally guided. They practice something alone, each one of them for himself that he has been doing for some time.
Conversations are also guided. I always produce a lot of stuff. The exercises in the book are not sufficient.

14. How do find out that pupils are not attending or have not understood something?
I can just see it. When they are talking with each other, when they are just looking out of the window, or copying something else and you have no writing task, then they are doing something else. Very often I just see it by their eyes. You can just see it on their faces.

15. Which part of the lesson do you think your pupils enjoy most?
Play games. We play games during the lesson.
Not just for fun but when you try to put some exercise in things. Like "Guess who?". As an oral activity.

16. Which activities do they do well in?
I think that after having seen what's come out of it I should have given them something to read more earlier, in the beginning of the lesson, something to cling to. I first wanted to repeat some stuff we had done before, some words also, like disease and... but it didn't work out because they didn't participate, so I think I should have got in the new text earlier.

17. How would you describe the climate of the classroom? What factors do you think affect the classroom climate?
It's a friendly atmosphere, not today but in general. I think first of all the pupils between themselves get along quite well together. I think the pupils like each other very much. That's the main thing.

We laugh a lot a lot in general. We really have fun. That is something I learnt from the United States. What you really have to pay attention to being a teacher in the United States is that everything is fun, that's the key word. ...

Sometimes - I can often laugh about myself when I say something or they make fun of me, which I really like. I have no problem with that.

For example, the other day I came with a new coat and one of the pupils said, when I entered the class, "oh did you forget to take off your bathrobe this morning"? And I found it funny, and I can laugh about that.

18. How much do you think your pupils benefit from language lessons at school? Do they progress in English?

That is very different. There are days when they really- when I go out and I have the feeling "today we were able to do something" and there are days ... you cannot generalise. Since I took them over two years ago they have progressed, yes.

19. How do you determine what or how much they have learnt?

Never. It is just that more and more pupils are able to express themselves. To really say something. They were unable when I took them over after two years at elementary school. And more and more of the kids xxx to talk now.

Simple statements, nothing complicated, that's for sure.

20. How significant are tests or exams? What is their purpose? What are pupils examined on?

We have the priority of the oral. Normally it should be 50%-50% but I don't do it because there would be too many bad marks. And it's not- it's more important that they know how to speak. So I make it 60% - 50% and they know it. They know that even if they have bad tests they do not necessarily have to get a bad mark.

They are examined on what they have done before. And they know always exactly what they will be tested on. For example if I write a dictation, I can never write a dictation without practising it the day before. They are so bad in writing... there are always pupils who have no chance. The tests are easy.

21. What is your opinion about the way the English lesson is organised?

I would say that it is satisfactory, I have the impression that it is, but it is so hard to work with unmotivated pupils.

It's a class which I like. Sometimes they are a bit noisy but it's not really negative. I think they like me too. I would say it is a friendly climate.

Now what pupils don't like at all is saying something that you don't do after that, so you must be consistent, they really want that. You must always have time for them, for a private conversation, an informal talk. If you can't do it during the lesson, you have to do it after that, in the break and so on.

It reflects on the lesson.

I don't expect anything from them, but I want a climate which is friendly, and we talk about that. I want them to be friendly among each other, that they respect the others, that they let everyone speak until they have finished.

They progress of course, some more and some less.

What they have to learn is written down in the syllabus, which tells us what we have to teach and of course you can read in the tests and see the results, homework, exams.
22. What do you think about the teacher-pupil relationship?
The relationship is okay. It depends on the pupils, I can't generalise. There is always somebody who doesn't like you, and there's always somebody who likes you, and in general I personally like a lot of the pupils in this class, I think there are some very nice persons in this class. I don't know if they like me, but, The pupils are close with each other.

23. Are you familiar with the Communicative Language Teaching approach?
I've heard of it. But I have not done any courses and stuff. My lesson is more traditional, yes.

24. Do you use Communicative teaching techniques on your classroom?
Intentionally I don't do much correcting. Because if I do too much correcting it blocks them. I did it in the beginning and then I saw that it disturbed them when they tried to express themselves. I correct them when they do a certain exercise and they make a mistake, they answer wrong or they - then I always correct them, but when I try to make up conversation between us then I rarely correct them. That blocks them. Only when you are at a good level then it's good to be corrected. It's really a question of the level you are (at), and they are trying so hard to say at least something that if you correct them all the time when they try to bring out the - then you've lost them. When you are on a level, let's say advanced, then it's different.

25. How effective do you consider such techniques to be?
Communicative techniques are "low" effective. Because if you have them work in groups there is always one who does everything and the others just sit. That's my experience because I've tried it. To be honest I think it doesn't help as much as working on their own.

26. Would you say that the teaching and learning of English in school is or is not satisfactory?
I always find them too lazy, I think they could progress much more, if only they would work. You run against a wall of... They would be so good if only they would work. They never do much more than what is absolutely necessary. The lessons would be better if the pupils were more interested

really trying to find ideas, so it's a question of time.

Other materials: yes. Sometimes I paint pictures for them, put them on the blackboard, I like the overhead projector, photos...

Not a very long time ago I think it was the overhead projector and I think I had some grammar. I don't know which structure it was, something which had to do with moving something. I don't remember.

CLT approach? Communicative language teaching is Kommunikative Unterricht and it's the main item here too. On our Rahmenplan [syllabus] it's the most important thing. It means talking to each other in the FL, talking to other people, to the teacher.

It's not easy to do that. It's a question of discipline, they don't listen to each other. If you have a small group, ten pupils, for example in French we have 16 and it's much better. I am trying, but in reality it's just a Frontale Unterricht. The teacher in front of the class, that's the reality.

Communicative teaching techniques are very effective. The kind of teaching we do here with 30 pupils is not effective, they are more receptive than communicative.

The teaching of English in schools is not satisfactory. What you need most is small learning groups. It's impossible to have thirty pupils in front of you. Because they are so hard to control, the discipline is really difficult to have and it's not getting better it has been getting worse in the last few years. Also sometimes you haven't got enough materials, so we are lacking a language lab for example, but we haven't got the...
money. We even can't buy the workbooks for the pupils. Having about fifteen pupils would be fine. Comparing my French class with my English one, there's much more fun, they are more interested, they are always involved, they have more time to speak, and interaction is much easier, asking each other and things like that.
1. In brief, what were your teaching objectives for this lesson?
I wanted the children to speak English. I developed a little game with cards, they had to form questions and to answer them. One pupils chose somebody to answer their question. And we had to go on with the book, it's the end of the school year and we had to finish the book.

2. Do these objectives fall within the scope of your general teaching objectives? Yes.

3. What language skills do you give priority to? (e.g. listening, reading, speaking or writing).
Speaking and listening.

4. In your view, what makes a good pupil?
A good pupil should be concentrated, motivated, that they are active in the lesson, that they speak and that they lift up their hands, that they write down words they don't know. They are not passive, they are active.

5. To what degree do you find these characteristics in your pupils?
It's difficult, I think some pupils don't want to learn, but the other pupils are interested in English, in learning English, I think half of the class.

6. At what level of competence would you place your pupils?
It's a very low level, they are not beginners but they are many Turkish pupils and they have difficulties.
They don't speak very well, pronunciation is very bad, they have difficulties if you speak too much English in the lesson, the teacher has to confirm that they have understood in German...

7. In what kind of organisational pattern do you feel that the class is working well?
It's frontal most of the time, but I think in groups or teams they work also well, but they are not used to it. I think it depends on the pupils form, their mood.

8. Which language do you use more frequently? On what occasions? For what reasons?
I think it's German but I should use English, I know, but sometimes it's very difficult especially in Grammar. If I start teaching grammar, if I say them to do something, "open the window", I should do it in English but I don't. Because it's easier, it's faster, because we always have not much time to explain.

9. Do you encourage conversation in (the FL)? How do you go about it? Did you do this in the previous/observed lesson?
No.

10. Do your pupils initiate interaction with you in (the FL)? How?
Yes, they sometimes say "good morning" or "goodbye" or "can I sit down", "can I come to the blackboard". Sometimes, it depends on the pupils.

11. Do your pupils participate spontaneously? On what occasions and in which language?
No.

12. Do your pupils consult each other before responding to a question?
Sometimes.

13. Do your pupils wait to be called before answering a question?
Yes.
14. How do you find out that pupils are not attending or have not understood something?
I look in their faces and I see that they didn't understand. Or they don't react or they don't lift their hands.

15. Which part of the lesson do you think your pupils enjoy most?
They enjoy that they can do something themselves, that they can write down something, that they are creative.

16. Which activities do they do well in?
They like games, vocabulary games and word puzzles. These are written activities. We do them sometimes for revision, more than twice a month.

17. How would you describe the climate of the classroom? What factors do you think affect the classroom climate?
The climate is very good, I don't think they have problems, they are relaxed, they don't they can speak with each other and with me. I would call it a friendly climate.
The behaviour of the pupils is good, they are friendly to each other and we can speak about all things. Sometimes they co-operate but boys and girls don't co-operate. I feel my relationship with my pupils is relaxed. My authority is not strong.

18. How much do you think your pupils benefit from language lessons at school? Do they progress in English?
Yes, they make progress in English.

19. How do you determine what or how much they have learnt?
We see it in the class tests or in our vocabulary tests or in discussions about something in English or I can see it if they write something in English or if they have exercises to do where they have to use the English language where they have to answer questions for example, or to write a small text or to write a letter, or I see it if they are able to translate something. I use translation to see if they really understand the text. I know that it isn't a very good method, but I use it.

20. How significant are tests or exams? What is their purpose? What are pupils examined on?
I think tests or exams are important but it's not the only method to see it. I see it in the conversations, in writing, in the classroom performance.

21. What is your opinion about the way the English lesson is organised?
I know that you can organise it better and I know that a lesson depends on situations, for example, in a supermarket or in a shop and you can treat one lesson as a situation in a shop, a dialogue between customer and shop assistant and you can play the role, but it depends on the time and the pressure. You have to treat this object or this... and it's very hard to make really good lessons if you have the pressure.

22. What do you think about the teacher-pupil relationship?
Teacher-pupil relationship is good. Sometimes I would have liked to have more time to speak to them.

23. Are you familiar with the Communicative Language Teaching approach?
Yes, I learnt it when I was training. Communicative Language Teaching is dialogue between pupils, basing the lesson on situations.

24. Do you use Communicative teaching techniques on your classroom?
I try to use communicative techniques in the classroom. Speaking and role play, they make their own dialogues and play it in front of the classroom.

25. How effective do you consider such techniques to be?
They are very effective because the pupils have time to speak.

26. Would you say that the teaching and learning of English in school is or is not satisfactory?
I am not always satisfied with my lessons but I think I have to work with other colleagues to develop parts of the lessons that are motivating for the pupils. You always have to develop things and to reflect, to think about things you did. I try to motivate the pupils sometimes with games, puzzles, or things I bring with me in the lesson. I use cassettes and the OHP, photos, postcards. The text book is my guide but I work together with my colleague who brings material from other books.
Appendix D:

List of interview questions posed to the pupils and selected transcripts of interviews in edited and abridged form.

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Pupil Interview Schedule: English version

I would like to talk with you about your English lessons at school. Our talk is not a way of testing you on anything, but simply a way of seeing the language lesson from your perspective. I would like to record our conversation on tape so that I can go over it later. If you object to this please do not hesitate to say so. Naturally, your ideas and opinions will be respected and will remain anonymous. Please feel free to be open and honest about the things you say.

1. Do you like going to school?
2. Which is your favourite subject? Why do you consider it your favourite?
3. Which subject do you dislike most? Why do you think that is so?
4. Could you describe what you did in the lesson today - what happened?
5. Is this the usual procedure in your other English lessons too (is this generally what happens)?
6. What do you think about English (as a language)?
7. How do you feel about learning it?
8. What did you like most about your lesson today? Why?
9. What did you like least about your lesson today? Why?
10. How did you take part in the lesson?
11. Would you say that you participated silently at some point? Describe what you did then.
12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?
13. Do you volunteer to give answers? How often? In which language?
14. Do you speak English during the lesson? When and with whom?
15. What do you do when you don't understand something?
16. Which classroom activity do you favour most? Why?
17. Which classroom activity do you like least? Why?
18. What do you expect to learn from your English classes at school?
19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
21. How often do you write tests or exams? What are you examined on?
22. Are these tests or exams important? Why do you think so?
23. What differences have you observed in this year's English lessons in comparison to last year's?
24. Can you think of ways in which your English lesson could be made better?
25. What is the classroom climate like?
26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
27. Do you have contact with English outside the classroom?

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Thank you for your assistance!
Пupil Interview Schedule: Greek version

Θα ήθελα να συζητήσουμε για τον τρόπο που γίνεται το μάθημα των Αγγλικών. Με τη συζήτηση μας αυτή δεν εχω καθόλου σκοπό να σας εξηγήσω, παρα μόνο να αποκτάτε τις δικές σας, προσωπικές αποφασίζει και γνώμες. Θα ήθελα να μεγαλειοΦονήσω την κουβέντα μας εσται να μπορέσει αργότερα να την μελέτησε καλύτερα. Αν εξετάτε αντίκρηση, μην διστάσετε να μου το πείτε. Θα ήθελα να τονίσω ότι οι σκέψεις σας, οι αποφάσεις και οι γνώμες σας είναι απολύτως σεβαστές και θα παραμείνουν μυστικές. Παρακαλώ μονο να εκφράστει ανοίγτα και ελεύθερα.

1. Σ' ευχαριστώ να πηγαίνετε στο σχολείο;  
2. Ποιο είναι το αγαπητό σου μάθημα; Γιατί σ' αρέσει;  
3. Ποιο μάθημα αντιπαθείς περισσότερο; Γιατί σου λογούς;  
4. Θα μπορούσες να μου πεις πώς είναι το μάθημα των Αγγλικών- τι κανάτε στο μάθημα σήμερα;  
5. Αυτή είναι η συνήθισμενή διάδοση που ακολουθείται γενικά για το μάθημα των Αγγλικών;  
6. Ποιες βρίσκεις τα Αγγλικά σαν γλώσσα;  
7. Ποιες κάνεις το μάθημα τα Αγγλικά στο σχολείο;  
8. Τι σου αρέσει περισσότερο στο μάθημα που κανάτε σήμερα/στο τελευταίο μάθημα; Γιατί;  
9. Τι σου αρέσει λιγότερο στο μάθημα που κανάτε; Γιατί;  
10. Ποιες συμμετείχες στο μάθημα;  
11. Θα ελέγξεις αν συμμετείχες στη συμπερατική κατοικία στιγμής; Περιγράψε πώς έρχατε τα.  
12. Συνήθως κάνεις ερωτήσεις εκπομπής; Σε ποιες περιπτώσεις; Σε ποια γλώσσα;  
13. Δίνεις απαντήσεις εκπομπής; Πότε συχνά; Σε ποια γλώσσα;  
14. Μίλας την Αγγλική κατά τη διαρκεία του μαθήματος; Πότε; Με ποιον;  
15. Τι κανείς οταν δεν καταλαβαίνεις κατά;  
16. Ποιες από τις διαστημικότητες του μαθήματος σ’ αρέσει περισσότερο; Γιατί;  
17. Ποιες από τις διαστημικότητες σ’ αρέσει λιγότερο; Γιατί;  
18. Τι περιμένεις να μάθεις από τα μαθήματα των Αγγλικών στο σχολείο;  
19. Πιστεύεις πως η εμφάνιση κατά στα τελευταία δύο μαθήματα;  
20. Τι σε βοηθά στο να μάθεις τη γλώσσα (μετά στο μάθημα); Ποιες διαστημικότητες σε βοηθούν να μάθεις καλύτερα τ’ Αγγλικά;  
21. Πόσο συχνά γράφετε τεστ/διαγωνισμάτα; Πώς σε τι εξετάζεστε;  
22. Αυτά τα τεστ/διαγωνισμάτα που γράφετε είναι σημαντικά; Γιατί;  
23. Τι διαφορές εχεις παρατηρήσει στο φετινό μάθημα των Αγγλικών σε συγκριση με το προηγούμενο;  
24. Μπορείς να σκέφτεσαι τροπούς με τους οποίους το μάθημα των Αγγλικών θα μπορούσε να γίνεται καλύτερα;  
25. Ποια είναι το κλίμα της τάξης;  
26. Βρίσκεις ότι η συμπερατική των παιδιών/της καθηγήτριας ήταν διαφορετική απ’ ότι συνήθως, στα τελευταία δύο μαθήματα;  
27. Έχεις επαφή με τ’ Αγγλικά εξώ από το σχολείο?

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<td>Μητέρας:</td>
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<td>Περιοχή κατοικίας</td>
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Ευχαριστώ πολύ για τη συνεργασία σας!

1. Gehst Du gerne zur Schule?
2. Was ist dein Lieblingsfach? Warum magst Du es am liebsten?
3. Welches Fach magst Du am wenigsten? Weshalb ist das so?
4. Kannst Du mir sagen was Ihr heute in Eurer englischstunde getan habt? Was ist passiert?
5. Ist das der übliche Ablauf Eurer englischstunde?
6. Was denkst Du über die englische Sprache?
7. Wie findest Du es englisch zu lernen?
8. Was mochtest Du am meisten an der heutigen Stunde? Warum?
9. Was mochtest Du am wenigsten an der heutigen Stunde? Warum?
10. Auf welche Art hast Du heute an der Stunde teilgenommen?
11. Würdest Du sagen, daß du teilweise still am Unterricht teilgenommen hast? Beschreibe mir was Du dabei tatest.
12. Stellst Du unaufgefordert Fragen (von dir selbst aus)? Wann? Wie oft in einer Stunde? In welcher Sprache?
14. Sprichst Du englisch während der Stunde? Wann und mit wen?
15. Was tust Du, wenn Du etwas nicht verstehst?
16. Was magst Du am liebsten im Unterricht (welche Aktivität)? Warum?
17. Was magst Du am wenigsten im Unterricht? Warum?
18. Was erwartest Du von Deinen englischstunden in der Schule zu lernen?
19. Denkst du, daß Du etwas in den letzten zwei Stunden gelernt hast?
20. Wie lernst Du die Sprache am besten? Was hilft Dir dabei?
21. Wie oft schreibt Ihr Tests oder Klassenarbeiten? Worüber werdet Ihr geprüft?
22. Sind diese Tests/Arbeiten wichtig? Inwieweit?
23. Was für Unterschiede hast Du beobachtet zwischen den englischstunden in diesem Jahr und denen im Jahr davor?
24. Kannst Du Dir Möglichkeiten vorstellen, wie Eure Stunden verbessert werden könnten?
25. Wie ist das Klima im Klassenraum?
26. War das Verhalten des Lehrers oder der Klasse in den von mir beobachteten Stunde anders als sonst?
27. Kommst Du mit der englischen Sprache außerhalb des Unterrichts in Berührung?

Geschlecht: männlich □ weiblich □
Alter: 
Klasse: 
Beschäftigung der Eltern: Mutter: Vater: 
Wohnbezirk: 

Danke für Eure Hilfe!
1. Do you like going to school?  
Eh... most times, yes  

2. Which is your favourite subject? Why do you consider it your favourite?  
Classical Greek.

3. Which subject do you dislike most? Why do you think that is so?  
Mathematics. Maybe from... even from the 1st grade of gymnasium, I haven't yet understood their meaning. I haven't- I can't understand it.

4. Could you describe what you did in the lesson today- what happened?  
First of all when the teacher came she examined us on the lesson that we had, eh slowly we went on. She would say certain names and would ask us to tell her the assignment that we had done at home and in the end she gave us an assignment from what we have done in today's lesson. We read some texts that were in the book and we did the exercises which were written inside.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)?  
Yes.

6. What do you think about English (as a language)?  
I like speaking the language. I like to... go to foreign languages. To write in English. To write short prose in English. Nice. I like it a lot.

7. How do you feel about learning it?  
I would prefer if what we do was somehow more advanced.

8. What did you like most about your lesson today? Why? (Agrees with classmate) and mostly because it was interesting both for the Greek language and I wanted to see its connection with English.

9. What did you like least about your lesson today? Why?  
The comparison that we made between the machines- with the computer and with the teachers. Em, I don't think we can compare a machine with a human being.

10. How did you take part in the lesson?  
When we were talking about the comparison between English and Greek words, I raised my hand to say which words are related to the Greek.
That was the only time today...

11. Would you say that you participated silently at some point? Describe what you did then. I did. Often in English I think that what I'm about to say is not correct, eh I haven't formulated it correctly in English or I'm scared to say it or I don't want to say it. Yes.


14. Do you speak English during the lesson? When and with whom? Only with the teacher. When she asks me, or I ask.

15. What do you do when you don't understand something? Most times I ask my neighbour but, I also ask the teacher.

16. Which classroom activity do you favour most? Why? That we can familiarise ourselves with the language. That we can practice speaking in English. Firstly, the teacher herself tells us to speak in English but she herself speaks to us in English- we can't ignore her. Because if we might find ourselves in another country and there is a need for us to speak we won't if we aren't already familiar with it.

17. Which classroom activity do you like least? Why? I don't believe there is an activity that I don't like. It's an interesting subject.

18. What do you expect to learn from your English classes at school? Some extra things, like what we did today, the relationship between English and Greek, which we don't learn at the frontistiria or anywhere else. And it's eh... and it's also the familiarisation with the language.
19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
I got something about the English and Greek. I noted that there are many-many (English) words are Greek, differentiated of course, but Greek. No, I do not think I learn English in school.
Yes, I definitely learnt something at least in this (last) lesson. In this lesson I learn that there is a close relationship/ connection between English and Greek, many English words are influenced from the Greek and vice-versa. Generally I also don't think I learn English in school.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
First of all that I like English because if I don't like something I can't learn it. And secondly, these 'conversations' that we do with the teacher.
The 'conversations' we do with the teacher, when she asks me something and we reply or when we write something.

21. How often do you write tests or exams? What are you examined on?
The same. On the lesson of the day, the previous lesson. Basically she gives us a text which is in the book to answer questions (on it) and the second part of the exam is the grammar mainly of the previous lesson.
We often expect a test because the grammatical phenomenon which we have learn is very important, or we have done a very significant text, we have analysed it many times.
Usually 2-3 times a year. We get mainly 'judgement' questions based on the text.

22. Are these tests or exams important? Why do you think so?
Yes, they are important [agrees with reasons given by classmate]. I also think that a pupil who isn't very good or doesn't make an effort to improve can understand from a -let's say- failure in the English test, to become better.
Yes, they are significant enough. The questions in the reading comprehension in the text which she gives us are questions of a high level, i.e. some thought is necessary, and that we know good English and that we think. And the grammatical phenomena too, they aren't.. they are also of a high level in other words, they are for higher class levels than the ones we are doing.

23. What differences have you observed in this year's English lessons in comparison to last year's?
I believe that this year's textbook is more interesting than last year's. Because it talks of general things, about ecology, about TV, about technology, while last year it didn't contain anything interesting. Otherwise, the lesson procedure is the same.
The grammar that we are taught is larger; more richer in grammatical phenomena and syntactically. While last year it was -I'd say- we did texts rather than grammar. But the lesson procedure is the same.

24. Can you think of ways in which your English lesson could be made better?
Pupils can participate exactly by speaking more in class, doing their homework at home and by not showing disinterest in the lesson. I think that the teacher must be able to impose him/herself, because very often there's a chaos in the class and the lesson cannot be conducted properly.
Only if the participation of the pupils was greater the lesson would be better. If more views were expressed in the lesson if pupils participated, because now... they don't participate much. I believe they don't taken the lesson seriously, they think it's something... very easy which they've done and it's not necessary to do again. Maybe it's the teacher who is very.. relaxed with us. She could be stricter.
25. What is the classroom climate like?
Boring.

Well, at school there ... there's a lot of commotion, anyone can shout out when they want, one sleeps, another talks to his neighbour, they don't pay attention to the lesson.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
No.

27. Do you have contact with English outside the classroom?
From our courses at the frontistrío.

[agrees].
1. Do you like going to school?
   Yes, I like it.

2. Which is your favourite subject? Why do you consider it your favourite?
   I like Religious Instruction. I liked it from a young age very much and now... because I read various books I understand it better. I'm more interested what happened to Christ and such like.

3. Which subject do you dislike most? Why do you think that is so?
   I dislike Art, not that I dislike them exactly, but I don't believe the subject is taught well. They give us a theme to draw, but I consider the themes that they give us in some way a bit peculiar, you can't express what you feel, they restrict you to a specific theme.

4. Could you describe what you did in the English lesson today- what happened?
   In the beginning we talked about computers and if we agree to have the teaching done with computers. Of course that is a future thought I believe. Then we expressed or views in class, we answered certain exercises which we had prepared and we spoke one at a time, with his/her opinion, that is if we agree, if we like this method, eh then we talked about the positive and negative that someone has, having a lesson with a computer. And then, we talked about the words many of which are foreign but have been translated into the Greek language and we use them. And the opposite, that is, Greek words have been translated into English.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)?
   Yes. The teacher comes in and she examines us [on] the work we had for home. She selects certain names, the ones she wants and asks the homework. Then we proceed further down, to the next lessons, we get new homework and we work on what we have in the next part in class.

6. What do you think about English (as a language)?
   In the beginning when I first started English I liked it very much. Now, too, but other languages have come in between which are almost reaching the same level.

7. How do you feel about learning it?
   It's a way of practising. In some way the lessons maybe get boring but what we are starting to like is that we talk about different things, we don't
8. What did you like most about your lesson today? Why?
I liked that we talked about the computers and that...I speculated whether something like this will happen in the future, if teachers will be replaced by computers. It was, apart from the fact that we learnt something, we pondered a bit about the future. And maybe because the topic was more interesting in comparison with the others. Other times the pupils, when the teacher examines, they don't bring homework, they'd say "I couldn't do it", excuses, but I saw that almost all the pupils had brought it.

9. What did you like least about your lesson today? Why?
I don't think there was something which wasn't nice. Only, a bit in the end when we shifted from one topic which was completely different and went to the other with the words...although we had started a very nice topic in the beginning, we suddenly went to another, otherwise there wasn't something specific to spoil it, the lesson was nice today.

10. How did you take part in the lesson?
I also read my homework. I didn't exactly read it but simply, because we didn't have much time. I mentioned some of the contents, the meaning of what I had written. I participated by raising my hand to express my opinion on the questions the teacher asked, especially when she asked us about the advantages and disadvantages of the computer. That's where my interest was directed more.

11. Would you say that you participated silently at some point? Describe what you did then.
Yes, there was a moment where I didn't know...I said it to myself in Greek because I couldn't express it in English. So, I chose not to speak, so as not to make a mistake, because I couldn't express it.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?
Not always.

13. Do you volunteer to give answers? How often? In which language?
Rarely. In English always when the teacher asks...When I am asked the questions. In English, us. Usually it comes from a question.

14. Do you speak English during the lesson? When and with whom?

Some kind of revision.

The participation which we had in today's lesson, many pupils participated. Perhaps because you were here or because they had studied today, I don't know why, many pupils participated...about the thought whether teachers should be replaced by computers. Usually, class participation isn't so active.
Yes. When I know-I'm sure of what I'm going to
say, if it's correct in English, I'll talk. With the
teacher or sometimes with my neighbour.

I speak only when the teacher asks me a question,
only in the time of the lesson and usually only for
the grade.

15. What do you do when you don't understand
something?
I do the same usually, either ask the teacher...or
my neighbour. Sometimes I let it pass like that
maybe, because we don't have time or I
understand if the teacher can answer it.

I either raise my hand to tell the teacher the query
I have, ask my neighbour if he can help with
something, or I wait and when I go home I try to
find the query.

16. Which classroom activity do you favour most? Why?
The point, usually, in the lesson where she asks us
to give our opinion, there where we express our
own opinion only without being influenced from
somewhere else. And when we are about to
describe something from pictures that are in the
book.

The same, when we express our views because I
know that it's not wrong it's not like a
homework/project where I know that it will be
taken as wrong or right. I feel better because I can
find out about other pupils' views on the same
topic, I get more information.

17. Which classroom activity do you like least? Why?
When there's a text for us to comment on and we
have to do it in writing in class. I prefer doing it at
home because maybe because I have the
opportunity to think about it longer, with a result
that I can write more and better, while at school
time is short, five minutes.

Writing in an exercise book.

18. What do you expect to learn from your English classes at school?
More about [life] today, that's what we are
concerned about, today and tomorrow. It always
helps us of course, to learn new words, how to,
certain tenses, and this a special help because
some pupils have difficulties.

A revision, a good revision.

New words, something that I won't know in
English... and because school helps us become
good people in society, I believe ... English helps
when we talk about social issues.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English
at school?
We learnt the meaning of each word better, em,
we may have known it in Greek or English but we
didn't know its corresponding meaning. We learnt
how to use it in a complete sentence, which in
previous lessons we didn't use it, because the
lesson didn't refer to it.

I don't believe that I could learn English here.

Yes, the topic we talked about, whether people-
teachers generally- should be replaced by
computers.
It's not that you learn. The one who goes to a
frontistiri learns English, but the one who
doesn't go to frontistiri learns... here.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities
help you learn English?
I believe that, to focus the pupil's interest it
doesn't depend only what you do in the lesson, it
depends on the way the teacher will present it, so
if he's pleasant he will give you a 'push' so that
you will follow it.

Also, and the dialogues we do in class because the
teacher will hear you at that moment and she will
correct you.

The basic knowledge I have ... the ability I have.
The grammar. The exercises at the end of each
unit, which help you revise the tenses.

21. How often do you write tests or exams? What are you examined on?
Test, exams... they're the same thing. We haven't
written once since the first term. In the second
term we didn't write one at all, and now we are expecting to write one in the third term, it's not certain. But up to now we have written one exam in English. Usually the teacher gives us a text from where certain questions are derived, to which we will answer based on the text we have. Then another small text to fill in the correct words which she gives us, in the appropriate tense.

22. Are these tests or exams important? Why do you think so?
It's a revision.

23. What differences have you observed in this year's English lessons in comparison to last year's?
It is this year's book that has made the difference, because last year's one didn't have topics as interesting as this year's. The method of teaching is the same.

24. Can you think of ways in which your English lesson could be made better?
To have an Englishman. I mean an Englishman who won't now Greek at all so that you are forced to speak English continually.

25. What is the classroom climate like?
Time for sleep, because most of us know English in class or we preoccupy ourselves with their lessons that we haven't studied for or we sleep, because we consider all that easy, and it's not necessary.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
No.

27. Do you have contact with English outside the classroom?
Through computers, videos, television, the [agrees] courses at the frontistirio.
Pupils b01/2

1. Do you like going to school? Generally, yes. Sometimes.

2. Which is your favourite subject? Why do you consider it your favourite? --

3. Which subject do you dislike most? Why do you think that is so? --

4. Could you describe what you did in the lesson today- what happened? We examine homework from last time: our teacher asks us, we answer on the given homework or sometimes she takes our books in. We develop our views, our ideas, generally there is more of a dialogue occurring around the homework. Then she delivers the lesson of the day. We all talk (in Eng) in class, she asks us about certain words, ideas that emerge from the texts.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)? Yes, this is the usual procedure. Yes. Also, some reprimands are made to some pupils on a daily basis.

6. What do you think about English (as a language)? I want to study English, so I like the lesson and I try as much as possible. I like it too, because it’s quite an easy language to learn.

7. How do you feel about learning it? I think many pupils have a misconception of English at school, in other words they think that they attend a frontistirio and are far ahead, so since at school they don’t do what they want, they consider it very insignificant, yes, and don’t pay much attention, but this is wrong. Because they think that it’s like doing primary school Mathematics. I have noted that I’ve learnt a lot from the English lesson at school even though I am at an advanced level at the frontistirio: some words, some expressions additionally, which I haven’t come across at the frontistirio.

8. What did you like most about your lesson today? Why? The new expressions, the vocabulary, that certain ideas are derived from the texts we do. For example, in the “Outsider” we see that.. when someone has a dilemma, it shouldn’t-. The dialogue that takes place, the communication between teacher and pupil. This opportunity is not given in all the lessons/subjects. In some, only the teacher talks, s/he presents, that’s it.

9. What did you like least about your lesson today? Why?

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That the teacher insulted the pupil. It belittles the pupil. And it is assumed that the teacher is talking to a pupil who is of a certain age, not a small primary-school child.

10. How did you take part in the lesson? I answered the teacher's questions, when it is necessary, sometimes we raise our hands, sometimes without the teacher asking, when we think we need to add something, when we must say something that must be said but hasn't.

Sometimes, I raise my hand, but most times we say something spontaneously and this annoys our teacher somewhat.

11. Would you say that you participated silently at some point? Describe what you did then. I don't think that this is participation.

Participation is when you talk, when you express what you want. I thought of an answer but didn't find it important enough to say it.

Yes, I don't show too much interest. Simply, the teacher asked a question. I was thinking of the answer but I didn't say it because I didn't think it necessary. It was too easy. I thought about it in Greek and then I translated it.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?

I ask questions in English when I think something must be given more emphasis, when something hasn't been developed appropriately.

I want to ask questions. I don't think someone can ask a question without wanting to. I ask questions when I don't understand a meaning, a word, and I do so in (English).

13. Do you volunteer to give answers? How often? In which language?

Yes, in English.

Yes, in English.

14. Do you speak English during the lesson? When and with whom?

I speak English with my teacher naturally but sometimes the teacher may ask for synonyms and we will answer in English or to give an explanation to a word.

I speak English with my teacher naturally but when we learn a word, we answer in Greek, we give the meaning of the word in Greek.

15. What do you do when you don't understand something?

First I look at the context and if I think it can't cover me, I ask the teacher and she will ask the class if someone can give an explanation and then she will judge if it is correct or not.

When I don't understand something I make a big mistake; I don't ask my teacher but my neighbour, and I think this is not very correct because my neighbour doesn't have the experience of the language.

16. Which classroom activity do you favour most? Why?

Speaking because we said that communication must exist in the classroom. We do speaking very often, all the time in this subject. I mean, we read something and immediately afterwards, there is speaking and dialogue on that particular text.

Speaking. Because we improve the way in which we speak and the accent.

17. Which classroom activity do you like least? Why?

I also like writing least. I believe it's better to say something orally because more ideas are developed, there is more dialogue on a topic. I don't like writing because it's not necessary; if something is very easy, and can be rendered orally, it doesn't need written elaboration.

I think it's the writing the teacher allocates in the course of the lesson. I consider it unnecessary, and for me it's a little bit boring.

18. What do you expect to learn from your English classes at school?

I believe, I consider them very low level, so I can't say I was very interested. Also, the reprimands the teacher made.
Grammar, vocabulary.

To be honest I don’t expect to learn anything significant from the English subject at school, since what I know I learn from the frontistirio. I believe I haven’t acquired anything significant, except for some words.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
Yes, I learnt some words. Some athletic events. Sprinting...

I believe I do a revision in the English lesson at school, especially in Grammar, but I learn some words yes.

Mostly words yes.

I believe that you don’t learn English at school. I have some friends who didn’t go to a frontistirio and when they came here they didn’t do anything.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
That the method is correct, in the way the teacher does it. That in some subjects there’s just presentation, like we said, no discussion, nothing. So speaking and listening helps you a lot..

I too think that the discussion and the dialogue that takes place help a lot. I think listening [helps] because it is made by people who know the language so by listening to them you get examples.

21. How often do you write tests or exams? What are you examined on?
We are tested on grammar, mainly, and to write a composition 120 words.

The writing of tests is not a regular thing. In the first term we wrote 3, last term none, and this term we are expecting one.

We are examined on dictation. The teacher dictates a text to us and we write it and she checks it.

22. Are these tests or exams important? Why do you think so?
The tests aren’t so significant. More important is that the teacher sees all the time, what happens in all the lessons. Someone may be unprepared on one occasion, and on another s/he may be well-read, she can’t estimate from that if a pupil is good or not.

The tests we wrote are important because they see which pupil has studied, how much s/he knows [regardless of where s/he learnt it].

23. What differences have you observed in this year’s English lessons in comparison to last year’s?
Last year she didn’t give us so many stimuli, so that we would become involved in the lesson. She wasn’t interested. She gave homework rarely. There wasn’t so much discussion, dialogue was minimal. This year, it’s completely different. Our teacher gives us homework, she gives us the appropriate stimuli for discussion to attract our interest in the lesson.

Last year we had a different teacher. I believe the way the lesson takes place is different. Last year we didn’t learn anything at all, she just gave us homework and nothing else. This year I involve myself more with the subject. The teacher brought about this change. The one we had last year made quite a lot of mistakes, (her English was weak.). Last year our teacher asked us to divide our notebook into three sections, use of English, vocabulary and homework, and in the first two, I wrote almost nothing. While this year, I have written quite a lot in all three sections.

24. Can you think of ways in which your English lesson could be made better?
The teacher could give us projects, larger than compositions, on a subject. So we could exercise our vocabulary and the grammar, and motivate

The book must change, because this book has many pictures which don’t help at all.
Better organisation, more hours.

Teachers should be more organised. The pupils should not show such disinterestedness, but this is a natural consequence when teachers can't organise it properly. More stimuli, e.g. to give topics for pupils to work on at home too. Not only to use the book but to have a library. We don't do group work too frequently, although we should. But it doesn't get the right treatment from the pupils, they don't see it maturely.

25. What is the classroom climate like?
Like normal, noisy.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
No.

27. Do you have contact with English outside the classroom?
At our frontistiria. [agrees]
1. Do you like going to school?  
Yes. No.

2. Which is your favourite subject? Why do you consider it your favourite?  
Mathematics. Thucydides, History.

3. Which subject do you dislike most? Why do you think that is so?  
Chemistry. Chemistry.

4. Could you describe what you did in the lesson today- what happened?  

5. Is this the usual procedure in your other English lessons too (is this generally what happens)?  
It's a routine.  

6. What do you think about English (as a language)?  
It's a nice language. It's the most well-known language in the world. It's easy.

7. How do you feel about learning it?  
It's okay. We don't have a problem. Because I go to a frontistirio I know it, but if someone doesn't know English from outside, then it's difficult. It helps me.  
It seems strange, because at the frontistirio we do things that are more difficult, and these here are easy. So I don't have any interest.

8. What did you like most about your lesson today? Why?  
The co-operation between the pupils, that we talked together. When the teacher allocates group work, the pupils communicate. I liked the discussion that took place about a particular word. I like these discussions generally, because you can approach other topics from there (laughter).  

9. What did you like least about your lesson today? Why?  
The examination in the beginning. The teacher most times is suspicious if we have done the exercises or not. She doesn't trust us. It doesn't affect me, but I find it strange because other teachers.. don't examine us as soon as we go in. They know that the pupils have studied...  

10. How did you take part in the lesson?  
I often raise my hand, I speak. I raise my hand to answer various questions. It depends on the day. There are days where I will raise my hand at every question but there are also days where I will raise it two or three times.  

11. Would you say that you participated silently at some point? Describe what you did then.  
Yes, when I knew something but didn't raise my hand, someone said the right answer and I said 'why didn't I raise my hand' since it was right. I thought about this in Greek. Yes, I wasn't sure about an answer to the teacher's question and I didn't know what to do. Finally, I didn't raise my hand and another pupil gave the answer and what I had thought came out wrong.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?
No I don't volunteer questions. Yes, often. When there's a discussion in class that has nothing to do with the lesson. I say half in Greek and half in English. There are questions which I can't formulate well in English.


14. Do you speak English during the lesson? When and with whom? I speak English in the course of the lesson. When the teacher asks some questions then we answer in English. I speak English when the teacher forms us into groups. We are put into groups almost every day.

15. What do you do when you don't understand something? I will either ask the teacher or I try to understand. I raise my hand. I wait to hear what the others will say in order to understand.

16. Which classroom activity do you favour most? Why? Listening to the teacher. I like the co-operation with the other pupils in pairs or groups. When she tells us to do things alone we don't do it, I don't do it either. But when she puts us into groups or pairs, I do it.

17. Which classroom activity do you like least? Why? You get bored writing. The homework the teacher gives us. I least like writing, it's tiring to write. I least like the oral examination. To write exercises on our own. Very boring, I don't do them.

18. What do you expect to learn from your English classes at school? To be able to communicate when I go to a foreign country, to talk with other pupils, otherwise I don't think you learn too many things at school. Nothing, because I've already learnt it at the frontistirio.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school? No. Yes, some words: the opposite of consult.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English? When we are divided into groups, when we talk with each other in English it's easier to learn the language. When the teacher talks, and asks questions and waits for us to answer. When we are divided into groups and then she waits for us to tell her what we have written. The oral examination. Instead of giving us homework to write, it is better to give us questions and tell us to prepare them (orally). Working in groups and pairs.

21. How often do you write tests or exams? What are you examined on? We have written one exam. We are examined on grammar, vocabulary- to find the opposites of words. We write at the most 3 times a year. [adds] We are also examined on dictation.

22. Are these tests or exams important? Why do you think so? [agrees]. The tests are important for the grade that we get at the end of the term.

23. What differences have you observed in this year's English lessons in comparison to last year's?
This year's lessons are more difficult. Last year, we were still at the elementary stage in English. Now I see that the book is getting more difficult somehow, it takes you faster. The lesson itself is more energetic. Last year, we didn't have co-operation in class. The teacher constantly gave us questions, each separately. She didn't tell us to do things in groups.

24. Can you think of ways in which your English lesson could be made better?
More listening, the teacher should use the radio more often because she doesn't get us to listen. A better book. The book should have more English. The one we have is clearly Greek; there are some texts in the book written in Greek and this is not so good.

25. What is the classroom climate like?
Chaotic, most times. [agrees]

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
No.

27. Do you have contact with English outside the classroom?
Yes.
1. Do you like going to school? I think this year especially we are under pressure at school because we have external lessons, English, French... and sometimes we complain. I like it. Sort of.

2. Which is your favourite subject? Why do you consider it your favourite? Physics, Chemistry (and PE). I like them because they are more difficult. Maybe because we are not used to these yet, they are new to us. In primary school we never did such things.

3. Which subject do you dislike most? Why don't like subjects like "Concepts of a Democratic Regime". I don't know, maybe it's a bit too early to learn all this, I think Chemistry and Physics will be more useful to me. I don't like it.

4. Could you describe what you did in the lesson today- what happened? Because lately we have been examining indirect speech the teacher gave us a handout on indirect speech, the transformations of the tenses, of the words and we are doing exercises now. The teacher gave us some handouts... and told the class to do some (exercises) at home, to prepare them, not to solve them but to say them orally. And she would ask them. Okay, so many hadn't done them. Then she gave us another handout, a second one, which we did at school. It had some prepositions, to change some sentences from indirect to direct speech. Often she gives us texts in the exercise book to fill in prepositions or verbs.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)? Usually, We don't do speaking etcetera. Just grammar and such like. Usually, yes.

6. What do you think about English (as a language)? I like English a lot. It's an important language, it's easy.

7. How do you feel about learning it? Not nice. It's not done properly. I think at the frontistirio it is done in a better way. In other words, they give you freedom to talk, to give your opinions, more oral work, you don't just do grammar. Not nice, it isn't done in a proper way. We go from one important (point) to the other in three minutes (very fast). The ones who haven't done English outside, don't understand anything.

8. What did you like most about your lesson today? Why? Today, nothing. I didn't find anything interesting. The handout drew my attention. We didn't do anything else important.
9. What did you like least about your lesson today? Why?
I didn't like that we spent the whole time on the handout. We have done indirect speech at the frontistirio and so we find it boring at school.

10. How did you take part in the lesson?
I participated when I answered on exercises we did. I read a sentence and then gave the correct sentence. We have a sequence, we go by turns. Always. One after the other, yes.

11. Would you say that you participated silently at some point? Describe what you did then.
No.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?
If I haven't understood something I volunteer to ask questions. Not very often. I do this when I think that what we are saying is wrong with what I am thinking. I ask the teacher, in Greek. At school we don't speak in English.

13. Do you volunteer to give answers? How often? In which language?
Yes. Most times. In English.

14. Do you speak English during the lesson? When and with whom?
[The same as classmate]
Most times I speak English with the teacher, only when we are doing the exercises. I answer a question or I read something from what we are doing. I talk to my classmates in Greek.

15. What do you do when you don't understand something?
First I ask my neighbour, and if s/he doesn't know, I ask the teacher, in Greek.

16. Which classroom activity do you favour most? Why?
We only do grammar at school... The teacher dictates exercises to us that we write or we get handouts. Sometimes we do exercises from Taskway, but even if they are oral exercises, we write them in our notebooks. And some listening extracts are read aloud by the teacher. We write and answer questions.

17. Which classroom activity do you like least? Why?
The book is not interesting for us. In the lesson we don't like the Tasks from the book. They are boring. They are very easy.

18. What do you expect to learn from your English classes at school?
More grammar.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English
I think not. I revised things. No, I already knew it.
I believe that if there weren't the frontistiria I wouldn't be able to learn English well, but the lessons at school help me a bit.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
Let's say some derivatives, prepositions,... which we know but we haven't practised so much. Because here at school we do these only.

21. How often do you write tests or exams? What are you examined on?
Once a term. (We have written) one exam and one test. In the exam, we get a text, to answer questions on it and dictation. We do dictation only in the exams, we don't do it in class.

22. Are these tests or exams important? Why do you think so?
The tests/exams are very important, because we rely on these mainly. We don't care too much at school.

23. What differences have you observed in this year's English lessons in comparison to last year's?
We do less (from the) textbook this year -with the same teacher. The way the lesson is conducted is the same. Only in the first year we did a bit more oral practice; questions and answers. Now, nothing.

24. Can you think of ways in which your English lesson could be made better?
Not to do the same thing all the time. We read a text and say some words but nothing ever stays with us. It's negative when each of us works alone on the same exercise. Many could work on one exercise together. The teachers should approach the pupils more. They are very distanced, withdrawn. Maybe we are also at fault, I don't know.

25. What is the classroom climate like?
"It is the hour of relaxation and fun"; "The hour of hullabaloo;"

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
No.

27. Do you have contact with English outside the classroom?
Yes. Like most of our classmates, at the frontistiria.
1. Do you like going to school? Some times, but sometimes it’s like drudgery, because with some teachers we don’t have the appropriate way of talking, the teaching [is not right].

2. Which is your favourite subject? Why do you consider it your favourite? Dramatic Poetry, because I like the myths and how the audience experiences tension.

3. Which subject do you dislike most? Why do you think that is so? Chemistry, because of the formulas are difficult to understand, and there’s too much theory.

4. Could you describe what you did in the lesson today – what happened? The teacher comes in and we say certain exercises for homework, then we did some exercises from a new sheet, and we got a few for homework.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)? Yes. The teacher considers the textbook incomprehensible. And we think so too.

6. What do you think about English (as a language)? English is the official language of Europe. It’s a nice language.

7. How do you feel about learning it? At school we do a revision of the things we have learnt, but I don’t think we are doing the things we should, because we have progresses quite a lot. Most of us. Those who have recently started English, find it very difficult. And the teachers don’t provide for them. It’s a boring lesson.

8. What did you like most about your lesson today? Why? Nothing in particular.

9. What did you like least about your lesson today? Why? The exercises, we do the same ones, we’ve done before, and we don’t do anything new that would
help us more. We did the direct and indirect speech which we have done many times and I don't consider it anything new.

10. How did you take part in the lesson? When my turn came I said the exercise. When my turn came I answered too.

11. Would you say that you participated silently at some point? Describe what you did then. No. When my turn came and I couldn't give the right answer, the teacher didn't wait and my other classmates said it.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language? Yes, when I don't understand something, I ask in Greek. Yes, when I have queries from what the teacher is saying, or from the lesson contents, or on an exercise. Mainly in Greek.


14. Do you speak English during the lesson? When and with whom? I speak in English when we are doing the exercise, with the teacher. Sometimes apart from responding to an exercise, I speak with a classmate to practise.

15. What do you do when you don't understand something? I raise my hand and ask the teacher. Rarely. I raise my hand and ask the teacher, on the exercises. Rarely.

16. Which classroom activity do you favour most? Why? We don't do various activities. Just exercises which the teacher dictates and we write, we do at home and present the next day. We don't have a choice.

17. Which classroom activity do you like least? Why? We only do reading and writing, so there's nothing else.

18. What do you expect to learn from your English classes at school? Nothing in particular. Some things which I might not have learnt at the frontistirio, some words or grammar rules.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school? Some words. No.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English? Nothing much. It helps me to learn the grammar rules, reading and writing. When the teacher speaks in English, but mostly she speaks in Greek. Speaking and listening helps I think.

21. How often do you write tests or exams? What are you examined on? The teacher doesn't present things to us, she usually comes in and tells us which exercise to do, we read a text. We wrote an exam in the first term and one test in the second term. We are examined on the lesson of the day, on sentences that we have to transform, prepositions.
22. Are these tests or exams important? Why do you think so?
   Yes, for revision and for the grade.
   Yes, because we revise rules, prepositions, words. And for the grade.

23. What differences have you observed in this year's English lessons in comparison to last year's?
   We had the same teacher last year and we did the same things exactly.
   I was in Athens last year, and things there were more organised. That is, the teacher came in, we read, she wrote rules on the blackboard, we wrote them down, she told us to keep them because they would be useful for the exams, we did exercises, we took exercises for homework. Things here are very relaxed. This teacher speaks more Greek than English, and those who don't go to a frontistirio don't learn anything, two-three of them in the class, haven't got a clue.

24. Can you think of ways in which your English lesson could be made better?
   We should do all the various activities and the teacher should know what each person has done.
   The teachers should be stricter, they are very flexible. The teacher must speak English, we should get better books, more exercises. We should do all the various activities.

25. What is the classroom climate like?
   Everyone talks.
   There's more noise than a lesson. There is no concentration, no-one pays attention.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
   No.
   I don't think so.

27. Do you have contact with English outside the classroom?
   No.
### Pupils d01/2

<table>
<thead>
<tr>
<th>d01</th>
<th>d02</th>
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<tbody>
<tr>
<td><strong>1.</strong> Do you like going to school?</td>
<td>Yes, because apart from preparing us for the future, it builds our character.</td>
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<td>Yes, a lot. We prepare ourselves to enter society later and then there's also the fact that you will meet your friends at school and have a good time.</td>
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<td><strong>2.</strong> Which is your favourite subject? Why do you consider it your favourite?</td>
<td>Physics, I have been interested in it since my childhood. The terms that are used, the elements I learn about, the information I get about the structure of the world through Physics.</td>
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<td>I would say Contemporary and Classical Greek. Because you can express your opinions, analyse concepts, other views, certain theories, it's something I like because I believe it's very good to have a knowledge of classical texts, and by analysing and understanding them, s/he will know how to behave with others.</td>
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<td><strong>3.</strong> Which subject do you dislike most? Why do you think that is so?</td>
<td>Music. I am not interested in learning music and because I prefer listening to music rather than playing it.</td>
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<td>I would say Music too, not because of the subject itself though. And History is difficult, I have problems remembering dates. I can't say I enjoy having lessons with the music and history teachers.</td>
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<td><strong>4.</strong> Could you describe what you did in the lesson today- what happened?</td>
<td>It started with &quot;examination&quot;, that is we presented exercises we had for homework. If there is something that has been left unfinished from the previous lesson, we do that too, and then we continue with the lesson of the day, upon which we do exercises. We got a photocopy.</td>
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<td>First we were examined on our homework. Afterwards we got the photocopies and did the exercises orally on the spot. We are checked on the exercise we had for homework, or a new exercise which we have to complete within a certain time, and the teacher observes the participation, how many have done the exercises, and keeps an idea in her head.</td>
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<td><strong>5.</strong> Is this the usual procedure in your other English lessons too (is this generally what happens)?</td>
<td>Yes. Sometimes, it might be that a text is read out to us, because we don't actually listen to a tape. A text is read out to us by the teacher and we do something like a listening activity.</td>
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<td>Yes. Sometimes, it might be that a text is read out to us, because we don't actually listen to a tape. A text is read out to us by the teacher and we do something like a listening activity.</td>
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<td><strong>6.</strong> What do you think about English (as a language)?</td>
<td>It is an interesting language.</td>
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<td>I like English very much. It's my best language of the two I'm studying. Sometimes I find myself thinking in English.</td>
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<td><strong>7.</strong> How do you feel about learning it?</td>
<td>I don't learn English at school, I go to a frontistirio. And I simply use the knowledge I've already got from there. I see the English lesson as unnecessary, because I already have my knowledge. I take part in the lesson, but I'm not interested.</td>
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<td>I think it's very good that we have English at school for those who...</td>
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<td>I agree with what 02 said, that if I didn't attend frontistirio I wouldn't learn English, just a word or two. It's more practice of what I do at the frontistirio. My feelings are not very positive about this. I mean, neutral to negative.</td>
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8. What did you like most about your lesson today? Why?
Basic ally I can't distinguish anything, except that today we had the role play and it made a difference. We do it whenever we get it in the book.

9. What did you like least about your lesson today? Why?
The "examination" is never pleasant, but it could be done in a different way. It's the same procedure every time and it's boring: "who has written, raise your hands".

10. How did you take part in the lesson?
I raised my hand when the teacher asked for someone to say. And I read the dialogue/role-play.

11. Would you say that you participated silently at some point? Describe what you did then.
Not really

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?
Yes, when I don't understand something, when I can't understand for myself, some word or what is happening in an exercise. I ask in Greek. From the moment you came in we were speaking in English all the time. Other times you could ask in Greek. Usually I prefer asking in English.

13. Do you volunteer to give answers? How often? In which language?
Yes, I answer spontaneously, about 4 times in a lesson. In Greek or English.

14. Do you speak English during the lesson? When and with whom?
I tend to use English when I do the Role Play or responding to an exercise, when the teacher calls on me.

15. What do you do when you don't understand something?
I raise my hand. If it's a word, we ask each other.

16. Which classroom activity do you favour most? Why?
I like group work or pair work, but when this isn't done I prefer listening. I like it when I am doing something, like reading aloud. We mostly do reading, writing and some listening.

17. Which classroom activity do you like least? Why?
Nothing in particular. When I have to listen to others presenting their answers or reading aloud, it becomes boring.

18. What do you expect to learn from your English classes at school?
I have come across words that I haven't seen at the frontistirio, so that's convenient. I get to Some vocabulary, something specific that I haven't done at the frontistirio, like something in
remember all those old things that I have done in the past at the frontistirio. The vocabulary section in our exercise books is empty.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
I believe I could learn English if I was at a lower level at the frontistirio.
But not enough to be able to communicate.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
The dialogues are very good, and some discussions we do when we go into a new Unit and have different pictures each time. When you talk, you live the language. As for activities, writing, listening, and speaking. As far as reading is concerned, there's no way you will learn something that you read and not understand.

21. How often do you write tests or exams? What are you examined on?
I can't remember. Two exams and one test. I'm not sure.

22. Are these tests or exams important? Why do you think so?
The term grade depends on them, so it is important. I can't say I'm afraid of the exams as much as the one in Chemistry.

23. What differences have you observed in this year's English lessons in comparison to last year's?
No particular difference, because we have had the same teacher for three years. The teacher teaches in the same way: presenting and examining. Except that this year chewing gum has been prohibited.

24. Can you think of ways in which your English lesson could be made better?
It should be taken into consideration that almost everyone attends a frontistirio, and such an easy textbook becomes boring. Often the teacher tells us that "we will jump a particular Unit, it's silly, we will not do it". There are things in the book such as which athletic event is suitable for boys and which is suitable for girls, this is discrimination.
The topics are interesting but we don't expand on them, and personally I would like to have the chance to talk more. The should be more time and more opportunities.
The teacher should not say "now say the exercise, so that we finish with it and proceed to the next".
And the lesson should be more lively, so that there is interest from both sides, less passive.

25. What is the classroom climate like?
Passive in a way, dull. We don't break out from It's dull, like a dull cloud is over us.

grammer. But I haven't come across unknown words.
26. Has the behaviour of the class or the teacher changed in any way in the last two lessons? Yes, the teacher never brings a tape recorder to class. It surprised us when we saw it, and there are times when she speaks in Greek, but when you came she used English more.

27. Do you have contact with English outside the classroom? No.
1. Do you like going to school? Yes and no. Of course we meet our friends here and the lessons are sometimes tiring, but pleasant too.

2. Which is your favourite subject? Why do you consider it your favourite? Gymnastics, because I'd like to make it my profession.

3. Which subject do you dislike most? Why do you think that is so? Mathematics. It's difficult, it has difficult terms you can't understand and if you don't like it it's even worse.

4. Could you describe what you did in the lesson today? What happened? The teacher brought us a photocopy with some repetition exercises. The photocopy contained theory on should/must/can/could and twenty sentences, which we did orally. We did a grammar exercise yesterday, which we had for homework. That is, there were about ten sentences and one pupil took a turn to say one of them. If it was correct we went on.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)? No, usually we don't get photocopies and tape recorders. The teacher doesn't help the pupils.

6. What do you think about English (as a language)? I have some problems with English but as a language I like it. It isn't very difficult, I don't have problems with English.

7. How do you feel about learning it? I don't think we learn English well at school, because it's only one hour and there's commotion. I don't like it very much, but it's compulsory. [agrees]. At school you don't learn anything. I don't like this.

8. What did you like most about your lesson today? Why? That the teacher brought some photocopies and helped us. This is unusual. Me too, because when we were doing the exercises we could look at the theory, that is, what can fit where in the exercise, it was simply written and you could understand the theory better.

9. What did you like least about your lesson today? Why? The last lesson was somehow unusual and better than other times. I least liked the teacher's behaviour towards me, and towards the others. She is very wild, some times she comes in livid and other times she's nice. She never sends pupils out of the class, but she sent me out, to show that [overlap] and about the recorder, when we asked her she said, "as a surprise". We only do the Tasks, Task One, Task Two, Task Three and from the grammar book, although we have had it for three years we have done twenty exercises at the most. The last lesson was a bit
she has control, she wants to give you a different impression. She doesn't use the blackboard, and considers the textbook ridiculous.

10. How did you take part in the lesson? I raise my hand too, and when I know something she asks. There are times when the teacher calls on us arbitrarily when she knows we haven't written homework.

When we do the homework check, I occasionally raise my hand and say a sentence or two.

11. Would you say that you participated silently at some point? Describe what you did then.
We pay attention to what the others are saying in order to write down those sentences we haven't done.

Yes. I didn't raise my hand, but I was paying attention, I wasn't dawdling.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?
Yes, sometimes, if I don't understand something. I ask in Greek.

13. Do you volunteer to give answers? How often? In which language?
Yes, often. In Greek. Sometimes, yes. In Greek.

14. Do you speak English during the lesson? When and with whom?
No, we don't speak English, only when we answer exercises, the Tasks.

But we do dialogues with our neighbour, which we all listen to.

15. What do you do when you don't understand something?
I ask sometimes, while at others I try to understand the teacher. I raise the hand so that the teacher can explain to me, but there aren't too many things I don't understand.

16. Which classroom activity do you favour most? Why?
I don't think there's anything. It's very monotonous at times. But sometimes when we have finished with the lesson of the day, we play hangman, that's nice.

There isn't anything in particular, from the things we do in class. It's not stimulating. We almost always go from one Task to the next and do the book very quickly. We play hangman if she's in a good mood.

17. Which classroom activity do you like least? Why?
Reading the Tasks too fast and not understanding. Reading the Tasks aloud.

18. What do you expect to learn from your English classes at school?
Nothing. I don't expect anything.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
Yes and No. Mostly no. I mean some words... No.
We have already done the rules.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
Nothing. Writing.

The procedure doesn't help very much, except this last time when the teacher brought the recorder. Doing writing exercises.
21. How often do you write tests or exams? What are you examined on?
One exam, no tests. We are examined on what we have learnt, the rules...
Last year we wrote a test on the rules of the previous lesson.

22. Are these tests or exams important? Why do you think so?
The exam is important as a revision, but the tests are not. This year we haven't written tests, so there's nothing significant about it. Only the exams help us to revise things.

23. What differences have you observed in this year's English lessons in comparison to last year's?
The only thing that has changed is the book: it has different topics, other rules and theories. Nothing else. The way the lesson is done is the same.

24. Can you think of ways in which your English lesson could be made better?
More handouts, and a better treatment on the teacher's part, some more warmth.

25. What is the classroom climate like?
The teacher shouts, she is sarcastic. She shows off. Of course she has her pets. We can't talk with each other, but not with her. All of us complain.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
The teacher usually speaks to us in Greek. As soon as you came she switched to English, she explains words less often. When you were there she helped the pupils more, privately... The pupils also tried to show that we are quieter.

27. Do you have contact with English outside the classroom?
No.
1. Do you like going to school? 
   Very much.

2. Which is your favourite subject? Why do you consider it your favourite? 
   History because the way the teacher teaches it is pleasant, she makes it easy to understand and does not just limit herself to the textbook. And I like finding out what happened in the past. Generally I like history.

3. Which subject do you dislike most? Why do you think that is so? 
   Physics. It's difficult.

4. Could you describe what you did in the lesson today- what happened? 
   The lesson wasn't like it is usually. The teacher spoke more English. We did something on athletic events. Generally we spent more time on athletic events.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)? 
   Usually the lesson is more concise, the teacher doesn't persist to explain a word we don't understand or she doesn't do more grammar. We go through the lesson hurriedly.

6. What do you think about English (as a language)? 
   I don't like English. I prefer French. The grammar is difficult. I like the pronunciation of English very much but it is difficult.

7. How do you feel about learning it? 
   When we do English I consider it a lesson like all the others, and I don't need to go to a frontistirio and lose time there. The lesson isn't conducted with details, the teacher doesn't go in depth like at a frontistirio. It's nice. It's not demanding.

8. What did you like most about your lesson today? Why? 
   I liked that she was more serious, her behaviour was more correct. At other times, if some pupil said something she would be ironical/sarcastic. On other occasions she exaggerates and then things get worse xxx. By becoming irritable she finds a way to get away from the lesson.
9. What did you like least about your lesson today? Why?
For example if she asks us a question and we answer in English she doesn't say anything. I didn't like this and that we had to write the exercises with ...

10. How did you take part in the lesson?
I paid a bit more attention that I do at other times. I didn't.

11. Would you say that you participated silently at some point? Describe what you did then.
Yes, I wrote the exercises, I followed what the teacher was reading from my own book.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?
Yes, I ask questions on the meanings of words, in Greek. I raise my hand about 5 times out of ten. Yes, I ask questions when I don't understand something, about 3 times out of ten, in Greek.

13. Do you volunteer to give answers? How often? In which language?
No.

14. Do you speak English during the lesson? When and with whom?
I rarely speak in English. When the teacher asks me to answer. With our peers we speak in Greek. Only when there's a question in the book and you have to answer in English, if the teacher asks you.

15. What do you do when you don't understand something?
If I don't find out from another pupil, I ask the teacher. Sometimes I let it go, but mostly I ask. I sometimes raise my hand to ask the teacher, and sometimes my neighbour.

16. Which classroom activity do you favour most? Why?
I like listening too, because when we listen to tapes it is different. We do it every time we come to it in the book. Listening, because I familiarise myself with the language better by listening. Sometimes when the others have the recorder, the teacher reads the text to us.

17. Which classroom activity do you like least? Why?
I least like writing exercises for homework, because at home it's different, I mean in class my neighbour can help me, or the teacher. I least like speaking, because I don't feel comfortable.

18. What do you expect to learn from your English classes at school?
Some words. I don't learn most of it, I can't concentrate. I expect to learn something more; to learn the basics, to familiarise myself with the language, to be able to speak to a foreigner. Some grammar books I have at home help me more, in the lesson I don't get much, I don't know, perhaps it's the way the lesson or perhaps it's me.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
Some words. Athletic names. Some words, but I can't remember.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
The explanation of words helps. Listening and reading helps me. Mostly the grammar helps, when it is explained and when we practice. Doing more dictation in
All activities have a role to play but I prefer listening.

21. How often do you write tests or exams? What are you examined on?
We write twice a term, one exam and two tests.
The text we do has been pre-taught but the teacher doesn't tell us which one it will be.

22. Are these tests or exams important? Why do you think so?
Very important. You revise what you have learnt and remember what you have forgotten.

23. What differences have you observed in this year's English lessons in comparison to last year's?
Only more vocabulary. The way the lesson is done is the same, because the teacher is the same, nothing has changed. I think this is positive. If we have seven hours and it's the last hour, we are fed up, so...

24. Can you think of ways in which your English lesson could be made better?
If we had other books to read at home and there were lists of words with the translation inside the textbook. There should be no discrimination; for example, if a pupil has the FCE and writes 19 in an exam the teacher may give him 20/20, while with us this doesn't happen.

25. What is the classroom climate like?
It is negative. We have one boy who creates a problem.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
The pupils were quieter.

27. Do you have contact with English outside the classroom?
No
1. Do you like going to school?
   Generally, yes. Apart from school, we don't have anything else to do.

2. Which is your favourite subject? Why do you consider it your favourite?
   They are three: Maths, Physics, Chemistry. Because I like them, I don't get bored.

3. Which subject do you dislike most? Why do you think that is so?
   Vocational Studies, but it's not the lesson, it's the teacher I dislike. The way the lesson is done gives no opportunities to the pupils to participate except the very good ones.

4. Could you describe what you did in the lesson today? What happened?
   It's difficult because the teacher teaches us a lot. In the beginning the teacher told us to name some gymnastics pictures, and she asked us which word corresponds with each picture and how we say it in Greek. Then we did something like a quiz where we had to complete sentences in order to make up a whole dialogue, and then we went into the new Unit.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)?
   Our teacher had given us instructions, because she had brought another book. Usually the teacher explains more.

6. What do you think about English (as a language)?
   It's a very useful language for me and for everyone.

7. How do you feel about learning it?
   It's nothing essential, I mean I know that I've learnt it at the frontistirio. My feelings are a bit negative.

8. What did you like most about your lesson today? Why?
   I liked the part with the pictures where we gave the corresponding words to the pictures. It was pleasant, it was as easy as a crossword.

9. What did you like least about your lesson today? Why?
   The boring texts and the Listening because the pronunciation is different and we read it differently, and we get confused.

Sometimes I like it, depending on the lessons of the day, if it's an easy day, if I feel like going to school.

I like the subjects that deal with the human being, like "Features of a Democratic State" and PE.

I don't like Chemistry. I might have liked it, but I don't like the way it's done and the teacher who teaches us. The lesson is very strict, when the teacher comes in, you are afraid as though he's the Bogey Man.

There wasn't much participation, we were uninterested, it was an uninteresting lesson. Boring. I usually turn my back and do not pay any attention.

It depends on the page we are on, in other words it may be completely different, we can have different exercises... The lesson of the day might be completely different from another day, it depends on the textbook.

You have to know another language. I believe it's the easiest language.

I consider the lessons ludicrous since they are so basic.

The texts and answers that you have to give by thinking beyond the -information it gives you. If the text is small, it's pleasant, it's okay, and if the

I didn't pay any attention to the questions I found boring or I didn't like, but when I wanted to answer something, for the grade and because it was easy to answer, I raised my hand, the teacher gave me a turn and I answered.

11. Would you say that you participated silently at some point? Describe what you did then.
Sometimes I do when I don't have time enough to answer, but not in the last lesson.

Most times I do, because I'm too bored to raise my hand and to answer. I'm interested to know things for myself. I was thinking of the terms for the pictures, but I didn't put my hand up. Maybe because I may have been wrong or because I didn't want to.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?
Sometimes, when I don't understand something, or I don't know the meaning of a word, the teacher has told us to raise our hands. Say, two times out of ten. I ask questions in English.

Sometimes I ask questions, when I have a query on the topic or if I don't agree I say it like a question. Not often. I try to ask in English but if I don't manage, in Greek.

13. Do you volunteer to give answers? How often? In which language?
Yes often. In English.

Very rarely. If the teacher asks a question I won't take time to think, I'll raise my hand immediately. And usually she tells me. Mostly in English, unless I am having difficulties.

14. Do you speak English during the lesson? When and with whom?
Not much. Because the teacher doesn't let us talk.
She wants us to pay attention mostly to the lesson.
She wants us to raise our hands if we have a question, or a different opinion.

I generally speak in Greek with my peers. Only when the teacher asks a question and I answer it. In school. I think we make a noise.

15. What do you do when you don't understand something?
I ask, but rarely. If I don't understand I will ask my brother, but in the lesson I will ask my neighbour.

I will let it go. I might not be interested enough or bored.

16. Which classroom activity do you favour most? Why?
I would like group work most but we don't do it. We do it individually at home.
We rarely do listening from the tape. Usually the teacher reads the texts aloud for us. The teacher reads the large texts and the short ones, we read extracts usually. We haven't done any writing in a long time. The writing is based on the exercises from the textbook, but the teacher sees that most questions are from the text itself I like them. But if it's long, boring, and has questions where you have to combine the contents of the text and some other things in addition, I don't like it.
The tape too— it's better to read the texts rather than listen to the tapes. Also, the tapes don't have a clear output. It's certainly better if the teacher reads texts aloud, we understand them better.
17. Which classroom activity do you like least? Why?
When the teacher makes us fill in answers in the textbook. Although I know it, I'm too bored to write it in class.

18. What do you expect to learn from your English classes at school?
I expect to revise old stuff and to learn some new words or to do the tenses again.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
Mainly I remembered words I had forgotten. I don't think I learn much, just a revision. Most times the class is unruly.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
All the activities, co-operation helps, group work. It helps to be rested. For example, where we have PE, or a classical subject, we are sleepy, bored. When we go to a frontistirio we do one hour, we are relaxed.

21. How often do you write tests or exams? What are you examined on?
Twice. This year we have fallen behind. We have written two exams and one test. We are tested on the lesson of the day. When we are due to write the teacher always gives us questions and tells us the type of exercise that will come up in the test.

22. Are these tests or exams important? Why do you think so?
Yes, because most of the pupils don't pay attention and they rely on the exams for a grade. [agrees with classmate].

23. What differences have you observed in this year's English lessons in comparison to last year's?
Last year we wrote more tests because we were on time with the syllabus.

24. Can you think of ways in which your English lesson could be made better?
Some games which would break the monotony. Co-operation, working with others in English.

25. What is the classroom climate like?
There are some pupils who constantly joke around, it's not possible to have a lesson with them. Most of us speak badly about the lesson, and there's a lot of tension, particularly when

The climate is boring and is not to taken seriously. When I see English on the program I don't think about it at all.

I personally talk very often in class, only in the
sometimes the teacher becomes a bit more short-tempered. In the beginning there was more, which ...

for example,

Once I called out to a peer to ask what time it is (laughs) and the teacher said "out". I said why, because I asked the time? And the teacher said "yes, I have said you must not talk". But some of us go too far.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?

Generally, the class was quieter than usual, because you were there.

The teacher's behaviour changed for sure, she spoke much more in English. She speaks more in English now, I don't know now. You should have been hiding to see what our behaviour is like.

27. Do you have contact with English outside the classroom?

No.
1. Do you like going to school?
Often I don't want to come to school, but it's necessary. Sometimes I like to come, not so much for the lessons as for the company of our friends.

2. Which is your favourite subject? Why do you consider it your favourite?
We don't enjoy it very much, but it's something that must be because without it we can't gain anything.

3. Which subject do you dislike most? Why do you think that is so?
Physics/Chemistry, because of the teacher. She's very demanding.

4. Could you describe what you did in the lesson today- what happened?
We didn't pay much attention to the English lesson. Basically the teacher talks to herself and we talk to each other, and... it's not her fault, because we are at Lower level at frontistirio.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)?
Yes. The teacher knows that we are not interested in the English lesson, and so she doesn't mind. We talk about other interesting topics which are more useful than English.

6. What do you think about English (as a language)?
It's a nice language.

7. How do you feel about learning it?
I don't care. We don't learn English in school. We learn it somewhere else.

8. What did you like most about your lesson today? Why?
That I didn't have a lesson. We didn't learn anything.

9. What did you like least about your lesson today? Why?
Not that I don't like not having a lesson, it's not so bad that we are talking with our neighbours, but it disturbs me a bit when it happens all the time. We were looking around and pupils were hitting each other, there was chaos!
10. How did you take part in the lesson? I didn't participate. The teacher told me to go up to the blackboard. She asked my neighbour first, and he said "I don't want to" then I said I didn't want to either, but I did.

11. Would you say that you participated silently at some point? Describe what you did then. No.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language? Sometimes when we do something new, I ask questions. I ask questions when I haven't heard it from the frontistirio or when I'm not sure how something is written. In Greek.


14. Do you speak English during the lesson? When and with whom? No.

15. What do you do when you don't understand something? I ask my neighbour. When I'm bored I don't do anything.


17. Which classroom activity do you like least? Why? I don't like writing exercises because they are all the same. Neither the lesson nor the teacher is interesting. It's like a break. I study other subjects in my English class, despite the noise.

18. What do you expect to learn from your English classes at school? Some few words I don't know. Nothing.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school? No.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English? (the same) When the teacher pays attention, it makes you learn. Now she sees how relaxed we are. If she tells you to leave the room you will pull yourself together. With more discipline, you will sit and listen. Whether you will learn...(is another story). It helps if you speak English in the lesson.

21. How often do you write tests or exams? What are you examined on? One exam. We are tested on the grammar, on the material we have covered.

22. Are these tests or exams important? Why do you think so?
It's important to get a grade, because she doesn't do any orals.

It's important to get a grade to increase your general average. Otherwise, not at all.

23. What differences have you observed in this year's English lessons in comparison to last year's?
We get more noisy now, last year we were quieter.
The lesson is the same. It's the third year now, and we are leaving, so she doesn't say anything.

24. Can you think of ways in which your English lesson could be made better?
The teacher should be stricter. Not too friendly, because the pupils will take advantage of you. If she was stricter we would do exercises.
The teacher is the one who will set the limits. I'm not saying that the teacher should be very strict, nor very relaxed like she is. To speak to you, but to make a joke too. I don't like the lesson to be monotonous, do this, do that, the teacher should be friendly. And be strict where it is necessary, within limits.
Maybe it would help to have a better book, because it's not good, I don't know why. In comparison with the textbooks we do at the frontistirio, I don't consider it good.
Maybe it would help to have a better book, because it's not good, I don't know why. In comparison with the textbooks we do at the frontistirio, I don't consider it good.

25. What is the classroom climate like?
We are not interested in this subject
It is chaotic, uninteresting. If there was no English as a subject it would all be the same to us.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
No.
No.

27. Do you have contact with English outside the classroom?
Not very much.
When we go to extra lessons, yes.
1. Do you like going to school?
   Not always.

2. Which is your favourite subject? Why do you consider it your favourite?
   Gymnastics, and R.I. I like exercising, and I find R.I pleasant, because the teacher is nice, he doesn't press us, we don't have to study hard.

3. Which subject do you dislike most? Why do you think that is so?
   Mathematics, it's very difficult and I can't understand it.

4. Could you describe what you did in the lesson today- what happened?
   We were talking to each other, except when the teacher came to our desks and told us to pay attention and to read from the textbook.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)?
   No, there's usually a different situation. We usually talk in the beginning, but then when she tells us to pay attention we do. She writes exercises on the blackboard and explains them to us. We do them and if we need help we can ask her or our neighbour.

6. What do you think about English (as a language)?
   I like English. It's an international language and if we don't learn it, in the year 2000 we will be in a difficult position. I like English.

7. How do you feel about learning it?
   I believe that I fill in the small gaps I have from the frontistirio
   It's not so good, because they are revisions. When we first started we found the book very difficult, and we didn't pay much attention.

8. What did you like most about your lesson today? Why?
   Nothing. That we talked constantly without being disturbed or reprimanded by the teacher. It broke the monotony of the other lessons.

9. What did you like least about your lesson today? Why?
   When the teacher came to my desk and wanted us to pay attention.
   That the teacher interrupted our conversation.

10. How did you take part in the lesson?
    By doing an exercise. It was to read a text about schools and to put the grades into a sequence.
    I didn't participate.
11. Would you say that you participated silently at some point? Describe what you did then.  
No. One moment when we stopped talking, and a pupil was at the board. I looked into the book and was thinking what I should write.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?  
No. Sometimes, I ask questions. I ask when I don't understand something, but nothing stupid.

13. Do you volunteer to give answers? How often? In which language?  
Not frequently. It depends, sometimes in Greek, sometimes in English.

14. Do you speak English during the lesson? When and with whom?  
When the teacher asks me something, or we do a guided Role Play. I don't speak English during the lesson unless the teacher asks me to make up a dialogue with my neighbour, or when I want to ask something.

15. What do you do when you don't understand something?  
I ask the teacher in English. When we read something and I haven't understood, I raise my hand. Sometimes I don't do anything.

16. Which classroom activity do you favour most? Why?  
Reading, because I think by reading silently and aloud we absorb English better, because we get the vocabulary explained.

17. Which classroom activity do you like least? Why?  
Listening, because we don't manage to listen fast enough.

18. What do you expect to learn from your English classes at school?  
Sometimes the lessons help me sometimes they don't. They help me 20% of the time.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?  
No. Sometimes the teacher doesn't help, and sometimes it's the textbook.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?  
The teacher here explains words to us in Greek, while at the frontistirio the teacher speaks only in English, and words are explained in English.

21. How often do you write tests or exams? What are you examined on?  
We have written 2 exams this year. We used to write many tests. We are examined on various tenses, or whatever is in the Unit.

22. Are these tests or exams important? Why do you think so?  
Quite important, because we can see what mistakes we have made. Not really, because they are easy. And the grading isn't very important. The teacher just wants to see what we know.

23. What differences have you observed in this year's English lessons in comparison to last year's?
This year, the material is more difficult, and the pupils' behaviour was less rowdy.

24. Can you think of ways in which your English lesson could be made better? There isn't a better way, I think.

25. What is the classroom climate like? [agrees]

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons? No, don't think so.

27. Do you have contact with English outside the classroom? No.
1. Do you like going to school? Yes, when we aren't writing exams.

2. Which is your favourite subject? Sport, because it's fun.

3. Which subject do you dislike most? Maths - because of the teacher.

4. Could you describe what you did in the lesson today - what happened? We checked our homework in the beginning and answered questions on the text - we should read the questions again and answer them.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)? We sometimes do other things, like a vocabulary test. We read frequently.

6. What do you think about English (as a language)? English sounds good.

7. How do you feel about learning it? The grammar is sometimes a bit difficult but otherwise it's allright.

8. What did you like most about your lesson today? Why? Reading aloud, because it sounds good.

9. What did you like least about your lesson today? Why? The lesson was average.

10. How did you take part in the lesson? I said and did a lot.

11. Would you say that you participated silently at some point? Describe what you did then. I listened to what was happening. Yes, I drew a picture from the last lesson. It was a caricature from the Spiegel and I coloured it in.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language? I don't ask questions, I don't have the courage to.

13. Do you volunteer to give answers? How often? In which language? Sometimes I volunteer to give answers. I try in German.
14. Do you speak English during the lesson? When and with whom? Just with the teacher. If I speak in English I do so with the teacher only.

15. What do you do when you don't understand something? I ask my neighbour.

16. Which classroom activity do you favour most? Why? When we do something simple in writing for example. Something we have already done before, something I can already do. Practice writing.

17. Which classroom activity do you like least? Why? I get bored when the teacher talks too much and least like it if I have an answer and someone shouts it out.

18. What do you expect to learn from your English classes at school? The language, to understand it. To understand the language and to speak it.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school? Yes. English, little words.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English? To translate things so I get a clear idea about the meanings of the vocabulary. Reading helps me most.

21. How often do you write tests or exams? What are you examined on? We do a vocabulary test about once every half year, not so often. We write an exam about four times each half year. We do grammar or a description of a picture, sometimes we get gap-filling exercises.

22. Are these tests or exams important? Why do you think so? They demand much from you- for later in the Abitur, so you know how it is to be examined Tests/exams are important.

23. What differences have you observed in this year's English lessons in comparison to last year's? I changed the class, and there it was a bit more difficult because the teacher explained things in a different/strange way. Now it's better. It's a bit more difficult, because I have come from another school and here it is more difficult. At the Gesamtschule you have more time to learn it. At the gymnasium you get it presented in one hour and then you have to sit home and study it/ then you have to remember it.

24. Can you think of ways in which your English lesson could be made better? We could have better Listening tasks. More participation from the pupils.

25. What is the classroom climate like? The teacher is okay, the climate is funny (pleasant) and friendly. It's good, it's allright. There's no pressure.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons? No, but for me it was different as I participated more. But generally it was like normal.
27. Do you have contact with English outside the classroom?
Yes, I listen to English songs. [agrees with classmate].
Pupils g03/4

1. Do you like going to school?  Yes, actually I do.

2. Which is your favourite subject? Why do you consider it your favourite?  I am good in Art too, and Mathematics- the teacher is alright, and English is good too, it's good if you can speak the language.

3. Which subject do you dislike most? Why do you think that is so?  French and German. I'm not very good in German even if I work on it.

4. Could you describe what you did in the lesson today- what happened?  We read the 8th and 9th chapter of "Black & White, and the teacher asked us some questions which we answered in writing. We learn one word at least and then we can use it in the next lesson again.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)? Generally it's like this but when we have grammar it's different.

6. What do you think about English (as a language)?  It's good, I like it.

7. How do you feel about learning it?  It's fun and I want to continue with it.

8. What did you like most about your lesson today? Why?  The discussion with the whole class, and that most of the time it's fun. The teacher also makes jokes.


10. How did you take part in the lesson?  I wasn't very active but I still participated.

11. Would you say that you participated silently at some point? Describe what you did then.  Yes, by listening.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?  I ask if I don't know something, if I don't
happens. Mostly in English because that's how we learn.

13. Do you volunteer to give answers? How often? In which language?
Yes, if I know it. Sometimes we ask in German but he says that he doesn't understand this and so we have to say it in English.

14. Do you speak English during the lesson? When and with whom?
Yes, with the teacher. Sometimes I shout it out or I raise my hand.

15. What do you do when you don't understand something?
If I don't understand something I first ask my neighbour and if she doesn't know I ask the teacher.

16. Which classroom activity do you favour most? Why?
Reading for myself, when the teacher gives us something to read.

17. Which classroom activity do you like least? Why?
[agrees] He very seldom moans. I like it least when the teacher moans - it doesn't happen often though.

18. What do you expect to learn from your English classes at school?
I expect to learn the English language. I want to learn what they teach us, like the relative pronoun. And to speak English.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
Yes. Maybe not everything he said, but some things.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
Listening to the teacher and reading. If I see things I can remember them better. If the teacher gives us vocabulary and I have it in front of me on a page, I can remember it better than if he just tells me.

21. How often do you write tests or exams? What are you examined on?
We have to write exams, according to the programme. Tested on a lot of grammar. We rarely write tests, and it's the rule to write exams.

22. Are these tests or exams important? Why do you think so?
They are important, to see if we understood it or not. They are important. Because that's how we improve our performance.

23. What differences have you observed in this year's English lessons in comparison to last year's?
This year we are going faster. It's not necessarily more difficult. Last year we were going slower. We repeated some things from the 7th class and now we are going on.
24. Can you think of ways in which your English lesson could be made better?
I would like it if the teacher saw that pupils didn't talk so much about things unrelated to the lesson.

25. What is the classroom climate like?
There's a lot of talk, but it's nice. It's nice. Most of us get what is going on and we feel comfortable. We feel free with the teacher.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
Not at all.

27. Do you have contact with English outside the classroom?
Sometimes we talk a bit in English with each other in class. Seldom, when I meet someone on the street who asks me the way in English.
Pupils h01/2

1. Do you like going to school? Yes sometimes, actually not for the lessons, but it's good to meet your school-mates.

2. Which is your favourite subject? Why do you consider it your favourite? Sport, because it's fun and you can work off Gym, because you can move a lot and it's fun to do.

3. Which subject do you dislike most? Why do you think that is so? It depends on the subject. Sometimes it's Mathematics or Chemistry, I'm not interested in them and the teachers we have explain things in a boring way.

4. Could you describe what you did in the lesson today- what happened? We talked about the History page again and about these Colonies. We listened. We had to write a story with certain words that we were given. Then we listened to a song.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)? It's always different, depending on the topic. We do songs from time to time.

6. What do you think about English (as a language)? I like it. I prefer it to all other foreign languages. In French you have to struggle with the language. We do grammar, fill-in-the-gaps exercises, tenses, reading comprehension, oral and written. In the lesson we do oral work and then we write them as homework.


8. What did you like most about your lesson today? Why? I liked writing the story. The song was "in", And listening to the song, it was a nice change, usually we listen to oldies.

9. What did you like least about your lesson today? Why? That I was nominated. I didn't want to. And the repetition of the History page. They are always stupid.

10. How did you take part in the lesson? I was nominated. Did not volunteer. I nearly never put my hand up. I was nominated too. And we had to write this story. I did not volunteer.
I always hope that I will not be nominated.

11. Would you say that you participated silently at some point? Describe what you did then.
   Yes, I listened to what was going on or I chatted. Yes I listened to what was happening.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?
   Rarely. I ask when my neighbour can't explain it to me. In English.

13. Do you volunteer to give answers? How often? In which language?
   Rarely, once or twice. Rarely.

14. Do you speak English during the lesson? When and with whom?
   With the teacher. With my neighbour I chat in German. With the teacher. To answer a question.
   German.

15. What do you do when you don't understand something?
   I ask my neighbour first. At times I ask questions I ask directly for the meaning, openly and at times privately.

16. Which classroom activity do you favour most? Why?
   Translating songs. It's nice. [agrees] and writing.

17. Which classroom activity do you like least? Why?
   The History page. Reading comprehension questions. It's difficult to formulate answers in English.
   Reading comprehension questions. It's difficult to give answers in English.

18. What do you expect to learn from your English classes at school?
   To be able to get around in England. English.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
   Yes, American History, even if it isn't fun. [agrees]

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
   Not only doing the textbook but also answering questions about things, even though I don't like it. It's the best way to learn.
   Talking a lot in the lesson and when the lesson isn't so forced/tense. It becomes tense is when we do routine patterns, reading a text, answering questions, learning vocabulary. We would prefer more general questions. (discussion).

21. How often do you write tests or exams? What are you examined on?
   We don't do many vocabulary tests. Otherwise we are examined on what we have been taught in the previous lessons. Reported speech or whatever. [agrees]

22. Are these tests or exams important? Why do you think so?
   They are important so that the teacher can see that we have understood.
   For the exams you are told in advance, but tests are surprise tests, so you are made to study in-between.
23. What differences have you observed in this year's English lessons in comparison to last year's?
No differences. We have continued with the material and done some revision on grammar like the reported speech. We also have more vocabulary.

24. Can you think of ways in which your English lesson could be made better?
Can't think of any suggestions. It's good. Can't think of any suggestions.
Sometimes I get upset about things... like when people make stupid remarks when people can't do something and sometimes the teacher makes stupid remarks.

25. What is the classroom climate like?
Easy-going. Like, when you aren't paying attention the teacher doesn't have a fit immediately. We help each other in the lesson.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
No. The teacher behaved as normal. No. [agrees with classmate]

27. Do you have contact with English outside the classroom?
No. No.
1. Do you like going to school?  
   Yes, if there’s no exam on that day.  
   Theoretically yes, it depends on the subject.

2. Which is your favourite subject? Why do you consider it your favourite?  
   Maths because I’m good in it and it is fun for me.  
   English, because I can do it.

3. Which subject do you dislike most? Why do you think that is so?  
   French, because we have a difficult teacher. And he often takes leave.

4. Could you describe what you did in the lesson today- what happened?  
   We did a homework check. Our answers were compared.  
   There were questions in the book and we had to think about them at home and write them down.  
   (The teacher collected the homework in the PE lesson). Then we wrote a story with words that were given to us and then we listened to a song.  
   We continued talking about the History and the colonists in America and we checked our homework, we gave our answers to questions. And we listened to a song.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)?  
   Except the song, yes.  
   [agrees]

6. What do you think about English (as a language)?  
   The grammar is pretty easy, but the word order in sentences is difficult. I just don’t understand it.

7. How do you feel about learning it?  
   It’s useful if you are good at it.  
   It’s fun.

8. What did you like most about your lesson today? Why?  
   The song. Different.  
   The song, because it was something different

9. What did you like least about your lesson today? Why?  
   There was nothing disturbing.  
   There wasn’t anything bad about it.

10. How did you take part in the lesson?  
    I raised my hand. And wrote the story.  
    I tried to participate as best I could and I listened.  
    (I made a small attempt with the story)

11. Would you say that you participated silently at some point? Describe what you did then.  
    I listened.  
    [agrees]

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?  
    Rarely. In English.  
    I ask questions but not so often, depending on how the teacher wants me to say it. Actually, in English.

13. Do you volunteer to give answers? How often? In which language?  
    Yes, sometimes. When I know the answer. In English.
14. Do you speak English during the lesson? When and with whom?
   Very rarely, in German and English. Only with the teacher.

15. What do you do when you don't understand something?
   I ask my neighbour, the teacher, or I try to find out for myself.

16. Which classroom activity do you favour most? Why?
   Listening because it's the easiest way. Listening to the teacher. And daydreaming.

17. Which classroom activity do you like least? Why?
   Having difficult writing exercises. Being nominated and showing that you have no idea.

18. What do you expect to learn from your English classes at school?
   To be able to speak English. To be able to speak English. Chips and Cola.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
   Some things about the history of the United States. [agrees with classmate]

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
   Writing exercises at home. Doing things that don't have to be directly related to the lesson. Doing homework carefully. In the lesson I don't really have time to think carefully.

21. How often do you write tests or exams? What are you examined on?
   We write grammar exams and vocabulary tests. For the vocabulary tests we are given words we have to translate, or sometimes we are dictated words in English and we write them down.

22. Are these tests or exams important? Why do you think so?
   Sometimes they are important because I didn't know words before and after the test I knew them. And they are a motivation for those who don't want to study. It's good to know when you are getting a test because you can study for it. [agrees with classmate]

23. What differences have you observed in this year's English lessons in comparison to last year's?
   We do more grammar this year. It's a bit more difficult this year.

24. Can you think of ways in which your English lesson could be made better?
   The lessons could be better if the teacher didn't always ask LIN, her favourite student. If she wants to know something specific, LIN is always asked even if she doesn't volunteer. She is nominated about 6X in a lesson. We are not restricted in participating but the teacher nominates LIN all the time. It disturbs us that the teacher's voice fades away at the end of a sentence. It disturbs us that the teacher has a very monotonous voice, (which makes me stop listening), and has a favourite in the class (she is not being entirely fair).

25. What is the classroom climate like?
   We like the teacher a bit, defends the ones with problems. Some students chat but it doesn't disrupt the class.
26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?  
   No  The class was a bit quieter.

27. Do you have contact with English outside the classroom?  
   At home. In my free time, but not so much.
1. Do you like going to school? I like it. It's okay.

2. Which is your favourite subject? Why do you consider it your favourite? PE and Art. In PE we can listen to music and talk. PE, Art and Maths. They are subjects where I can take it easy.

3. Which subject do you dislike most? Why do you think that is so? English, because the teacher teaches in such a way that puts you off, she just wants to get through with it.

4. Could you describe what you did in the lesson today - what happened? We talked about the American Indians, about the period from 1500 onwards. The teacher asked us questions about that period. She had gone over all that yesterday and wanted to repeat some things, to see if we had understood. And we have to write a test about it tomorrow because we didn't do it well enough today.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)? Sometimes she just narrates her life-story. She talks to us about her children and about all the places she has lived, about America... She talks, and whoever is interested listens, the others do something else.

6. What do you think about English (as a language)? It's a really good language. It's easier than French.

7. How do you feel about learning it? [agrees with classmate] It depends on the teacher. With some teachers it is fun to learn English, with others it isn't. With the current situation, I get a bit tired.

8. What did you like most about your lesson today? Why? That the teacher left the classroom one minute before the bell rang. When we start talking she just goes away without giving us any sign. She just doesn't want to have anything more to do with us, without explaining why.

9. What did you like least about your lesson today? Why? We must write a test as punishment, to copy everything in our books and then be tested. And we are going to be asked questions about the material we did today. That we now have a test to write. A vocabulary test.

10. How did you take part in the lesson? I participated in the beginning. I was tired. We had done PE in the previous period and I was tired.

11. Would you say that you participated silently at some point? Describe what you did then. Yes. I thought about what the teacher was saying. Yes. I listened sometimes.
and tried to figure out how I would say something, how I would answer.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language? Sometimes we ask questions, though not today. We do that in German, but then she asks us to say it in English. Only when we have unknown words. Not often. We ask in German, she rephrases in English and sometimes in French, she brings French words into the talk.

13. Do you volunteer to give answers? How often? In which language? Yes. Sometimes often, sometimes less often or not at all. But normally about 4 times in one lesson. Yes. About 4-5 times in one lesson. Sometimes we ask the teacher, sometimes we ask the teacher, sometimes we don't. We also ask each other.

14. Do you speak English during the lesson? When and with whom? Not [agrees with classmate] with each other. Only when we give an answer to the teacher. Not [agrees with classmate] with each other.

15. What do you do when you don't understand something? Sometimes we ask the teacher, sometimes we don't. We also ask each other. We ask or the teacher asks us whether we have understood and we say yes or no. The ones who haven't understood don't take the initiative to ask.


17. Which classroom activity do you like least? Why? When someone gets called on and hasn't been paying attention at that moment and the teacher immediately scolds them. When the teacher just talks away.

18. What do you expect to learn from your English classes at school? Pronunciation, vocabulary, to be able to talk fluently. The pronunciation.


20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English? Listening to good pronunciation, and grammar helps too. --

21. How often do you write tests or exams? What are you examined on? About three per half year. Three exams per half year, so it must be total of six in the whole year, excluding surprise vocabulary tests which we write quite often.

22. Are these tests or exams important? Why do you think so? Yes, for the grades. In this class we have to prepare ourselves well. The vocabulary tests are important for the oral grade, and the others are important for the written grade. The oral is more important. We study for
these tests and exams but we forget everything very fast afterwards.

23. What differences have you observed in this year's English lessons in comparison to last year's?
   Last year we had problems with this teacher, there were long discussions with the parents. We didn't learn any English. This year she doesn't talk so much about herself, about different films, her children etc., she does more of a proper lesson.

24. Can you think of ways in which your English lesson could be made better?
   The teacher only works with the good pupils and the others -the bad ones- are just dead for her. Our past teacher always had his material, what he wanted to teach, and we could all participate well. With this teacher, some of us have fallen behind, others are better.

25. What is the classroom climate like?
   The climate between the pupils is very good. The teacher has her moods. The pupils get on well with each other, but there are many who don't get on well with the teacher.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
   No, it was exactly so. The teacher was in a bad phase.

27. Do you have contact with English outside the classroom?
   Yes, when we go abroad. Yes, on holiday.
1. Do you like going to school? It depends what kind of a day it is. When I know that a test is coming up I am stressed and cannot concentrate on the lessons very well.

2. Which is your favourite subject? Why do you consider it your favourite? English because it is fun with this teacher and Maths. because I understand it quickly and it is fun.

3. Which subject do you dislike most? Why do you think that is so? Music, because I do not intend to become a musician and don't see why I should learn it.

4. Could you describe what you did in the lesson today- what happened? Nothing. We did American Indian History. It started as usual and then it got worse. I think she was in a bad mood today.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)? More or less. The teacher talks a lot. Yes.

6. What do you think about English (as a language)? I think it's very good. It's not so difficult to speak. Easy. Easier than other languages.

7. How do you feel about learning it? I have to learn English because I will be going to the USA next year. The teacher talks rarely with us, she does written work mostly, we should talk more with her, individually, because we can understand and learn faster.

8. What did you like most about your lesson today? Why? I didn't like anything.

9. What did you like least about your lesson today? Why? That we got so much homework. That the teacher was so irritated.

10. How did you take part in the lesson? In the beginning I participated, when the teacher asked us what we remembered from yesterday's vocabulary, I raised my hand.

11. Would you say that you participated silently at some point? Describe what you did then. I don't know. I listened and got the jokes.
move around the classroom.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?
   Yes. General questions. When we don't understand something, vocabulary for example, after we read a new text.
   Yes. Questions about the grammar. In German.

13. Do you volunteer to give answers? How often? In which language?
   I raise my hand pretty often, about twenty times in one lesson, but the teacher nominates me about half the time.
   Yes. It depends. About ten times in a lesson. I answer in English.

14. Do you speak English during the lesson? When and with whom?
   Only with the teacher. To answer a question.
   Only with the teacher. It is the only chance.

15. Which classroom activity do you favour most? Why?
   When we can create our own texts, orally.
   When we talk about something we know.

16. Which classroom activity do you like least? Why?
   Information-gap exercises. And having to answer difficult questions, about things we don't have any idea about. For example, yesterday she asked us about something that was on the news, which we didn't know about.
   Doing homework. Copying things from the blackboard.

17. What do you expect to learn from your English classes at school?
   To have a feeling for the language.
   That at least one can talk with a native speaker.

18. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
   No. She was so upset and we were too tired.
   No.

19. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
   Those that are fun to do. Where we can be active.
   Not learning vocabulary off by heart, but in the form of games.
   Where she gives us clues.

20. How often do you write tests or exams? What are you examined on?
   Two dictation tests, a lot of surprise vocabulary tests.
   [agrees].

21. Are these tests or exams important? Why do you think so?
   Yes, for the grades. But personally they are not at all important.
   Yes, because you are forced to study all important.

22. What differences have you observed in this year's English lessons in comparison to last year's?
   The teacher was in a worse state last year.
   No differences, except that we talk more in English. Last year we had more stress with the teacher.

23. Can you think of ways in which your English lesson could be made better?
   It depends on the pupils.
   That all participate.
25. What is the classroom climate like?  
   I think it's okay.  
   We help each other. Not very friendly.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?  
   We were particularly quiet.  
   Yes, the class is normally louder and we talk more in German.

27. Do you have contact with English outside the classroom?  
   When I'm away on holiday I get to speak English. On the computer.
1. Do you like going to school? It's hard for me but I like it. No.

2. Which is your favourite subject? Why do you consider it your favourite? PE. I have always liked being physically active. Music. Because it is not boring.

3. Which subject do you dislike most? Why do you think that is so? Chemistry. I don't know what I will need it for later. Physics, because it doesn't interest me.

4. Could you describe what you did in the lesson today- what happened? First we talked about something, I'm not sure what it was anymore, and then we wrote a dictation.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)? We read from the book. Then we answer questions on the texts orally. And we get homework. We do grammar. [agrees with classmate]

6. What do you think about English (as a language)? Speaking it is easy but the grammar is difficult. It's easy.

7. How do you feel about learning it? I think it's good. It's boring, because I know English, not the grammar, but I can speak and read English.


11. Would you say that you participated silently at some point? Describe what you did then. No.


14. Do you speak English during the lesson? When and with whom?
To answer the teacher's question, but not too often.

15. What do you do when you don't understand something?
I ask my neighbour first, and then maybe the teacher.

16. Which classroom activity do you favour most? Why?
Reading aloud. I read well.

17. Which classroom activity do you like least? Why?
Doing too much grammar.

18. What do you expect to learn from your English classes at school?
[agrees] That we master the language to a certain degree. That we can understand spoken English.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
Yes, the difficult words from the dictation. Some grammar.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
Reading aloud. Memorising vocabulary.

21. How often do you write tests or exams? What are you examined on?
[agrees] We write lots of tests and 3 exams towards the end of the year. We are tested on grammar and vocabulary.

22. Are these tests or exams important? Why do you think so?
Yes, because they help me learn things that I will need later.

23. What differences have you observed in this year's English lessons in comparison to last year's?
Last year in my other school the lesson was freer and more flexible. We could move around, we could leave the class if we felt like it, we did more games.

24. Can you think of ways in which your English lesson could be made better?
No.

25. What is the classroom climate like?
Good. The climate is friendly.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
I thought we were louder.

27. Do you have contact with English outside the classroom?
At my father's business where I go.
Pupils j07/8

1. Do you like going to school? Yes, I do.
2. Which is your favourite subject? Why do you consider it your favourite? Maths and Physics. It's fun to calculate with numbers. I enjoy doing Maths too because I am good at it.
3. Which subject do you dislike most? Why do you think that is so? Chemistry, because the teacher is too strict and we have to pay attention all the time. The same, because we are constantly asked questions.
4. Could you describe what you did in the lesson today- what happened? We did a practice-dictation and then we corrected it on our own. [agrees] And we talked about the upcoming exam.
5. Is this the usual procedure in your other English lessons too (is this generally what happens)? No, normally, we have a theme and we read a text. Ten minutes before the end we talk about it or we ask questions. [agrees]
6. What do you think about English (as a language)? It is a nice language. One needs it for later. It is important, English is spoken world-wide. And it is on computers.
7. How do you feel about learning it? I find it easy to learn.
8. What did you like most about your lesson today? Why? That the teacher tolds us about the test, so she made it easy for us. [agrees]
11. Would you say that you participated silently at some point? Describe what you did then. One couldn't do anything today. [no comment]
14. Do you speak English during the lesson? When and with whom? Only to answer. Not really.
15. What do you do when you don't understand something?
[agrees] I ask my neighbour or the teacher.

16. Which classroom activity do you favour most? Why?
I like oral activities more, when we write things I like it when we do gap-filling exercises orally, on the board, when we do gap-filling exercises.

17. Which classroom activity do you like least? Why?
[agrees] Writing.

18. What do you expect to learn from your English classes at school?
To be able to understand the language That we are taught how to read, how to pronounce words properly.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
The words we did in the dictation. [agrees] Yes.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
[agrees] Reading, and comprehension questions.

21. How often do you write tests or exams? What are you examined on?
Not often. We write vocabulary tests and 3 [agrees] exams. There we are examined on reading comprehension, grammar, gap-filling and so on.

22. Are these tests or exams important? Why do you think so?
Yes, they are important for the grades. Yes, because we need the knowledge for later.

23. What differences have you observed in this year's English lessons in comparison to last year's?
The lesson is done in the same way as always. The material got more difficult, we get more grammar.

24. Can you think of ways in which your English lesson could be made better?
To have classes of fewer pupils. To do more work To have two teachers in the lesson, so that more of us can participate.

25. What is the classroom climate like?
Very good. We talk about various things, it is fun with the teacher. The relationship between the pupils and with the teacher is very good.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
No. No, we often have people coming in.

27. Do you have contact with English outside the classroom?
Sometimes at home. No.
1. Do you like going to school?
   Yes, it depends on the subjects. English is good. I would say no-one likes to go to school but we have to do it. Sometimes I feel like going to school and sometimes I don't.

2. Which is your favourite subject? Why do you consider it your favourite?
   I like English because I understand songs when I hear them and that's good. And German because I'm good at it.
   History and Geography because I don't understand any of it. It's difficult.
   Physics, because it interests me.

3. Which subject do you dislike most? Why do you think that is so?
   History and Geography because I don't understand any of it. It's difficult.
   History and Maths. History is totally boring and the teacher cannot transmit the lesson in a way that it begins to interest me. Maths is just numbers and numbers, nothing else.

4. Could you describe what you did in the lesson today- what happened?
   We went through the homework, we did exercises I have forgotten. We got questions on cards, "what do... schwimmst Du?" It was like a game.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)?
   Yes.

6. What do you think about English (as a language)?
   Complicated... but good.

7. How do you feel about learning it?
   Good.

8. What did you like most about your lesson today? Why?
   The game with cards because it was fun.
   The checking of the homework. That's where I understood better what it was about.

9. What did you like least about your lesson today? Why?
   [agrees with classmate] There was nothing, it wasn't so boring.

10. How did you take part in the lesson?
    I read aloud and I wrote in my notebook. I raised my hand, I translated and did the exercises in my book.

11. Would you say that you participated silently at some point? Describe what you did then.
    Yes. I listened to my classmates.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language?
    Yes. When something it is not clear. I ask my classmate in polish.
    Yes, when we do something new and I don't understand something, I ask the teacher, at the most 3 times in a lesson. In German.
13. Do you volunteer to give answers? How often? In which language?
   Yes. Often. I raise my hand mostly. If I need to answer in English I do.  
   Sometimes I answer in English and sometimes in German.

14. Do you speak English during the lesson? When and with whom?
   No. Mostly in German.  
   Not with my classmates. Only when I answer a specific question.

15. What do you do when you don't understand something?
   I ask the teacher.  
   I ask my neighbour. Or I don't ask at all.

16. Which classroom activity do you favour most? Why?
   Working from the book, filling in sentences. I can concentrate better.
   Reading silently because I do it for myself and it is better and translating because I understand better.

17. Which classroom activity do you like least? Why?
   When we get extra handouts that don't belong to the book. I don't understand the text and many words and it is difficult.
   Reading aloud, because I am too slow and make many mistakes.

18. What do you expect to learn from your English classes at school?
   To understand English because I enjoy understanding songs with English lyrics.  
   The language, that I may be able to understand others (who use it).

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
   Yes. The new sentence that we did on the cards.  
   Yes. Words.  
   Yes. Yes.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
   When I read and understand the text and when I do written exercises based on the text.
   Writing down the words which I do not know.

21. How often do you write tests or exams? What are you examined on?
   We write an exam once every three months.  
   We are tested on the material, the units that we have been taught.

22. Are these tests or exams important? Why do you think so?
   Yes. For the grades, to get a good grade.  
   Yes, because the teacher doesn't always nominate me in class and she can see how much I know.

23. What differences have you observed in this year's English lessons in comparison to last year's?
   The procedure is the same.  
   They are more difficult. Otherwise the same.

24. Can you think of ways in which your English lesson could be made better?
   I find them very good. Maybe we could have some more games.
   We could have less writing.

25. What is the classroom climate like?
   The teacher is very nice, she never shouts, she helps us, and we help our classmates. No problems.
   [agrees] We are satisfied.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons?
   No.
27. Do you have contact with English outside the classroom?
   I listen to music. I have contact with English-speaking people when we go abroad with my parents.
1. Do you like going to school? Yes and no. I'm not too enthusiastic about it.

2. Which is your favourite subject? Why do you consider it your favourite? English because I like the language and the teacher (she explains things to us), and PE because we play basketball and do things together. PE because I can use the instruments and I am fascinated by the numbers. It's fun to do.

3. Which subject do you dislike most? Why do you think that is so? German. We write too many tests. German and Art. One needs German but it is a lot of work.

4. Could you describe what you did in the lesson today- what happened? [agrees with classmate] We worked on a text with gaps. I had to fill in the words. Then we got cards from our teacher and we had to read the questions on them. Then we nominated our classmates to answer the questions. Later we wrote our own questions. In the end we worked on a customer-assistant dialogue.

5. Is this the usual procedure in your other English lessons too (is this generally what happens)? Sometimes we work from the workbook, or we practice on vocabulary. Yes.

6. What do you think about English (as a language)? It is the most important language. It partly difficult, but it's nice.

7. How do you feel about learning it? It is difficult. One cannot learn it properly. It is different from learning it from parents or friends. I like learning it.

8. What did you like most about your lesson today? Why? I liked everything. Our teacher knows what we need to do more and what we like. I found everything quite alright.

9. What did you like least about your lesson today? Why? Talking about the marks. In the lesson, there was nothing really.

10. How did you take part in the lesson? I did not raise my hand. I wrote down the answers in the gap-filling exercise. And I did the dialogue. I tried to raise my grade. I raised my hand, I participated as much as possible.

11. Would you say that you participated silently at some point? Describe what you did then. Yes. I listened. I was active and concentrated only on the lesson.

12. Do you usually volunteer to ask questions? On what occasions? How often? In which language? Yes, when I do not understand something. It depends, when there are lots of things, I ask more
questions. In German and English.

13. Do you volunteer to give answers? How often? In which language?
Yes. Once or twice. To read something...
Yes, when I know exactly what to say. It varies.
In German and English.

14. Do you speak English during the lesson? When and with whom?
Yes. With the teacher.
Yes, with the teacher and with classmates, our
neighbours. A couple of words or phrases.

15. What do you do when you don't understand something?
I ask my neighbour who knows more. Or I say
that I don't understand.
I ask either my teacher or a classmate. I ask my
classmate first. Or I just say "sorry I don't
understand this".

16. Which classroom activity do you favour most? Why?
Doing transformation exercises.
Reading texts or writing exercises.

17. Which classroom activity do you like least? Why?
Oral work, like explaining the meanings of words.
The long lesson, 80 minutes.
It is stupid because one forgets it anyway.

18. What do you expect to learn from your English classes at school?
The pronunciation, to be able to read and to speak
well.

19. Do you believe you learnt something in the last two lessons? Do you think you learn English at school?
Yes. What to say when I am say in a supermarket
in England.
How to practise conversation using short and
clear sentences.

20. What aspect or part of the lesson procedure helps you learn the language? Which activities help you learn English?
Always reading aloud and writing new words
By reading and writing.

21. How often do you write tests or exams? What are you examined on?
We write tests more often, one test for each unit.
[agrees]
And 3-4 exams per year.
We do gap-filling, we read a text and answer
questions, multiple choice, matching exercises.

22. Are these tests or exams important? Why do you think so?
Yes. The teacher can see we are weak and where
she can help us.

23. What differences have you observed in this year's English lessons in comparison to last year's?
We do the lessons exactly like before.
It is a bit more difficult this year. We have been
drawn attention to the differences between British
and American English.

24. Can you think of ways in which your English lesson could be made better?
We should do more reading aloud.
We should do more writing. We should all sit
together and correct each other.

25. What is the classroom climate like?
It's okay. We can move around and communicate
with our classmates, we help each other. The
[agrees] It is really so that we understand each
other. The relationship to our teacher is quite
teacher understands us and we understand her. good.
We can make jokes, we are relaxed and we can work better.

26. Has the behaviour of the class or the teacher changed in any way in the last two lessons? No.

27. Do you have contact with English outside the classroom? Yes.
Yes, when I travel with my family.
Appendix E:

**COLT (Communicative Orientation of Language Teaching) category definitions**

**COLT Observation Scheme: Definitions of Categories**

The COLT observation scheme is divided into two parts. Part A describes classroom events at the level of episode and activity, while Part B analyzes the communicative features of verbal exchanges between teachers and students or among students themselves as they occur within each activity.

**Part A: Classroom Events**

1. **Activity**
   - The first parameter is open-ended; no predetermined descriptors have to be checked off by the observer. Each activity and its constituent episodes are separately described, e.g., class, translation, discussion, game, and so on (separate activities). Alternatively, teacher introduces dialogue, teacher reads dialogue aloud, students repeat dialogue parts after teacher (three episodes of one activity).

2. **Participant Organization**
   - This parameter describes three basic patterns of organization:
     - Whole Class
     - Group Work
     - Individual Work

   - **Whole Class**
     - All groups are working on the same task
     - Group work on different tasks
     - Individual work (students work on their own, all on the same task or on different tasks)

   - **Group Work**
     - Group work (students work in groups)
     - Group work (students work in groups)

   - **Individual Work**
     - Individual work (students work on their own)

3. **Content**
   - This parameter describes the subject matter of the activities, that is, what the teacher and the students are talking, reading, writing about, or they are interested in. There are at least three content areas that have been differentiated, along with the category Topic Control:
     - Management
     - Disciplinary statements
     - Explicit focus on language
       - Forms of the focus on grammatical, lexical, or pronunciation
       - Function of the focus on functional sets such as requesting, apologizing, and explaining
       - Discourse (explicit focus on the way sentences combine into cohesive and coherent sequences)
       - Sociolinguistic (explicit focus on the features which make utterances appropriate for particular contexts)

4. **Other topics**
   - Theme that is the subject matter of classroom events, apart from management and explicit focus on language:
     - Narrative range of reference (This includes any reference to the immediate classroom environment, to activities that students are doing, to their own or other students’ experiences, to the content of previous episodes, or to the content of previous episodes)
     - Expository range of reference (This includes topics in the category beyond the immediate classroom environment, such as students’ immediate personal and family affairs, e.g., place of residence, number of brothers and sisters, and so on)

5. **Breadth range of reference (Topics of broad range go well beyond the classroom and immediate environment and include reference to controversial public issues, world events, abstract ideas, reflective personal information, and other academic subject matter, such as mathematics or geography.)

6. **Topic control (Who selects the topic that is being talked about—the teacher, the student, or both?)

**Part B: Communicative Features**

1. **Use of target language**
   - Use of first language (L1)
   - Use of second language (L2)

2. **Information gap**
   - This feature refers to the extent to which the information requested and/or exchanged is anticipated, i.e., not known in advance:
     - Requesting information
     - Giving information

3. **Sustained speech**
   - The feature is intended to measure the extent to which speakers engage in extended discourse or sustain their utterances to a minimal length of one sentence, clause, or word
     - Ultrastimulus (utterances consisting of one word—called for student speech only)
     - Minimal stimulus utterances consisting of one or two words, consisting of one word

4. **Subjective speech**
   - The feature refers to the extent to which speech reflects the speaker’s own personal, private, and subjective views, feelings, and experiences
     - Ultrastimulus (utterances consisting of one word—called for student speech only)
     - Minimal stimulus utterances consisting of one or two words, consisting of one word
IV. Reaction to code or message
This feature refers to a correction or other explicit statement which draws attention to the linguistic form of an utterance.

V. Incorporation of preceding utterances
A. No incorporation (no feedback or reaction given)
B. Repetition (full or partial repetition of previous utterance(s))
C. Paraphrase (repetition and/or reformulation of previous utterance(s))
D. Contrast (positive or negative contrast but not correction of previous utterance(s))
E. Depression (depression of the content of preceding utterance(s) through the addition of related information)
F. Elaboration (requests for further information related to the subject matter of the preceding utterance(s))

VI. Discourse initiation
This feature measures the frequency of self-initiated turns spontaneously initiated talk by students.

VII. Relative restriction of linguistic form
A. Restricted use (the production or manipulation of one specific form, as in a transformation or substitution drill)
B. Limited restriction (a choice of more than one linguistic form but in a very narrow range, e.g., responses to yes/no questions, statements about the date, time of day, and so on)
C. Unrestricted use (no expectation of any particular linguistic form, as in free conversation, oral reports, or personal diary writing)

(Frohlich, Spada, and Allen 1985:53–6)
Appendix F:

Example of a timetable of a secondary school operating in a double shift.
# ΩΡΑΡΙΟ ΛΕΙΤΟΥΡΓΙΑΣ
## ΤΟΥ ΣΧΟΛΕΙΟΥ

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Appendix G:

Mandate circulated to the regional secondary education offices regarding the introduction of a second foreign language in the schools and the allocation of hours.
ΠΡΟΣ: ΝΟΜΑΡΧΙΕΣ ΤΟΥ ΚΡΑΤΟΥΣ
Δ/ΝΕΙΣ ΚΑΙ ΓΡΑΦΕΙΑ Δ.Σ.
- ΕΡΕΙΣ ΤΟΥΣ
ΘΕΜΑ: ΔΙΔΑΣΚΑΛΙΑ ΜΑθηματών

1. ΣΤΟ ΠΛΑΙΣΙΟ ΤΗΣ ΕΦΑΡΜΟΓΗΣ ΤΟΥ ΠΡΟΓΡΑΜΜΑΤΟΣ ΔΙΔΑΣΚΑΛΙΑΣ ΤΩΝ ΕΞΕΝΩΝ
ΓΛΩΣΣΩΝ ΚΑΙ ΣΕ ΑΠΑΝΤΗΣΕΙΣ ΤΩΝ ΕΡΩΤΗΜΑΤΩΝ ΠΟΥ ΠΡΟΒΕΔΗΚΑΝ ΓΙΑ ΤΗΝ ΕΦΑΡΜΟΓΗ
ΤΗΣ ΥΠ ΑΡ.12/4296/17-6-93 ΕΓΚΥΚΛΙΟΥ ΜΑΣ ΕΑΣ ΔΙΕΥΚΡΙΝΗΣΤΟΥΜA ΤΑ
ΑΚΟΛΟΥΘΑ:

ΟΣ ΒΑΣΙΣ ΓΙΑ ΤΗΝ ΕΙΣΑΓΩΓΗ ΤΗΣ ΔΕΥΤΕΡΗΣ ΕΞΕΝΗ ΓΛΩΣΣΑΣ ΘΑΝ Α' ΤΑΞΙ ΤΟΝ
ΓΥΜΝΑΣΙΟ ΛΑΜΒΑΝΕΤΑΙ ΜΟΝΟ Η ΓΛΩΣΣΑ ΠΟΥ ΕΧΟΥΝ ΔΙΑΔΕΧΕΙ ΟΙ ΜΑΘΗΤΕΣ ΣΤΟ
ΔΗΜΟΣΙΟ ΕΠΙΤΡΕΠΤΗ ΜΟΝΟ ΟΥΓΛΩΣΣΙΩΝ ΧΡΟΝΙΑ, ΜΕ ΤΟ ΕΞΟΔΟΜΕΝΟ ΑΥΤΟ:

A) ΟΣΟΙ ΔΙΔΑΣΚΑΛΙΚΑ ΓΑΛΛΙΚΑ ΕΠΙ ΔΥΟ ΤΟΥΛΩΣΗΣ ΧΡΟΝΙΑ ΣΤΟ ΔΗΜΟΣΙΟ
ΘΑ ΔΙΔΑΣΚΟΝΤΑΙ ΣΤΟ ΓΥΜΝΑΣΙΟ ΤΗ ΓΑΛΛΙΚΗ ΕΠΙ ΔΥΟ ΟΡΕΣ ΚΑΙ ΤΗ ΔΕΥΤΕΡΗ
ΕΞΕΝΗ ΓΛΩΣΣΑ (ΑΓΓΛΙΚΗ) ΕΠΙ ΤΡΕΙΣ ΟΡΕΣ.

B) ΟΣΟΙ ΔΙΔΑΣΚΑΛΙΚΑ ΑΓΓΛΙΚΑ ΕΠΙ ΔΥΟ ΤΟΥΛΩΣΗΣ ΧΡΟΝΙΑ ΣΤΟ ΔΗΜΟΣΙΟ
ΘΑ ΔΙΔΑΣΚΟΝΤΑΙ ΣΤΟ ΓΥΜΝΑΣΙΟ ΤΗ ΑΓΓΛΙΚΗ ΕΠΙ ΔΥΟ ΟΡΕΣ ΚΑΙ ΤΗ
ΔΕΥΤΕΡΗ ΕΞΕΝΗ ΓΛΩΣΣΑ (ΓΑΛΛΙΚΗ ΚΑΙ ΓΕΡΜΑΝΙΚΗ) ΕΠΙ ΤΡΕΙΣ ΟΡΕΣ.

Γ) ΟΣΟΙ ΜΑΘΗΤΕΣ ΔΕΝ ΕΧΟΥΝ ΔΙΑΔΕΧΕΙ ΚΑΜΙΑ ΕΞΕΝΗ ΓΛΩΣΣΑ ΣΤΟ ΔΗΜΟΣΙΟ Η
ΕΧΟΥΝ ΔΙΑΔΕΧΕΙ ΕΝΗ ΓΛΩΣΣΑ ΛΕΙΤΟΥΡΓΙΑ ΑΠΟ ΤΟΥΛΩΣΗ ΧΡΟΝΙΑ, ΘΑ ΔΙΑΔΕΧΟΥΝ
ΕΠΙ ΤΡΕΙΣ ΟΡΕΣ ΜΟΝΟ ΜΙΑ ΕΞΕΝΗ ΓΛΩΣΣΑ, ΑΥΤΗ ΠΟΥ ΔΙΑΔΕΧΕΤΑΙ ΣΤΟ
ΓΥΜΝΑΣΙΟ ΥΠΟΔΟΧΗ.

Δ) ΕΣ ΕΞΑΙΡΕΣΙΕΣ ΠΕΡΙΠΤΩΣΕΙΣ ΚΑΙ ΜΟΝΟ ΛΟΓΟ ΑΝΤΙΚΕΙΜΕΝΙΚΗΣ ΑΔΥΝΑΜΙΑΣ
ΝΑ ΔΙΔΑΧΘΕΙ ΔΕΥΤΕΡΗ ΕΞΕΝΗ ΓΛΩΣΣΑ, ΘΑ ΔΙΔΑΧΘΕΙ Η ΕΞΕΝΗ ΓΛΩΣΣΑ ΠΟΥ
ΔΙΑΔΕΧΕΤΑΙ ΣΤΟ ΓΥΜΝΑΣΙΟ ΥΠΟΔΟΧΗ ΕΠΙ ΤΡΕΙΣ ΟΡΕΣ ΤΗΝ ΕΒΒΩΜΑ.

II. ΣΤΟ ΠΛΑΙΣΙΟ ΤΗΣ ΕΦΑΡΜΟΓΗΣ ΤΗΣ ΥΠ ΑΡ.12/4296/27-6-93 ΕΓΚΥΚΛΙΟΥ ΜΑΣ
ΚΑΙ ΟΣΟΙ ΑΥΤΟΙ ΤΟ ΝΕΟ ΘΡΑΠΙΟ ΛΕΙΤΟΥΡΓΙΑ ΓΙΑ ΤΑ ΓΥΜΝΑΣΙΑ
ΔΙΕΥΚΡΙΝΗΣΤΟΥΜA ΤΑ ΑΚΟΛΟΥΘΑ:

ΣΕ ΠΕΡΙΠΤΩΣΗ ΤΑΥΤΟΧΡΟΝΗ ΛΕΙΤΟΥΡΓΙΑ ΓΥΜΝΑΣΙΩΝ ΚΑΙ ΛΥΚΕΙΩΝ ΚΑΙ ΓΙΑ ΝΑ
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ΕΙΝΑΙ ΔΥΝΑΤΟΝ ΤΟ ΛΥΚΕΙΟ ΝΑ ΑΚΟΠΟΣΤΗΣΕΙ ΤΟ ΝΕΟ ΘΡΑΠΙΟ ΛΕΙΤΟΥΡΓΙΑ ΤΟΥ
ΓΥΜΝΑΣΙΟΥ, ΑΝΑΛΩΣΕΙ ΡΥΘΜΙΣΕΙΣ ΜΠΟΡΟΥΝ ΝΑ ΓΙΝΟΥΝ ΚΑΙ ΣΕ ΠΕΡΙΠΤΩΣΕΙΣ
ΠΟΥ ΕΙΔΙΚΕΥΣΕΙ ΣΥΝΘΕΣΕΙ ΤΟ ΕΠΙΒΑΛΛΟΥΝ.

Ο Δ/ΝΗΣ
ΣΟΥΤΖΑΚΑΒΑΣ

312171 ΝΑΧΟ ΚΩ
216095-ΥΡΑ ΚΩ

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Appendix H:

Extract from the Government Gazette (no. 158, 1985) describing the official curriculum objectives for English language teaching and learning.
ΕΦΗΜΕΡΙΣ ΤΗΣ ΚΥΒΕΡΝΗΣΕΩΣ
ΤΗΣ ΕΛΛΗΝΙΚΗΣ ΔΗΜΟΚΡΑΤΙΑΣ

ΣΟΦΙ, 10 ΣΕΠΤΕΜΒΡΙΟΥ 1945
ΤΕΥΧΟΣ ΠΡΩΤΟ
ΑΡΙΘΜΟΣ ΦΥΛΑΚΤΟ

Γ. ΔΙΑΚΤΕΛΑ ΤΑ ΓΕΝΙΚΟΣ ΣΧΟΛΗΣ

1. Ο μπόνος της Α΄ γενικής συνέλευσης έγινε να καταβληθεί για να τελειωθεί και να καταρχήσει η διαλογή με τις αντιπαράθεσεις. Οι διενέργειες να επιδειχθούν να είναι πραγματικά η επιτυχία, και η χρήση χρεών και αναβλητικών συναφείς με τον λαό να παραμείνει η αυθεντική.

2. Αναφέρονται ακόμη και οι περισσότερες από τις επικεφαλής επιστημονικές και της γενικής συνέλευσης, η οποία άρχισε στην Κυψελή και η οποία είναι συνεχώς η επικράτηση της ολόκληρης του λαού.

ΕΠΙΧΟΡΗΓΗΣΕΙΣ

Πολίτες Ιεράς Κοινότητας,

Η αναφορά στην τεχνολογία της ψυχαναγούντας, έχει αναφερθεί σε μερικά από τα κοινωνικά και ελεγχόμενα πεδία, καθώς επίσης και στις κυρίες της ολόκληρης καταδρομής του λαού. Η επικράτηση εκεί έχει αναφερθεί σε υπάρξει της τεχνολογίας και της ψυχαναγούντας, θα αναφέρεται στην τεχνολογία καταδρομής και την ολόκληρη καταδρομή του λαού.

Συνεργάζονται και οι περισσότερες από τις επικεφαλής επιστημονικές και της γενικής συνέλευσης, η οποία άρχισε στην Κυψελή και η οποία είναι συνεχώς η επικράτηση της ολόκληρης του λαού.
Appendix I:

Open letter sent by the Panhellenic Union of State Teachers of English to the Ministry of Education, expressing opposition to the use of a single textbook series for the teaching of English in the secondary schools.
Appendix J:

Table of contents of Taskway 3.
<table>
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<th>UNIT</th>
<th>THEME</th>
<th>LANGUAGE FUNCTIONS</th>
<th>GRAMMAR POINTS</th>
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| 1    | Ecological problems          | - Warning and stating what the consequences of an action will be  
|      |                              | - Making predictions about the consequences of certain conditions                  | - If-clauses: Condition 1            |
| 2    | Finding a job                | - Giving information about oneself  
|      |                              | - Giving information about jobs  
|      |                              | - Applying for a job                                                              | - Present Perfect Progressive  
|      |                              |                                                                                   | - Reflexive Pronouns               |
| 3    | Television and TV programmes | - Stating facts  
|      |                              | - Describing processes  
|      |                              | - Describing events                                                               | - Passive Voice                     |
| 4    | Dining out                   | - Expressing preference  
|      |                              | - Expressing opinion  
|      |                              | - Recommending places and things                                                  | - Modifiers (too, enough, rather)   |
| 5    | Accident at sea              | - Narrating events  
|      |                              | - Linking past events                                                             | - Past Perfect Simple               |
| 6    | Education and schooling      | - Talking about memories  
|      |                              | - Making suggestions  
|      |                              | - Justifying decisions  
|      |                              | - Commenting on someone's behaviour                                               | - Revision of various grammar points |
|      |                              |                                                                                   | - Remember + that clause            |
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<td>- Reporting one's questions and statements</td>
<td>- Reported speech</td>
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<td>National characteristics and stereotypes</td>
<td>- Drawing conclusions</td>
<td>- Modal auxiliaries + perfect infinitive</td>
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<td>- Making suggestions</td>
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Appendix K:

Official guidelines for the setting of end-of-term or final examinations in English in Greek secondary schools.
Πετρά 24-5-1993
Αριθμ. Πρωτ. 3351

Προς
Τους Δ/ντές των χοι-
λεσών Βουδισμής με.

ΚΟΙΝ:1) ΤΠΕΠΘΔ: για Σπουδή, Τιμής Β'
2) Πελάτες Χημ. Ινστιτούτου
3) Δ/ντε Β/θ/μας Δαπ/σης Ν/Λαχαίας
4) Τα 20 και 30 Γραφείο Β/θ/μας Δαπ/σης
Ν.Λαχαίας
5) Δ/ντε Β/θ/μας Δαπ/σης Ν. Αλτ/ν/δας
6) Τα 10, 20 Γρ. Ν. Αλτ/ν/δας, Πράγμα-
τας, Αρτάς, Λευκάδας, Κερκύρας, Σκωτσών.
7) Γραφείο Ιωαννίνων.

Παρακαλώμε να δέσετε υπ'όψη των χαι-
τητητών Κα ΠΕΘ Αγγλικής των χο-
lεσών μας των παρακάτω ονόματι σχετι-
cμε τις εξετάσεις της Αγγλικής
Γλώσσας στα Γραμματα, Δίσκοι, ΤΕΛ και ΤΕΕ.

1) Σπο Πενώνιο

2) Οι οικειοφαλαιακικές εξετάσεις (Ιωαννίνων - Ιουνίου) και οι
παραεπαμισμένες (Σεπτέμβριο) γίνονται σύμφωνα με το Π.Δ. 465/81 και
ΤΕΕ/241/83-1-83.

Δ/ντει: a) δέσετε διαγραμμένο κείμενο 70 - 100 λέξεων και 4
ερωτήσεις όπως αξιολογείται η κατανόηση πληροφοριών και μη
νουμένων μεταβλητών το κείμενο. Η κάθε απάντηση βαθμολογείται με 0-2,5
μονάδες.

β) 4 ερωτήσεις - παρατηρήσεις μέσα ή έξω από το κείμενο, σχε-
tικές με διαγραμμένη γραμματική και σύνταξη της γλώσσας. Κάθε γραμ-
ματικό ή συντακτικό φαινόμενο μπορεί να αναλύεται σε 2 - 3 επί μέρους
ερωτήσεις - παρατηρήσεις. Η κάθε απάντηση - παρατήρηση βαθμολογείται με
0 - 2,5 μονάδες.

γ) ΠΕΠΘΔ: a) Δέσετε διαγραμμένο κείμενο 100 - 130 λέξει-
ων και ερωτήσεις όπου αξιολογείται η κατανόηση πληροφοριών και μη
νουμένων που μεταβλητές το κείμενο. Η κάθε ερώτηση βαθμολογείται με
0 - 2 μονάδες.

β) 4 ερωτήσεις - παρατηρήσεις μέσα ή έξω από το κείμενο, σχε-
tικές με διαγραμμένη γραμματική και σύνταξη της γλώσσας. Κάθε γραμ-
ματικό ή συντακτικό φαινόμενο μπορεί να αναλύεται σε 2 - 3 επί μέρους
ερωτήσεις. Η κάθε ερώτηση - παρατήρηση βαθμολογείται με
0 - 2 μονάδες.

γ) Ορίσεις 50 - 70 λέξεων διαγραμμένο κείμενον
που βαθμολογείται με 1 - 4 μονάδες.
κανένα γραπτό δεν βαθμολογείται κάτω από τη μονάδα.

Στις τάξεις του Γυμνασίου όπου υπάρχουν προσωπικά επιπέδα και οι γνώσεις των μαθητών είναι περισσότερες απ' αυτές που παρέχει το TASKWAY 3 και συνεπώς χρησιμοποιούνται βιβλία από το εγκεκριμένο κατάλογο των βιβλίων του λυκείου του ΥΠΕΠΘ, οι μαθητές στις ανακεφαλαιώματες εξετάσεις εξετάζονται μόνο από τα βιβλία που έχουν διαδώσει και κατά επίπεδα.

2) Στελέχων

Οι προγραμματικές και απολυτήριες εξετάσεις όλων των τάξεων των λυκείων γίνονται σύμφωνα με το Π.Δ. 452/81 και τη διευκρινιστική εγκύκλιο Π2/240/25-1-85, ήτοι, για όλες τις τάξεις:

α) Δέχεται διαγωνισμό κέλευν 120 – 150 λέξεων και 4 ερωτήσεις ή όποιη εξέλιξη, κατανάλωσα πάροχοι και μηνυμάτων του κειμένου. Οι απαντήσεις βαθμολογούνται με 0 – 2 μονάδες.

β) 4 παρατηρήσεις – ερωτήσεις μέσα ή έξω από το κείμενο, σχετικές με διαγωνισμένη γραμματική και σύνταξη της γλώσσας. Κάθε γραμματική – συντακτική παρατήρηση μπορεί να αναλύεται σε 2 – 3 επί μέρους ερωτήσεις – παρατηρήσεις. Η κάθε ερώτηση – παρατήρηση βαθμολογείται με 0 – 2 μονάδες.

γ) Παραγωγή γραπτού λόγου 100 – 130 λέξεων που βαθμολογείται με 0 – 4 μονάδες.

κανένα γραπτό δεν βαθμολογείται κάτω από τη μονάδα.

3) ΤΕΑ-ΤΕΕ

Στα ΤΕΑ-ΤΕΕ εφαρμόζεται το Π.Δ. 452/81 και η διευκρινιστική εγκύκλιο Π2/240/25-1-85.

Για τη ΤΕΑ και Β'ΤΕΕ δικαιούνται η εξανθη σημείωση, η εξέταση περιλαμβάνει γνώσεις εξουσίας σημείωσης (κέλευνα-ερωτήσεις, παρατηρήσεις και ενδεικτικές).

Εκεί εφαρμόζεται μελέτη δόντω στο άργο σας και είμαι στη διάθεσή σας σε αυτόνομο με χρεωκοπίετε.
Appendix L:

Outline of an in-service training course held in Athens for state school teachers of English.
PEK: Regional Training Centre, Athens, GREECE.

IN-SERVICE TRAINING COURSE: English Department

METHODOLOGY SYLLABUS

Teacher trainer: Mrs Angela Diamantidou

CLASSROOM MANAGEMENT

DATES

12.1.94 - Introduction to course
19.1.94 - General instructions
   - Lesson Planning: Stages of the lesson
   - Micro teaching: Task way 2 Unit 1, ps 12-13.
26.1.94 - The five basic methodological stages for the teaching of the receptive skills
   - Reading skills
2.2.94 - A developmental model for discipline and classroom organisation
   - Developing a worthwhile programme
9.2.94 - Developing students' sense of self-worth
   - Organising students' responsibilities
   - Student informant sheet
16.2.94 - Evaluating teacher/pupil relationships
   - Involving parents in your programme
23.2.94 - Eliminating wanted time
   - Variety is the spice of life
   - Developing class variety
30.2.94 - Reacting to misbehaviour
   - Steps that don't work
   - Children learn what they live
2.3.94 - Positive discipline
9.3.94 - Ground rules
16.3.94 - Inventory of teenagers' problems
   - Principles developed through a career
23.3.94 - Discussion \ assignments
IN-SERVICE TRAINING COURSE: English Department

SYLLABUS

<table>
<thead>
<tr>
<th>Number of weeks: 12</th>
<th>Number of Hours: 124</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. ENGLISH COURSES</td>
<td></td>
</tr>
<tr>
<td>1. Classroom management</td>
<td>22</td>
</tr>
<tr>
<td>2. Stages of the lesson</td>
<td>8</td>
</tr>
<tr>
<td>3. Current approaches</td>
<td>6</td>
</tr>
<tr>
<td>4. Using songs</td>
<td>2</td>
</tr>
<tr>
<td>5. Authentic materials</td>
<td>4</td>
</tr>
<tr>
<td>6. Lesson planning</td>
<td>4</td>
</tr>
<tr>
<td>7. Practical classroom techniques</td>
<td>4</td>
</tr>
<tr>
<td>8. Communicative grammar</td>
<td>6</td>
</tr>
<tr>
<td>- modality</td>
<td></td>
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<tr>
<td>- progressive aspect</td>
<td></td>
</tr>
<tr>
<td>- passivization</td>
<td></td>
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<tr>
<td>- conditionals</td>
<td></td>
</tr>
<tr>
<td>- grammar dictation</td>
<td></td>
</tr>
<tr>
<td>- grammar in discourse</td>
<td></td>
</tr>
<tr>
<td>9. Video</td>
<td>2</td>
</tr>
<tr>
<td>10. Using games</td>
<td>2</td>
</tr>
<tr>
<td>11. Using projects</td>
<td>2</td>
</tr>
<tr>
<td>12. Simulations</td>
<td>2</td>
</tr>
<tr>
<td>13. Syllabus design</td>
<td>3</td>
</tr>
<tr>
<td>14. Learner needs</td>
<td>3</td>
</tr>
<tr>
<td>15. Course book evaluation</td>
<td>3</td>
</tr>
<tr>
<td>16. Learner factors</td>
<td>3</td>
</tr>
<tr>
<td>17. Adapting a coursebook</td>
<td>3</td>
</tr>
<tr>
<td>18. Skills: reading, writing, listening and speaking</td>
<td>9</td>
</tr>
<tr>
<td>19. Error analysis</td>
<td>3</td>
</tr>
<tr>
<td>20. Testing</td>
<td>3</td>
</tr>
<tr>
<td>21. Computers</td>
<td>3</td>
</tr>
<tr>
<td>22. Teaching adolescent children</td>
<td>3</td>
</tr>
<tr>
<td>23. Teaching vocabulary</td>
<td>3</td>
</tr>
<tr>
<td>24. Using poetry</td>
<td>3</td>
</tr>
<tr>
<td>25. Using the short story</td>
<td>3</td>
</tr>
<tr>
<td>26. The problems of translation</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>124</strong></td>
</tr>
</tbody>
</table>

B. TEACHING OBSERVATION

| Discussion of teaching observed | 30 |
| **TOTAL**                      | **50** |

C. GREEK LECTURES

| Psychology | 30 |
| School management | 10 |
| Education                   | 10 |
| Information technology     | 10 |
| Theatre             | 5  |
| The European Dimension | 5  |
| **TOTAL**          | **70** |

**TOTAL NUMBER OF HOURS OF COURSE**: **254**
Appendix M:

Samples of advertising brochures of private FL institutes.
ΔΙΑΚΕΚΡΙΜΕΝΗ ΘΕΣΗ

ΣΤΙΣ ΞΕΝΕΣ ΓΛΩΣΣΕΣ

Ανακαλύψτε
tη Γνώση της Επικοινωνίας
Χωρίς Όρια

μιλήστε

ΑΓΓΛΙΚΑ
ΙΤΑΛΙΚΑ
ΓΕΡΜΑΝΙΚΑ
ΓΑΛΛΙΚΑ
ΙΣΠΑΝΙΚΑ

αποκτήστε
eπίσημο και
αναγνωρισμένο διπλωμα

κατακτήστε

μαζί μας
tη διακεκριμένη θέση στη ζωή
και την επαγγελματική επιτυχία

γιατί

"... η ξενόγλωσση εκπαίδευση του παιδιού σας
είναι πολύ σημαντική υπόθεση για να την εμπιστευθείτε οποιαδήποτε..."

A. L. MEYERS PH.D. DEB.

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ΔΕΝ ΘΑ "ΣΑΛΙΣΤΕΙΤΕ" ΑΠΟ ΠΡΟΧΕΙΡΟΤΗΤΕΣ ΚΑΙ ΔΥΣΟΧΕΙΔΕΙΑΜΟΥΣ ΣΤΗΝ ΔΙΑΔΑΚΤΑΛΙΑ ΤΗΣ ΕΘΝΙΚΗΣ ΓΛΩΣΣΑΣ!!

Θα "μάθετε τέχνη" τη γλώσσα που θέλετε.
Καλύτερα, Τυπότερα, Επωλετιστικά, Εγκατελεσμένα.

ΔΕΝ ΘΑ ΔΙΑΓΩΝΙΣΤΕΙΤΕ ΑΣΚΟΠΑ ΓΙΑ ΚΑΠΟΙΟΙ ΑΓΝΩΣΤΟ "ΧΑΡΤΕ", ΑΛΛΑ ΓΙΑ ΕΠΙΣΗΜΟ ΔΙΠΛΩΜΑ!

Θα προτιμηθείτε αποδεικτικά και να πάνε μόνο για τα προγράμματα Cambridge στην ΑΓΓΛΙΚΗ
μόνο για τα πρόγραμμα Goethe στη ΓΕΡΜΑΝΙΚΗ
μόνο για τα πρόγραμμα Sorbonne στη ΓΑΛΛΙΚΗ
μόνο για τα πρόγραμμα Perugia στην ΙΤΑΛΙΚΗ
και θα θέσουμε στη διάθεσή μας τις επίσημες διαδικασίες με τα ανωτέρωνοι επιτρεπόμενοι πεπολεμώντες μαθητές μας, με τα επίσημα αποδεικτικά επιτευχθέντες ή Πανελλαδική αξίας (μέχρι και 100%).

ΔΕΝ ΘΑ ΔΙΑΔΩΣΕΙΤΕ ΤΗ ΓΛΩΣΣΑ ΑΠΟ ΚΑΠΟΙΟΝ ΠΟΥ ΔΙΑΔΩΝΕΙ "ΚΑΘΗΓΗΤΗΣ ΑΓΓΛΙΚΗΣ!!" Υ ΑΛΛΗ ΓΛΩΣΣΑ!

Θαποτονούνται στη διάθεσή τους για δωρεάν, τους υπολογίστες με τα προγράμματα και επαληθεύουν από 40 αρχοντικούς επαληθευόμενους καθηγητές από την Ελλάδα και το εξωτερικό με Επωλετιστικά και Εποικιστικά τίτλους, δηλαδή, εκπαιδευτικοί που αποδεδηγημένοι μπορούν και ζητούν να προσέρχονται για δωρεάν από κάθε ζωής ζωής εκπαίδευσης.

ΔΕΝ ΘΑ ΔΙΑΔΩΣΕΙΤΕ ΤΗ ΓΛΩΣΣΑ ΜΕ ΤΟ ΠΡΟΠΟΛΕΜΙΚΟ ΣΥΣΤΗΜΑ (ΑΝΑΓΝΩΣΗ - ΜΕΤΑΦΡΑΣΗ - ΑΕΙΟΛΙΟΓΙΟ - ΓΡΑΜΜΑΤΙΚΗ)

Σχηματίζεται ένα προγραμματικό επωλετιστικό Σύστημα Διδασκαλίας το οποίο είναι συνδυασμός Διαδικτυακού (communicative method) και Αμικού Μέθοδου (direct method).
Με αυτό λογοκατανόηση το πρόγραμμα Σύστημα Διδασκαλίας μας ξέρει γλώσσας, MONO που αποτελεί καθηγητή με τέχνες γλώσσες και ειδική.
Η διδασκαλία στην παράδοση και η άλλη επωλετιστική καθηγητής καθηγητής γίνεται πάντα στην ξένη γλώσσα χωρίς χρήματα της Ελληνικής από τα πρώτα κάλες μαθήματα.
Η διαίτηση φροντίζει και η μεθοδολογία που επιτρέπει τους μικρούς μαθητές να είναι ενός από τους πιο βασικούς παραγόντες της θεωρητικής επικοινωνίας μας σε όλα τα διπλώματα του CAMBRIDGE. Καθένα ένα ένα ομοιογενές, ειδικά στη πρώτη πέντε.
Θα προσφέρονται τα είδη επιτόπια των ραβδίων μας. Οι σχολεία μας χρησιμοποιούν το δραματικό έργο της ηλεκτρονικής και επιστήμης για την επικοινωνία με τους γονείς.

Πολλές είδη και εργασίες για τη συνεργασία παρακαλούντας την προσδοκία των μαθητών και την ανακατάληψη της διδακτικής ύλης.

Πολλές είδη πρακτικές επαρχίες με τη γλώσσα, για παράδειγμα εξακολουθία και καλλιτεχνικές.

Είναι και ανάλυση λογοτεχνικών έργων (είδη: LOWER και PROFICIENCY) για την καλύτερη προσωπικότητα στη COMPOSITION και το INTERVIEW.

GROUP PROJECTS and PRESENTATIONS.

ΔΡΟΣΕΑΝ οικεία σχεδίων και εκπαιδευτικών νέων.

Προσεκτική βοηθήσιμη ημερήσια για μηθητές με αυξημένες δυσκολίες στη γλώσσα.

Συναίσθημα στρατιωτικό και ενημερωμένο με τον γονέα.
Appendix N:

Example of a pre-FCE (First Certificate in English) syllabus outline, drawn up by a private FL institute.
PRE FCE A CLASSES

The course book selected for this level provides the framework of the syllabus to be followed. The structural and functional items which are to be taught during the period designated for the course are listed below. All of these are covered in the coursebook. However, you may adapt and supplement the coursebook wherever appropriate. Alternative presentation and practice materials, as well as supplementary materials are available in the school and, should you require advice or help in selecting these, please consult the Director or Assistant Director.

Areas for skills development are also outlined and a selection of alternative texts, tapes and practice activities are stored in the staffroom. Progress tests are available and are stored in the bookroom. They should be set once per month. These tests are designed to assess which language items of any, need re-teaching. These tests also indicate to both teacher and students the strengths & weaknesses of the class as a whole & individual students. Progress tests are non-competitive and students should be encouraged to view them as a useful instrument in measuring their progress and in helping them to ascertain and improve personal areas of difficulty.

At the end of the course, students will sit for an exam which tests their language acquisition and use based on the syllabus. As well as reading, writing and listening, the students are tested orally.
SYLLABUS

PRE FCE A CLASSES

1. GRAMMAR

   Tenses & Structures
   Present simple & continuous; Past simple & continuous;
   Present perfect simple & continuous; Past perfect simple & continuous;
   will & going to; used to & would
   Reported speech; position & word order of adjectives;
   Adverbs of manner, place & time
   Gerund & infinitive forms; if, unless, provided / providing, as long as;
   comparatives & superlatives; prepositions of time & place

   Modal Auxiliaries
   may, might, could, able to, have to, must, mustn’t, needn’t, should,
   had better

2. FUNCTIONS

   Describing change
   making suggestions
   inviting
   stating preferences
   making comparisons
   describing people - appearance and character
   expressing obligation and lack of obligation
   talking about hobbies & interests
   talking about intentions & plans
   talking about the past
   expressing opinions
   complaining

Reading
- to confirm expectations
- to increase vocabulary
- to understand text construction & order
- to select specific information
- to make inferences
- to understand the meaning of difficult passages
Students should be trained in methods which will enable them to deal competently with a variety of text types and complex vocabulary. They should know how to read in different ways according to purpose and type of text and should be able to understand text organization.

**Writing**
- techniques for text construction
- making notes
- ordering information
- formal and informal letters
- narrative writing
- descriptive writing
- expressing opinions
- writing reports

Students should be systematically taught construction techniques for different styles and registers. Their writing should flow smoothly and encompass a wide range of vocabulary and should not be over-simplistic.

**Listening**
- selecting specific information
- listening for detailed information
- to compile information
- clarifying information
- for integrating with oral & written tasks

The aim is to continue developing strategies for effective listening to improve students' skills and develop their confidence in dealing with complex listening material in preparation for FCE.
Speaking
- stating opinions
- discussing
- role plays
- fluency development
- communication activities

Students should be encouraged to express their ideas & opinions, making reference to their own personal experience & knowledge of the world. They should also be able to convey feelings and attitudes through appropriate use of stress & intonation and exploit fully each opportunity for oral practice which occurs in the classroom.
Appendix O:

Outline of the official objectives and activities pursued by the Panhellenic Federation of Language School Owners.
ΓΡΑΦΕΙΟ ΕΚΠΑΙΔΕΥΣΗΣ

ΣΚΟΠΟΙ ΚΑΙ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ ΤΗΣ Π.Ο.Ι.Φ.Σ.Γ.

Η δευτεροβάθμια επαγγελματική οργάνωση με την επωνυμία "ΠΑΝΕΛΛΗΝΙΑ ΟΜΟΣΠΟΝΔΙΑ ΙΔΙΩΤΩΝ ΦΡΟΝΤΙΣΤΗΡΙΩΝ ΞΕΝΩΝ ΓΛΩΣΣΩΝ (Π.Ο.Ι.Φ.Σ.Γ.)" και έδρα την Αθήνα ιδρύθηκε το έτος 1981 από τις πρωτοβάθμιες επαγγελματικές οργανώσεις - σωματεία (ενώσεις) που σήμερα αριθμούν 27 και μέλη 4.000 φροντιστήρια ξένων γλωσσών περίπου.

Οι σκοποί της Ομοσπονδίας είναι η διαφύλαξη, η μελέτη και η προαγωγή των κοινών οικονομικών, κοινωνικών και επαγγελματικών συμφερόντων όλων των Ελληνόφων φροντιστήριων ξένων γλώσσων, μελών των ενώσεων - μελών της, στα πλαίσια της εξουσιοδότησής του κοινωνικού συνόλου.

Μερικές από τις επιμορφωτικές και πολιτιστικές δραστηριότητες της Π.Ο.Ι.Φ.Σ.Γ. είναι:

1. Εξετάσεις PALSO σε όλη την Ελλάδα, δύο φορές το χρόνο και στις γλώσσες των Αγγλίκων, Γαλλικών, Ιταλικών και Γερμανικών. Από τον Φεβρουάριο του 1992 οι εξετάσεις PALSO δια νονούνται και απο αυτή την Κύπρο μετά τη μορφωτική ανάβαση της Π.Ο.Ι.Φ.Σ.Γ. με το ουλόγο της Κύπρου.

2. Οργάνωση επιμορφωτικών σεμιναρίων μία φορά το χρόνο και για κάθε γλώσσα (Αγγλικά, Γερμανικά, Ιταλικά και Γαλλικά) που αποβλέπουν στην ανάπτυξη και την επιλογή της

///

Ακαδημίας & Λυκαβηττού 2, 106 71 Αθήνα - Τηλ. 3642.359, 3640.792 - Fax 3642.359

Αθήνα 30/4/1991
Διδασκαλίας των ξένων γλωσσών στην Ελλάδα.

3. Διήνυμη έκδοση του περιοδικού "Εκπαίδευση Εκπαίδευση", επαγγελματικού και επιστημονικού περιεχομένου, σε 4.000 αντίτυπα στην Ελλάδα και στην Κύπρο.

4. Έκδοση μηνιαίας εφημερίδας η "Ενημέρωση", ενημερωτικού περιεχομένου, σε 4.000 αντίτυπα στην Ελλάδα και στην Κύπρο.

5. Έκδοση ξενόγλωσσου διδακτικού βιβλίου στα πλαίσια του ετήσιου επιμορφωτικού και ενημερωτικού σεμιναρίου.

6. Διάφορες άλλες δραστηριότητες που αναπτύσσουν οι τοπικοί ουλόγοι, όπως επιμορφωτικά σεμινάρια, εκθέσεις βιβλίων κ.λ.π.

0 Γ. Αντιπρόεδρος
0 Γεν. Γραμματέας

Γ. Γκολφινόπουλος
Αρ. Μαζάρακης

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Appendix P:

Extract from the curriculum document for ELT (Berlin), pp. 1-16.
Vorläufiger Rahmenplan
für Unterricht und Erziehung
in der Berliner Schule

Klassenstufen 7 - 10
Hauptschule
Realschule
Gymnasium
Gesamtschule

Fach Englisch
1. VORWORT

1.1 Der Englischunterricht hat die Aufgabe, den Schüler ein international anwendbares Verständigungsmittel zu erschließen, ihm auf die Begegnung mit der lateinischen Sprache in Freizeit und Beruf - sei es im persönlichen Kontakt, sei es im Umgang mit Medien - vorzubereiten und ihn darüber hinaus mit Gegebenheiten des fremden Sprachraums vertraut zu machen, durch deren Kenntnis der individuelle Erfahrungsbereich erweitert und der Lernende damit zu Verschiedenheit und Toleranz gegenüber einem fremden Kulturbereich geführt wird.

1.2 Die Ziele des Englischunterrichts der Sekundarstufe I lassen sich unter dem Schlußwort "Kommunikationsfähigkeit" zusammenfassen, ohne daß daswege andere Aspekte des Fremdsprachengebräuchs ausgeschlossen wären. Der Unterricht geht von Alltags situationen aus, erörtert landeskundliche Probleme und fördert die persönliche Stellungnahme des Schüler an. In diesem Zusammenhang wird sich der Lehrer immer an der Leistungsfähigkeit der Lernenden orientieren.


1.4 Weicht etwas abweichend, unterscheidet der Rahmenplan zwischen Niveau I - fundamen tale Anforderungen in den Klassenstufen 7 bis 10 und Niveau II - zusätzliche Anforderungen in den Klassenstufen 7 bis 10.

1.5 Die KURSCHULE arbeitet im Englischunterricht nach den Anforderungen des Niveau I; dabei sind allerdings die unterschiedlichen Lernmöglichkeiten der Schüler in den einzelnen Leistungsstufen zu berücksichtigen.

In der REALSCHULE gelten die Anforderungen des Niveau I als Mindestanspruch; die Lehrer im Hinblick auf den produktiven und rezeptiven mündlichen und schriftlichen Gebrauch werden gleichgewichtig verfolgt.

Für das GYMNASIUM sind die zusätzlichen Anforderungen in Niveau II definiert.

In der GESELLSCHAFT gelten die Leistungsfähige des Niveau I für den G (A)-Bereich, die Lernziele des Niveau II für den F (B)-Bereich des Leistungsdifferenzierten Unterrichtes.


2. LERNZIELE

2.1 Der affektive Bereich

2.1.1 Einstellung zum Englischunterricht

Vorzeiglich ist es, Interesse für die Fremdsprache zu wecken bzw. aufrechtzuerhalten. Daher resultiert auch die Notwendigkeit, auf Materialien zurückzugehen, die nicht unbedingt der Kommunikation dienen (z.B. Literatur), bzw. in die landeskundliche Unterweisung Themen aufzunehmen, die den Schüler zur Mitarbeit anregen können. Es geht darum, eine positive Haltung zum Englischunterricht aufzubauen, damit der Schüler es für nützlich und wertvoll erachtet,

- sich in einer weiteren Sprache äußern können,
- Äußerungen in dieser Sprache zu verstehen,
- sich nach Maßgabe ihrer Voraussetzungen und ihres Leistungszustandes zu Erscheinungen des fremden Kulturraums auseinandersetzen.

2.1.2 Toleranz

Die Schüler sollen lernen, eine möglichst vorurteilsfreie Haltung gegenüber der Anderen, Fremden einnehmen und dieses gleichwertig zu akzeptieren.

2.1.3 Selbständigkeit

Beiden Schüler soll die Arbeitsbereitschaft entwickelt und gefördert werden, die im Unterricht ge lernten Arbeitsmethoden auch ohne Lehreranweisung im Umgang mit Fremdsprachlichen zu nutzen.
2.1.4 Kooperatives Verhalten

Da kooperatives Verhalten eine Vorbedingung für den Erwerb und die Übung der Kommunikationsfähigkeit ist, muß sich der Schüler im Unterricht mit den Lehrern und Mitschülern aneignen. Der Schüler versteht, was er erwartet, und kann in der Situation kooperativ arbeiten. Er lernt, die Interaktion in einer solchen Situation zu gestalten.

2.2 Lernziele in bezug auf Fähigkeiten und Einsichten

2.2.1 Fähigkeit zur Kommunikation in der englischen Sprache

Verstehe den als fundamental gekennzeichneten Strukturen (s. Anlage II); aktive mundliche und schriftliche Beherrschung derjenigen Strukturen und derjenigen Wortarten, die zur Erarbeitung einer Auswahl aus den vorgegebenen thematischen Einheiten (s. Abschnitt 3) notwendig sind.

Die Schüler werden adäquat gefördert, daß sie sich in bestimmten Situationen und über bestimmte Erfahrungen mit anderen Menschen verständigen können. Die Schüler sollen sich in ihren möglichen sprachlichen Fähigkeiten ausdrücken und sich in ihrem kulturellen Verständnis verstärken können.

2.2.2 Einblicke in die Lebensbereiche des englischsprachigen Raumes

- Die Schüler kennen die landesüblichen Gegebenheiten, deren Kenntnis notwendig ist, um sich in Situationen des Alltagslebens der Gegenwart zu verständigen.
- Es ist anzustragen, daß die Schüler Beziehen der eigenen Umwelt mit Gegebenheiten vorwiegend in Großbritannien und den USA bei gleichen Anlässen vergleichen können.

2.2.2.1 Fähigkeit zur Kommunikation in der englischen Sprache

Akzeptable und schriftliche Beherrschung der fundamentalen und additiven Strukturen. Angebot einer größeren Auswahl von Themen.

Höherer Anspruch an die sprachliche Rationalität, an Ausdruck und Ausführlichkeit.

Monitoring

Die Schüler sollen sich unabhängig von fremdsprachigen Lebensbereichen mit Gegebenheiten vorwiegend in Großbritannien und den USA bei gleichen Anlässen vergleichen können.

- Entsprechend: die Schulung der Kommunikationsfähigkeit erfolgt in stärkeren Maße auf Grund vertiefter geographischer, historischer, politischer, wirtschaftlicher, sozialer und kultureller Kenntnisse.

Entsprechend: die Schüler lernen, selbstständig Texte aus dem fremdsprachigen Raum zu erarbeiten, die ihnen Grundlagen zur Weiterentwicklung der fachbezogenen Kommunikation vermitteln.
2.3 Sprachpraktische Fertigkeiten

- Hörverstehen, Sprechen, Lesen und Schreiben werden als Grundfertigkeiten der Kommunikation geübt.
- Den Verstehen der gesprochenen und geschriebenen Sprache sowie der Fähigkeit, sich mündlich verständlich auszudrücken, wird Vorrang eingeräumt. Jedoch erhält auch die Schreibfähigkeit angemessenen Raum, wobei die Sprachrichtigkeit nicht nur an der Rechtschreib sicherheit zu messen ist.

2.3.1 Hörverständnis
- Die Schüler sollen gehört, erw., mit Mimik, Gestik, Bild u.Ä. verbundene Informationen verstehen und darauf sprach lich reagieren.
- Die Inhalte der Informationen bewegen sich im Rahmen der Auswahl von thematischen Einheiten und benutzen die er arbeiteten Strukturen, Redewendungen und Wörter.

2.3.2 Lesen/Leeseverständnis
- Die Schüler sollen Texte laut lesen können, wobei in der Leistungsbewer tung der richtigen Betonung und Intonation sowie der Flußigkeit mehr Aufmerksamkeit als der korrekten Aussprache einzelner Phänomene zu schenken ist.
- Die Schüler sollen durch stilles Lesen eines Textinformationen entnehmen, des sen Inhalt sich auf erarbeitete Situationen oder Themen bezieht und der überwiegend bekanntes Sprechkatmer ent hält. Sie müssen in der Lage sein, unbekanntes Sprachmaterial mit dem zwi schensprachigen Wörterbuch zu erarbeiten.
- Die Schüler sollen in das Lesen von Ganz schriften (2.B. Stories), aber auch von Gedichten und anderen literarischen Form en eingeführt werden. Bei der Auswahl der Texte ist die Interessenaufnahme der Schüler zu berücksichtigen, damit diese motiviert werden, auch das extensive Lesen zu üben.
2.3.3 Sprechen

- Die Schüler sollen sich in den unter 2.2.1 genannten Rahmen einfügen, d.h. Informationen geben und auf Informationen und Fragen angemessen sprachlich reagieren können. Sie sollen hierfür einen Grundwortschatz erlernen, aktiv eine Auswahl sprachlicher Strukturen beherrschen und mit den in Gesprächen am häufigsten gebrauchten Redewendungen vertraut gemacht werden. Die Aussprache ist kontinuierlich zu schulen. Die Schüler sollen in der Lage sein, mit Hilfe von Vortragszusammenfassungen, Informationen erfragt oder geben zu können; daher sollen ihnen die Symbole der internationalen Lautschrift in wesentlichen Vertraut sein.

- Im einzelnen heißt das: Die Schüler sollen mit Hilfe von häufig geäußerten Redemitteln Informationen einholen und selbst auch geben können; Aussagen über Gedrucktes, Gelesenes, Gesehenes oder Erlebtes machen können; in einem Gespräch situationsangemessen reagieren können; Meinungen zu Themen, Tatsachen oder Geschehnissen äußern können; in einer Diskussion Meinungen vertreten bzw. ihnen Widersprüche können; Stellung nehmen können.

2.3.4 Schreiben


2.4 Sprachliche Kenntnisse
2.4.1 Vorschatz
2.4.1.1 Umfang und Inhalt des Wortschatzes orientieren sich
- an den Erfordernissen der jeweiligen Leistungsklasse (s. Lernziele im fundamentalen und additiven Bereich),
- an den Erfordernissen des jeweiligen Fertigkeitsbereichs,
- an der Kommunikationssituation, -inhalten und -funktionen.
Der Mindestvorschatz muß so umfangreich sein, daß es möglich ist, die Lernziele in den vier Grundfertigkeiten zu erreichen. Er muß aus diesem Grund im rezeptiven Fertigkeitsbereich breiter angelegt sein als im produktiven, jedoch muß durch systematische Wiederholung und Einbettung der Wörter in verschiedene Zusammenhänge ein grundlegend aktiver Wortschatz aufgebaut und gefestigt werden.
Im Niveau I sollen Grundwörter auf dem Gebiet von Lexik und Idiomatik gebraucht werden, d.h., etwa 2000 bis 2500 Wörter sind bis zum Ende der 10. Klassenstufe anzubieten; für die Realschule wird ein erweiterter Wortschatz (etwa 4000 Wörter) angeboten; 3000 bis 3500 Wörter sollen zur intensiven Bearbeitung der Themen aktiv beigetragen werden. Zur Erfüllung dieser Anforderungen wird auf die einschlägigen Lehrwerke verwiesen.
2.4.1.2 Art
Die Auswahl des Inhalts- und Niveauwortschatzes ist bestimmt durch die Auswahl der THEMENBereiche (s. 5). So werden die Schüler je nach der Lerngruppe, nach dem Leistungsniveau und nach der Intensität der Bearbeitung einzelner Themen nicht in allen Fällen über den gleichen Grundwortschatz im Bereich der Inhaltswörter verfügen. Jedoch sollten sie bestimmte Redemittel beherrschen, deren Kommunikationsfunktionen von grundlegender und immer wiederkehrender Bedeutung sind. Die als Anlage beigefügte Aufstellung solcher Redemittel erhebt nicht den Anspruch der Vollständigkeit oder Unveränderlichkeit, gibt aber Hinweise.
2.4.2 Grammatikale Strukturen
2.4.3 Aussprache

I
Akzeptable Aussprache, die die Verständlichkeit gewährleistet, wobei besonderer Wert auf die
Intonation zu legen ist. Auf Korrektheit in Betonung, Intonation und Aussprache ist

II
zu achten.

2.4.4 Rechtschreibung

I
Der Schüler soll sich schriftlich ver-
ständlich machen können.

II
Die Beherrschung der Rechtschrei-
bung gilt als Lernziel.

3. THEMENBEKEICHE

Die im folgenden genannten Themenbereiche nennt Möglichkeiten, unter denen je nach
der Unterrichtslage ausgewählt werden kann. Dabei ist in Niveau I ebenso wie im
Niveau II eine Erweiterung des Erfahrungsbereichs der Schüler anzustreben. Die Wochens-
des Verständnisses für die Eigenarten englischsprachender Völker hilft dem Schüler
bei der Reflexion über sich selbst und sein Umfeld. Auch wenn für das Niveau I die
Grenzen der fremdsprachlichen Arbeit eng zu gesteckt sind, können überfachliche Ansatze
für diese Ziele nutzbar genutzt werden. Für Niveau II gilt grundsätzlich, daß die
Themen in der Fremdsprache erörtert werden.

 Folgende Themenbereiche werden als Anregungen genannt:

AT HOME

1. family
   address
   members (body, description of persons)
   clothing

2. house
   rooms
   gardens, workshop (tools)
   gardens
   the English house, the American house

3. a day at home
   getting up, beauty culture and fashion
   at table (malls, laying the table, table talk etc.)
   housework (kitchen, laundry, cleaning, etc.)
   married life
   neighbours
   telephone
   leisure at home (festivals, Sunday, TV, fireplace, hobbies, visits, pen-friends, etc.)

4. problems
   illness, death
   moving
   accidents, repairs
   debts
   losing things
   generation gap
   special difficulties of youth (pocket money, the sexes, etc.)

AT SCHOOL

1. life at school
   classroom, classroom terms
   time table
   uniform
   assembly
   school dinner
   sports
   social activities (clubs, societies, school magazine, etc.)
   problems (exams, marks, punishment, etc.)
   cooperation (sports, speech day, etc.)

2. school system
   UK-USA-Fed.Rep. (comprehensive, public schools, etc.)
   further education (colleges, open universities, etc.)
1. **At work**

1. **people at work**
   - at the garage
   - at the station
   - at the bank
   - at the harbour (on a ship)
   - in a factory
   - at a hotel
   - at the hospital
   - at the airport
   - at the office
   - in a shop (supermarket, department store)
   - building a house
   - etc.

2. **problems**
   - discrimination of women at work
   - automation (electronic devices, etc.)
   - wages, strike
   - tea-breaks

2. **At leisure**

1. **leisure at home**
   - see "a day at home"
   - "hide and seek", chess, etc.

2. **playing**
   - games: football, rugby, etc.
   - racing: greyhounds, horses, cars, boats, etc.
   - swimming, rowing, etc.

3. **sports**
   - games: football, rugby, etc.
   - racing: greyhounds, horses, cars, boats, etc.
   - swimming, rowing, etc.

4. **entertainment**
   - cinema, theatre
   - music, dancing, parties
   - zoo, museum
   - pub ("darts")
   - pleasure parks and fairs
   - betting, Bingo

5. **eating out**
   - restaurant
   - self-service restaurant
   - tea-shop
   - cafeteria
   - "Fish and chips"

6. **holidays**
   - outing, weekend, picnic
   - camping, on a house-boat
   - holiday camps, youth hostels
   - bed and breakfast, hotel
   - at the seaside, in the Highlands, etc.

7. **travelling**
   - preparations, departure, at the customs, arrival
   - going by air (coach, train, car, etc.)

**In town**

1. **in the street**
   - asking and telling the way
   - people in the street (newspaperman, policeman, artists, traffic warden, etc.)
   - cars in the street, the "Highway Code"
   - accidents
   - window shopping
2. Shopping
money, prices, credit cards, selling, shops, markets, sales

3. Advertising
advertisements, commercials

4. Transport and Traffic
going by bus, underground, taxi, etc. rush hour, traffic jam queuing

5. Public Institutions
town hall, post office, police, fire brigade, public library, job centres, employment agencies, parks

6. Problems
slums, New Towns, commuters

In the Country

1. Life in a Village
shop, inn, church

2. Farming
a farmer in the machine age, the four seasons

3. Problems
change in structure (e.g., "off-the-farm" movement)

Britain

1. Geographical Background
the parts of Britain, London, climate and scenery (landscape)

2. Economic Problems
transport, industry, agriculture, banking, commerce

3. Cultural Background
traditions, customs, humour, literature, arts, mass media (press, TV, BBC, etc.), religion, music

4. Historical Background
(as far as necessary for understanding present situations), British Empire, Commonwealth, United Kingdom, UK's way to Europe, English - a universal language

5. Political Life
parliament, government, local government, Royal Family, elections, Trade Unions, current affairs (such as "Northern Ireland", etc.)
**METHODISCHE HINWEISE**

**Differenzierung**

**Hauptschule, Realschule, Gymnasium**


Bei der Zuordnung der Stoffe zu den einzelnen Schülergruppen sind sowohl das Prinzip der Orientierung an der Leistungsfähigkeit der Lernenden als auch die Anforderungen hinsichtlich der in der Berliner Schule vorgesehenen Abschlüsse zu berücksichtigen.

Es wird darauf hingewiesen, dass die Definition fundamentaler und additiver Lernziele zusätz- und teilweise auch besondere Arbeitsweisen im jeweiligen Oberstufenzweig bedingt.

**Gesamtschule**


**Erfassung der Lernziele und Schulung der Fertigkeiten**

**E.2**


4.2.2 Die Lernziele in bezug auf Fähigkeiten und Einstellungen ordnen sich dem obersten Lernziel der Kommunikationsfähigkeit in der englischen Sprache unter. Um diese Kommunikationsfähigkeit zu fördern und zu erweitern, sollte
- der Unterricht weitgehend einprägsam erfolgen; Ausnahmen sind aus Gründen der Zeitökonomie oder des besseren Verständnisses möglich,
- die Auswahl des Unterrichtsmaterials so erfolgen, dass die systematische Übung ebenso gewährleistet ist wie die sprachliche Progression,
- der Einsatz audio-visueller Hilfsmittel für Erarbeitung, Übung und Transfer genutzt werden.

4.2.3 Der Schulung der Fähigkeiten wird auf folgendes hingewiesen:

4.2.3.1 Das Verständnis ist unerlässliche Voraussetzung für die mündliche Kommunikation. In Unterricht müssen die Lautdiskrimination und das Erfassen von Intonationenmustern sowie Wort-, Wortgruppen- und Satzbetonungen gefördert und ständig erweitert werden.

Zum Verstehen gehört vor allem das globale und das detaillierte inhaltliche Verstehen eines Textes, ohne diesen zu lesen. In den Klassenstufen 9/10 sollen die Lehrer, die ungeschriebenen Texte länger und komplexer werden und die Schüler sollen dazu angeleitet werden, das unbekannte sprachliche Material ohne Hilfe aus dem Kontext zu erschließen.


4.2.3.2 Das Leseverständnis kann auf folgende Weise gefördert werden:
- Sprecherähnelndes Lesen nach vorheriger Einführung der Situation und des Sprachmaterials,
- Sprecherähnelndes Lesen unter bestimmter Fragestellung,
- Sprecherähnelndes Lesen eines Textes, der nur bekanntes Sprachmaterial enthält und dessen Inhalt in einem bekannten Kontext steht,
- Sprecherähnelndes Lesen eines Textes, dessen Thematik bekannt ist, der jedoch unbekannte Wörter enthält,
- Sprecherähnelndes Lesen eines Textes, der von inhaltlichen Räumen nur durch andere Texte vorbereitet ist, aber unbekannte Wörter enthält,
- Sprecherähnelndes Lesen eines Textes, der inhaltlich unbekannt ist, aber überwiegend bekanntes Sprachmaterial enthält.

Das Lesen ist zumindest die Lesen in einigen Abschnitten nach einem Sprecherwortschatz (native speaker) nützlich.

4.2.3.3 Die Fertigkeit des Sprechens erfordert eine Schule von Aussprache, Betonung und Intonation, Selbsituation sowie Situations- und Sachangemessenheit. Dies kann im einzelnen geschehen durch:
- Nachahmen vorgegebener Texte,
- Auflegen eines auswendig gelernten Protares/Dialogs,
- Sprechen eines bearbeiteten Textes (Read-and-look-up-Methoden),
- Reaktion auf Stimuli (z.B. Aufforderung, Bitte, Frage).
- Veränderung vorgenommen an vorgegebenen Texten, Einsetzen der Werte/Verbindungen
- Von Wörtern, Wortgruppen, Satzzeilen oder Sitzen sowie ähnlichen Übungsformen in mündlichen Bereichen,
- Geben von Stimuli (zumal von Leute oder Medium, angeregt bis hin zu Fragen/Bitten/Aufforderungen aus eigenen Anteilen),
- Spielecken, Kürze, Quiz usw.,
- Verschönerung eines Bildes oder einer Bilfdolge im Anschluss an einen vorangegangenen Unterrichtsabschnitt, später auch unabhängig,
- stark gesteuerter Nachschöpf eines kurzen Textes,
- Es gibt verschiedene Handlungs- bzw. Bedeutungs-Verwendungen,
- kurze zusammenhängende Äußerung zu einem Thema, z.B. Kurzreferat, Kommentar,
- Darstellung und Besprechung von Berliner Situationen, Institutionen, politischen Gegebenheiten usw. gegenüber Gästen,
- Auflösen von Beurteilungen zu behandelten Inhalten,
- Erzählenden Sprechens in Diskussionen.

4.2.3.4 Für das Schreiben werden als Übungsformen empfohlen:
- Gesteuerte Arbeitsformen wie z.B. Fürschriften, Einsetzungen, Verwendungs- und
- Zuordnungsübungen, Substitution Tables/gesteuerte Umschrift- und Verformungsübungen ver-
- sammenlager an, Art, Fragen gebräuchlichen Übungen. Diese Übungsformen sind besonders in den 7. und 8. Klass-
- enstufen einsetzen.
- Inhaltsangabe, Zusammenfassung, Rätselhöhung eines Textes,
- Beschreiben einer Situation, für die nur ein Situationsrahmen vorgegeben ist,
- Schreiben von Briefen aufgrund von Vorgaben (z.B. Umschrift- oder Sicht- von Vorgaben
- der Situation),
- Entwickeln oder Verzweiflungen von Dialogen,
- Äußerungen zu Bildern und Bilfolgen,
- Schreiben von Berichten, Zusammenfassungen, kurzen Stellungnahmen.

Notwendige Übungsformen, die auf die Arbeit im Niveau II bezogen sind:
- Übungen zum Aufbau eines differenzierten Wortschatzes auf den Strukturen des formalen Englisch (zur Definition und Beschreibung der Strukturen siehe: Klarzunge Schematabl. der Gymnastischen Oberstufe im Fach Englisch),
- Klarzunge zur zusammenfassenden Darstellung selbständig bearbeiteter Texte, zu Beschrei-
- bungen und Berichten über nicht unmittelbar vorbereitete Gegenstände, wirklichkeiten
- Darstellungsbahnen mit zunehmendem Umfang und gezielter Differenzierung bis hin zu Verzweiflungen (spätestens in der 10. Klassenstufe)

Über das zur Fertige der sprachlichen Richtigkeit unter 2.1.4 Gesagt hinaus werden hier folgende
- Hinweise gegeben:
- Bei gesteuerten Arbeitsformen wird auf sprachliche Richtigkeit besonderer Wert gelegt. Bei kom-
- plexer Leistungen ist auf die Art der Aufgabenstellung Rücksicht zu nehmen, voneinzelnen in
- der Bereitstellung und formaler Richtigkeit liegt die gestellte Übung daran.
4.3 Leistungsbewertung

4.3.1 Grundsätze

Die Leistung eines Schülers kann festgestellt werden in
- gruppeninternen Verfahren,
- gruppenübergreifenden Verfahren.

Gruppeninternen sind solche Verfahren, in denen der Unterrichtende die Leistung eines Schülers im Rahmen seiner Lerngruppe (seiner Klasse, seines Kurses) und im Hinblick auf die für diese Lerngruppe gesetzten Lernziele festgestellt (z.B. Klassenarbeiten, mündliche Leistungen u.a.).

Gruppenübergreifend erfolgt eine kontinuierliche Beobachtung des Lernfortschritts, die darüber Auskunft gibt, bis zu welchen Grade die Lernziele im Verlaufe des Unterrichts erreicht wurden.

Gruppeninternen müssen auch und vor allem wesentliche Teile des mündlichen Bereichs überspielen, der in den Fremdsprachen für die Leistungsmessung besonders ins Gewicht fällt. Für diesen Bereich ist aus grundsätzlichen didaktischen Erwägungen darauf Wert zu legen, daß auch in der Lernerfolgskontrolle die mündliche Form benutzt wird. Es ist anzustreben, auch die gruppeninternen Leistungsbewertung so weit wie möglich zu objektivieren und hierbei Absprachen in den Fachkonferenzen festzulegen.

Gruppenübergreifende Verfahren können Lernerfolgskontrollen sein, die mit hoher Objektivität ausgewertet werden (z.B. Normarbeiten, Test u.a.). Dabei kann an Ende eines Unterrichtseinheit bzw. eines Unterrichtsabschnitts durch derartige Verfahren überspielen, ob und wie weit von allen Lerngruppen einer Klassenstufe die Lernziele erreicht wurden.

Bei der Überprüfung komplexer Leistungen können jedoch gruppengleitend oft nur Lernerfolgskontrollen mit begrenzter Auswertungsobjektivität eingesetzt werden. Hierbei handelt es sich z. B. um schriftliche Arbeiten, die aufgrund ihrer Form und ihres Inhalts nicht einer strengen Auswertungsobjektivität unterliegen können (Absprachen, Zusammenfassungen, Nachschreiben, Kommentare u.a.).


4.3.2 Hinweise für Lernerfolgskontrollen

Die Lernerfolgskontrollen sollten Aufgaben enthalten, die
- Fertigkeiten in Bereichen des Hör- und Leseverstehens,
- Fertigkeiten in Bereichen des Sprechens und Schreibens,
- die Anwendung von Kenntnissen in Bereichen der Lexik und Grammatik
überprüfen, wobei in 9. und 10. Jahrgang die Aufgaben zunehmen, die komplexere Anforderungen stellen.

Art und Form der Lernerfolgskontrollen ergeben sich zum Teil von selbst aus den gesetzten Lernzielen und den unter 4.2.1, 4.2.2, 4.2.3 gegebenen methodischen Hinweisen. An dieser Stelle werden einige Beispiele genannt.

4.3.2.4 Beispiele

Die in den methodischen Hinweisen genannten Übungsf orm genannten Übungsf orm genannten Übungsf ormen führen zu entsprechenden Kontrollaufgaben (4. 4.2.3.4). Für diese gelten als Bewertungskriterien: Umfang, Inhalte, Sprache. Für die 9./10. Klassenstufe wird darüber hinaus auf folgendes hingewiesen:
4.3.2.4.1 9. Klassenstufe
Niveau I
Der Umfang der schriftlichen Lernkontrollen sol-lte ungefähr 100 bis 150 Wörter 'Eigenleistung des' Schülerle betragen; näherstehten des Inhalts sollte auf den Grad der Vollständigkeit der Information und hinsichtlich der Sprache auf Grammatik, Grundwissen auf den Gebiet von Lektik und 'Dialekt' und auf Orthographie gesetzt wer-

10. Derbetragen; SahUltr* den. Die ungenau
und Idioraatik und Grundwissen auf den Gebiet von Lektik und Diallekt und auf Orthographie gesetzt wer-

worden. Die Gewichtung der einzelnen Teilbereiche und ihre Beurteilung wird je nach Art der Aufga-

be vom Unterrichtenden bzw. Fachteam in bezug auf Leistungsniveau bzw. Schülerle festgesetzt.

wird die sprachliche Leistung mit "ungenos" bewertet, sollte das Urteil für die betreffende Lernerfolgskontrolle nicht besser als "mangel-
haft" sein.

Bei Lernerselbstkontrollen in leistungsgeme-

senen Gruppen sollten für mindestens ausreichende Leistungen nicht mehr als etwa 10 % Fehler (bei relativer Fehlerbewertung) zulässig sein. An

den Gesamtschulen und im leistungsdifferen-

tierten Unterricht der Hauptschule sollen für Lern-
erselbstkontrollen im Niveau I (Fundamental-)Be-

reich etwa 2 gruppenerweiternde Verfahren (Normarbeiten) pro Halbjahr angenommen werden.

Für gruppeninterne Arbeiten in O/A-Bereich der

Gesamtschulen gilt, daß derartige Arbeiten den gleichen Kriterien unterliegen wie die auf das Fundament bezogenen gruppenweiternden Verfah-

ren; sie weisen die intensivierende, klein-
schrittige Erarbeitung, Sicherung und Nachbe-

reitung des Fundamentums aus.

4.3.2.4.2 10. Klassenstufe
Niveau I
Der Anspruch hinsichtlich der Sicherheit in den

Elementarstrukturen und des Umfangs, Inhalts-und

Begründungsannahmen von Stellungnahmen und

Wertungen ist im Vergleich zur 9. Klassenstufe

höher anzusetzen.

Umfang der Arbeiten: ca. 150 Wörter 'Eigenleis-

zung'.

Andere Bewertungskriterien:


Die Lernerselbstkontrollen werden an den Gesamt-

schulen und im leistungsdifferenzierten Unterricht der Hauptschule im allgemeinen gruppen-

interim durchgeführt.

Niveau II
In zunehmendem Maße werden verlangt:

Eigenleistung, Arbeit, Darstellung,

Zusammenfassung, Beschreibung und Berieh-

tete über nicht unmittelbar vorbereitete Ge-

genstände (Texte und Situationen); durch

Entscheidungsfragen Hinführung zu umfang-

reicheren und differenzierteren Stellungnahme-


Als Umfang werden etwa 150 bis 200 Wörter zusammengesetzte 'Eigenleistung verlangt:

in der Beurteilung werden außerdem Inhalt, sprachliche Richtigkeit und Ausdruck (die

den beiden letztgenannten Basismaterialien und kom-

plexen Strukturen) berücksichtigt.

Für mindestens ausreichende Leistungen soll-

t-ein Richtwert von nicht mehr als etwa 10 % Fehler (bei relativer Fehlerbewertung)

berücksichtigt werden. An den Gesamtschulen

wird dieser Bereich gruppenintern erfaßt;

empfohlen werden 1 bis 2 gruppeninterne Arbeiten pro Halbjahr.
4.3.2.5 Lernerfolgskontrollen im Bereich "sprachliche Kenntnisse" (Wortschatz und grammatikalische Strukturen)

In der 7./8. Klassenstufe können solche Lernerfolgskontrollen im mündlichen und schriftlichen Bereich gesondert sinnvoll sein, obwohl auch die Beurteilung der sprachlichen Kenntnisse in die Leistungsbewertung in den Bereichen Sprechen und Schreiben einfließt. Als Verfahren werden genannt:

- Erkennen der Wortbedeutung und Kennzeichnung im Auswahlverfahren,
- Einsetzaufgaben,
- Erkennen von Strukturen und Kennzeichnen im Auswahl- oder "right-wrong"-Verfahren,
- Ersetzungen,
- Benennen von bildlich dargestellten Gegenständen oder Situationen
- Zuordnung von Wörtern bzw. Satzteilen u.v.m.

In der 9. und 10. Klassenstufe erfolgt die Bewertung dieser Leistungen grundsätzlich im Rahmen überwiegend komplexer mündlicher und schriftlicher Lernerfolgskontrollen.

4.4 Medien

4.4.1 Als Unterrichtsmaterial stehen zum Beispiel zur Verfügung: Lehrbücher, Texte (s. Anlage III); Gegenstände, Fotos, Fotos, Dias, Filme, Tonbander, Rundfunksendungen. Diese Medien können in folgenden Funktionen eingesetzt werden:

- Darstellungsfunktion,
- Reizfunktion,
- Aktualisierungsfunktion,
- Übungsfunktion (z.B. Erarbeitung eines semantischen Feldes, Üben von grammatischen Strukturen, Ausprachenaufgaben, Erarbeitung bestimmter Redensarten),
- Differenzierungsfunktion (z.B. Differenzierung innerhalb der Lerngruppe durch Leistungstitel, gezielte Leistungen, gezielte Sondertests für einzelne Schüler/Schülergruppen),
- Kontroll- und Diagnosefunktion (Beitrag zu Informationen über das Verstehen und die Einstellung von Schülern sowie über das Erreichen oder Sichtbarkeit von angestrebten Lernzielen).

4.4.2 Die Prüfung, welches Unterrichtsmaterial jeweils eingesetzt werden sollte, soll folgende Gesichtspunkte berücksichtigen:

- Der Medieneinsatz dient in erster Linie dazu, mündliche kommunikative Situationen zu schaffen oder auf die Bewältigung solcher Situationen hinzuweisen. Eine Verwendung des Medieneinsatzes muss vermieden werden.
- Die Bedeutung des mündlichen in Englischunterricht erfordert es, daß der verschiedene Gesprächsformen, der Lehrerinformation, der spezielle kulturelle Zugangsweg eine Bedeutung zukommt, die durch den Medieneinsatz nicht ersetzt werden kann.
- Die Medien nicht für das Einzeltraining der Schüler nicht verwendet werden. Sie werden daher für die Erarbeitung von Grundfertigkeiten und für die Erarbeitung des Wortschatzes und der Strukturen eingesetzt werden. Die Beobachtung und Beratung der Schüler wird dabei gegeben.

4.4.3 Für die Medienauswahl sollten Möglichkeiten ausgenutzt werden, die sich bei eigenen Lehreraufenthalt in Amerika bieten, von der British Council, von American-British, von der BBC, von der British Council Board u.s. ausgegeben werden.

4.5 Progression

4.5.1 Der Englischunterricht der Sekundarstufe I verfolgt eine systematische sprachliche Progression bis zum Ende der 10. Klassenstufe. Darunter wird die Übung des Erarbeiteten ebenso verstanden wie die fortlaufende Erweiterung der Kenntnisse und Fertigkeiten.
4.5.2 Die Unterschiede zwischen den Unterrichtsmaterialien (insbesondere zwischen den Lehrbüchern) sind beträchtlich, so dass eine auf einzelne Jahrgänge bezogene Festlegung der Lernziele, die im Rahmen einer solchen Progression zu erreichen sind, nicht möglich ist. Verbindlich für alle Oberstufen ist die Erreichung der unter Punkt 2 genannten Lernziele, die Einführung der fundamentalen Strukturen und des Grundwortschatzes bis zum Ende des 10. Jahrgangs.

4.5.3 Auf besondere Lernziele oder Arbeitsweisen von Klassenstufen wurde bereits mehrfach hingewiesen. Im Bereich der grammatischen Strukturen müssen bis zum Ende der 6. Klassenstufe vor allem eingeführt und festgelegt sein:

- **Pronomen**
  - Personalpronomen
  - Possessivpronomen
  - Relativpronomen
  - Interrogativpronomen
- **Zahlen**
  - Grund- und Ordnungszahlen
  - Uhrzeit, Datum
- **Substantiv**: Pluralbildung
- **Artikel**: Bestimmter Artikel (z.B. bei Eigennamen und Zeitangaben)
  - unbestimmter Artikel
- **Verb**: simple present
  - past
  - future
  - perfect
  - present perfect
  - present progressive
  - past progressive
  - imperative
  - passive voice (present, past)
  - Hilfsverben (can, must, needn't usw.)
- **Adjektiv**: Steigerung
- **Adverb**: Verneinung
- **Präpositionen**: Steigerung und Vergleich
  - räumlich: about, across, against, at, before, behind, between, down, from,
    in, in front of, in to, on, over through, to, under
  - zeitlich: after, ago, at, before, during, in, en, then, past, to, until
  - Übertragen: by, for, of, with, without
- **Satzverbindungen**
  - Satzverbindungen (mit before, after, that, because; mit Relativsatz)
  - Aussage- und Frageform (Vortstellung, Umschreibungen mit do)
Appendix Q:

Lesson transcripts and accompanying teaching material.

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Appendix Q1 / Lesson A

@Begin
@Participants: T-A Teacher, M-P unidentified Male Pupil, F-P unidentified Female Pupil, ELE Pupil, GEO Pupil, GIO Pupil, LAM Pupil, VAS Pupil, COS Pupil, FOK Pupil, ELI Pupil, ANA Pupil, NIK Pupil, DIM Pupil, LLL Pupils;
@Location: School #1, Athens, Greece
@Situation: English Lesson 2
@Date: 30-MAR-1994
@Time Duration: 9:00-9:45
@Warning: the data has been transcribed and the transcription has been double-checked.
@Comment: the lesson begins with the customary homework check.

*T-A: we said that we were going to prepare something for today.
what was that? [%a pupil raises his hand and is selected].
yes, xxx.

*M-P: η εκθέση
%eng: the composition.

*T-A: eh?

*M-P: η εκθέση.
%eng: the composition.

*M-P: [%adds an aside:] computers.

*M-P: about computers.

*T-A: well.

uh, okay, it's uh your uh your points as uh pupils of Plymouth, eh?
[%pause (0.4 sec)].

*M-P: essay.

*T-A: yes.

*M-P: [%adds an aside:] computers.

*M-P: about computers.

*T-A: well.

before going to your uh uh let's say to your letters because it's a letter you had to write, uh, let's see something else.

both letters, both letters # [%claps hands for attention] are comments on what.

*T-A: eh?

it says ["] letters to the editor ["] eh?

so both letters are comments on what.

*T-A: eh?

πι σχολιαζουν # αυτα τα δυο γραμματα?
%eng: what do these two letters comment on?

something that happened.

something that was announced ##,

something that they read on a magazine, newspaper, uh?

[%a pupil raises his hand].

yes?

*M-P: eh, (here) it was written in a newspaper.

*T-A: so, an article, eh, an article, an article about computers+...

[%T-A claps hands for attention and reprimands a pupil in Greek].

in a newspaper.

and uh what did this article present.

did it present only something that happened or that could happen,
or it presented a positive idea?

503
55  eh # well? [%silence (0.9 sec)].
56  eh?
57  the first two letters said something, we saw it yesterday.
58  so what did these children say, that they agreed with the article they disagreed, what?
59  [%pause (0.2 sec)].
60  uh?
61  *F-P: eh, they disagreed with the article.
62  *T-A: so what was the article's opinion?
63  *F-P: that they don't want to have a computer teacher.
64  *T-A: they don't want to have ## +... the article's[!] opinion xxx the children's opinions.
65  from the children's opinion we can understand what the article said.
66  *F-P: eh, the article said that the ## the lesson #, the lesson has to be ## not in a xxx ##
67  must be done with computer teaching.
68  [%T-A nominates GIO].
69  *T-A: well, so, what did you understand GIO?
70  about the article?
71  we do # we haven't got the article in front of us?
72  we have got ## a letter, and the beginning of a second letter.
73  eh?
74  [%T-A raises her voice],
75  which you haven't completed!
76  so, since you read the first letter and you wrote ## the second letter by yourself,
77  now you should., # you should have understood what this letter #
78  what this article, sorry, was about[!].
79  well what was it?
80  *F-P: eh it was about computers.
81  *T-A: it was about computers, we know that!
82  [%laughter from some pupils].
83  but uh computers what?
84  computers of DEH of OTE, what?
85  [%the word teachers is whispered while a pupil volunteers to answer the question]
86  *F-P: it was about computers emm, substitute teachers.
87  *T-A: xxx substituting teachers.
88  at schools # eh?
89  [%(pause 0.6 sec). T-A notices a pupil's puzzled expression].
90  no?
91  you disagree ELE?
92  [%the pupil indicates confusion].
93  *ELE: ακο πω το καταλαβανομε αυτο?
94  [%eng: where do we understand that from?]
95  *T-A: ελατ!
96  [%eng: come!]
97  why did we do all this job yesterday, with the cartoons uh and we read the letter
98  and said our opinion.
99  eh?
100  well ELE didn't you prepare yourself at home?
101  *ELE: yes.
102  *T-A: yes, you did.
103  what did you understand?
104  *ELE: it's about computers that help you learn uh language.
105  *T-A: help # you # learn # language.
106  who helps you learn[!] ## generally ##.
107  *ELE: teachers.
109  *ELE: teachers.
110  *T-A: teachers[!].
111  so this computer, since it helps you learn something, it takes the place of your teacher.
112  so+...
[%(pause 0.3 sec), someone whispers the word "*"] teachers].
well uh now.
let's go on.
FOK.
*FOK: δεν εξω γραψει.
%eng: I haven't written (the homework).
[%laughter from class].
*T-A: eh ## try to be careful, and try to help the others be careful too.
okay?
uh ## then.
we said that this article these children read in the newspaper,
was # about # computers # at school and especially with which lesson.
[%(pause (0.6 sec)).
eh?
*F-P: English lesson.
*T-A: it's not for English lesson.
[%(some pupils call out spontaneously].
*LLL: foreign languages.
*T-A: for foreign languages.
English is for you! of course, for this case.
but eh now.
let's go.
to the letter.
of uh the children of Plymouth which is supposed to be you! eh?
[%a pupil reacts by questioning T-A's statement].
*F-P: οχι κυρια, δεν νομιζουσα ειχαμε αυτο.
*LLL: με ειχαμε πει να γραψουμε τη γνωση μας.
*eng: our opinion, you told us to write our opinion.
our opinion.
[%(a few others support their classmate by repeating what they thought
they were expected to do].
*LLL: τη γνωση μας.
*eng: our opinion.
*LLL: ναι τη γνωση μας εισαα θυρια, ναι!.
*eng: yes our opinion, you said miss, yes!.
*T-A: xxx.
[%(unintelligible talk, pupils respond in chorus].
*LLL: ναι, ναι!.
*eng: yes, yes!.
[%(pause (0.5 sec)].
*T-A: well ## eh so you had to write+ [%laughs] to complete the letter and write your opinion.
*M-P: no κυρια!
*M-P: no!
[%(unintelligible talk].
*T-A: so what did you write COS?
what's your opinion?
and after that we can ## check it.
[%(the pupil reads out the start to Task 3 which is on page one hundred and thirteen
in the textbook].
*COS: [%reads] dear Sunday Star,
eh congratulations on your article about computers and foreign languages.
[%(COS proceeds to read out his written work).]
our class found that (article) very interesting
and decided to write you xxx eexe+, expressing our opinions.
we certainly agree with you.
computer will make foreign languages much more interesting but so on and more games with the exercises.
and so by playing the video game#
you know when ehh # you can know a new tense, for example.
if you want to take part at the same time a test xxx
and we are looking forward to (work with this system)
and to hear from you soon xxx computer system.

*T-A: xxx.
*COS: xxx.
*T-A: well.
ehh ## so what did COS say?
which were the positives he presented ##?
I heard something about testing, video games ## uh?
[%.silence].
well uh ## some people haven't got anything to uh write down.

*LLL: xxx.
*T-A: (test), yes.
[%.T-A addresses COS].
can you please repeat the paragraph where ## you write about video games etcetera.
[%.T-A turns to the class].
now ##
now be careful to hear what he's saying about the advantages[!] ## of using a computer.
[%.T-A gestures to COS to start].
*COS: [%reads] eh computers will make foreign languages ## much more interesting
by showing us some games ## with exercises ##+...
*T-A: uhhum.
*COS: ehh, and by playing a video game we can eh know a new (tense better).
*T-A: we can know+ we can understand a new tense better.
yes.
well.
what else?
*COS: if you want to take part on any kind of test xxx and we are looking forward+.
[%.T-A interrupts COS].

*ELI: [%reads] that eh xxx I don't think it's a great idea +./
*T-A: that eh xxx I don't think it's a great idea
having computer to teach the+ the school.
the children need a human being to teach them.
the children must know how to deal with other people and not with computers.
[%.T-A seems to be unsure about whether I can hear clearly
as I am cupping my hand behind my ear].

*T-A: να διδάσκει διδάσκω
διδάσκω μου να διδάσκω xxx εγώ.
*ELI: human being.
*ELI: human being yes.
*T-A: be eh human being yes.
[%.reads] to teach them with other people and not with computers.
uh, κατά προτέτερα να γινει με της προθεσεις, okay.
something must be done with the prepositions.

uh, well.

[T-A addresses ELI and turns to the class in order to ask her next question].

is eh has this the same uh kind of opinion as COS had?

what else uh ##.

it says here in Taskway what you had to do.

[read] another group of pupils, from Plymouth this time.

feel that having a computer to teach them a foreign language is a great[!] idea ["].

and you[!] say the opposite ### although +/

[immediately some pupils protest].

*LLL: μα, κατα, κατα, μα δὲν εἰπάτε αυτό, εἰπάτε τι γνώμη μας!

*eng: but+ miss+ miss+ you didn't say this, you said our opinion!

*LLL: να κατα[!].

*eng: yes miss!

*LLL: να κατα, εἰπάτε τι γνώμη μας να γράψουμε[!].

*eng: yes miss, you said we should write our opinion!

*T-A: οχί ολοι μαζί!

*eng: yes, eli

*T-A: not all together!

[some pupils continue to argue].

*F-P: συμφωνά με τη γνώμη της Ελισαβέτ xxx.

*eng: according to Elisabeth's opinion xxx

*M-P: κι εγώ εχρώνα τη γνώμη μου.

*eng: and I wrote my opinion.

*M-P: να κι εγώ τη γνώμη μου εχράψω!

*eng: yes, and I wrote my opinion too!

*T-A: okay!

so next time you're going to bring ## the other opinion, don't worry, so[!].

uh, those who+ those who have ah, written about the advantages then,

because the disadvantages are presented ## on the+/

*T-A: first letter.

*F-P: on the first letter.

*eng: okay.

[a pupil raises her hand].

so ### ehm, so did you find advantages or disadvantages ANA.

*ANA: disadvantages.

*T-A: disadvantages.

only.

*ANA: yes.

[T-A turns to a male pupil].

*T-A: uh ## and you disadvantages too.

*M-P: I found an advantage.

*T-A: well, let's see an advantage, since we have uh seen some disadvantages.

*M-P: em an advantage thV em uh computer teacher is that+ eh

they can work more eh hours than a teacher ##.

*T-A: they can work more hours+ time than a teacher.

yes.

*M-P: yes, and eh ### they can eh ## - doesn't eh ## δε καταζητάτα.

*eng: it doesn't get tired.

*T-A: they don't get tired.

yes ### so you think that a teacher cannot stand working for so many hours,

what about the pupils?

*某种: and the pupils.

*T-A: can the pupils get tired?

*LLL: [%spontaneous] yes!

*LLL: ε βεβαίως.
of course.

**T-A:** eh?

**LLL:** yes.

**LLL:** ε βεβαιο.

**T-A:** well, eh, so, other advantages.

[**T-A turns to someone who has raised their hand.**]

hm?

**M-P:** it's a modern form of education and much more easier to (have).

**T-A:** much more easier and practical.

yes, and why? do you find it modern, why? do you find it eh+?.

[**T-A looks at a pupil.**]

**T-A:** εσύ πες μου eh+...?

**eng:** you tell me eh+...

**M-P:** because it's new.

**T-A:** uh, that's why it's easier and practical?

because it's modern?

no.

**M-P:** it will be easier to be taught by computer.

[**there is constant background noise.**]

**T-A:** okay, ωφαχω.

other advantages.

**ANA:**

**T-A:** okay.

why?

**T-A:** okay.

then.

**M-P:** eh [**reads**] in my opinion computers c(m)ould make better teachers

because computers can be programmed to be strict or xxx.

[**M-P read the last part of his answer too fast.**]

**T-A:** eh well uuhhm can you repeat?.

[**one pupil steals a turn.**]

**M-P:** icupta, xxx could be a problem because they need someone to program them.

the main point is that +/-.

**T-A:** of course they need someone to program them.

yes.

**M-P:** so it may cause problems.

**T-A:** what may cause problems?

**M-P:** the programmer may be make everything is working properly.

**T-A:** of course!

behind a machine there is always a human being eh?

**M-P:** xex.

**T-A:** well, NIK what's your problem?

**NIK:** κυρια, xex could be a problem because they need someone to program them.

**M-P:** the main point is that.

**T-A:** of course they need someone to program them.

yes.

**M-P:** so maybe it may cause problems.

**T-A:** what may cause problems?

**M-P:** the programmer may be make everything is working properly.

**T-A:** of course!

behind a machine there is always a human being eh?

**M-P:** xex.

**T-A:** well, NIK what's your problem?

**NIK:** κυρια # να ρωτησω και, δε ξέρω τι ρωτούσατε τώρα γι' αυτό.

**M-P:**

**T-A:** well, which is your opinion?

**T-A:** a machine.

**NIK:** [**reads own work**] I believe computers cannot replace the machines.
*NIK: a machine.

*[reads] they cannot feel anything xxx personality xxx difficult+/

*T-A: (under)stand.

*NIK: (under)stand the+/

*T-A: emotional.

*NIK: emotional things.

*T-A: xxx.

*NIK: [reads] the human teacher will be always necessary eh with all the ## faults.

*T-A: all these faults.

*[pause (0.5 sec)].

well uh so, now[!].

you wrote about advantages or disadvantages of computers?

eh?

*NIK: eh ## eh ## advantages.

*T-A: advantages?

*NIK: vaa.

%eng: yes.

*T-A: μεταφά.μα.

%eng: disadvantages.

which[!] advantages did you pre# uh ## did you present there?

*NIK: ορίστε?

%eng: excuse me?

*T-A: pου πλεονεκτήματα παρουσιάζει εκεί?

%eng: which advantages did you present there?

*NIK: vat.

%eng: yes!

*T-A: computer's advantages or teacher's advantages?

*NIK: ehh computer.

*LLL: teacher's.

*T-A: teacher's!

*NIK: vaa[!], λεω ότι τα κομπιουτερς δεν μπορούν να αντικαταστήσουν+/

%eng: yes[!]. I say that computers cannot replace+/

*T-A: vaa, αρα, αρα παρουσιάζει τα μεταφάματα του κομπιουτέρ.

%eng: yes, therefore, therefore you presented the disadvantages of the computer.

*NIK: vaa!

%eng: yes!

*T-A: και τα πλεονεκτήματα+...

%eng: and the advantages.

*N: [%overlap] του δασκαλου.

%eng: of the teacher.

*T-A: του δασκαλου!

%eng: of the teacher!

*T-A: ## όχι τα πλεονεκτήματα του κομπιουτέρ,

και τα μεταφάματα του δασκαλου[!].

%eng: not the advantages of the computer

and the disadvantages of the teacher[!]

okay.

%the class is inattentive, there is constant background chatter]

uuh, so DIM, which is your opinion.

but try to think[!].

yes!

%T-A appears to be exasperated].

*DIM: I don't agree with ehh this +/

*T-A: δυνατα.

%eng: loudly.
*DIM: I don't agree with this.
*T-A: right.
*T-A: too laconic, too laconic, eh?
*COS: I believe that this is eh xxx because we need computers xxx.
*T-A: well.
*D-M: suppose then you've got a very bad experience
*T-A: of having a teacher ## teaching you ## a foreign language, eh?
*M-P: ψυχητητη ροπομε.
*eng: we have frontistiria [%private language institutes].
*T-A: and you want+ uh to change ## and you choose a machine.
*T-A: well I'd like you to tell me the advantages for the next time.
*GEO: (advantages of) computers?
*eng: that's what I wrote.
*T-A: well.
*GEO: εχω γραψει xxx.
*eng: I have written xxx.
*T-A: okay!
*GEO: this[!] is what we wanted!
*T-A: [reads] congratulations on your article about computers in foreign languages.
*T-A: we think +/.
*T-A: ssss.
*T-A: [reads] we think that this is such a great idea
and we would surely want to have this type of learning in our school.
the computer is always useful in many ways.
*T-A: it can spell anything in a few minutes
*GEO: εχω γραψει xxx.
*eng: I have written xxx.
*T-A: okay!
*T-A: this[!] is what we wanted!
*T-A: [reads] we think that this is such a great idea
and we would surely want to have this type of learning in our school.
the computer is always useful in many ways.
*T-A: it can spell anything in a few minutes
and teach you all the details+ all the useful details of things ## without mistakes.
*T-A: it would be a new good modern idea of learning
and with that way everyone would get more knowledge
and technology would make a great step forward (near to) xxx.
*T-A: well, uh ## yes.
[T-A addresses the class].
so what do you think about GEO's opinion.
*T-A: hm?
*GEO: [silence].
*T-A: did you listen?
*GEO: οχι!
*eng: no! [%laughter]
*T-A: why?
*pupils chatter and T-A raises her voice].
*T-A: καλα δεν μου λέτε ρε παιδια,
*GEO: τοτε ωρα διαβασε το δικο σας το μυολο που ητανε[!]?
*eng: alright, why don't you tell me you guys,
*T-A: all this time she was reading, where was your mind?
*LLL: xxx.
*M-P: [more giggling, someone makes a smart comment].
*GEO: καλα δεν μου λέτε ρε παιδια,
*T-A: στη τηλεορασι.
*eng: on the TV.
*T-A: στη μυστηρια που' ρχεται απ' εξω?
*eng: on the ball that's coming from outside?
*M-P: [spontaneous] νοα!
*eng: yes!
456 *M-P: κυρια δε (καταλαβαςμε) +...
458 %eng: miss, we didn’t (understand).
459 *T-A: well[!], once again please.
460 *M-P: [%pupil to pupil:] στιγ στιγι.
461 %eng: slowly, hey.
462 *F-P: εντοξειτ.
463 %eng: okay.
464 *GE0: [%reads] congratulations on your article about computers and foreign languages.
465 we think that this is+ that this is such a great idea
466 and we would surely want to have this kind of learning in our school.
467 a computer is always useful in many ways.
468 it (can) explain everything in a few minutes
469 and gives you all the useful details of things without mistakes.
470 it will be a new, good, modern idea of learning
471 and with that way everyone will get more knowledge
472 and technology will make big step forward near to (perfect).
473 *T-A: well [uh], so which is the main[!] advantage she presents?
474 eh?
475 [no reaction from the class].
476 you heard it once again, which is the main[!] advantage[!] she presents.
477 [one pupil raises his hand].
478 *M-P: it's eh always right ###.
479 *T-A: it's always correct, right.
480 *M-P: correct.
481 *T-A: yes.
482 what else?
483 another?
484 another advantage?
485 *M-P: she said that ###.
486 *F-P: [%spontaneous reply from another pupil:] anoth+ eh the computer is the perfect way of teaching.
487 *T-A: that's eh rather general. [%silence (0.4 sec)].
488 something else more specific?
489 *LLL: [%spontaneous] no # no.
490 [%T-A tries to elicit the desired answer by giving a clue].
491 *T-A: κυρια τα σημερα δεν ισχυει με τιποτα.
492 %eng: particularly today it doesn't apply at all.
493 hmm?
494 you said ["] in a+ in a few minutes ["] eh?
495 it doesn't needs much time[!] to react eh?
496 but the most of the times what I see is that you[!] need much time+ more time to react.
497 so you have to speed[!] up with the computer ## uh?
498 [%some pupils talk, no reactions from the class].
499 not to press the button ["] stand by ["] all the time, eh?
500 well, uh now.
501 uh I want you to look again+ to read again the first letter,
502 the letter of the children of Yorkshire, ## at home.
503 find ## the disadvantages they mention ### for computers
504 and the advantages they mention ### about teachers.
505 and try to turn them.
506 %eng: try to turn them and present as an opposite opinion,
507 προσπαθητε να τα γυριστε και να παρουσιασε ταν αντιθετη αποψη.
508 %eng: even if personally you don’t agree+ in the end it is your practice+
509 # τα σωσιαλ αντιθετη πλεονεκτηματα και μειονεκτηματα που ειναι δυνατον.
510 %eng: the exact opposite advantages and disadvantages that are possible.
511
there are people with a different opinion, right?

so, you will present the exact opposite opinion.

%eng: there are people with a different opinion, right?
%eng: so, you will present the exact opposite opinion.

*LLL: [%mumbling and groaning].
*T-A: can't you do it?

[a couple of pupils react to this question].

*M-P: yes.
*M-P: no.
*T-A: χρησιμοποιηστε λοιπον σαν οδηγο το ίδιο το γραμμα ##.
%eng: so use the letter itself as a guide.
%eng: the first letter

well, I'm going to take these papers.
I'm going to take them and+ and correct them by myself,
we're not going to check them again in the class.
okay?
[a pupil volunteers a question].

*y-xl: yes.

*F-P: θα γραφομε ενα γραμμα (παλι) xxx?
%eng: we will write a letter+ a letter (again) xxx.
*T-A: it's going to be a letter[!] ## to continue this letter[!] + ###.
*F-P: ενα γραμμα+/-.
%eng: a letter.
*T-A: of the children of Plymouth[!].
*F-P: αυτο θελετε?
%eng: is this what you want?
*F-P: (αυτο) εδω?
%eng: this one here?
*T-A: yes[!].
*F-P: και θα σας το δωσουμε.
%eng: and we will give it to you.
*T-A: that's it!
*F-P: και θα γραφομε και τα μειονεκτηματα απο το αλλο το γραμμα.
%eng: and we will write the disadvantages from the other letter.
*F-P: xxx.
*T-A: there are no eh children here present.

speak about the advantages[!] of the computers ANA, not the disadvantages[!].

*ANA: σ+ σε ποιο πραγμα?
%eng: i+ in what?

[a classmate points into the book].

*F-P: σ’ αυτο εδω μορε[!].
%eng: in this here, man[!]
*T-A: they find+ the children of Plymouth, ναι.
*ANA: ναι # ναι ##.
%eng: yes, yes.
*T-A: [%T-A addresses ANA] τι εχεις παθει σήμερα?

What's the matter with you today?
*ANA: to ξερα.
*ANA: to εξερα.

I didn't understand which one you mean.

*T-A: so the children of Plymouth present ## the advantages of computers,
they find it a great[!] idea to have computers at school.
okay?

so you have to present their own idea not[!] yours.
okay?
well. [%background chatter continues. T-A shifts the topic to English-derived words as a way of introducing the next chapter of the unit, entitled ""] Enigma and Dilemma "].

*T-A: eh, now, what about the "" κονιλάρω, φιλίκαρω, σπινάρω, etcetera. eh?

[%a few boys catch on that this is a word game and call out different Greek words].

*M-P: σπινάρω.

*M-P: χομμαρου.

[%laughter].

*T-A: χι.

αυτο δε μας κονει.

%eng: no.

this doesn't do for us.

[%loud chatter].

*M-P: [% shouts out] xxx kompiouter!

%eng: xxx computer!

*T-A: ναι, και απο που προηρονται "" ?

%eng: yes, and where do they come from?

[%unintelligible talk].

*M-P: απ' τα Ελληνικα, (τι).

%eng: from Greek, (what else).

*T-A: eh "" χι απ' τα Ελληνικα.

%eng: eh not from Greek.

*M-P: [%a group of boys immediately begin a word-play with similar terms].

*T-A: πε τη πικοτσα!

%eng: from the street!

[*a male pupil turns to his neighbour:]

*M-P: ελα ρε κονιλαρισε!

%eng: come on man, cool it!

*T-A: now please[!].

ss[!] now xxx we leave computers aside+ please[!].

we leave computers aside, eh and we catch up

with some uh modern expressions of the "" youngsters especially.

eh?

τις νεολας.

%eng: the youth.

and, let's see.

you have heard "" κονιλαρω.

*LLL: xxx.

*T-A: τι σημαινει "" κονιλαρω?

%eng: what does "" koularo mean?

*LLL: xxx.

*T-A: calm down!

ηρεμω,ησυχασω.

%eng: I calm down, quieten down.

*LLL: τα παιρνω[!], νταουνιοσω[!], γιαχομε[!], τα παιρνω στο κρανιο[!], μου τι βαρσαι[!], τα παιρνω στο κρανιο!

*LLL: [%the class livens up, pupils shout out]

[%these are colloquial phrases used to express one's emotional state].
627 *T-A: δε καταλαβας?
628 %eng: I didn't get that?
629 *LLL: xxx.
630 *T-A: τα παιδια?
631 %eng: I play them?
632 *LLL: τα παιδια!
633 %eng: I get them!
634 *T-A: οχι.
635 %eng: no.
636 "τα παιδια" ειναι ολη εκφραση.
637 %eng: "I get them" is another expression.
638 *F-P: α, ολη εκφραση[!].
639 %eng: oh, another expression[!].
640 *M-P: τα παιδια στο κρανιο οιμες δεν ειναι ουτο!
641 %eng: but this is not "I get them"!
642 *M-P: ποιο?
643 %eng: what?
644 *M-P: τα παιδια.
645 *LLL: xxx.
646 *T-A: δηλαδη "τι βοηθησει?"
647 %eng: in other words, it hit me?
648 *M-P: [%spontaneous] nai!
649 %eng: yes!
650 η μου τι βοηθησε κατα κουτελα!
651 %eng: or it hit me on the forehead!
652 *F-P: getting nervous!
653 *T-A: Ι'm getting nervous+ ναι!
654 θυμαναι, εκνευριζομαι.
655 *M-P: xxx.
656 *T-A: τρομαζω[!], ολα ουτα μαζι.
657 %eng: I get a fright[!], all this together.
658 [%pupils shout out in Greek].
659 *M-P: ε, κυρια xxx.
660 uh, when you are surprised eh something.
661 *T-A: ssh[!] ε, μετα.
662 %eng: ssh, eh then.
663 απο που προερχονται αυτες οι λεξεις?
664 %eng: where do these words come from?
665 [%pupils are livening up and shouting out].
666 *LLL: απο το "τι" freak out.
667 *T-A: απο το "τι" freak, eh?
668 που σημαναι;
669 %eng: which means?
670 *M-P: freak?
671 *LLL: xxx φρικα!
672 *M-P: φρικιο!
673 *T-A: δηλαδη, LAM?
674 %eng: in other words, LAM?
675 *LAM: eh, μπεζετο.
676 *M-P: μπεζετεσ ειςα συ!
677 %eng: you are ["] bezetes!
678 *F-P: τι ειναι ["] μπεζετο?
679 %eng: what's ["] mpezeto?
680 *LLL: xxx.
681 *T-A: η λεξη τι προελευση εχει?
682 %eng: what's the origin of the word?
683  *F-P:  [%spontaneous] αγγλική.
684  %eng:  english.
685  *T-A:  αγγλική.
686  to ['"] κουλαρω?
687  απ το ['"] cool étos?
688  *LLL:  cool!
689  *F-P:  [%to classmate] to cool είναι δροσερό['
690  %eng:  "'] cool ['"] is cool!
691  *T-A:  του ['"] σπιναρω?
692  *LLL:  spin!
693  *M-P:  to ['"] σπικαρω ##.
694  *M-P:  ['"] σπικαρω, όχι ['"] σπικαρω!
695  [%much simultaneous talk, unintelligible].
696  *T-A:  που στημιαιει?
697  [%T-A claps hands together for order].
698  *LLL:  [%unintelligible].
699  *T-A:  μαλιστα['"] λοίπολν, αυτα αα+ αυτες ειναι οι νεοτερες εκφρασεισ
700  %eng:  yes[!] so, these+ these are the latest expressions
701  που εξουνε μπει στη γλώσσα μας ## επο την Αγγλικη γλώσσα,
702  %eng:  that have come into our language from the English language.
703  ε, κυριως λογω τροπου χρησης ## ε τα τελευταια χρονια.
704  %eng:  mainly because of their usage eh in the last years.
705  [%while T-A is speaking there is constant background chatter].
706  *LLL:  xxx.
707  *T-A:  α. ['"] ντουντικζω, ννα.
708  %eng:  yes, ['"] I'm downing,
709  xxx ειναι πολυ της μοδας.
710  %eng:  is very much in fashion.
711  *LLL:  xxx μπαφιςα.
712  %eng:  I'm fed up.
713  *T-A:  λοιπολ.
714  %eng:  so.
715  [%T-A claps hands together].
716  να δομε ομας κατι αλλες λεξεις ## τωρα,
717  %eng:  but let's see some other words now,
718  που εξουνε μπει στη ε, Αγγλικη γλώσσα αντιθετα,
719  %eng:  that have entered the English language in contrast
720  και πολυ παλοτερα απ την αα+ αα επ οι μηκων αυτες εδω στην Ελληνικη.
721  %eng:  and much earlier than+ than these here came into the Greek language.
722  λοιπολν, ο τιτλος ειναι ['"] Enigma and eh +/.
723  %eng:  so, the title is ['"] Enigma and...
724  [%background chatter continues].
725  *F-P:  [%spontaneous] ['"] διλημμα.
726  *T-A:  dilemma.
727  [some pupils repeat the word dilemma aloud].
728  *LLL:  σαντίμα και διλημμα.
729  %eng:  enigma and dilemma.
730  *T-A:  ehh ## λοιπολ το Task ενα μας λεει #+
731  %eng:  eh so Task one tells us...  
732  [%reads] two young people have just read this magazine article.
733  one is Greek and the other is Norwegian.
734  the Greek had no problem in understanding it but the Norwegian did.
735  can you guess why?
736  well uh ### why?
737  [%silence].
738  *M-P:  they can't ##.
*T-A: because these are Greek to the Norwegian, eh?

*M-P: xxx.

*T-A: because the most of the words are Greek.

now let's see.

uhh I'm going to read it once ## for you

and I'd like you[!] to underline the Greek words

which have eh the same meaning exactly.

ποιες λέξεις πιστεύετε ότι εχούν ακριβείς[!] την ίδια εννοία

ποιες λέξεις πιστεύετε ότι εχούν ακριβείς[!] την ίδια εννοία

%eng: which words do you think have got exactly the same meaning

με την Ελληνική γλώσσα ## και στην Ελληνική γλώσσα, κι επίσης

%eng: with the Greek language and in the Greek language, and also

eh, σαν υποτρέψουν λέξεις που εχούν έπαθται

%eng: if there are words that have been created

οχι[!] απο τους Ελλήνες, αλλά απο τους Αγγλούς[!]

%eng: not by the Greeks, but by the English

κατά ευχαριστία και Αγγλική γλώσσα και Αγγλικές λέξεις με Ελληνικές κινέζ

%eng: because we have English lan+ English words with Greek roots

οπός το τηλεσκόπιο για πρόσκληση, που δεν είναι Ελληνική λέξη,

%eng: like the telescope for example, which is not a Greek word,

εξαίτιον της Ελληνικής γλώσσας.

%eng: it has been made outside of the Greek language.

αλλά εξαιτίας των κει και των Ελληνικών λεξικών

%eng: but they have+ they have taken two Greek words

κι εχούν πιεθεί μια κανονικά.

and they have made a new one.

okay?

well.

[ overlaid text from M-P: some pupils have already begun to underline words while T-A is still explaining, others are still talking with each other: a pupil has raised her hand. ]

*T-A: ναι ANA?

%eng: yes, ANA?

*ANA: είναι ANA?

 [%reads] the tragedy ### +...

*ANA begins to read the first few words of the text and pauses to check

if she should proceed].

*T-A: διαβάσει το συ # δυνατά.

%eng: you read it, loudly.

*ANA: [%reads] the tragedy of the seven astronauts [*] over the Atlantic o+...

%err: astronauts /astronauts/ = astronauts /astronauts/ ;

*T-A: οι θαλασσών [*].

%err: oisain /oisian/ = ocean /ocean/ ;

*ANA: [%reads] oisain [*], emphasized once again the basic characteristics

of eric dawson's theory [*].

%err: oisain /oisian/ = ocean /ocean/ ;

theory /TEorI/ = theory /T16rI/ ;

*T-A: θαλασσών.

*ANA: θαλασσών.

[%reads] eric dawson is an historian of technology engineering

in the school of # e+ol+ers and aeronautics [*].

and for almost a decade [*] now he has criticised the phe+ phenomenon

of an illogical enthusiasm for all those gi+gan+tic eh

astroprogrammes which are based on a myth

rather than a systematic polaisy [*].

%err: aeronautics /AErQnAftiks/ = aeronautics /Aeronautics/ ;

decade /dekade/ = decade /decade/ ;

polaisy /pQlslsl/ = policy /pQlslsl/ ;

*T-A: policy.

*ANA: policy.
for eric dawson # +/

for him our planet has now a plethora of the charast+ characteristics symptoms of a biblical katastrof [*].

is dawson's diagnosis a prophesy or the systematic analysis of a theo+...

*LAM: eh+...
*T-A: tragedy.
*M-P: (apostrophy).
*LAM: astronauts.
*T-A: astronauts.
*LAM: emphasised, characteristics.
*T-A: emphasised.
*LAM: emphasised, characteristics, xxx.
*M-P: [%spont] basic.
*LAM: basic.
*M-P: theory.
*T-A: basic.

other+ other two.
LLL: ocean[1].
atlantic[1].

and atlantic of course, since it comes from the Greek mythology eh?

emphasised?

LLL: [%spont] δινω εμφαση.
εμφαση.
*T-A: δινω εμφαση.
%eng: I emphasise.
%eng: but we have a periphrastic verb in Greek
%eng: a roundabout expression, while here we have one word.
%eng: a roundabout expression, while here we have one word.
%eng: eh, basic?
%spontaneous responses follow].
LLL: βασικος.
*T-A: βασικος, characteristic, χαρακτηριστικα?
LLL: χαρακτηριστικα.
*T-A: και θεωρια.
%eng: and theory.
well.

now the next ehh sentence.
%one pupil raises his hand].

COS.
*COS: ehh ++ λοιπον+ historian.
*T-A: hmhm.
*COS: technology ### school of aeolaian [*] energy+/
%err: aeolaian /aEQL6n/ = aeolian /aiQlI6n/ ;
*T-A: aeolian.
*COS: aeolian.
*T-A: yes.
*COS: eh ἀερονωτ# aero+/
*T-A: aeronautics.
eh ## criticise, uuh.
*COS: eh phenomenon.
[T-A is getting the attention of a group of pupils sitting in the periphery around her. the pupils who are sitting further away are uninvolved in the lesson activity].
uuh, well.
*T-A: decade. decade, that means what?
*L: δεκαετία.
*T-A: δεκαετία, okay.
emmm, well then?
*COS: illogical, enthusiastic.
&T-A: illogical, ενθουσισμόα, yes ##.
*COS: ummm.
*T-A: gigantic.
*COS: gigantic.
*T-A: γγαντιααα.
*COS: eh #.
*T-A: systematic policy.
what does policy mean?
*T-A: πολιτικη ### προκτικη.
{T-A is getting the attention of a group of pupils sitting in the periphery around her. the pupils who are sitting further away are uninvolved in the lesson activity].
&T-A selects a pupil to go on with the task].
VAS.
*VAS: for Eric Dawson +/.
*T-A: δυσνοτα[!].
%eng: loudly!
[VAS: [% reads] for Eric Dawson ## the δλιμμα [*] ## eh+...
%err: dilemma /dlIl6/ = dilemma /dlIl6/ ;
*T-A: μονο τς+ μονο τς Ελληνικες λεξες.
%eng: only the Greek words.
*VAS: ah[!], eh period.
*T-A: dilemma ##.
*VAS: ε, δεν υπαρχουν τοσο πολλες,
%eng: eh there aren't all that many.
period ## emm, technology ##.
*L: crisis crisis [*].
%err: crisis /kraIs/ = crisis /krais/ ;
*T-A: crisis, yes.
910  *VAS: tyranny of it.
911  *T-A: tyranny.
912  *VAS: tyranny.
913     ehh plethora.
914  *T-A: plethora.
915  *LLL: planet.
916  *T-A: planet[!].
917  *VAS: characteristic symptoms.
918  *T-A: hmmh.
919  *VAS: και catastrophe.
920  *M-P: [% spontaneous] biblical[!], biblical[!].
921  *T-A: biblical catastrophe [*], yes.
922  %err: catastrophe /kætərəs/ = catastrophe /kætərəs/ ;
923     [%one pupil makes loud, repetitive bl+bl+bl sounds. he is ignored].
924     eh, then.
925  *VAS: logical eh enigma.
926     ah, eh dia+.
927  *T-A: diagnosis.
928     [%this word is mispronounced as ['] daia[!]gnosis].
929  *VAS: systematic analysis eh systematic analysis ## and theoretician.
930  *T-A: theoretician, and?
931  *M-P: prophesy.
932  *VAS: prophesy.
933  *T-A: prophesy, προφητεύα.
934     [%the class is inattentive, there is a lot of chatting].
935  *T-A: eh ## εξομενε δει, εξομενε δει οτι υπαρχουνε και καποιοι+… [%calls for attention]
936     %eng: eh we have seen, we have seen that there are certain-
937     παιδιά?
938     %eng: children!
939     υπαρχουνε και καποιοι καινουργιες, που (ακολουθουν) τη προφορα.
940     %eng: there are certain rules which determine pronunciation.
941     ειδικα σε καποιες λεξεις ε # που μεταφρασται
942     σε καποια γλωσσα σε καποια αλλη.
943     %eng: especially in some words eh that are written from one language into another.
944     για παραδειγμα, εξομενε # δει αυτο το γραμμα.
945     %eng: for example we have seen this letter.
946     [%T-A writes { c equals ch, /k/ } on the blackboard].
947     οταν υπαρχει σε Ελληνικες λεξεις εκει μεταφρασει σε+
948     %eng: when it is found in Greek words, there they are transferred
949     σον αντιστοιχες σχεδον στα Αγγλικα.
950     %eng: almost unchanged into English.
951     αυτο εδω και να ρωσεται [ch], προφετεται [k] eh?
952     %eng: this here, even if it is written [ch] it is pronounced [k].
953     %eng: for example+…
954  *M-P: [% spontaneous] cha+ eh characteristics[!] characteristics.
955  *T-A: [%overlap] orchestra[!], orchestra is a word which # we cannot find in here
956     but we can have some others.
957     which are these?
958  *M-P: characteristics.
959  *M-P: characteristics.
960  *T-A: characteristics.
961     others.
962  *M-P: technology.
963  *T-A: technology.
964     very good.
965     ahh well ## can't we recognise other rules here ####.
966     for example uh, what about those words+ many words which end in -y.

[she writes the letter -y on the board, there is silence (0.4 sec)].

how are they in Greek[!].

LLL: -ia!

T-A: -ia!

τραγοδία, θεωρία ### okay?

some pupils call out words in Greek which end in -ia and some other words which end in -is. [%T-A writes -is on the board, just below -y].

### eh?

diagnosis ###.

LLL: [spontaneous] analysis.

T-A: analysis, are the same exactly in Greek.

of course you don't know (ones) in Greek yet #

but if and when you study you start studying ancient Greek at Lykeio #

you will understand that there are basic rules eh

which can help you to transmit one word eh from eh Greek to English.

pupils are chatting parallel to her talking, she writes the following on the board:

["""" hercules and ["""" history [*]).

but there is another rule+...

it has to do with History, Hercules[!] and many others.

what is this?

T-A draws a hard breathing accent close to the H in Hercules]

LLL: [spontaneously] δοσεία, οχτ[!] οξέο![

T-A: and that?

T-A draws an acute accent close to the H in History].

LLL: οξτ[!] δοσεία κι οξέο!

%eng: oχή[!] a hard accent and an acute accent.

M-P: εγώ δεν ξέρω.

%eng: I don't know.

[pupils whisper to each other, only fragments of their speech are intelligible].

M-P: εκείνο αυτό είναι ιδιαίτερα.

%eng: the way it is xxx.

T-A: περίεργο αυτό είναι.

%eng: strange this (thing) here.

[T-A pushes a front desk away from her].

M-P: ξανά σας πειρατέζι.

%eng: xxx it bothers you.

T-A: εμένα δε με πειρατέζι, (μπορεί ομοιώς να χτυπήσεις).

%eng: it doesn't bother me but you might hurt yourself.

eh, h ###.

T-A continues writing on the blackboard, a pupil looking at the board has noticed a spelling mistake.

M-P: τι είναι αυτό[!]?

%eng: what's that!

T-A: λοιπόν, τι είναι αυτό[!]?

%eng: so, what is this[!]?

καθαρά δεν ξέτευα ματσά για τις πιπές και τις δοσείς?

%eng: well, haven't you learnt about the hard and the acute accents?

LLL: οξι # οξί.

%eng: no, no.

F-P: τη λέξη δε καταλαβαίνω.

%eng: it's the word I didn't understand.

T-A: τη λέξη Ηρακλής;?

%eng: the word Hercules?

F-P: οξί απο κατώ.

%eng: no, below.

F-P: Ηρακλής γραφεί.
%eng: it says Hercules.
*T-A: απο κάτω είναι Hercules.[!].
%eng: below it's Hercules!
*L-L-L: στ' 'Αγγλικα, στ' 'Αγγλικα[!].
%eng: in English, in English!
*[%general commotion].
*T-A: στ' 'Αγγλικα.
[%T-A tries to proceed with her explanation].
%eng: in other words, [%T-A claps hands and reprimands a pupil].
%eng: DIM[!].
*[%pupils make various remarks to each other].
*M-P: αυτό είναι δισεξα[!].
%eng: that's a hard breathing accent.
*T-A: δηλαδή, οσες λέξεις μεταγραφούνται απο τα Ελληνικα στα Αγγλικα
%eng: in other words whichever words are transferred from Greek to English
και είναι δισεξαμενες ## παντα καθισμα με το -ε 1 τς.
%eng: and have a hard breathing accent, we always start with an h.
### θέλει δοσετα.
%eng: it needs a hard accent.
%eng: except for few situations where they have shifted to Latin, without the [h].
%eng: okay ##?
*[%male pupil tries to get teacher's attention].
*M-P: κυρία, κυρία[!].
%eng: what's a hard breathing accent.
*T-A: στοιχεία περιπτώσεις που εξουν περισσει στα Αγγλικα,
%eng: except for few situations where they have shifted to Latin, without the [h].
χωρίς τo -ε 1 τς ##.
%eng: okay ##?
*[%general commotion].
*T-A: γορσ, gosh man, you know he can't leave his feet without swinging them,
what's to be done?
*M-P: κυρία, κυρία!
%eng: it needs a hard accent.
*T-A: μα, με τα ποδια του PAN θε ασχολεσται ολη τη χρονια;
*eng: well, are you going to preoccupy yourself with PAN's feet the whole year?
%eng: [laughter].
*M-P: [%continues] κυρία!
%eng: well # yes!
*M-P: κυρία, εκει που # πατε να γραψετε ιστορια history, γραψετε ["] histori+.
%eng: miss, there where you want to write history, you write histrion+.
*M-P: [%laughter from class].
%eng: oh, yes.
*M-P: προσεξε το.
%eng: be careful.
[M-pupil addresses the Researcher].
*M-P: να σας ρωτησω, μακρινητοφυνε τωρα?
%eng: let me ask you, is it recording now?
*T-A: well ##.
%eng: so, eh ως διπλωσε ενα διαλειμα,
so that was simply a break
%eng: so that was simply a break
%eng: since it gives it to us to see the Greek a little bit.
%eng: eh βεβαια σε αλλη περιπτωση θα να δουμε και λιγα προγματα
%eng: eh of course, on another occasion we will say some things
για τις συγγενειες των δυο γλωσσων.
about the relation between the two languages.

because they belong to the same family.

[noise escalates. T-A reprimands a pupil].

right STE?

[pause (0.3 sec)].

oh, έχετε κανεί εκείνη την Επιτομή της Ιστορίας +/

T-A lectures on the relationship between Greek and English].

@End
Dear Editor,

We read the article about computers in the “Sunday Star” and we would like to state our point of view.

We, too, believe that computers are an impressive or rather an incredible step forward in the area of technology, but we do not really like the idea of learning a foreign language from a thinking machine. We think that a human teacher will always be necessary because teachers don’t only teach. They educate us, they help us develop our personality.

How is it possible to replace the teacher with a machine? How can a computer laugh or get angry? Will it worry about us or feel like us? There’s no doubt that teachers get very angry sometimes, but we prefer somebody with feelings and emotions to a perfect but boring machine.

Yours faithfully,
A group of pupils from Yorkshire

---

Dear “Sunday Star”:

Congratulations on your article about computers and foreign languages.............
10. ENIGMA AND DILEMMA

**TASK 1**

Two young people have just read this magazine article. One is Greek and the other is Norwegian. The Greek had no problem in understanding it, but the Norwegian did. Can you guess why?

**TASK 2**

Underline all the words that are of Greek origin and then try to give the appropriate equivalents in Greek.

The tragedy of the seven astronauts over the Atlantic Ocean emphasized once again the basic characteristics of Eric Dawson's theory. Eric Dawson is an historian of Technology in the School of Ocean Energy and Aeronautics and for almost a decade now he has criticised the phenomenon of an illogical enthusiasm for all those gigantic 'astropaneras' which are based on a myth rather than a systematic policy. For Eric Dawson the dilemma of our period should not be the crisis of technology but the tyranny of it. For him our planet has now a plethora of the characteristic symptoms of a Biblical catastrophe. We are now before a logical enigma; is Dawson's diagnosis a prophecy or the systematic analysis of a theoretician?
Appendix Q2 / Lesson B

@Begin
@Participants: T-B Teacher, M-P unidentified Male Pupil, F-P unidentified Female Pupil, DIM Pupil, COS Pupil, AND Pupil, MIC Pupil, FOT Pupil, MAR Pupil, ZOI Pupil, GIO Pupil, DEM Pupil, ARI Pupil, SPI Pupil, ANS Pupil, NIK Pupil, STA Pupil, MAE Pupil, VOU Pupil, EVI Pupil, FNI Pupil, LLL Pupils, RES Researcher;
@Location: School #1, Athens, Greece
@Situation: English Lesson 2
@Date: 04-APR-1994
@Time Duration: 11:45-12:20
@Warning: the transcription has been double-checked
@Comment: large, square classroom with a high ceiling and pale yellow walls. There are fifteen desks in rows facing the blackboard. There are four rows of five desks each. T-B’s desk is in front, to the right of facing pupils. There is a pinboard just above the teacher’s desk with photos on it. A row of large windows close to the door. To the side of the quadrangle and a set of high, narrow windows opposite. Pupils sit mostly two by two facing the board. The majority of the girls sit in groups on one side of the classroom. One or two pupils sit alone.

T-B: καθιστε, ανοιξτε τα βιβλια σας xxx.
%eng: sit down, open your books.
come on, and we have the lady visitor!
RES: γεια σας!
F-P: γεια σας!
F-P: γεια σας!
%eng: hallo!
M-P: γεια σας, τι κανετε?
%eng: hallo, how are you?
M-P: ειστε καλα?
%eng: are you well[]?
[laughter. the class settles down noisily (0.14 sec)]
T-B: okay, stop now!
## please!
that’s enough now everybody! [%T-B raps her pen on the desk].
DIM!
DIM: yes?
T-B: can you be quiet.
DIM: of course I can!
T-B: page a hundred and twenty two, we stopped page a hundred and twenty two. do you have anything to ask?
M-P: [%spont] no!
F-P: [%spont] yes.
LLL: yes[]!
no[].
T-B: ssss!
please!
F-P: task two and task eh three.
T-B: task two and task three on page ##?
F-P: eh one hundred and twenty three.
*T-B: yes!
a hundred and twenty three, okay, eh?
(we hear) a conversation between Wanda and Daniel.
who are Wanda and Daniel.
who are they!
COS.
*T-B: yeah, she's a runner.
*COS: she ## the co+ the coach told her that she's an outsider.
*T-B: she's an outsider, eh, not ## eh not so sure to win.
okay, before we go on with that,
let's remember some athl+ ah athletic events
mentioned on page a hundred and twenty two.
η πολη, πος ειναι η πολη AND επομε?
%eng: wrestling, how did we say wrestling is called AND?
[T-B immediately shouts out the answer].
*M-P: wrestling!
*AND: το' ζερα πε!
%eng: I knew it man!
*AND: ### wrestling.
*T-B: rrrestling.
we don't pronounce w, it's a silent letter.
in this word.
rrrestling.
οι κρικοι πος λεγονται?
%eng: how are rings called?
MIC.
*MIC: rings.
*T-B: rings!
right.
o αγωνας ταχυτητασ δρομου, ταχυτητασ?
%eng: the sprint?
[M-P immediately shouts out spontaneously.
*M-P: sprint.
*T-B: ssss.
yes?
come on xxx, yes?
*M-P: sprinting.
*T-B: sprinting, sprinting.
uhm εμποδια, ΖΩΙ?
*ZOI: ehh hurdling [*].
%err: hurdling /hardlIN/ = hurdling /h3dlIN/
*T-B: hurdling, hurdl.
yes, hurdl.
όλμα εις+ ολμα επι κοντο?
100 MAR?
*MAR: pole vaulting.
*T-B: pole vault.
poel vault.
όλμα εις υψος?
104 ολμα εις υψος?
105 ολμα εις υψος?
106 [%T-B gives nonverbal cue.
*M-P: eh high [*] jumping.
%err: high /hAI/ = /hai/
*T-B: high jumping, right, high jumping.
οκοντα, η ρηψης, ναι?
*LLL: javelin.
112 *T-B: *javelin.
113 %eng: *swimming of course, and...
114 *LLL: *swimming.
115 *T-B: *κατα...
116 *LLL: *boxing.
117 *T-B: *boxing?
118 *M-P: *κυρίως ποις λέγεται το box?
119 %eng: *miss, what is boxing called?
120 *T-B: *boxing, πυγμαχία.
121 right.
122 which is the most spectacular?
123 which is the most eh, spectacular of all this?
124 *LLL: *vaulting+, boxing.
125 *T-B: *not like this!
126 which is the most impressive and the most spectacular of these and why[]? I mean for you.
127 *GIO: *eh GIO.
128 *T-B: *eh, boxing.
129 *T-B: *boxing!
130 *GIO: *spectacular, why.
131 *GIO: *να το πω Ελληνικά?
132 %eng: *shall I answer in Greek?
133 *T-B: *no!
134 in English.
135 *GIO: *eh, because eh it has action ##.
136 *T-B: *eh, yeah.
137 *GIO: *and eh ##.
138 *T-B: *okay, okay, somebody else, your opinion?
139 [%T-B gives nonverbal cue].
140 *F-P: *xxx pole vault.
141 *T-B: *pole vault is very [!] spectacular and my favourite to watch.
142 shhh.
143 *F-P: *because I think that it's very impressing
144 *T-B: *yeah, it's impressive!
145 *F-P: *impressive.
146 *T-B: *right.
147 *F-P: *## and somebody who watch this eh thinks that it's very (impossible to do it).
148 *T-B: *yeah, yeah, it's like unreal.
149 *T-B: *it's like, you know, happening in your imagination, uh?
150 *F-P: *εχει δεος.
151 %eng: *it's awesome.
152 *T-B: *yes, and the feeling for the athlete must be ## unique, eh?
153 to be able to go six metres high.
154 okay.
155 go back to page a hundred and+ the text, a hundred and ninety eh+...
156 *M-P: *ninety two!
157 [%we are referred to the back of the textbook where the listening transcripts are listed].
158 *T-B: *a hundred and ninety two.
159 we just read, because there are no cassettes and the cassette player
160 *T-B: *is only one for all the teachers, and so ## there's a problem.
161 *M-P: *xxx.
162 *T-B: *okay.
163 *T-B: *who wants to read Daniel, who wants to read Wanda.
164 come on everybody please!
165 and, you will+ you're going to have in mind the three questions of the three tasks
Daniel, yes please.

and Wanda [!] any volunteers?

the other is DEM, okay.
ssss.

[the pupils begin to read the text].

*M-P: [%reads] what do you mean an outsider?

*DEM: [%reads] just what I said.

eyou had better stop thinking like that Wanda.

have got to think positively.

but just try to put yourself in my shoes.

if I were you Wanda, I would talk things over with my coach.

maybe he can help you decide on a different technique [*] this time.

he thinks training is not enough.

if you can't control your emotions as well.

why don't you try that?

how?

I can't say that now I am going to control my emotions, and succeed.

I'm not a robot you know.

how can I do it?

maybe you could try some yoga.

it's done me ##.

a world[!] of good.

it's done me a world[!] of good.

it's done me a world of good.

if you want, I can talk to+ I can talk to my yoga instructor.

I'll try anything.

do talk to her please.

thank you.

that was very good reading.

okay.

what's Wanda's problem, what+ what do they consider her?

ARI, what do they consider her?

consider?
ARI: she's going+ eh, she thinks that eh ###.

T-B: not she, the others, her coach.

what does her coach think about her.

ARI: they think about her that eh she's going to fail.

T-B: right.

they think she's an outsider, eh?

and how does that make her feel, how does that make her feel?

[沉默]

come on.

how does she feel.

[沉默 (0.5秒)].

how does she feel.

MAR?

MAR: bad.

T-B: she feels bad.

%

eng: the question can't be ten words and the answer half!

%

eng: it's not to your interest to say the least [!]. it's not to your interest to economise [!]

%

eng: it's in your interest to speak [!] because here [!] you will speak and you will practice!

%

eng: it's in your interest to speak [!] because here [!] you will speak and you will practice!

%

eng: give me a full answer please!

%

eng: give me a full answer please!

MAR: she feels bad.

T-B: she feels bad.

%

eng: take the pen out of your mouth, child!

%

eng: talk like a human being!

%

eng: the laziness on you!

%

T-B: how does # that # make # her # feel.

%

M-P: she eh # [%coughs]+ she told her ## to ## thought eh positive.

T-B: he [!] told her+...

%

M-P: to thought positive.

%

T-B: to think [%!] positively.

%

M-P: think eh positive.

%

T-B: what happens if you think positively.

%

what happens if you think positively and what happens if you think negatively?

%

a male pupil volunteers to answer and is given a turn.

yes.

%

M-P: eh, if you think positively you have xxx confident and eh +/

%

T-B: you sort of cause good things to happen, eh?

%

but if you think bad things are going to happen, you sort of cause bad things to happen, eh?

%

it's a matter of ## psychology.

%

is psychology important?

%

very much eh?

%

it's a very important factor, factor?

%

eng: hands?

%

M-P: [%spon] παραγωγοντας.
*T-B: παραγωγής, right, it's an important factor, it's a matter of psychology.
what does Daniel use as a technique to think positively, FOT.
what does he feel, which eh technique does he use to make him feel positively.
*FOT: mmm he makes+...
*T-B: he uses, he does.
he has.
*FOT: yoga.
*T-B: yoga lessons, right.
he has, he does yoga sessions, or yoga lessons.
what's yoga?
what's yoga in your own words, what's that?
*F-P: [%spontaneously] it's a technique+... 
*T-B: it's a technique+ an Indian[!] coming from India, an old Indian technique, yes?
*F-P: eh, which helps eh people emm ##.
*T-B: relaxxx.
*F-P: yes.
*T-B: hmhm.
and calm down.
*F-P: stop thinking about their work, their eh+...
*M-P: (problems).
*T-B: very good.
you concentrate inside yourself, and this is called ## meditation.
meditation, διαλογισμός eh?
med+ you meditate, you concentrate within[!] yourself,
and they believe that ## our inner self is the major source of energy.
[%T-B nominates a pupil by directing a question to him].
*T-B: τι σημαίνει αυτό ΔΙΜ; 
%eng: what does this mean Dimitri?
our inner self is the+ eh a major source of energy?
*DIM: eh δηλώθη, αυτό που εχουμε μεσα μας+...
%eng: eh, it means that what we have inside us,
*T-B: ναι, η αυτοκονσερβάτωρ... 
%eng: yes, self-concentration...
*DIM: είναι η μεγαλύτερη δυναμη. 
%eng: is the highest force.
απο μεσα μας; 
%eng: from inside us.
*T-B: είναι η μεγαλύτερη πηγή [!] ενεργειας, ε; 
%eng: it is the greatest source of energy
αρκεί κανενα μας να χαλαρώνει και να ελέγξει, σωμα και μυαλο.
%eng: as long as one relaxes and controls body and soul.
and they believe that mind and body is one thing
which is very important.
we don't have [!] a body, we are [!] our body.
eh?
*M-P: and soul.
*T-B: and we must respect it and keep it fit, so that we can uh, you know be one [!],
and perform in the best way possible.
[%pupils start chatting].
what does she [!] think, what does Wanda think about ehm ehh yoga.
what does she think about it.
is she willing to try or unwilling to try?
*M-P: she's willing to try xxx.
*T-B: she's willing to try anything.
right, okay.
[%T-B goes back to the beginning of the dialogue and initiates a vocabulary activity].
πας είναι το ## εμμ ## υπερβολο, ΝΙΚ.
what is [the word for] exaggerate, NIK.

NIK: uperβαλλω?

exaggerate?

T-B: [%T-B notices that some pupils look lost] xxx γιατί, δεν βγάλλετε photocopy?

[xx why, didn't you make a photocopy?

T-B: yes.

F-P: exaggerate.

T-B: exaggerate, you are exaggerating, it's an exaggeration.

μονιμη [!] αποτυχια, δεν μπορονα είμαι μονιμη αποτυχια, σταθερη αποτυχια.

constant failure, I can't stand being a constant failure.

constant failure, T-B selects a pupil who is inattentive].

σταθερη αποτυχια, STA.

constant failure, STA.

*STA: unsuccessful.

T-B: hm?

*STA: unsuccessful?

*T-B: unsuccessful[]?

eιναι αποτυχημενος, αλλα εδω εχει μια αλλη εκφραση.

he is unsuccessful but here there is another expression+...

μονιμη αποτυχια, MAR.

constant failure, MAR.

MAR: mmm ##.

[ pupils bid for a turn].

LLL: miss!

T-B: MAE.

*MAE: constant failure.

T-B: constant failure, very good, ["] I can't stand being a constant failure ["].

give me a synonym for constant.

hands please.

not in chorus.

constant, something constant is?

σταθερος, μονιμος, χερια?

constant, permanent, hands?

F-P: permanent.

T-B: xxx bravo, περμανετ, εξ'ου και περμανον, ε # η μονιμη+.

to monimio καταστασα εις των μαλλιων.

constant [!] is permanent [!].

τι περμαναν τι λεεν ["] perm.

["] I'm gonna have a perm ["].

xxx αλλα αυτο ειναι μονο για τα μαλλια, ε,

but this is only for the hair

περμανετ, σταθερος.

[T-B reprimands those who are being inattentive]

de monitourounoume,

we don't scribble,

γράφουμε στο vocabulary αυτο που είπαμε!

we write in the vocabulary what we said!

[T-B dictates what the pupils should write down]

tεσσερεις τεσσερτου ενενετα τεσσερα, ["] constant, ["] permanent.

fourth of the fourth nineteen ninety four, ["] constant, ["] permanent,

και οι αλλο γράφουμε!

and whatever else, we write!

yes.

["] θα προτιμούσα πως το λεει, ["] θα προτιμούσα?

["] I would prefer ["], how does she say ["] I would prefer ["]?
399  *M-P: [%spontaneous] I prefer.
400  *T-B: οχι.
401  %eng: no.
402  *T-B: θα προτιμούσα.
403  %eng: I would prefer.
404  *M-P: I'd rather.
405  *M-P: I'd rather.
406  *T-B: I'd rather do[!] something than[m!] something else.
407  ο δευτερος ορος εισαγεται με το δευτερο ορο συγκρισις.
408  %eng: the second term is introduced with the second comparative form.
409  I'd rather stay at home than[!] go out tonight.
410  I'd rather talk to him in his face than[!] call him, eh[?], on the phone.
411  I'd rather do something than[m!] something else.
412  τι θα πει, [!] try to put yourself in my shoes [!]?
413  %eng: I would prefer.
414  %eng: the second term is introduced with the second comparative form.
415  %T-B gives some examples.
416  %eng: I'd rather stay at home than[!] go out tonight.
417  I'd rather talk to him in his face than[!] call him, eh[?], on the phone.
418  I'd rather do something than[m!] something else.
419  try to put yourself in my shoes [!]?
420  %eng: they say, if I were wearing your shoes.
421  %eng: what?
422  *M-P: τι?
423  %eng: that's how they say it.
424  %eng: ["] try to put yourself in my shoes ["].
425  try to be me eh?
426  είναι # "["] try to put yourself in my shoes ["].
427  %eng: it's ["] try to put yourself in my shoes ["].
428  προσπαθήσε να ρίξεις στη θέση μου στηθεί πιο σωστά.
429  %eng: this means try to put yourself in my place.
430  και μια άλλη εκφρασή στο τέλος που εξελίκτη στοιχείο.
431  %eng: and another expression which is at the end,
432  ["] μου 'χει κανείς τεράστιο κάλο, πολύ μεγάλο κάλο["].
433  %eng: it has done me a lot of good.
434  [%a pupil raises his hand].
435  %eng: what?
436  *T-B: ετσι το λέει,
437  try to put yourself in my shoes.
438  %eng: that's how they say it.
439  είναι # "["] try to put yourself in my shoes ["].
440  %eng: it's ["] try to put yourself in my shoes ["].
441  %eng: this means try to put yourself in my place.
442  και μια άλλη εκφρασή στο τέλος που εξελίκτη στοιχείο.
443  %eng: and another expression which is at the end,
444  ["] μου 'χει κανείς τεράστιο κάλο, πολύ μεγάλο κάλο["].
445  %eng: it has done me a lot of good.
446  [%a pupil raises his hand].
447  %eng: what?
448  *T-B: ετσι το λέει,
449  try to put yourself in my shoes.
450  %eng: that's how they say it.
451  είναι # "["] try to put yourself in my shoes ["].
452  %eng: it's ["] try to put yourself in my shoes ["].
453  %eng: this means try to put yourself in my place.
454  και μια άλλη εκφρασή στο τέλος που εξελίκτη στοιχείο.
455  %eng: and another expression which is at the end,
456  ["] μου 'χει κανείς τεράστιο κάλο, πολύ μεγάλο κάλο["].
457  %eng: it has done me a lot of good.
458  [%a pupil raises his hand].
459  %eng: what?
460  *T-B: ετσι το λέει,
that an athlete isn't a robot?

this is true what you are telling us, but it's not the purpose of the conversation.

what is the purpose of the conversation?

this is the purpose of the conversation.

Wanda needs help, eh?

if it's for Daniel to advise Wanda.

she needs some advice.

[T-B comments on the use of the noun advice].

the word advice is always in the singular.

[T-B gets distracted as pupils chatter],

what's happening?

[T-B writes on the board]

what it says.

that Daniel uses.

the difference between [''] advice and ["] advise].

[" here is some advice for you ["]+...

[spontaneous] me c.

and fill it in first of all.

find the other one.

how will we fill it in?

[" doing some yoga ["], for example.

find the other one, find the other one.

find the other expressions.
Here is some advice for you, or, a piece of advice.

Here is some advice. It's a completely different word verb.

What is written on medicines? It's a completely different word verb.

Apart from it not being necessary, it's very disturbing.

Consult your physician. So, other expressions to give advice.

So, other expressions to give advice.

In what other way does he give advice, inside.
%eng: yes VOU.

*VOU: ["] you had better stop thinking ["]+...

%eng: on the board.

*T-B: bravo.

you'd better do something.

["] you had better ["], γραψτε το και υπογράψτε το και στο πινακά.

%eng: write it and underline it on the board.

*T-B: στο πινακά?

%eng: on the board?

*T-B: στο ## τετράδιο, sorry.

%eng: in the exercise book, sorry.

you'd better## do something.

you had better##, ypax to teat xmoypapptaxE to rat oto rinvara.

%eng: write it and underline it on the board.

you'd better+/.

M-P: exo 7uvara?

%eng: on the board?

*T-B: exo ## XETpaSto, sorry.

%eng: in the exercise book, sorry.

[%pause (0.4 sec)], you'd better### do something.

I would rather ["], 0a 7tpoxipooaa, something than something else, και αλλο είναι to ["] I had better ["]

you should###

you had better##

you should##.

T-B: bravo, you should, very good, yes.

you should##.

%eng: write it and underline it on the board.

you'd better+/.

GIO?

%eng: no.

*F-P: δεν είναι εδώ.

%eng: it's not here.

[}%eng: when she notices that a pupil is chewing gum, she becomes very angry].

*T-B: to ["] I'd rather ["]+ EVI!

%eng: it's not here.

[}%eng: when she notices that a pupil is chewing gum, she becomes very angry].

*F-P: δεν είναι εδώ.

%eng: it's not here.

*GIO: eh. I'd rather.

*T-B: 0χι.

%eng: no.

*F-P: δεν είναι εδώ.

%eng: it's not here.

[T-B is about to explain something about the expression ["] I'd rather["]]

*T-B: to ["] I'd rather ["]+ EVI!

*EVI: optaxe.

%eng: it's not here.

[}%eng: when she notices that a pupil is chewing gum, she becomes very angry].

*T-B: 0χι.

%eng: it's not here.

*F-P: δεν είναι εδώ.

%eng: it's not here.

[T-B is about to explain something about the expression ["] I'd rather["]]

*F-P: δεν είναι εδώ.

%eng: it's not here.

[T-B is about to explain something about the expression ["] I'd rather["]]

*F-P: δεν είναι εδώ.

%eng: it's not here.

[T-B is about to explain something about the expression ["] I'd rather["]]

*F-P: δεν είναι εδώ.

%eng: it's not here.

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%eng: it's not here.

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*F-P: δεν είναι εδώ.

%eng: it's not here.

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%eng: it's not here.

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%eng: it's not here.

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*F-P: δεν είναι εδώ.

%eng: it's not here.

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%eng: it's not here.

[T-B is about to explain something about the expression ["] I'd rather["]]

*F-P: δεν είναι εδώ.

%eng: it's not here.

[T-B is about to explain something about the expression ["] I'd rather["]]

*F-P: δεν είναι εδώ.

%eng: it's not here.
You are not allowed to see me again.

You have to be punished. I'm telling you!

[T-B hits pen on desk surface].

You know, you never listen to me, you little brat.

[The pupil talks in Greek.]

What were we saying?

[The teacher nominates a pupil with a non-verbal cue.]

*M-P:* Maybe you could ... [sentence formulation].

*T-B:* Bravo. [Sentence formulation].

This is very nice, very friendly and very subtle, eh?

*GIO:* Why don't you try [sentence formulation].

*T-B:* Xa, polu kula.

*GIO:* Yes, very good.

*GIO:* Why don't you try [sentence formulation].

*M-P:* [Sentence formulation].

*GIO:* Why don't you try [sentence formulation].

*T-B:* Xa, pentane kai exi.

*GIO:* And five and six.

Why don't you, bravo.

[T-B nominates one pupil.]

[Some pupils talk in the background in Greek.]

*GIO:* Why don't you try [sentence formulation].

[T-B nominates one pupil.]

You have to have a special way to give advice.

*T-B:* If I were you, bravo.

*M-P:* If I were you [sentence formulation].

*GIO:* Why don't you try [sentence formulation].

*GIO:* Why don't you try [sentence formulation].

*GIO:* Why don't you try [sentence formulation].
I've got to lose some weight.

advise me what to do in one of these ways.

come on.

in the best way possible #.

well, you have to keep in mind our relationship also.

what's the best way to address me.

I need to lose some weight, yes.

[one pupil raises his hand].

why don't you go on a diet.

why don't you start eh why don't you go on a diet, fine.

yes, I've got a terrible headache!

I've got a terrible headache.

I've got a terrible headache, what will you advise me to do.

[another pupil volunteers].

you'd better take an aspirin.

you'd better take an aspirin, right.

I feel very weak today.

I feel very weak, today.

[addresses a pupil] yes!

you'd better stay at home.

you'd better stay at home, that's good, okay,

and Task three, FNI, διαβάσε.

by how she feels advise her on what to do.

yes, okay.

διαβάσε το πρώτο.

read the first.

### koto?

which?

eh would you tell her to stop trying, to relax and take it easy, to go and see a doctor.

hmhm.

okay, what would you tell her to do?

eh to relax and take it easy.

θα το πεις ομοι ι με τροπο+...

but you will say it in a special way...

eh #.

using a good way to+.

you must use one of the advice expressions.

αυτά είναι πολύ σημαντικά σημειώστε τα, τα advice expressions.

these are very important, make a note of these advice expressions.

eh, you should eh relax and take it easy.

yeh, you should relax and take it easy, yes.

and another way?

yes, okay, somebody else?
in what other way would you advise Wanda about the same thing, COS.

*COS: if I were you I would eh relax and take it easy.

*T-B: yes, yes, yes.

now then, eh, if I were you I would relax and take it easy.

[+T-B addresses class once again to set next task].

okay, now ###.

silently prepare orally on page a hundred and twenty four, the role play.

[%COS had his hand up],

*COS: if I were you I would relax and take it easy.

*T-B: yes, yes, yes.

now then, eh, if I were you I would relax and take it easy.

[+T-B addresses class once again to set next task].

okay, now ###.

silently prepare orally on page a hundred and twenty four, the role play.

[%COS had his hand up],

*COS: if I were you I would relax and take it easy.

*T-B: yes, yes, yes.

now then, eh, if I were you I would relax and take it easy.

[+T-B addresses class once again to set next task].

okay, now ###.

silently prepare orally on page a hundred and twenty four, the role play.

[%COS had his hand up],

*COS: if I were you I would relax and take it easy.

*T-B: yes, yes, yes.

now then, eh, if I were you I would relax and take it easy.

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*COS: if I were you I would relax and take it easy.

*T-B: yes, yes, yes.

now then, eh, if I were you I would relax and take it easy.

[+T-B addresses class once again to set next task].

okay, now ###.

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*COS: if I were you I would relax and take it easy.

*T-B: yes, yes, yes.

now then, eh, if I were you I would relax and take it easy.

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okay, now ###.

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*COS: if I were you I would relax and take it easy.

*T-B: yes, yes, yes.

now then, eh, if I were you I would relax and take it easy.

[+T-B addresses class once again to set next task].

okay, now ###.

silently prepare orally on page a hundred and twenty four, the role play.

[%COS had his hand up],

*COS: if I were you I would relax and take it easy.

*T-B: yes, yes, yes.

now then, eh, if I were you I would relax and take it easy.

[+T-B addresses class once again to set next task].

okay, now ###.

silently prepare orally on page a hundred and twenty four, the role play.

[%COS had his hand up],

*COS: if I were you I would relax and take it easy.

*T-B: yes, yes, yes.

now then, eh, if I were you I would relax and take it easy.

[+T-B addresses class once again to set next task].

okay, now ###.

silently prepare orally on page a hundred and twenty four, the role play.

[%COS had his hand up],

*COS: if I were you I would relax and take it easy.

*T-B: yes, yes, yes.

now then, eh, if I were you I would relax and take it easy.

[+T-B addresses class once again to set next task].

okay, now ###.

silently prepare orally on page a hundred and twenty four, the role play.

[%COS had his hand up],

*COS: if I were you I would relax and take it easy.

*T-B: yes, yes, yes.

now then, eh, if I were you I would relax and take it easy.

[+T-B addresses class once again to set next task].

okay, now ###.

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[%COS had his hand up],

*COS: if I were you I would relax and take it easy.

*T-B: yes, yes, yes.

now then, eh, if I were you I would relax and take it easy.

[+T-B addresses class once again to set next task].

okay, now ###.

silently prepare orally on page a hundred and twenty four, the role play.

[%COS had his hand up],

*COS: if I were you I would relax and take it easy.

*T-B: yes, yes, yes.

now then, eh, if I were you I would relax and take it easy.
καὶ ποιὰ εἶναι?
800  %eng: and which are they?
801  well, ["] I see ["]. ["] I understand ["]. ["] another thing ["]. ["] tell me something ["].
802  ["] by the way ["], etcetera.
803  okay.
804  δύο λεπτά χρήσιμα.
805  %eng: two minutes quickly.
806  [%there is an instant commotion]
807  *T-B: θα σηκώσετε χέρια, ξενάγησεις πάντως πολλούς!
808  %eng: you will raise hands in pairs xx in the roles.
809  ssss!
810  [%some pupils chat in Greek and there's talk about a party. others begin working on their dialogue: five pupils are on their own. time on task: 1.17 sec].
811  *T-B: are you ready?
812  *M-P: yes!
813  [%noise (0.34 sec)].
814  *T-B: τι συμβαίνει?
815  %eng: what's the matter?
816  *M-P: [%spontaneous] τιποτά.
817  %eng: nothing.
818  *T-B: τι τιποτά?
819  %eng: what nothing?
820  okay!
821  come on.
822  [%three pairs of pupils volunteer to read out their dialogues].
823  *T-B: okay, σας ακούμε, λοιπον!
824  %eng: okay, we're listening, so!
825  okay.
826  stop now for a while, and listen to your friends here.
827  [%a first pair of girls begins to read, the rest of the class appears inattentive].
828  *F-P: eh ## eh ##.
829  *T-B: δοντάτα.
830  %eng: loudly.
831  sss!
832  *F-P: you know xxx.
833  *F-P: why ehh why are you say ## like that.
834  *F-P: you are only twenty years old, and eh you have already bring succes+ successful in your career.
835  *F-P: eh well, as a matter of fact, but success eh is not a difficult xxx.
836  *T-B: sss!
837  *F-P: I agree with that but, eh you wouldn't say that if you ## if you knew my problem.
838  *F-P: eh, what do you mean?
839  *F-P: you know I want to make a care+ a career in sports,
840  but my parents want me to become a doctor instead of that.
841  *F-P: well, it's a big problem+ problem, very difficult xxx.
842  *F-P: eh, what would you do if you were in my shoes?
843  *F-P: eh, I will eh get someone to talk to my parents+...
844  *T-B: I would get someone to talk to my parents.
845  I would have someone talk to my parents, bravo.
846  *F-P: you know, Walter, I have already done that.
847  *F-P: well, why don't you try to talk to them and tell them (the truth) that you are xxx.
848  *T-B: bravo, πολύ καλά.
849  e, καὶ ἀφετές εκφράσεις, ["] as a matter of fact ["]. [%] to tell you the truth καὶ λοιπά.
850  %eng: very good, and quite enough expressions ...etcetera.
851  [%at this point T-B allocates homework]
852  θέλω να προχωρήσουμε καν εκείς χρόνο θ' αδησω καὶ αλλούς.
853  %eng: I want us to proceed and if we have time I'll let others.
γράψτε μερικές συμβουλές για τις οποίες θα γράψετε συμβουλές στο σπίτι.
write down some situations for which you will write advice at home.

σημειώστε, give advice on the following situations.

γρήγορα xxx.

%eng: quickly.

προσέξτε κατι, για τη καθε περιπτώση, για τη καθε συμβουλή, καταλάβαμε?
%eng: pay attention, for each situation you will give advice in a different way,

have we understood?

*Μ-P: yes.

*Τ-B: οχι την ίδια εκφραση, να εξασκησουμε ολες,
%eng: not the same expression, we must practise them all.

*Μ-P: [a pupil raises her hand].

%eng: give advice on the following situations, xxx.

%eng: quickly.

%eng: pay attention, for each situation you will give advice in a different way,

%eng: not the same expression, we must practise them all.

%eng: quickly.

%eng: pay attention, for each situation you will give advice in a different way,

%eng: not the same expression, we must practise them all.

%eng: quickly.

%eng: pay attention, for each situation you will give advice in a different way,

%eng: not the same expression, we must practise them all.

%eng: quickly.

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%eng: not the same expression, we must practise them all.

%eng: quickly.

%eng: pay attention, for each situation you will give advice in a different way,

%eng: not the same expression, we must practise them all.

%eng: quickly.

%eng: pay attention, for each situation you will give advice in a different way,
My car won't start, will not.

[M-P: κατακρατήστε το σκηνικό, αυτή η πρόταση.
%eng: miss, the sentence is wrong.
*T-B: μου είπες;
%eng: why?
*M-P: είπες;+
%eng: because.
*T-B: δεν παρέμεινε μπρος.
%eng: it doesn't start.

οχι, ισως, είναι εκφράση, είναι εκφράση.

no, just so, it's an expression, it's an expression.

οταν το λένε σε τον εννοούνε δεν παρέμεινε μπρος με τιποτα.
%eng: when they say this they mean it doesn't start with anything.

it won't start.

και λέξη σημαίνει, ετσι δίπλω o Sxxx, δε θα παρέμεινε μπρος.
%eng: word for word it means, Sxxx is right, it will not start.

δε θα παρέμεινε μπρος.
%eng: it will not start.

ελληνική σκηνική στοιχεία πολλα είναι, δε παρεμείνε μπρος με τιποτα.
%eng: what is the exact Greek equivalent - it doesn't start with anything.

it won't start.

ε;?

αντιτιμοεική εκφράση+...

%pupils mumble].

[393] %eng: this expression

σημειώστε το, ε, oταν επιμνηω κατε ας ποιμε δεν γινεται ετσι,
%eng: make a note of it, when, let's say, something doesn't work

it won't start, και σημαίνει, οχι δεν παρεμείνε!

δηλωθε κατα λέξη σημαίνει δε παρεμείνε.

ομοιατικα δεν εκφραστομε se epipedo lexeon.
%eng: so, word for word it means it will not start.

ομοιατικα δεν εκφραστομε se epipedo lexeon.
%eng: but we never translate at the level of words.

εκφραστικα εν πασει περιπτωσει ε;
%eng: we translate at a level of meanings and equivalents,

εκφραστικα εν πασει περιπτωσει ε;
%eng: often cultural ones, expressive ones, in any case.

εμεις λεμε δεν παρεμείνε μπρος με τιποτα.
%eng: we say it won't start with anything,

για να εκφρασομε αντι την εννοηση και την επιμνηω θα ικε θα και...#
%eng: to express this intensity and this persistence,

it won't start, and...

και I need to lose some weight.
%eng: the next page, the extra [''] Dilemma and Decision [''].

and [''] I need to lose some weight [''].

*F-P: I?
*T-B: I need to lose some weight.

I need to lose some weight.

ελα.

%eng: come.

λοπον!

%eng: now!

για να δουμε τώρα.

%eng: let's see now.

%reads] Ruth Randalls has just heard that she has been accepted by the School of Medicine
at the University of her area.

come is to telikia these to connect with a city or cut of the Istory.

girl who finally wants to do sports but her parents Medicine.
has been accepted by the department of Medicine.
but she has also come first in an international sports meeting.

can take part in the Istory School of the Department.

%eng: I
*T-B: Eyco
*M-P: advise her and
come.
%eng: yes, what each
pick too
*M-P: and
%reads
(COS:
%reads
(b).
%eng: this
to
each
%eng:

now look.

%eng: e
\text{(a), (b), (c), (d), three different roles}

%eng: three or four?

%eng: eh+ four different roles, which you will present

%eng: now that I will put you into groups.

%eng: you're going to be+ to+ to have some group work.

%eng: each one in the group will take a role to express.

%eng: and all four together will make up the dialogue, right, between... these people.

%eng: quickly let's read (a), FOT, or rather DEM read (a).

[DEM reads the instructions aloud].
%eng: you cannot decide what to do.

to become a doctor or to xxx.

(discuss) your problem and ask for advice.

%eng: to (b).

%eng: you are Ruth's+ you are Ruth's PE, physical education, teacher.

COS.

%eng: you think she is a (diligent person) but also an excellent athlete.

advise her to (justify her) opinion.

%eng: what each person says you will express

%eng: yes, in a spoken dialogue with a question and an answer.

(c), [%reads] elder brother or sister, ah ## elia!

 [%T-B nominates a pupil who has his hand up].

%eng: and [%reads] (d) a friend of Ruth's #.

%eng: come.

%eng: come.

%eng: you are a friend of Ruth's who has bee+ who has become a professional

eh volley ball player while your father wanted you in his business.

%eng: advise her and justify your opinion.

%T-B: is speaking at breakneck speed).

%T-B: eh to be+ to cut each... one too different roles of +

sas.

%eng: I will put you into fours, you will distribute the roles amongst yourselves.
proseże te paidiea, mēn aπodižete oti to group work

%eng: beware, children, don't prove that group work
eiνai aθuneto na ginen mez' ti tēzi, ḏeladē mē xalasion te koσmo,

%eng: is impossible to do in class, in other words, don't bring the place down

θa te diækoumwe ametos kai tha melnai ekei.

%eng: we will stop it immediately and it will be left right there.

loupov, xoumwe kai ti kuri episkēptiria

%eng: so, we also have the lady visitor.

na te proe+ na kane te pente LPETNA na te φτιαζête,

%eng: prepare+ take five minutes to do it,

ka allia pente lepta μεχρι na xuptpei,

%eng: and another five minutes until the bell rings,

na to prolaboumwe na to pumie kiaolas.

%eng: so that we manage to say it+...

[one pupil protests].

*M-P: (ki amia) xuptpei?

%eng: (and if) it rings?

*M-P: pente lepta de etanovn, kuriα.

%eng: five minutes are not enough, miss.

*T-B ignores the protests].

%eng: I will divide you into fours and you will distribute the roles,

dai θa toux etoimaste toux diako lawmakers, poios de katαloβe?

%eng: and prepare the dialogues, who hasn’t understood?

loupov, oi tesperes, oi treis, oi treis.

%eng: so, the four of you, three, three.

enαs (θa kanei) duo rolouvs.

%eng: one will do two roles.

oi tesperes, esou STA, ta duo thraνeia.

%eng: the four of you, you STA, the two desks.

me poious thelete na ergasiaite?

%eng: who do you want to work with?

eses te kante kai oi pe+e na[!] (kai oi tesperes).

%eng: you five+ yes[!] (and you four).

ka eses tesperes, ka eses treis.

%eng: and you four, and you three.

ela, γηγηρασια!

%eng: come, quickly!

kataλαβαται?

%eng: have we understood?

[there is no response from the class. T-B divides the class

using eye contact and hand gestures. gradually increasing commotion].

eh, na sox paw!

%eng: eh, let me tell you!

esov mporeite+ poaidia, poaidia!

%eng: if you can+ children, children!

muσo leπto!

%eng: one moment!

%eng: replies to an inaudible query in Greek].

%eng: written and hands up.

*M-P: emes oi duo ti θa kauνouμε?

%eng: what are we two going to do?
1081 *T-B:  σχι δύο, οι τεσσερείς ελάτε εδώ.
1082  %eng:  not two, you four come here.
1083  %eng:  σχι, τα παιδιά αυτά θα δουλέψουνε εδώ [!] xxx μαζί με το ΝΙΚ και τον ΑΝΤ
1084  όπως μπορείτε.
1085  %eng:  no, these pupils are going to work here together with NIK and ANT as well as you can.
1086  εσείς οι τρεις!
1087  %eng:  you three!
1088  στα χρόνια των τριών, ενας θα ετοιμάζει δύο ρολούς!
1089  %eng:  in the groups of three, one will do two roles.
1090  %eng:  θα περάσω να ακούω Αγγλικά, ε?
1091  %eng:  I will come round to hear English, hey?
1092  %eng:  θα περάσω να ακούω Αγγλικά σας πιο ομιλάς;
1093  %eng:  I will come round to hear English from the groups!
1094  [%grand commotion. T-B answers a few individual queries].
1095  *T-B:  παιδιά λίγο πιο χαμηλά!
1096  %eng:  children, a little bit lower!
1097  [%T-B repeatedly bangs something on the desk to impose order].
1098  ssss!
1099  %eng:  we talk but we talk at low volume.
1100  %eng:  please.
1101  %eng:  παρακαλώ.
1102  %eng:  please.
1103  %eng:  θα χωρά παρα πολύ αν την εχετε ετοιμή πριν χτυπήσει το κουδουνί.
1104  %eng:  I'll be very happy if you have it ready before the bell rings.
1105  *M-P:  σε τρεια λεπτα χτυπάει κυρία!
1106  %eng:  it rings in three minutes, miss!
1107  *T-B:  εντάξει, γνετά xxx !
1108  %eng:  okay, it's possible!
1109  *M-P:  κυρία!
1110  %eng:  miss! to have a dialogue between these four?
1111  *T-B:  να!
1112  %eng:  come let's make it!
1113  διαλογο μεταξύ αυτών των τεσσερών!
1114  %eng:  yes! a dialogue between these four!
1115  *F-P:  can I xxx ?
1116  [%confusion (0.17 sec)].
1117  *T-B:  ελα μη χαζέμετε, δεν είναι δυσκόλα!
1118  %eng:  come don't dawdle, it's not difficult!
1119  [%to individual] κυρία!
1120  %eng:  quickly!
1121  *M-P:  [%to classmate] ελα κι εσύ μπροστά xxx !
1122  %eng:  you come to the front too!
1123  *M-P:  κυρία!
1124  %eng:  miss!
1125  να καθησου μπροστά?
1126  %eng:  can I sit in front?
1127  [%M-P moves to the front].
1128  *F-P:  [%to classmate] δε έρεις να διαλέξης, να κανείς την ασκήση ## .
1129  πρέπει να πεις το πρόβλημα σου σε μας, και να+ να μας ρωτήσεις για+
1130  γα συμβουλή.
1131  %eng:  you must tell us your problem, and ask us for+ for advice.
1132  [%the group next to me talk in Greek. a girl asks my name. much unintelligible talk].
1133  *T-B:  ελάτε να προελαμβανούμε!
1134  %eng:  come let's make it!
1135  [%the bell rings]
1136  damn!.

544
1137  *F-P:  να τι κανούμε σπίτι;!
1138  %eng:  should we do it at home?
1139  *T-B:  οχι!
1140  %eng:  no!
1141  *M-P:  [%overlap] xxx σπίτις?
1142  %eng:  home?
1143  [%pupils leave the class noisily].
1144  @End
3. ATHLETIC EVENTS

THE TASK

With the help of your teacher, choose the right term for each athletic event and write it below each photograph.
4. THE "OUTSIDER"

INFORMATION
Wanda Coil is a young runner who is preparing herself for the European finals. She's talking with her good friend Daniel, who is also an athlete, though not as famous as Wanda.

ADVICE EXPRESSIONS

1. Have you ever thought about ..........................................................
2. ...........................................................................................................
3. ...........................................................................................................
4. ...........................................................................................................

Would you tell her –to stop trying? 
- to relax and take it easy? 
- to go and see a doctor?
6. DILEMMA AND DECISION

INFORMATION
Ruth Randels has just heard that she has been accepted by the school of Medicine at the University of her area. She has also won the first medal in an international sports meeting.

You are Ruth Randels. You cannot decide what to do: to become a doctor or to start a career in sports. State your problem and ask for advice.

You are Ruth’s P.E. (Physical Education) teacher. You think she is an intelligent person but also an excellent athlete. Advise her and justify your opinion.

You are Ruth’s elder brother or sister and you entered the school of Medicine the previous year. Advise her and justify your opinion.

You are a friend of Ruth’s who has become a professional volley-ball player while your father wanted you in his business. Advise her and justify your opinion.
Appendix Q3 / Lesson C

@Begin
@Participants: T-C Teacher, M-P unidentified Male Pupil, F-P unidentified Female Pupil,
M-1 Pupil, M-2 Pupil, M-3 Pupil, M-4 Pupil, M-5 Pupil, M-6 Pupil,
M-7 Pupil, F-1 Pupil, F-2 Pupil, F-3 Pupil, F-4 Pupil, F-5 Pupil, F-6 Pupil,
F-7 Pupil, HAN Pupil, MOY Pupil, MOA Pupil, TEO Pupil, TOT Pupil,
ANI Pupil, ELE Pupil, PAN Pupil, MEN Pupil, MOS Pupil, MPO Pupil,
SOF Pupil, MIC Pupil, STF Pupil, EUT Pupil, MIN Pupil, FOT Pupil,
HAN Pupil, TEO Pupil, LLL Pupils;
@Location: School #2, Patra, Greece
@Situation: English Lesson 2
@Date: 14-APR-1994
@Time Duration: 14:25-14:55
@Warning: the data has been double-checked.
@Comment: in terms of official participation, this lesson was organised so that pupils
took a turn one after the other in their seating order. this means that only one individual
was interacting with the teacher at any one time. there is much talk and commotion (1.20 sec), so many exchanges between teacher
and pupils are unintelligible.

*T-C: [%unintelligible].
*LLL: de tleixwstame!
%eng: we didn’t finish!
%eng: we didn’t finish, miss!
*T-C: (μας) εξουν μετα κατα προτοσεις+... λοιρουν εξουμε να κανουμε καποιες xxx.
%eng: there are some sentences left over so, we have to do some xxx.
%eng: we have to do xxx.
[T-C: [%pupils are laughing, talking, shouting. T-C raps her pen on the desk for order].
%eng: stop!
%as the noise subsides for a moment, T-C nominates a pupil to do something].
%eng: come.
*T-C: [%reads] Bruce spends eh money+...
*T-C: [%reads] Bruce spends money+...
*F-1: voi eh #.
*LLOL: on.
*T-C: on water+...
*F-2: ["] water einai vepo edo?
%eng: is ["] water water here?
*T-C: spends on[!] water.
*F-1: on clothes.
*M-P: [%overlap] on clothes.
*T-C: on clothes+...
*F-1: and drink.
*T-C: xxx (on drink) ti stiματεντ?
%eng: what does xxx (on drink) mean?
[T-C: [%pupils shout out].
*F-P: xxx!
%eng: miss, we didn't learn it
55  %eng: miss, it's the seventh hour!
56  *T-C: sss!
57  *F-2: [%reads] go ehm, xxx in that door and mister Morgan will be you paula
58  %eng: who's saying?
59  *F-2: eho.
60  %eng: me.
61  *T-C: [%reads] go # that door on the right and mister Morgan will be paula you paula
62  a minute.
63  *F-2: will be with you in a minute.
64  *T-C: go to ['"] that door ['"] pou pai ?
65  %eng: where does ['"] that door ['"] go?
66  *F-P: through.
67  *T-C: that door # on the right, and mister Morgan will be+...
68  *F-2: with you in a minute.
69  *T-C: telenutat.
70  %eng: last one.
71  sss!
72  [%someone interrupts to ask for a chair, a terrific commotion erupts where pupils
73  are shouting at each other from one side of the room to the other.
74  some pupils shout at a classmate, telling him that they do not have a chair to sit on].
75  *M-P: Παπασταυρου!
76  Παπασταυρου, δεν εχουμε!
77  %eng: Papastavrou, we haven't got one!
78  αλλη μια, αλλη μια!
79  %eng: another one, another one!
80  τη ξαναπαιρνεταις μετα.
81  %eng: you can take it back afterwards.
82  *T-C: sss!
83  *LLL: [%unintelligible].
84  *T-C: σταματα!
85  %eng: stop it!
86  *M-P: την εντ \\
87  %eng: DIM.
88  %eng: DIM went.
89  *T-C: καλα εκανε!
90  %eng: he did fine!
91  λοιπον ελα.
92  %eng: so come.
93  [%unintelligible talk].
94  *F-P: την εικατ?
95  %eng: number eight?
96  *F-P: μεχρι τη γραμμη?
97  %eng: up to the line?
98  *T-C: τη τελευτα.
99  %eng: the last one.
100  *F-P: αυτη?
101  %eng: this one?
102  *F-P: τι ειναι αυτο?
103  %eng: what's that?
104  *T-C: αι σι σι?
105  %eng: ICI?
106  α, το ονομα της εταιριας.
107  %eng: ah, the name of the company.
I can't be the manager of a large firm.

It says, "I can't be the manager of a large firm."

dash good qualifications.

Dash good qualifications.

"I can't be the manager of a large firm, ICI"

good qualifications.

"I can't be the manager of a large firm like CI+ ICI without good qualifications."
that he should buy a copy of Shakespeare's Julius Caesar.

I should buy a copy of the second one, sss!

I should buy a copy of ehh+.

I shall buy a copy.

[I should buy+]

I shall[t!] buy a copy xxx.

[xxx λοιπον, δευτερο, sss!]

so, the second one, sss!

eh mister Greenslade [*] eh told hi+ told him that+/

Greenslade /grinslAd/ = Greenslade /grinsled/

mister ποτος?

mister who?

miss!

greenslade.

greenslade.

Katerina!

eh told him that the classes+/

[classes in English were once a week+...]

[the pupil cannot be heard reading above the commotion].

[eh told him that the classes+/

[classes in English are+...]

[the classes in English are+...]

[are on+...]

[sss!]

[eh the classes in English #.]

[the classes in English are+...]

[are once a week on eh Tuesdays and eh the economics are on xxx.]

Mary said that she didn't want anything but Sheila said+.

but Sheila said that she would eh+.

[}%overlap] that she would have another cup of coffee.

and a cream doughnut.

[}%overlap] and a cream doughnut.

what must I do with it?

να το βιάλεις στον ευθύ λογο σαυτο.
**%eng:** put it in direct speech.

*M:* I don't want anything.

*M-P:* eh. I want another cup of coffee and a cream doughnut.

*F-P:* I would have[!] a cup of coffee.

*M-P:* I would have.

*T-C:* I have[!] another ## cup of coffee and a cream doughnut.

*MOS:* κυρία να πο.

**%eng:** miss, shall I say?

*T-C:* yes.

*MOS:* ehh, [I%%reads] xxx said that she was studying cookery.

*[the pupil has jumped a sentence but it is not noticed]*

Mary said that she was studying.

*M-P:* Mary said that she was studying cookery.

*T-C:* Mary said that she was studying cookery.

*MOS:* να πο στον ευθ?%

**%eng:** shall I say it in direct (speech)?

*T-C: I am studying.

*MOS:* I # I am studying eh+...

*T-C:* I'm studying.

*MOS:* I'm study cookery.

*T-C: cookery.

*[T-C allocates the next speaker in the row]*

ελα, γρηγορα.

**%eng:** come, quickly.

*M-6: [%reads] arthur wanted to know whether her course was interesting.

*T-C: πως?

**%eng:** what?

*xxx ξαναδιευκοτο.

**%eng:** read it again.

*M-6: [%reads] Arthur wanted to know whether her course was interesting.

*T-C: πολυ φορο μου περιε xxx.

**%eng:** you've picked up too much speed.

*F-P:* ξαναπερετο.

**%eng:** say it again.

*T-C: ["]Arthur wanted to know whether her course was interesting ["],

διαβασε ομορφα κι ας τα γελα!

**%eng:** read nicely and cut out the laughter!

*[T-C raps pen on desk]*

**%eng:** come, finish (with it)!

*xxx τελειωνει!

**%eng:** come, finish (with it)!

*M-6: I want to know eh whether the course was+

*T-C: xxx πως τοπε.

**%eng:** xxx how he said it.

*xxx ειναι το+ τα μαθηματα ενδιαφεροντα.

**%eng:** xxx that lessons are interesting.

*[T-C reprimands a pupil]*

ZAX[!], xxx, right?

*M-6: eh is the course interesting.

*T-C: is the course interesting xxx.

[" is your course interesting ["] xxx.
Mary said that she had to learn to cook because now she is getting married soon. Sheila said that she was trying to get her weight down. I am trying to get my weight down. I have to learn to do (cook) now because I am getting married soon.

Sheila said that she was trying to get her weight down. I am trying to get my weight down. I am trying to get my weight down. I want to meet you! do you want to meet him? to meet him at the College and have a drink with him.

After the class. There is some talk about the indirect speech. T-C proceeds to hand out a new photocopy, in Greek she tells some pupils to sit down, unintelligible talk (1.12 sec).

Whatever the text says.

Whatever the text says.

Are you afraid to sit child? Here, miss, sit! Here, miss, here!

Come let's read!
 [%raps pen on desk].
339 sss!
340 [%T-C addresses a pupil].
341 γινει μπροστα σου!
342 %eng: turn to the front of you.
343 δε κοιτανε (περα).
344 %eng: they [=people] don't look over there.
345 sss!
346 *SOF: [%reads] one evening xxx was sitting+...
347 *T-C: sss!
348 MAR γινει μπροστα σου!
349 %eng: MAR turn to the front of you!
350 *SOF: [%reads] in Mrs Harrison's sitting room+...
351 *T-C: sitting room.
352 *SOF: [%reads] and watching a quiz programme on television.
353 in a quiz programme members+/
354 [%T-C reprimands a group of pupils].
355 *T-C: xxx στουμεπτε.
356 %eng: xxx stop it.
357 *SOF: [%reads] are invited to answer xxx on various xxx.
358 *T-C: various subjects, sss.
359 *SOF: [%reads] in this particular programme, the quiz+/
360 *T-C: [%overlap] the quizmaster.
361 *SOF: [%reads] asks+/
362 *T-C: [%overlap] asks three questions.
363 [%the class quietens down].
364 *SOF: [%reads] if the conten+ ch+/
365 *T-C: contestants # answer.
366 *SOF: [%reads] answers the three questions correctly+...
367 *T-C: [%overlap] correctly+...
368 *SOF: [%reads] then the cor(rec)tor+/
369 *T-C: contestant.
370 chooses.
371 *SOF: [%reads] chooses a nember+ number between # +/
372 *T-C: one and ten.
373 *SOF: [%reads] one and ten.
374 *T-C: λοιπν.
375 για στουμεπτε SOF να πωμε τις λεξεις.
376 %eng: just stop SOF so that we can say the words.
377 [%pupils immediately begin to call out unknown words].
378 *LLL: contest xxx.
379 *LLL: contestant.
380 public.
381 *M-P: xxx.
382 *T-C: το contest ειναι o # o διαγωνισμος.
383 %eng: contest is a competition.
384 contestant ειναι xxx παιδει υμερος στο διαγωνισμο.
385 %eng: contestant is xx takes part in a competition.
386 αλλα.
387 %eng: what else.
388 MPO?
389 next.
390 *MPO: quizmaster?
391 *T-C: quiz ειναι το # # ειναι ερωτησεις αυτα που βλεπετε στη τηλεοραση καθε μερα.
392 %eng: quiz is the+ is questions, the ones you see on television every day.
393 *LLL: xxx.
394 *T-C: quiz+ quizmaster ειν αυτος που κανει το διευθυντη, διευθυνει.
395 %eng: quizmaster is the one who does the manager, who manages.
396 %eng: ["] on various subjects ["]. (τι εξέτασε ο γιος του?
397 %eng: ["] on various subjects ["], what don't you know.
398 *M-P: subjects?
399 *T-C: sss[!], τι είναι το various?
400 %eng: what's ["] various.
401 *F-P: ποιητικό.
402 %eng: different
403 *T-C: ποιητικό, διαφορά.
404 %eng: various, different.
405 on various subjects, το διαφορά θέματα.
406 [%an unintelligible exchange follows where the teacher asks something
407 and a number of pupils respond spontaneously. T-C gets the next pupil to continue
408 with the reading, the class quietens down.]
409 *F-P: [%reads] for each number there is a different prize.
410 *T-C: sometimes the prizes are worth a lot of money, and sometimes they xx something #++...
411 *T-C: worthless.
412 *F-P: worthless, like an empty # +/.
413 *T-C: matchbox.
414 *F-P: wxxkbox+/
415 *T-C: matchbox[].
416 *M-P: matchbox.
417 *F-P: matchbox or an old shoe.
418 *T-C: [%overlap] or an old shoe.
419 [%some chuckling is heard].
420 *F-P: [%reads] Arthur, eh+/
421 *T-C: ssss.
422 *F-P: [%reads] mister Harrison+ missis Harrison and mister (Midges)+/
423 *T-C: Smithers.
424 were watching.
425 *F-P: [%overlap] were watching an young way #.
426 *T-C: a young man.
427 *F-P: [%reads] a young man answer+/
428 *T-C: [%overlap] answer # some questions.
429 *F-P: [%reads] first of all he was (asked) what the capital of Scotland was.
430 *T-C: [%overlap] Scotland was.
431 *F-P: [%reads] the+ this was a very # easy question, of course+...
432 *T-C: [%overlap] easy question of course+...
433 *F-P: [%reads] and the contestant+/
434 *T-C: contestant.
435 *F-P: [%reads] answered that it was (tiling) [%reads] +/.
436 *T-C: it was Edinburgh [*]!
437 %err: Edinburgh /Edinburgh/ = Edinburgh /Edinb6r6/
438 it was Edinburgh.
439 *LLL: xxx.
440 [%background chatter continues in the side rows].
441 *T-C: Edinburgh, Εδιμβούργο!
442 xxx για σταματά, για σταματά.
443 %eng: just stop, just stop.
444 [%unintelligible].
445 διαμοσε ας το ["] (enigma).
446 %eng: read until ["] (enigma).
447 *M-P: matchbox?
448 *T-C: matchbox, το κοντι με σπίρτα.
449 *F-P: matchbox, a box of matches.
450 *F-P: worth.
451 *T-C: αυτο θα λέμε πως ε+ που εχουνε xxx, ssss !
these that we say have...
he said that this was[!] his lucky number.

%reads] the quizmaster opened the envelope+...

*F-3: ehh, μετά τι λετε?
%eng: then what do you say?

*the pupil is having difficulties in reading the teacher's handwriting].

*T-C: πότε?
%eng: what?

*T-C: marked number seven.

*F-3: [%reads] marked number seven and told him that eh+/

*T-C: [%overlap] told him.

*F-3: [%reads] he had won the # tro+...

*T-C: treasure [*].

%err: treasure /tReur/ = treasure /tReZ6/

*F-P: chest.

*T-C: chest.

*F-P: to επεξε.

%eng: you said it.

*T-C: [%reads] which.

*F-3: eh [%reads] which eh contained eh two hundred pounds.

*T-C: [%overlap] two hundred pounds.

λοιπον ος εκει.

so up to there.

[unintelligible talk (0.16 sec). T-C raps pen on desk repeatedly].

*T-C: ποιες λέξεις (σας είναι αγνωστές) οπως το διαβάζει.

%eng: which words (are unknown to you) as she read it.

*F-P: to ['] chest τι είναι?

%eng: what's ['] chest?

*M-P: to chest.

*T-C: treasure chest.

*LLL: marked.

θησαυροφυλάκιο.

*M-P: σεντουκι, κυρια.

%eng: trunk, miss.

*T-C: treasure chest [!].

θησαυροφυλάκιο, εκεί θησαυρο μέσα.

%eng: it has treasure inside.

*LLL: marked.

*F-P: μαρκ(αριστε)μένο.

%eng: it has marked.

*LLL: marked.

*F-P: μαρκ(αριστε)μένο.

%eng: marked.

*F-4: [%reads] missis Harrison then asked Arthur why he didn't go eh in for one of these quizzes.

*F-4: [%reads] missis Harrison then asked Arthur why he didn't go eh in for one of these quizzes.

%eng: we continue.

%eng: stop.

on a piece of paper.

%eng: I'm listening.

%T-C reprimands one of the pupils].

HAN, θα τελειωσεις τορα;
566 %eng: HAN will you finish now?
567 *HAN: μολύστα.
568 %eng: yes.
569 *T-C: δε πιστεύω.
570 %eng: I don't believe it.
571 [%] application, τι σημαίνει?
572 %eng: what does [%] application mean?
573 [%] application for entry [%].
574 *F-P: application?
575 *T-C: απχή!
576 *M-P: συμμετοχή.
577 *T-C: συμμετοχή.
578 [%] the quiz was put on the screen[!][*], τι είν αυτο το [%] screen?
579 %eng: what is this [%] screen?
580 *LLL: οδηγή!
581 *T-C: ["] Arthur, και λοιπα.
582 %eng: ["] Arthur, etcetera.
583 *M-P: προχώρουμε.
584 %eng: we continue.
585 %eng: what is this ["] screen?
586 [%reads] then he got out [%reads]+...
587 *M-P: xxx.
588 *T-C: ssss!
589 *F-5: [%reads] then he got out his writing eh pad, and wrote a letter.
590 a week or two later, a ##.
591 *T-C: a letter.
592 *F-5: [%reads] a letter with a Bir+ # +/.
593 *T-C: Birmingham.
594 *F-5: [%reads] Birmingham+ # ham postmark, arrived at ah+...
595 *T-C: postmark, arrived at twenty one.
596 *F-5: [%reads] at twenty one Gladstone #.
597 *T-C: Gladstone avenue.
598 *F-5: [%overlap] avenue.
599 [%reads] missis Harrison asked Arthur what (he) was.
600 *T-C: ssss!
601 *F-5: [%reads] arthur opened it and told her that she had been invited to take part in the quiz
602 the following Friday.
603 *T-C: [%overlap] in the quiz the following Friday.
604 *F-5: [%reads] missis Harrison asked him if he could go
605 and he told her that he certainly xxx.
606 *T-C: he certainly would.
607 *LLL: λοιπα.
608 %eng: so.
609 %eng: I'm listening.
610 *F-P: writing pad.
611 *T-C: το σ+ σημειωματαριο, xx που γραφομε πανω.
612 %eng: the notebook on which we write
613 *M-P: postmark?
614 %eng: the notebook on which we write
615 *M-P: postmark?
616 *T-C: postmark είν αυτο που εχει xxx ταχυδρομειου.
617 *LLL: τη σοφρηδα.
618 %eng: stamp.
619 *T-C: αλλο τιποτα (εχετε)?
620 %eng: do you have anything else?
621 *M-P: τη τελευτατα λεζη.
622 %eng: the last word.
[T-C:] "certainly?"
[CxOfbaAttc] [%background chatter increases while T-C begins the next activity, which has to do with reading comprehension questions].

[T-C:] loipov.

[CxOfbaAttc] [%reads] what happens if+ xxxx.

[T-C:] what happens if the contestants answer three questions correctly.

[CxOfbaAttc] [%someone bids for a turn].

[M-P:] κυρια!

[T-C:] παμε με στις ακρωτηρια.

[Eng] we go in a row.

[F-6:] win a+.

[T-C:] he chooses a number.

[F-6:] win a prize ## or (to) ten.

[T-C:] between.

[F-6:] one to ten.

[T-C:] one to ten.

[CxOfbaAttc] [%reads] how many prizes are there in the quiz?

[M-P:] [%reads] for each number there is a different prize.

[T-C:] how many[!] prizes are there.

[Pasos einaí?]

[Eng] how many are they?

[LLL:] ten.

[M-P:] ten.

[T-C:] πας ολοκληρώθηκε προτοστη, xxx.

[Eng] give a full sentence, xxx.

[Eng] sss!

[M-P:] ah, there are ten eh pr+/.

[T-C:] prizes in the quiz.

[CxOfbaAttc] [%reads] do you always win a good prize if you answer three questions correctly?

[M-P:] [%reads] for each number there is a different prize.

[T-C:] how many[!] prizes are there.

[Eng] how many are they?

[M-P:] you don't win a good+ a good prize.

[T-C:] πας?

[Eng] how?

[M-P:] you don't ##?

[T-C:] you don't always win a good price.

[Eng] if you answer three questions correctly.

[CxOfbaAttc] [%reads] is a pound of feathers lighter than a pound of lead?

[F-7:] no.

[T-C:] [%reads] is a pound of feathers lighter[!] than a pound of lead?

[LLL:] no.

[M-P:] they are both the same.

[T-C:] they are the same.

[CxOfbaAttc] [%reads] how did arthur know the address to write to?

[M-P:] [%someone shouts out the answer].

[Eng] it was shown on television!

[T-C:] sss!

[CxOfbaAttc] [%reads] how did arthur know the address to write to?

[MOA:] xxx.

[CxOfbaAttc] [%reads] do you understand what the question is saying?

[Eng] how did he know which address to write to?

[Eng] sss!

[CxOfbaAttc] [%T-C raps her pen on the desk and nominates another pupil].
he had eh saw #...

saw it.
on the application.
on the screen.
on the screen man!

which town did the reply come from?
from eh (write down).

which town did it come from?
which town did the reply...

what is ["] reply I say?

xxx.

ss, πάντε οι άλλοι!

ss, stop it the rest of you!

η αντίκτυπη!

the reply.

η απαντηση[?] ενι' τo reply.

σε ρωταει τωρα, απo ποιο μερος τρας η απαντηση.

it asks you now, which place did the answer come from.

##.
it came.
it came #.
it came from.
it came from?

it says there!
it came from?

it says ["] reply teco?

it asks you now, which place did the answer come from.
it says ["] reply teco?

Birmingham!

αφου λεει xxx postmark.

since it says xxx postmark.

λοιπον, [\%reads] what do they want to know.

[\%T-C raps pen on desk again].

λοιπον, εχω ερωτησεις, sss!

so, I have questions, sss!

xx να τις βαλετε σε πλαγιο λογο.

turn them into indirect speech.

τι θελουν να ζητουν, ["] what's the time?

what do they want to know, "what's the time?".

Peter wants to know what the time is.

tωρo?

now?

εσεις θα βαλετε το προσωπο και θα βαλετε το εσαγωγικο ρημα.

you will give the person and the introductory verb.

["] what's the time ["], sssss!

εκφραστουμε xxx?

do we express xxx?

xxx να τις κοντει στο πλαγιο λογο.

xxx do them in indirect speech.

tο προσω.

the first one.

[\%T-C raps her pen on the desk once again, and tells a pupil where to start.

people are chatting, looking around, wriggling in their seats. turns begin again

from the bottom left row].

[\%reads] what's the time?

eh, Peter wanted +/.

μην αλλαξεις (χρονο).

don't change (tense).

ah!

wanted, eh ## wan+/

["] want, an θα βαλεις ρημα εισαγωγικο σε ενεστωτα δε κανει μετα να αλλαξεις
if you put an introductory verb in the present you can't change it afterwards.

in the past, you will put the past.

κυρία να πω εγώ?

miss, shall I say?

ssss.

κυρία να πω?

miss, can I say?

(να περιμένεις) τη σειρά σου.

wait for your turn.

[†T-C raps pen on desk].

Peter wants to know+

wants to know, what's the time.

what the time is!]

what's the capital of Australia?

[background chatter]

what the capital of Australia was.

what books have you read?

what books I ## I have xxx.

Mary want to know what books I have read.

where is Buckingham palace?

where is Buckingham palace?

george eh+/

george wanted to know where Buckingham palace was.

who's that woman.

who that woman is.

finish back there!!

what did we do?

end it or xxx I'll change the turns!

κυρία δέ μπλησό!

miss, I didn't speak!

στομάτο (λοιπόν) xxx !

so stop xxx!

george wanted to know where Buckingham palace was.

george wanted to know where Buckingham palace was.

eh he wants # to know # who's that woman.

who that woman is.
794 [%reads] how much doe+ is that tie?
795 *M-1: eh he wants to know eh how much that tie was.
796 *T-C: (s)he wanted to know how much that tie was.
797 *M-P: xxx.
798 *T-C: xxx.
799 [%reads] where is Arthur.
800 *M-2: he asked where Arthur was.
801 *T-C: he ['"] wanted to know ['"] λέει, εσύ ['"] asked.
802 %eng: we say ['"] he wanted to know, you [say] ['"] asked.
803 he wanted to know where Arthur was.
804 he wanted to know where Arthur was.
805 [%reads] where are my gloves.
806 *M-3: eh # where are my gloves.
807 *F-P: he wanted to know.
808 *T-C: sss!
809 *M-3: he wanted ## to know where are my gloves.
810 *T-C: where my gloves are.
811 xxx.
812 γυρίστε σαλιδά τώρα.
813 %eng: turn the page now.
814 [%reads] make sentences as in the example.
815 [%T-C reads out the example on the photocopy of how the exercise should be done].
816 [%reads] quizmaster to contest+ contestant, σε ποιον απευθυνεται.
817 %eng: who is he addressing.
818 [%reads] who is the prime minister of France?
819 [%reads] the quizmaster asked the contestant who the prime minister of France was,
820 αυτο σας λέει xxx να τις βοηθεί σε πληροφορία
821 %eng: this tells you xxx to make them into indirect speech
822 αλλά σας λέει ποιος μιλάει και σε ποιον το λέει.
823 %eng: but (also) tells you who is speaking and to whom he is saying it.
824 xxx.
825 sss, # ελλα.
826 %eng: come.
827 *M-1: [%reads] when did you clean # your car.
828 *T-C: ποιος το λέει αυτο.
829 %eng: who says this.
830 *M-1: Jennifer to Arthur.
831 *M-2: Jennifer xxx (Adar) # +...
832 *T-C: Jennifer asked [!] Arthur.
833 *M-2: eh when # eh when (Adar).
834 *F-P: had cleaned+.
835 *M-2: when he eh+...
836 *T-C: when he had cleaned his car.
837 για το διό.
838 %eng: number two.
839 %eng: number two.
840 *STF: [%reads] eh why don't you go to the television eh ##?
841 *T-C: studio.
842 *STF: studio?
843 [%some pupils find it difficult to read the handwriting on the photocopy].
844 *STF: missis+ πα λέει?
845 %eng: what does it say?
846 *T-C: missis Harrison to Arthur.
847 *STF: ah.
848 *T-C: ssss!
849 *STF: missis Harrison asked Arthur eh why, eh he didn't eh+.
850 *F-P: didn't go.

563
T-C: why he didn't go.
STF: he didn't go to the television studio.
T-C: the television studio.
F-P: why he didn't!
[background chatter continues].
T-C: [reads] mister Morgan to Arthur.
F-P: [reads] mister Morgan to Arthur, what qualifications have you got?
T-C: [overlap] have you got?
F-P: eh mister Morgan eh asked Arthur, eh what qualifications, eh he had.
T-C: I have.
I have got.

%eng: number four.
[reads] waiter to customer.
F-P: [reads] waiter to customer, how do you like your steak [*].
err: steak /stlk/ = steak /stek/ ;
T-C: have you got?
F-P: ehm, waiter asked +/
T-C: the waiter asked the +...

%eng: sit properly child!
M-P: kuria, xxx.
%eng: miss, xxx.
T-C: [%T-C gets a pupil to move to the other side of the class].

%eng: you're fidgety with your own clothes, sit down!

%eng: get done with it!
%%laughter
LLL: [unintelligible comments].
T-C: sss!

EUT: how to+ he +...
T-C: how?
EUT: ὡς...%eng: that...
T-C: ἡ ερωτησός xxx ["] how do you like # this steak ["].
T-C: τὸ πεντε.
%eng: number five.
%
T-C: [the sentence is dropped and T-C calls for the next one].
M-P: [reads] Arthur to porter.

e, when does the next train come?
T-C: sss!
M-P: eh Arthur asked the porter eh when did eh the+/
T-C: [reads] Jennifer to Sheila.

where did you buy that dress?
MIN: Jennifer asked Sheila, eh+...

%eng: come on.
 where.
 where.
 where she had bought her dress.

### where.

*F-P: [%reads] missis Harrison to Arthur, what questions ##+...
*T-C: [%reads] what questions did you answer.

### noise level is on a rise. T-C makes an ironic remark about one of the pupils' infantile behaviour. she reprimands a pupil directly].

ssss!

*F-P: eh which questions have xxx.

%eng: does it say "["] Sheila?

*FAN: [%reads] Sheila?
*T-C: [%reads] Sheila to Mary.

**FAN: "["] Sheila tea?
%eng: does it say "["] Sheila?

*T-C: [%reads] Sheila to Mary.

**FAN: [%reads] eh what's your+...

**F-1: [%reads] the conductor+.
*T-C: [%reads] the conductor told the passenger to show him his ticket.

**F-2: [%reads] mister Steele told Arthur not to be late again.
*T-C: ssssss!

**F-3: [%reads] the teacher told the pupils to open their books.
*T-C: ss!

**F-4: eh open+ open+.
*T-C: [%overlap] open your books.

**M-1: [%reads] Bruce told the waiter to bring him some # eh+...
*T-C: wine.

**M-2: [%reads] missis Janes told her little girl not to+...
*T-C: not to cry.

**M-2: not to cry.

*L-L: some wine.

*M-1: some wine.

*F-2: eh bring me ##.
*T-C: some more wine.

*F-2: not to cry.
*T-C: not to cry.

*F-2: not to cry.

COS!
966 *T-C: don't cry.
967 *M-3: [%reads] the referee told eh Fred Merton to get off the field to get off the field.
968 *T-C: ss!
969 για κανένα μεταφράση να καταλαβαίνετε τι διαβάζετε.
970 %eng: just do a translation so you understand what you read.
971 [%taps pen] ss!
972 *M-3: ο διαιτητής είπε στον Fred Marton να φύγει από το # το γήπεδο.
973 %eng: the goalkeeper told Fred Marton to leave the field.
974 *T-C: λοιπον.
975 %eng: so.
976 *M-3: eh #.
977 *T-C: get off the field.
978 *M-3: get off the field.
979 *T-C: οκτώ.
980 %eng: (number) eight.
981 *M-4: [%reads] the quizmaster told the contestant+/.
982 *T-C: xxx.
983 *LLL: xxx.
984 *T-C: [%reads] the quizmaster told the contestant not to be nervous.
985 *M-4: not to be nervous.
986 [%M-4's formulation inaudible].
987 *T-C: ss!
988 *LLL: xxx.
989 *T-C: θα πομε στην άλλη.
990 %eng: we are going to the next one.
991 [%reads] write a sentence with told as in the example.
992 xxx.
993 Arthur to policeman.
994 I live in Gladstone avenue.
995 he told the policeman where he lived.
996 εσείς θα βοηθήσετε την αλλή φορά.
997 %eng: you will put the words [" where, when, what ["], where necessary, so.
998 λοιπον.
999 λοιπον, οκουω.
1000 %eng: so, I'm listening.
1002 *M-5: eh Arthur to Mary #.
1003 *M-P: mister!
1004 *T-C: θα το φτιάξετε την άλλη φορά.
1005 %eng: you will do it next time.
1006 *LLL: Arthur said Mary ##.
1007 *M-P: mister!
1008 *M-5: he had seen+...
1009 *T-C: ποιον είδε χάες!
1010 πές το!
1011 %eng: who he saw yesterday!
1012 say it!
1013 *LLL: had seen!
1014 *M-5: had seen mister William.
1015 [%unintelligible discourse. the bell rings].
1016 @End
Arthur: Yes, you can do what you want.
Voice: Can I come in for it?
Arthur: Yes, you can.
Voice: Are you the Newton?
Arthur: Yes, I am.
Voice: Do you remember me?
Arthur: Yes, I remember you.
Voice: Really?
Arthur: Yes. We used to walk in separate houses at the
Voice: corner.
Arthur: I'll see you tomorrow then.
Voice: Yes, all right. Goodbye.

Tell your friend what these people said.

1) I can't find my coat.
2) You haven't signed your cheque.
3) Why everybody sees John's car on the street.
4) Can I see your biro?
5) Are you going back to dance?
6) Are you going to give up smoking?
7) Will you marry me?
8) No, please don't ask me again.

What were the exact words they said.

1) He said he wouldn't be late anymore.
2) He said he couldn't pay the bill.
3) She told him that Arthur had broken the clock.
4) He told Arthur he had bought a very good one.

Mary asked him if he could tell her the truth.
She asked him if there was anything good on TV.
He told Arthur he had been talking to his wife.
Bruce told her he couldn't see the End of the Moon.

Fill in the preposition.
1) John made his first morning class in English on Monday.
2) They all went to the drink on the seventeen.
3) She was in a room, of course she had been to the class in January.
4) Would neither — you two girls like some Wicca quack — your tomato juice.
5) Mary and Bruce were saving where — the best part — Hibernia.
6) Bruce gave some money — with clothes and drink.
7) Go — that door on the right and my brother will be you in a minute.
8) You can't be the winner — a large firm — 101 — good qualifications.
Write a sentence with bold on in the example.

Arthur to policeman: "I live in Gladstone because"
We tell the policemen where we live.

1) Arthur to Mary: "I saw Mr. Williams yesterday.
2) Mr. Smith to Mrs. Harris: "I bought a new
   refrigerator." yesterday.
3) Arthur to teacher: "I love reading.
4) Mrs. Harris to Arthur: "I am reading Dick's book.
5) Arthur to teacher: "I start work 4 days later.
6) Arthur to teacher: "I love reading story.
7) Brian to Mary: "My mom can't yellow.
8) Arthur to teacher: "I want to school in Elizabeth"
Appendix Q4 / Lesson D

@Begin
@Participants: T-D Teacher, M-P unidentified Male Pupil, F-P unidentified Female Pupil,
SOF Pupil, BIL Pupil, VIN Pupil, PAR Pupil, CHR Pupil, DIM Pupil, GIO Pupil,
STA Pupil, AND Pupil, MAR Pupil, VIN Pupil, FAN Pupil, EVI Pupil,
SIM Pupil, COS Pupil, THA Pupil, TEO Pupil, KAT Pupil, YIA Pupil,
ELE Pupil, LLL Pupils;
@Location: School #2, Patra, Greece
@Situation: English Lesson 2
@Date: 12-APR-1994
@Time Duration: 15:00-15:40
@Warning: the data has been double-checked.
@Comment: the class takes a while to settle down (0.30 sec).

The lesson is based on Tasks 1, 2 and 3 of Unit 11 in the textbook.

*T-D: are you ready?
*LLL: no!
*T-D: yes!
*LLL: yes!

*F-P: number one.
*M-P: yes, yes.

The rules.

*SOF: xxx remember, closing time is at eleven xxx,
*F-P: ε, ολα θα τα πεις?
*F-P: κυρία κανει ρεττι.
*F-P: miss, it’s hot.
*M-P: κυρία, αφήστε το κυρία, κανει ρεττι.
*F-P: miss, leave it miss, it’s hot.
*BIL: BIL.

EH dogs and other pets are prohibited in this building.

*A pupil raises her hand.
*F-P: notice, cars should be parked in the ve+ in the rear.
*T-D: in the rear, yes.
*[reads] vehicles parked ### in front shall be fined+... do you know the word [*] fine?
*M-P: ναι.
*F-P: μετά το προστιμο.
*F-P: μετά το προστιμο, ναι.
*F-P: a fine
*T-D: a fine yes.
*F-P: και τελευταίο?
and the last one?

*T-D: VIN.

*VIN: [%reads] prohibited from calling, shouting, playing music loud or making any noise that shall annoy others.

*T-D: yes, all this.

now, can you tell me, which of these announcements ##
you could possibly, ehh found+ be found in eh Greek[!] hostels.

[%a number of pupils ask spontaneously for clarifications].

*M-P: Greek?

*T-D: in a Greek hostel.

*M-P: δηλαδή να έφευμε παραδείγμα δη να πουμε εν ε+...

%eng: should we give an example or say an eh+...

*T-D: no, which these.

*PAR: all of the announcements or only ## +...

*T-D: which of these [!] +...

*F-P: yes.

*T-D: # are possibly found # in a Greek hostel.

if [!] there is any.

 [%a pupil raises his hand].

nai, CHR?

%eng: yes, CHR?

*CHR: [%reads] dogs and other pets eh prohibited in this building.

*T-D: yes!

*DIM: eh [%reads] notice, cars should be parked in the eh rear [*] +/-.

%err: rear /rÉAr/ = rear /ri6/ ;

*T-D: rear.

*DIM: [%reads] vehicles parked in front+...

*T-D: [%overlap] sss.

*DIM: in front shall be fined.

*T-D: yes.

vehicles [*]?

%err: vehicles /vÉhlklz/ = vehicles /vi6klz/ ;

xxx, it means.

eh [%reads] notice, pupils are prohibited from calling, shouting+...

*M-P: miss!

σε ποιο σχολείο?

%eng: in which school?

*T-D: youth hostel[!] .

youth hostel.

[%unintelligible talk, pupils addressing the teacher].

*F-P: υπαρχούν?

%eng: are there any?

*T-D: υπαρχούν youth hostels, (νεονική) εσπια, ειν εδω.

%eng: there are youth hostels.

(right), you remember, yes.

now, I want you to translate these[!] announcements these[!] rules, into Greek[!].

[%some pupils express immediate disdain for the task].

*F-P: να τα γραψούμε η θα τα πουμε?

%eng: should we write them or shall we say them?

*T-D: να τα γραψετε.

%eng: write them.

xxx και γρηγορα.

%eng: and quickly.

σε ενα λεπτο.

%eng: in one minute.
*M-P: αυτά όλα;
113 %eng: all of these?
114 *F-P: τι, όλα?
115 %eng: what, all of these?
116 *T-D: αυτά που # υποτίθεται πως μπορείτε να βρείτε σε ενα Ελληνικό [!] ξενοδοχείο.
117 %eng: those which supposedly you can find in a Greek hostel.
118 και μας λέτε πως θα είναι γράμματα.
119 %eng: and especially how they will be written.
120 [%one pupil gets further clarification from T-D, unintelligible talk].
121 *T-D: και μη μιλούμε τόσο πολύ!
122 %eng: and let's not talk so much!
123 τι είπε?
124 %eng: what's happened?
125 *M-P: κυρία μια κόλλα (ζητησε).
126 %eng: miss, (I asked for) a piece of paper xxx.
127 *T-D: one minute only.
128 [T-D reprimands a pupil].
129 μ' αυτή τη (δουλειά) καθε μέρα.
130 %eng: with this (business) every day!
131 αντέ!
132 %eng: go!
133 στο πιστό θράοντο.
134 %eng: to the back desk!
135 [%chatting recedes as pupils get down to translating the regulations].
136 *M-P: κυρία, ["] rear τι είναι;
137 %eng: miss, what's ["] rear?
138 *T-D: park site.
139 ελα STA, βγάλε το τετράδιο.
140 %eng: come STA, take out your exercise book.
141 [%T-D walks over to a boy who is apparently weak in English
142 and does not attend a frontistorio for extra lessons,
143 and explains to him in Greek what he should do.
144 pupils exchange information and help each other with the translations
145 while T-D walks around the class, looking over their shoulders].
146 *F-P: τι σημαίνει ["] nuisance?
147 %eng: what does nuisance mean?
148 *T-D: ενοχλησή.
149 %eng: like that?
150 "M-P: xxx, ετσι?
151 %eng: like that?
152 *T-D: και οποια νομιζήσετε στη πραγ.
153 %eng: and in whichever way you think they fit.
154 μπορεί να βοηθήσει και κατά δύο φορές.
155 %eng: there may be something twice.
156 στις Ελληνικές πινακίδες.
157 %eng: on the Greek signs.
158 *F-P: κυρία.
159 ["] utensils, τι σημαίνει?
160 *T-D: utensils, κουζινικά.
161 [%T-D continues to walk around looking over pupils' shoulders].
162 %eng: I don't want a translation of what you have in front of you.
163 *F-P: τι θέλετε;
164 %eng: what do you want?
165 *T-D: [overlap] ετσι?
166 %eng: okay?
167 *F-P: τι θέλετε?
what do you want?

from what we have xxx we will say...

how it would be at a similar Greek hostel.

everything the same.

what would the sign say ["] cars are parked in the rear ["]?

how it would be at a similar Greek hostel.

exactly the same.

from what we have xxx we will say...

I don't know if it's implied or if I saw it and said it, just xxx.

half jokingly] ahh!

come!

[pupils get back to the task, amidst low-key chatter, some individuals call the teacher to ask her questions]

miss.

must we do them all?

if it could be found xxx what would it be.

if it could be found xxx what would it be.

it's implied or if I saw it and said it, just xxx.

[prompt to another boy who is weak in this class and tries to help him along, another asks her for the translation of a word, pupils interact with each other (1.42 sec)]

ready?

no!

okay!

daily?

every day, καθημερίνα.

miss, what is ["] warden?

responsible for the ## post.

aren't two enough?

aren't two enough?
%eng: enough.

*T-D returns to the front and walks from one side of the room to the other.

time on task: 1.10 sec.

*T-D: sss!

+F-P: κατοικία, [*] attensils τι σημαίνει?

%eng: miss, what does [*] attensils [*] mean?

+err: attensils /AtEnsIlz/ = utensils /jutEnsIlz/ ;

*T-D: [*] attention.

+F-P: attensils [!].

*T-D: utensils.

+F-P: ah.

*T-D: utensils είναι τα σκεύη.

[%there is a rise in the noise level].

ssss.

okay, let's see.

[%pause (0.24 sec). some pupils raise their hands].

ελά.

%eng: come.

%eng: sober up a little bit.

+F-P: να το+ να το προστατεύσετε στην ακριβή της ορθόπεδια.

%eng: should I say it first in English and then translate it?

*T-D: οχι, xxx.

+F-P: θυμάστε το να μην ψάχνετε αυτό το περιπλανώμενο μεταφράσθει.

%eng: come, AND.

%eng: could what AND said earlier be said differently by us?

+F-P: [!] οι σκύλοι και τα κατοικίδια ζωά απαγορεύονται σε αυτό το κτίριο [*]

+AND: ε, σκύλοι και άλλα κατοικίδια ζώα απαγορεύονται xxx στο κτίριο.

%eng: dogs and other pets are not allowed in the building.

*T-D: μολύτη.

[%T-D nominates a girl but interrupts her to go back to AND's sentence].

+AND: ε, θα μπορούσε αυτό που επέμενε ο AND να γίνει κι αλλιώς σε μος?

%eng: infringement of this order is subject to fining.

%BIL: η xxx παραβίαση τιμωρείται με προστίμο.

%eng: dogs and other pets are prohibited in this building [*].

%eng: AND says that [*] dogs and pets are prohibited in this building [*].
%some spontaneous replies are heard.

*LLL: xxx.
*T-D: απαγορεύονται?
%eng: prohibited?
*F-P: e # oi γάτες!
%eng: cats!
*M-P: τα κατοικίδια ζώα.
%eng: pets.
*T-D: τα κατοικίδια ζώα.
%eng: pets.

εσω;
%eng: right?

*F-P: γατά κυρία τονιζει xxx κατοικίδια xxx?
%eng: miss why does it stress pets xxx?
*T-D: γατά υπαρχουν πορει[,] πολλα κατοικίδια ζωα.
%eng: because there are many (different) pets.

[short unintelligible exchanges follow between pupils and teacher].

*LLL: xxx.
*T-D: λοιπον, αλλα.

%eng: so, another one.

[MAR raises her hand and is selected].

*MAR: ε, προσπαθήσε να θυμηθείς+/

%eng: try to remember.

we would say, the time of xxx, eh?
*T-D: η ώρα που κλείνουν τα παιδιά?
%eng: the time when everything shuts down?
*T-D: xxx.

*MAR: η ώρα που κλείνουν τα παιδιά?

%eng: the time when everything shuts down?

*F-P: pta (|)opa xq p£xa xq.

%eng: once a week.

*MAR: ε # το καπνίσμα στα διαμάτια απαγορεύεται.

%eng: smoking in the rooms is prohibited
*T-D: ναι.

*MAR: μη μαγειρεύετε μετα τις δεκα +...

%eng: don't cook after ten pm.
*T-D: φρέσκα.

%eng: good.

*MAR: τα κουζινικά να πλένονται μετα τη χρήση.

%eng: kitchen utensils should be washed after use.

ε, ## τα κρεβάτια πρέπει να στραφούνται καθημερινά

%eng: the beds must be made daily and the rooms cleaned every week.
και τα διαμάτια να καθαρίζονται ε, καθε εβδομάδα+/

%eng: and the rooms cleaned every week.

*F-P: μια φορά τη βδομάδα.

*F-P: χρήστε.

%eng: once a week.

*MAR: απο τους ενοικιαστές.

%eng: by the residents.

xxx δεν επιτρέπονται στο ξενοδοχείο.

%eng: xxx not permitted in the hostel.
και # ολες οι ζώνες πρέπει να αναφέρονται στο τοπικό υπεύθυνο.

%eng: and all damage must be reported to the warden.
*T-D: βλέπουμε καμία διαφορά?

%eng: do we see any difference?

*F-P: κυρία!

%eng: miss!
*T-D: οριστε.

%eng: yes.

[background chatter overrides the dialogue between teacher and pupil].
the English have no, we can.

CHR?

*CHR: ε, γενικά δεν υπάρχουν διαφορές.

%eng: eh generally there aren't any differences.

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: let's say, especially on external signs

CHR?

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: in other words, on a similar sign, in a similar Greek hostel,

%eng: με αυτές που έχετε μπροστά σας?

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: with these which you have in front of you?

CHR?

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: that is, whether here or overseas the signs are concise or they are xxx.

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: the meaning is the same but...

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: the meaning is the same but?

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: it will be simpler.

CHR?

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: the meaning is the same, yes.

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: yes, it doesn't say for example, it doesn't say....

CHR?

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: yes, we can.

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: well how?

CHR?

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: no, we can put ""] pets prohibited "].

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: the English have other habits and can have+/.

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: ALE what's the matter with you, calm down.

CHR?

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: the English have other habits and can have+/.

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: right, bravo!

CHR?

*CHR: οι εξωτερικές ε, πινακίδες xxx.

%eng: the English have other habits and can have+/.
the English have other habits and we have completely different things.

for example, we would never think of feeding the pigeons,

the English are used to feeding the pigeons.

[T-D puts a new question to the class].

are all these rules written in the same style?

*M-P: style?

no.

no.

of course not.

it's not necessary that they are always written in a particular style, right?

that they are always in capitals or always in small letters, or that they are always typewritten

*T-D: that I have forgotten that closing time is at eleven pm.

right? (pause)

example.

last night I got back here at fi+h five minutes after eleven

only to find that I was locked out[!].

the pupil in picture one must have[!] forgotten that closing time is at eleven pm.

okay? (and what) about number two?

what do you think?

a couple of hands are raised.

what do you think about number two? [%pause (0.20 sec)].

NAD.

eh I xxx the pupil in picture number two must have forgotten

that all damage should be reported to+/

should be reported.

to the warden.

to the warden, yes.

number three?

four hands go up. T-D directs her question to one of the pupils].

what do you think about number three?

the pupil must have forgotten that eh cooking after ten is not allowed.

that cooking after ten is not allowed.

and the last one.

what's wrong with the last one.

slowly four hands come up. noise is coming in from the quadrangle

where pupils are playing. T-D reprimands someone who is staring out somewhere].

where are the pigeons.

this[!] is where we look.

she must eh have forgotten that eh beds should be made eh daily+

beds should be # made daily.

[a discussion follows where they try to figure out what regulation was forgotten]
through the information given in the speaker's bubble in the picture.

*M-P: xxx.

*F-P: πηγε κατευθείαν στη τοάζη.

%eng: he went straight to class.

*FAN: ε, πηγε κατευθείαν στη τοάζη, δεν είχε τελειώσει όμως να φτιάξει το δωμάτιο του

%eng: he went straight to class, but he hadn't finished tidying his room

γιατί τον καθαριστήριο το τηλεφωνο.

%eng: because the telephone delayed him.

*F-P: μπορούσε μια άλλη μέρα xxx.

%eng: he could another day xx.

στα τέτοια + # +...

%eng: in the whatsit...

[%T-D prompts the pupil to proceed with eye contact].

7ο τ δωματιο[!] πρέπει μια φορά τη βδομάδα.

%eng: the room[!] must be (cleaned) once a week.

και τα κρεβάτια +...

%eng: and the beds

*M-P: beds.

*T-D: tell it in English.

*F-P: the # rooms ## should be cleaned once a week by residents,
but the beds could be+ should be made up+ eh made daily[!].

*T-D: yes.

*F-P: so she+ so he had to ## he had to ehh make the bed+...

*T-D: xxx.

*F-P: before he went to class.

*T-D: yes.

*F-P: he started (everything).

*T-D: okay.

[%T-D addresses the whole class].

Task four+ three.

[%reads] have the second person in each picture give advice
to the person who broke the rule.

you have to give advice[!].

do you remember how we give advice?

*M-P: yes!

*LLL: you should+...

[%T-D writes advice expressions on the blackboard:

you should
you could (plus) perfect infinitive].

*M-P: you must!

*F-P: you should have.

*T-D: you should plus?

*M-P: ε, παρακαλεσο.

*F-P: infinitive!

*F-P: perfect infinitive.

*T-D: okay!

try to+ give some advice to this # person # who broke the rule.

[%silence (0.52 sec), a lot of external noise can be heard]

are you ready?

*LLL: no.

*T-D: okay.

[some pupils start chatting. T-D writes on the board:

(1) Osha parked her car in front of the building.
(2) Kim wanted to have his dog in his room.
(3) The Italian wanted to play his guitar.]

*T-D: you're ready, aren't you?

*F-P: μολιστα.
%eng:  yes.
*T-D:  let's see.
στο πίνακα
%eng:  on the blackboard.
*EVI:  [%reads] the window in my room was stuck, that's why I knocked on Arthur's door.
I wanted to ask for a hammer.
you should have reported the damage to the warden.
*T-D:  yes.
you should have reported the damage to the warden.
*SIM:  [%reads] eh I came in at around ten last night.
I was so hungry that I went straight to the kitchen only to find a ["] closed sign on the door.
so I decided to ask the warden for the key.
you should have come here early.
*T-D:  you should come early.
*STA:  you should have remembered xxx.
*T-D:  yes!
*STA:  you should have remembered that cooking isn't allowed after ten.
*T-D:  yes!
the last one.
*M-P:  you should have to make the bed before you go to the class.
*T-D:  you should?
*M-P:  make the bed before you go to the class.
*T-D:  make the bed before you go to the class.
*F-P:  xxx finish with the bed before going to the class,
you shouldn't have xxx eh answered the phone.
[T-D orients the class to the sentences on the blackboard].
*T-D:  now, can you think of any advice about these questions.
xxx think of any advice please.
*M-P:  συμμόρφων με αυτό που είναι κανονικός;
*Eng:  according to these rules?
*T-D nods in assent].
*F-P:  Kim is a boy?
*T-D:  yes!
[T-D walks around the classroom to the back]
okay?
*F-P:  [%a pupil volunteers].
COS?
*COS:  ε, για το πρωτό, ετσι?
%Eng:  for the first one, right?
*T-D:  πώς?
%Eng:  what?
*COS:  για το πρωτό.
*T-D gives nonverbal cue by nodding.
eh you should have parked the car in the rear.
you should have parked the car in the rear.
you should have parked the car in the rear.
*T-D nominates next pupil arbitrarily].
*MAR:  eh, [%reads] kim wanted to have his dog in his room.
you should eh have+ you shouldn't have eh+...
*T-D:  Ελληνικά τι θα του λέεις?
what would you have told him in Greek?

va μην εξέτασε

not to have

γατά?

why?

xx

you should eh remember that eh the animals....

xxx in other hostels we have eh regulations.

yes.

b.

THA.

[read] the Italian wanted to play his guitar.

you should know that playing the music loud

or making other noise is eh prohibited.

[select pupil arbitrarily].

[points to the section in the book].

xx

read the rules here on the Task.

καν�ες
tον στο

[point to the section in the book].

να μην 

not to play music, etcetera.

ερρά 

therefore what would you say to him?

θα πρέπει να 

be should know what?

παρα 

in Greek, child, what would you tell him?

[the pupil looks very embarrassed].

he ###.

miss.

θα επρέπει να 

you should have known that...

εξή και

[point to the section in the book].

come.

tο να παίζεις 

making music is not allowed.

πες 

you say it too now.

you should have known that ## playing ## guitar # eh is not eh+.

is not permitted.

KAT.

[read] xxx that she hadn't cleaned the dishes.

eh you should have cleaned the dishes.

yes, cleaned the dishes.

and the last one?

the last one?

YIA.
*YIA: [%reads] the Spanish girl should eh be xxx.
625 *T-D: να μη καπνίζει πολύ?
626 %eng: not to smoke so much?
627 αλλά to καπνίσμα στα δωμάτια απαγορευόταν.
628 %eng: but smoking in the rooms is prohibited.
629 ti θα τρέπε, δώσε μια συμβουλή.
630 %eng: what should happen, give a piece of advice.
631 *YIA: οτι δεν επιτρέπεται xxx.
632 *T-D: ναι.
633 πες το λοιπόν.
634 %eng: yes, so say it then.
635 you should+...
636 *YIA: eh you should not eh smoke+...
637 *T-D: you should have stopped smoking, or+...
638 *YIA: ####.
639 *F-P: you should+ eh you should have eh remembered that eh smoking here is not allowed.
640 [%there is some sort of cluttering noise in the background].
641 *ELE: κατά!
642 %eng: miss!
643 είναι καποια πράξιμα απο το διό και κατο # ee # xxx είναι
644 %eng: there are some things from number two onwards eh
645 καποια πράξιμα που θέλουν να κανούνε,
646 %eng: there are some things that they want to do,
647 οποτε δεν μπορούμε να τους πουμε στα xxx.
648 %eng: so we can't tell them that xxx.
649 *M-P: [%overlap] to το 'χουνε κονε έκομα.
650 %eng: they haven't done it yet.
651 *ELE: δε το+ αμε το θέλουν τοτε το μονο πραξμα που μπορούμε να τους πουμε
652 %eng: they haven't+ if they want to, then the only thing we can tell them
653 είναι ν' αλλαξουνε ξενάνα.
654 %eng: is to change hostels.
655 με αλλους κανονισμους.
656 %eng: with other rules.
657 *T-D: ELE σουτα η τα δεχεσαι, η δε τα δεχεσαι.
658 %eng: ELE you either accept these or you don't.
659 τους κανονισμους.
660 %eng: the rules.
661 *ELE: ναι.
662 %eng: yes.
663 *T-D: εντοτει?
664 %eng: okay?
665 μα παραδειγμα σου λεω ότι το να φορας xxx
666 %eng: for example I say to you that coming to school wearing make-up is not allowed.
667 κατο δε μπορει να μου πες ότι δε θα ρέω στο Τρίτο
668 %eng: can+ tell me that xxx ["I will not come to the Third (school)]
669 ματι το απαγορευτει σει και θα παω σε αλλο σχολειο.
670 %eng: you prohibit it and I will go to another school ["].
671 %eng: because you prohibit it and I will go to another school ["].
672 *ELE: οχι εγω θελω [!] να ερχομαι ξερω για βαμμενη αλλα+/
673 %eng: no, I want [!] to come to school say, with make-up but+/
674 *T-D: ναι αλλα υπαρχουν καποι κανονισμι στους σποιους +/
675 %eng: yes, but there are regulations which+/
676 *ELE: ναι, οποτε xxx δε μπορούμε να πουμε that
677 eh ["] you should have remembered that eh ["] +/-.
%eng: yes, so we can't say ["] you should have remembered that eh ["].

*T-D: συμβουλή, συμβουλή της δίνουμε.

%eng: advice, we are giving her advice,

κι αυτή (δεν) ακούει τη συμβουλή, κι εσύ το ιδιο.

%eng: and she doesn't listen to the advice, and you don't either.

κι εγώ σου λέω ότι θαπρέπει να συμπεριφέρεσαι καλύτερα

%eng: I also tell you that you should behave yourself better

xxx άλλα ποιος το κανει, τ'ακουτε?

%eng: xxx but who does it, do you listen?

απλα xxx με το xxx.

%eng: simply xxx with xxx.

*ELE: ναι άλλοι+/.

%eng: yes, but.

*T-D: οι συμβουλές γι' αυτο είναι απλάς xxx.

%eng: that's what advice is for xxx.

*ELE: [%overlap] παστι λέμε ["] you should have remembered that eh you should behave better ["].

%eng: why do we say ["] you should have remembered

ας πουμε, eh ["] he wanted eh to have his dog in his room ["].

%eng: we should say ["] he wanted eh to have his dog in his room ["].

τι να του πουμε, επερε χα να θυμηθεις στι (δεν επτρεπεται),

%eng: what can we tell him, ["] you should have remembered that it's not allowed ["]

οτι δεν κανει να φερεις το σκυλο σου,

%eng: that you can't bring your dog,

θα σου πει δεν τον εφερα, ηθελα να τον φερω άλλα δεν τον εφερα.

%eng: he'll say ["] I didn't bring him, I wanted to bring him but I didn't bring him["].

[%T-D raps pen on desk].

%eng: when to 'χει κανει, δεν εχει φερει το σκυλο, απλα το ηθελε.

%eng: he hasn't done it,

%eng: he hasn't brought the dog, he simply wanted to.

*T-D: ε, αυτο του λεμε κι εμεις, αυτο πας να προλαβεις.

%eng: well that's exactly what we're telling him, that's what you're trying to forestall,

να μη φερει το σκυλο του, xxx γι' αυτο ακριβος xxx.

%eng: that he doesn't bring his dog, for this exactly.

για να προλαβουμε καποια προχμιστα.

%eng: in order to forestall certain things.

*F-P: [%unintelligible] xxx (άλλα) δεν το 'χει κανει.

%eng: but he hasn't done it.

[%the bell rings. T-D allocates homework].

*T-D: στη γραμματική σας στη σελίδα εκείνον εξήντα πεντε,

%eng: in your grammar book, page one hundred and sixty-five

στη γραμματική σας στη σελίδα εκείνον εξήντα πεντε, την ασκηση xxx.

%eng: in your grammar book on page one hundred and sixty-five, exercise xxx.

[%the grammar book in use is Longman English Grammar Practice]

*M-P: ποια?

%eng: which one?

*T-D: το δεκαπτ+ το εντεκα πεντε c.

%eng: eleven five c.

*F-P: μάλιστα.

*T-D: είναι ακριβως αυτο που κανειμε.

%eng: it is exactly what we have done.

%eng: okay?

%eng: bye.
TASK 1

Look at the bulletin board hanging at the entrance of the hall of residence and spot the announcements that have to do with rules and regulations.

2. STICK TO THE RULES

INFORMATION

When living in a hall of residence, one has to conform to certain rules and regulations. In England this is particularly important - The British are known for "abiding by the rule".

---

ATTENTION PLEASE

Do not feed the pigeons on the side of the path. They are a nuisance and they make a mess.

The Warden

TRY TO REMEMBER

1. Closing time is at 23:00 hrs.
2. Smoking in the rooms is not permitted.
3. No cooking after 22:00 hrs.
4. Utensils should be cleaned after use.
5. Beds should be made daily and rooms should be cleaned once a week by residents.
6. Animals are not allowed in the Hall.
7. All damage should be reported to the warden.

NOTICE

CARS SHOULD BE PARKED IN THE REAR

VEHICLES PARKED IN FRONT SHALL BE FINED

WARNING TO STAFF & STUDENTS

---

FOR SALE

Pentax 35mm camera, has 50mm f/2 lens. Quick release system. Call Nancy 72-349

WANTED

CRITICISM! I AM A YOUNG WRITER. IF YOU WOULD LIKE TO CRITICIZE MY WORK TAKE CONTACT ME...

Box No 423

MUSIC SOCIETY MEETS

Every Tuesday evening.

Come this Tuesday and bring all your friends that like OPERA, POP, JAZZ, ROCK or CLASSICAL MUSIC.

I'm at the large student hall, Clare College.

DOGS AND OTHER PETS PROHIBITED IN THIS BUILDING

ROOM TO LET

LARGE BEDSITTING ROOM. QUITE STUDENT OR YOUNG COUPLE.

PHONE 017 72-116
TASK 2

Study what some students living in the hall of residence are saying and tell the class what rule or regulation each student forgot.

EXAMPLE:
The student in picture 1 must have forgotten that closing time is at 11:00 p.m.

1. Last night I got back here at 5 minutes after 11 only to find that I was locked out.

2. Well... you should've come a bit earlier. You know how punctual the English are!

The window in my room was stuck. That's why I knocked on Arthur's door. I wanted to ask for a hammer.

3. I came in at around 10 last night. I was so hungry that I went straight to the kitchen only to find a "closed" sign on the door. So, I decided to ask the warden for the key.

4. I got up this morning, got dressed and started to tidy up when they called me to the phone downstairs. After the call I came straight to class.

TASK 3

Say the second person in each picture what advice to the person who broke the rule.

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Appendix Q5 / Lesson E

@Begin
@Participants: T-E Teacher, M-P unidentified Male Pupil, F-P unidentified Female Pupil, F-P Pupil, DEB Pupil, GIA Pupil, KAT Pupil, ELI Pupil, ZAF Pupil, SAT Pupil, PAN Pupil, DIN Pupil, DEM Pupil, STA Pupil, ANA Pupil, SAT Pupil, PAN Pupil, DIN Pupil, DEM Pupil, STA Pupil, ANA Pupil, SAT Pupil, PAN Pupil, DIN Pupil, DEM Pupil, STA Pupil, ANA Pupil, SAT Pupil, PAN Pupil, DIN Pupil, DEM Pupil, STA Pupil, ANA Pupil, SAT Pupil, PAN Pupil, DIN Pupil, DEM Pupil, STA Pupil, ANA Pupil, SAT Pupil, PAN Pupil, DIN Pupil, DEM Pupil, STA Pupil, ANA Pupil; RES Researcher;
@Location: School #3, Patra, Greece
@Situation: English Lesson 2
@Date: 12-APR-1994
@Time Duration: 15:00-15:40
@Warning: the data has been double-checked.
@Comment: this class has been characterised as "the worst class in the school" because they tend to misbehave. nine boys have been kept out of class for throwing water at each other during the break. a lot of shouting, banging, scraping noises can be heard. it takes a while before everyone settles down for the lesson to begin (2.55 sec).

*T-E: ss!
%eng: please (go) to your seats and xxx.
*M-P: κυρία!
%eng: miss!
*RES: εμ, ποσα αγορια εισαστε εδω στις ερεκτ.?
%eng: how many boys are you here today?
*M-P: τι?
%eng: what?
*RES: ποσα αγορια # εισαστε.
%eng: how many boys # are you.
*F-P: δεξα, δικη σας σουτα?
%eng: miss, are these yours?
*T-E: no.
*M-P: δεξα ειναι.
%eng: there are ten (boys).
*RES: ενταξεί, ευχαριστώ.
%eng: okay, thank you.
*T-E: okay.

*[T-E writes the following on the blackboard: what would you do if [+ S. Past? I would [+ bare infinitive]
 ss!
page one hundred twenty two.
[reads] athletic # events.
page # one hundred and twenty two.
Pupils turn to the appropriate place in the book showing ten different photographs of athletes in action.
[reads] the task.
with the help of your teacher choose the right term for each athletic event
and write it below each photograph.
let's take a look at the table # on the left.
at the bottom of the page.
[\%T-E reads slowly and clearly]
athletic events.
boxing.
swimming.
discus.
wrestling.
high jumping.
sprinting.
hurdling [*].
%err: hurling /h\d\d\l\n/ = hurling /h\d\l\n/
pole vault.
javelin throwing.
rings.
there's eh one already written under the picture, eh that's [*] pole vault.
can anybody give us the Greek[!] word for this (event), [*] pole vault.
%LLL: \άλμια εις υψος.
%eng: high jump.
*T-E: no.
*M-P: \άλμια επι κοντο.
%eng: pole vault.
*T-E: and please[!] raise your hand.
\άλμια επι κοντο.
now[!], try now to match # the name of the athletic event with the picture.
who's got the first picture.
*LLL: [%spont] wrestling.
*T-E: wrestling.
and the Greek?
*LLL: πολή.
*M-P: \Ελληνορωματική.
%eng: graeco-roman.
*M-P: υπάρχει καμια διαφορα?
%eng: is there a difference?
[%two boys begin to talk in Greek about differences in the two kinds of wrestling.
T-E looks very sternly in their direction].
*F-P: sss!
*T-E: let's go on.
[%pupils continue to chat low-key].
what about the next picture, on the right[!]?
*F-P: [%spont] rings.
*T-E: rings.
*M-P: xxx.
*T-E: rings.
and # in Greek?
*F-P: \κρικοτ.
*T-E: \κρικοτ.
xxx on the left you see some people running.
*DEB: miss[!], miss[!], miss!
*T-E: some xxx running.
*DEB: sprinting.
*T-E: sprinting.
*M-P: sprinting?
*T-E: and what does [*] sprinting mean?
*LLL: [%unintelligible].
running.
*T-E: yes, very fast[!].
what about the picture on the right?
that's+...
hurdling [*].
%err: hurdling /hArdlIN/= hurdling /h3dlIN/
met ἐμποδίων.
(ἀγώνας) μετ ἐμποδίων.
hurdling [*].
if you xxx look at this picture you can see an obstacle[!].
the man has already jumped over the obstacle.
what's next?
*M-P: δίσκος.
*GIA: discus.
*T-E: discus.
and in Greek GIA?
*T-E: GIA can you go on?
*GIA: eh hight [%error] eh jumping.
*T-E: high jumping!
αλμα εις υψος.
high[!] jumping.
*M-P: xxx.
*T-E: yes?
*M-P: [%unintelligible].
*T-E: no.
what about the picture under[!] high jumping?
[%pupil raises hand].
*KAT?
*F-P: external[?], " outsider is external.
*T-E: no, # no.
next page, page one hundred twenty three, [%reads] " the outsider ".
can anybody translate this[!] word into Greek, "] outsider.
%a pupil raises her hand].
yes.
*F-P: εξωτερική [?], " outsider εν τῷ εξωτερικός.
%eng: external [?], " outsider is external.
*T-E: it has a special meaning.
outside.
does anybody know this word ["] outsider?
%one pupil volunteers.
*F-P: δεν εχει πληνοτητες να νικησει?
%eng: doesn't have chances to win?
*T-E: yes!
not expected to win.
a contest.

[\%T-E writes this expression on the blackboard:
not expected to win, an outsider].

[\%reads] "[" information.

Wanda Coil is a young runner who is preparing herself for the European finals.
she is talking with her good friend Daniel, who is also an athlete,
though not as famous as Wanda.
task one.

listen to Wanda and Daniel (to) find out what the purpose of their conversation is[!].
now, let's ## listen to the cassette.
[\%the tape starts playing through an earlier passage].

*MAL: [%tape] two.
[\%tape] miracle or dream.
[\%tape] how long did you stay there?
[\%tape] we spent most of our two weeks on the islands.
[\%tape] they were superb!
[\%tape] (number) two,
it's from our previous lesson.

*FEM: [%tape] by the way, we're thinking of going back next summer.
[\%tape] we also spent a couple of days in the capital.
[\%tape] we made friends with people who live there you see.
[\%tape] the city was fantastic!

*MAL: [%tape] was it?
[\%tape] difficult to believe.
[\%tape] you see, I was there in nineteen eighty eight, or was it+...
[\%tape] no, it was nineteen eighty eight, I'm sure.
[\%tape] anyway, I can't say I enjoyed the city very much.

*FEM: [%tape] but dad, that was about thirty years ago.
[\%tape] things have changed since then.
[\%tape] after all, this is a new century.
[\%tape] and I must admit, that city has become one of the most beautiful capitals
in Europe.

*MAL: [%tape] has it?
[\%tape] but I was reading somewhere the other day that its population has doubled
over the last thirty years.

*FEM: [%tape] true.
[\%tape] but the environment has changed completely.
[\%tape] new buildings especially designed to make life easier.
[\%tape] wide streets and an impressive transportation system, electric buses and cars,
[\%tape] a modern underground.
[\%tape] oh and I almost forgot: plenty of air taxis.

*MAL: [%tape] that sounds like a miracle I must say!
[\%tape] what about the smog though?

*FEM: [%tape] it has disappeared completely.
[\%tape] no pollution problems any more.
[\%tape] and what's more, lovely parks have replaced all government buildings
in the heart of the city.
[\%tape] and the people oh the people there!
[\%tape] they're so friendly and, so calm!
[\%tape] and they look really happy don't they?
[\%tape] hmm!
[\%pupils are overtly inattentive: some are playing with each others hair, whispering,
biting their nails, scribbling].

*T-E: do you remember what was it about?

[\%T-E nods at a pupil].

*M-P: that eh two sisters eh+/.
*T-E: yes, it was about (overpopulating).

[%loud street noises, children playing, and the shrill of a whistle comes in loud and clear from the quadrangle. T-E fumbles with the buttons on the recorder (1.39 mins)].

*MAL: [%tape] Taskway English three.

*FEM: [%tape] (unit eight).

*MAL: [%tape] what do you mean an outsider?

*FEM: [%tape] just what I said.

*MAL: [%tape] they consider me an outsider again.

*FEM: [%tape] they think I have no hope of winning.

*MAL: [%tape] they think I'm going to fail, that's what I mean.

*T-E: you're exaggerating Wanda.

*FEM: [%tape] I can't stand it Daniel.

*FEM: [%tape] I can't stand being a constant failure.

*MAL: [%tape] I'd rather give up.

*FEM: [%tape] you had better stop thinking like that[] Wanda.

*FEM: [%tape] have got to think positively[].

*T-E: [%tape] you had better stop thinking like that[] Wanda.

*FEM: [%tape] you had better stop thinking like that[] Wanda.

*T-E: [%tape] we've tried twice before.

[Tape] no luck.

*FEM: [%tape] and I'll tell you something else.

*MAL: [%tape] my coach[] thinks its my fault.

*T-E: [%tape] my coach[] thinks its my fault.

*MAL: [%tape] why's that?

*FEM: [%tape] he thinks training is not enough.

*FEM: [%tape] controlling your body, he says, doesn't count if you can't control your emotions as well.

*MAL: [%tape] why don't you try that?

*FEM: [%tape] how[]?

*T-E: [%tape] I can't say that now I am going to control my emotions, and succeed.

*FEM: [%tape] I'm not a robot[] you know.

*T-E: [%tape] I'm not a robot[] you know.

*FEM: [%tape] how can I do it?

*MAL: [%tape] maybe you could try some yoga.

*T-E: [%tape] it's done me a world[] of good.

*MAL: [%tape] if you want, I can talk to my yoga instructor.

*T-E: [%tape] if you want, I can talk to my yoga instructor.

*FEM: [%tape] I'll try anything.

*T-E: [%tape] do[] talk to her, please.

*FEM: [%tape] do[] talk to her, please.

*FEM: [%tape] some pupils are following the tapescript at the back of the book. eight of them are looking into the wrong page.

*T-E: would you like to listen to it again?

*FEM: [%tape] no one responds].

no.

*T-E: would you like to listen to it again?

[no one responds].

so!

what is[] the purpose of that conversation, what are they talking about?

[one pupil volunteers to answer].

STA.

*STA: eh because the girl eh is (feeling) an outsider (again).

*T-E: yes.

*STA: she's an an athlete, and she's considered to be an outsider again, he says.

*T-E: she's an an athlete, and she's considered to be an outsider again, he says.

*STA: eh that's one xxx.

*T-E: eh that's one xxx.

*STA: she talks the problem over with # who?

*T-E: with?

*LLL: her friend.
T-E: her friend?

one of the girls is taken out in order to go to choir practice.

so she's # talking with Daniel, her friend.

who # is # an athlete too.

so, who does Daniel suggest Wanda to do, about her problem.

T-E: her friend?

%at this moment there is a knock on the door, interrupting the lesson.

one of the girls is taken out in order to go to choir practice.

so she's # talking with Daniel, her friend.

who # is # an athlete too.

so, who does Daniel suggest Wanda to do, about her problem.

T-E: her friend?

one of the girls is taken out in order to go to choir practice.

so she's # talking with Daniel, her friend.

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so she's # talking with Daniel, her friend.

who # is # an athlete too.

so, who does Daniel suggest Wanda to do, about her problem.

T-E: her friend?

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one of the girls is taken out in order to go to choir practice.

so she's # talking with Daniel, her friend.

who # is # an athlete too.

so, who does Daniel suggest Wanda to do, about her problem.

T-E: her friend?

%at this moment there is a knock on the door, interrupting the lesson.

one of the girls is taken out in order to go to choir practice.

so she's # talking with Daniel, her friend.

who # is # an athlete too.

so, who does Daniel suggest Wanda to do, about her problem.

T-E: her friend?

%at this moment there is a knock on the door, interrupting the lesson.

one of the girls is taken out in order to go to choir practice.

so she's # talking with Daniel, her friend.

who # is # an athlete too.

so, who does Daniel suggest Wanda to do, about her problem.

T-E: her friend?

%at this moment there is a knock on the door, interrupting the lesson.

one of the girls is taken out in order to go to choir practice.

so she's # talking with Daniel, her friend.

who # is # an athlete too.

so, who does Daniel suggest Wanda to do, about her problem.

T-E: her friend?

%at this moment there is a knock on the door, interrupting the lesson.

one of the girls is taken out in order to go to choir practice.

so she's # talking with Daniel, her friend.

who # is # an athlete too.

so, who does Daniel suggest Wanda to do, about her problem.

T-E: her friend?

%at this moment there is a knock on the door, interrupting the lesson.

one of the girls is taken out in order to go to choir practice.

so she's # talking with Daniel, her friend.

who # is # an athlete too.

so, who does Daniel suggest Wanda to do, about her problem.

T-E: her friend?
*DEB: eh ["] if I were you ["].
*T-E: if[!] I were you. [%pause (0.16 sec)].
what else.
[%T-E waits for hands to come up].
DIN.
*DIN: ["] why don't you ["].
*T-E: why[!] don't you.
[a pupil raises his hand]
SAT.
*SAT: ["] you'd better ["].
*T-E: you'd better.
yes.
*M-P: ["] maybe you could ["].
*T-E: maybe you could, yes.
[ %T-E writes all the advice expressions on the blackboard]
[%reads] ["] Task three.
imagine you are Wanda's friend.
judging by how she feels advise her on what to do.
would you tell her to stop trying?
would you tell her to relax and take it easy?
would you tell her to go and see a doctor?
what would you advise her to do?
[% a pupil volunteers by raising his hand].
[PAN.
*PAN: xxx to take it easy.
*T-E: yes.
I would advise her # to take it easy.
anybody else?
[%no response].
PAN please choose one eh advice expressions and say xxx.
*PAN: if I were you, I would relax and take it easy.
*T-E: yes, if I were you I would relax and take it easy.
*M-P: you'd better go and see a doctor.
*T-E: you'd better go and see a doctor.
KAT.
*KAT: why don't you stop trying?
*T-E: why don't you stop trying.
anybody else?
next page, role play!
[%reads] (a).
you are Ruth Randalls.
you are eighteen years old.
you want to make a career in sports but your parents want you to become a doctor instead.
you are talking with your friend Walter Rook, the famous swimming champion.
(b).
you are[!] Walter Rook.
you are twenty years old and a famous world champion in swimming.
you are talking with your friend Ruth who has a problem.
Ruth speaks first.
["] tell him how lucky he is ["].
["] tell him how lucky? F-P?
*F-P: how lucky you are.
*T-E: how lucky you are.
Walter answers, and ["] ask her why she is saying that ["].
DIN?
*DIN: why (you) saying that?
*T-E: why[!] are you saying that.
"explain that he has already been successful in his career ".

GIO?

because you have already been successful xxx.

because you have already been successful in your career.

[""] admit that this is true, but that it is not everything in life ["].

DEM.

eh that's true eh but eh that is not everything xxx.

[%
overlap] that's absolutely true, but that's not everything in life.

[""] agree, but say that he wouldn't say that, if he knew your problem ["].

DEM.

I agree+/

louder please.

I agree with you but you wouldn't say that if you knew my problem.

yes, allright. I agree with you.

but you wouldn't say that if you knew my problem.

[""] ask her what she means [""] ZAF.

what do you mean?

what do you mean?

what's her problem?

Ruth is an athlete, and she wants to make a career in sports, but[!] her parents want her to become a doctor instead.

[%
overlap] but her par+...

that's[!] the problem.

[""] tell him your problem!

GIO.

xxx.

[\%T-E nominates another pupil who has volunteered].

yes.

I want to career xxx but my parents want me eh to become doctor.

yes.

[""] admit that this is a real problem ["].

ANA.

[\%T-E nominates another pupil who has volunteered].

yes.

I want to career xxx but my parents want me eh to become doctor.

yes.

[""] give another piece of advice ["].

choose an advice expression from these, and give her another piece of advice.

[\%pause (0.15 sec)].

what would you advise her to do?

she is an athlete and her parents want her to become a doctor.

can you find a possible solution to the problem?

maybe you'd better ask+...

yes, xxx.

or you'd better+ or # why don't you ## combine those two things?

be an athlete and a doctor.
F-P: e, de λυνται.
%eng: it's not possible.
F-P: λυνται.
T-E: yes, of course.

it's possible.

page a hundred twenty six.

[\%T-E skips the optional ""] Extra activity which would involve a group discussion].

T-E: [\%reads] the agony column.

information.

Elizabeth Carter writes the advice column for Teentime magazine.
she reads all the letters and takes down notes on the problems.

Task one.

read the letter that Elizabeth Carter wrote to one of her readers

and guess what the ["] Good Runner's ["] problem is.

who'd like to read this letter?

[\%one pupil volunteers].

\%SOT:
\[\%reads\]
\textbf{Dear Good Runner, I can understand why you are so happy+ unhappy.}
\textbf{but if I were you, I'd xxx see things, from my parents' point of view.}
\textbf{xxx you've been running is a short period of time.}
\textbf{of course it is an honour that the Young Runners xxx}
\textbf{have proposed your name as a substitute, but a trip xxx is very expensive}
\textbf{and you might not even take part in the xxx.}
\textbf{my advice to you is that you take up track at school and work xxx at it.}
\textbf{I'm sure that if you are prepared to take this seriously, your parents will too.}
\textbf{this way maybe+... this way maybe they can forget about+ about you +...}

T-E: quitting.

\%SOT: [\%reads] quitting music and xxx.
\textbf{they would know+/.}
T-E: they will know.
\%SOT: [\%reads] they will know that you are xxx+
\textbf{they will know that you are grown up and that you are sure about what you want.}
\textbf{remember the opportunities are always there.}
\textbf{it's just a matter of working hard to get what you want.}
\textbf{[\%one of the pupils has the book of another subject open on her lap and is learning}
\textbf{the lesson off by heart by muttering to herself, a few others in the class are talking}
\textbf{in whispers].}
T-E: are there any unknown words?
\%short pause before a pupil raises her hand].

DEB?

\%DEB: sub+/.
\%T-E: substitute.

\%eng: is?
\textbf{αντικαταστατης.}
nor?
\textbf{υποκαταστατη.}
\textbf{anything else?}

DIN?

\%DIN: quitting.
\%T-E: quit!
\textbf{the verb is ["] quit.}
\textbf{εγκαταλείπω.}
\textbf{εγκαταλείπω.}

\%M-P: xxx.
\%T-E: louder please.
\%M-P: xxx.
so, what's her problem+ or his problem?

what's ["] good runner's ["] problem?

[%pause (0.26 sec). two hands go up but T-E nominates a different pupil arbitrarily].

ZAF?

*T-E: his problem is+/.

*ZAF: ["] the good runner's ["] problem is # that he want+ eh ## it[!] wants+/

*T-E: he[!] wants, xxx.

*ZAF: he[!] wants # takes part in a contest and eh her eh her+ his parents
doesn't let him to+ # China.
go to China.

*T-E: why?

*ZAF: to take part in a contest.

*T-E: yes.

*ZAF: they don't let him because the trip is xxx.

*T-E: [\%overlap] the contest is going to take place in China and his parents don't let him or her
go there.
eh[?], to this xxx, to this contest, why?

*ZAF: because+/

*T-E: not[!] you, somebody else.

why?

why don't his or her parents permit[!] him or her go to China?

*VOU: (because) it's very expensive?

*T-E: yes, that's right!
it's too expensive to go to China.

and?

*VOU: and eh+...

*T-E: STA.

*STA: because the+ he or she wants eh to ## quit the music and the classes.

*T-E: yeah, yes, that's a very, very, serious reason.

and # there's something else.

*VOU.

*VOU: eh he or she xxx.

*T-E: yes, it's not sure that eh he or she will take part in the contest, because # ?

*VOU: ehm+/

*T-E: he or she is a substitute runner.

there's something in her past or his past, that makes his parents or her parents #
not give their permission.

what's it?

[%T-E nominates a pupil whose reply is inaudible].

*T-E: yes!

he or she quitted music and photography classes

and they can't be sure that # she or she is serious now about # being ## an athlete.

 can you look at this text ## this letter, and try to find expressions,
advice[!] expressions, like this one: ["] if I were you ["] etcetera, etcetera.

[%two hands go up but at this minute the bell rings signalling the end of the lesson.

no homework is allocated.everyone leaves the class].

@End
3. ATHLETIC EVENTS

THE TASK

With the help of your teacher, choose the right term for each athletic event and write it below each photograph.

ATHLETIC EVENTS
Boxing
Swimming
Discus
Wrestling
High Jumping
Sprinting
Hurdling
Pole Vault
Javelin (throwing)
Rings
4. THE "OUTSIDER"

INFORMATION
Wanda Coil is a young runner who is preparing herself for the European finals. She’s talking with her good friend Daniel, who is also an athlete, though not as famous as Wanda.

TASK 1
Listen to Wanda and Daniel and find out what the purpose of their conversation is.

ADVICE EXPRESSIONS
1. Have you ever thought about ........................................
2. ..................................................................................
3. ..................................................................................
4. ..................................................................................

Would you tell her – to stop trying?
- to relax and take it easy?
- to go and see a doctor?

TASK 2
Listen to the conversation again and note three more advice expressions that Daniel uses.

TASK 3
Imagine you are Wanda’s friend. Judging by how she feels, advise her on what to do.
Appendix Q6 / Lesson F

@Begin
@Participants T-F Teacher, F-P unidentified Female Pupil, M-P unidentitified Male Pupil,
TAT Pupil, FOT Pupil, LIS Pupil, LLL Pupils, RES Researcher;
@Location: School #3, Patra, Greece
@Situation: English Lesson 2
@Date: 17-MAY-1994
@Time: 15:05-15:40
@Warning: the transcription has been double-checked.
@Comment: this lesson takes place in a classroom which is twice the size of the others
and which is used as an assembly hall on special occasions.
3
I take a seat at one of the middle desks in the side row, with the class to my left.
the desks are set in rows on the far side of the room.
I take a seat at one of the middle desks in the side row, with the class to my left.
the desks are set in rows on the far side of the room.
I take a seat at one of the middle desks in the side row, with the class to my left.
the desks are set in rows on the far side of the room.
the pupils come in talking animatedly with each other.

*M-P: ενα βιβλιο!
%eng: a book!
*F-P: ενα βιβλιο (ξεχωσανε).
%eng: they (forgot) a book!
[T-F hands out paper strips to the pupils, who are taken by surprise].

*LLL: τι ειν ταυτα?
%eng: what's that?
*M-P: what[!]? 
καιτω!
%eng: miss!

δεν εχω το βιβλιο μου!
%eng: I don't have my book!
*F-P: ουτε η εγω!
%eng: me neither!

[T-suddenly a loud bang is heard. there is commotion (0.16 sec). T-F asks
why some pupils were absent in the last lesson].
*T-F: τη προηγουμενη φορα που εισαγετε?
%eng: where were you last time?
*M-P: what[!]? 
γραφουμε;
%eng: are we writing?
*LLL: [unintelligible].

αρχιζουμε;
%eng: are we starting?
καιτω!

%eng: miss!
καιτω!
%eng: miss!
να κανουμε τσιγαρο?
%eng: can we smoke a cigarette?
[unintelligible talk (0.20 sec). pupils are singing, shouting, calling out to the teacher.
she walks along the aisles and sees that at least five pupils haven't got a book
in front of them. she bends over to one of the pupils sitting nearby and checks the page
number for the lesson of the day].
*T-F: ορισμενα περισσει ειπανε xxx.
%eng: some pupils have said xxx.
*LLL: xxx.

[unintelligible talk (2.46 sec)].
*T-F: [reads] education in Britain.
are you ready?

*T-F: approaches one of the boys and gets him to face forward.

*M-P: κορίτσι, να τω κοτι στον ANS!

%eng: miss, I want to say something to ANS!

ελα ANS, ελα!

%eng: come, ANS, come!

*T-F: [%reads] read this text ## from an (information) booklet xxx.

*[commotion (0.20 sec). T-F nominates a pupil to read the text

who stops after a while for her neighbour to carry on].

*T-F: [%reads] Primary education.

in Britain, under the xxx system xxx at the age of five.

secondary education.

roughly at the age of eleven children xxx secondary school.

xxx most common type of secondary school is the comprehensive xxx,

for ages eleven to ## eighteen.

at the age of sixteen many pupils take+ take # the O level examinations.

*TAT: xxx να διαβάσω 'γι'ν;

%eng: shall I read?

% reads those who wish to stay and take the A level examinations.

[TAT jumps a line while reading, but this goes unnoticed].

% reads in some areas [*] of the country there is also the middle school,

which functions # as # an ## intermediate stage xxx accepts children

from the age of eight or nine to the age of twelve or thirteen.

%err: areas /ArEAv / = areas /Er16/ ;

higher education.

the results of A level examinations xxx

higher education xxx university xxx polytechnic.

%the commotion escalates. T-F's instructions are barely audible].

*T-F: παιδια, xxx θα συμπληρωσοτε τα κενα που είναι στην απεναντι σελίδα.

%eng: children, you will fill in the gaps in the opposite page.

εστι;

%eng: okay?

%the Task as given in the textbook is to fill in the empty spaces of a graph

with information about the structure of the British educational system.

T-F moves from one desk to the next showing each pair of pupils what they should do.

With her finger she points to each space and explains in Greek which type of school

must go where.

two boys stand up feigning aggression and make jokes while another couple of boys

discuss their next lesson, History, and check which pages they have been given to learn.

in the meantime T-F has moved to the far corner of the room where she is telling

individual pairs of pupils what to do. unintelligible talk (2.15 sec)].

*M-P: δοξα το στυλο ρε!

%eng: give the pen man!

ασε να γραφω!

%eng: let me write!

ζερω ρε!

%eng: I know man!

tο ζερω!

%eng: I know it!

[%commotion continues, some pupils call out to the teacher. unintelligible talk (2.45 sec)].

*T-F: πιστο τόλλο.

%eng: nothing else.

listen to LIS!

[T-F claps her hands once and LIS begins to read out the types of school

as they should appear on the diagram].

*LIS: primary[!] school.

*T-F: comprehensive school?
### Textual Representation

**LIS:** secondary school.

### Textual Representation

**T-F:** polytechnic.

### Textual Representation

[T-F addresses a group of pupils at the far end of the class ignoring the commotion. Books are thrown around, pupils chat, scribble, hit each other.]

### Textual Representation

**M-P:** χωρματιά!

### Textual Representation

**%eng:** miss!

### Textual Representation

**%eng:** just come over here!

### Textual Representation

**%eng:** come on ARI, τι στη πεταγεί!

### Textual Representation

**M-P:** [%to classmate] εργα σε ανά βράχυ.

### Textual Representation

**%eng:** that's how she told me to write it.

### Textual Representation

**%T-F asks a pupil to get up and take some chalk in his hand, he walks up to the front and asks her what to do. Then he writes the following on the blackboard:**

- Primary school
- High school
- Liko[*] School

### Textual Representation

**%err:** Lykeio /LikO/ = Lykeio /llklO/;

### Textual Representation

**M-P:** [%to classmate] εργα σε ανά βράχυ.

### Textual Representation

**%eng:** that's how she told me to write it.

### Textual Representation

**%T-F asks a pupil from the back of the classroom to write up another type of school:**

- Nursery school

### Textual Representation

**%T-F:** xxx and university.

### Textual Representation

**%eng:** next, xxx.

### Textual Representation

**%M-P:** [the pupil adds the words: University - Polytechnic.

### Textual Representation

**T-F:** skips a section based on a questionnaire about choosing a secondary school in England and moves to the next section in the book].

### Textual Representation

**%T-F:** [%reads loudly] a new kind of school!

### Textual Representation

**%M-P:** [the pupil adds the words: University - Polytechnic.

### Textual Representation

**T-F:** reads in the United States some years ago+

### Textual Representation

**%eng:** next, xxx.

### Textual Representation

**%M-P:** [the pupil adds the words: University - Polytechnic.

### Textual Representation

**T-F:** skips a section based on a questionnaire about choosing a secondary school in England and moves to the next section in the book].

### Textual Representation

**%T-F:** [%reads loudly] a new kind of school!

### Textual Representation

**%T-F** skips a section based on a questionnaire about choosing a secondary school in England and moves to the next section in the book].

### Textual Representation

**%T-F calls a pupil from the back of the classroom to write up another type of school:**

- Nursery school

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.

### Textual Representation

**%T-F:** [%reads] Freedom School +...

### Textual Representation

**%eng:** and what is ["] progressive?

### Textual Representation

**%LLL:** xxx.
T-F: xxx teacher!
T-F: [reads] main[] principles is to make children become creative!
T-F: a teacher[!] said that!
T-F: [T-F approaches a pupil and instructs her what to do with the chart on page ninety five].
T-F: is it against ## or in favour?
T-F: is it against or in favour?
F-P: xxx.
T-F: [nods] it's in favour.
F-P: κυριά, το δυο?
%eng: miss, number two?
T-F: xxx.
T-F: [%T-F bends over two other pupils and reads the first speech bubble to them].
T-F: who said that?
M-P: parents, the teacher or the pupils?
T-F: the teacher said that.
M-P: it's in favour.
eng: λοιπον.
%eng: so.
M-P: κυριά, κυριά!
%eng: miss, miss!
T-F: [%commotion, screaming, shouting, banging and tapping on desks (2.39 sec)].
T-F: is it in favour or against?
M-P: in favour.
T-F: yes.
M-P: yeah, σωστο!
%eng: right!
T-F: [a pupil asks for the meaning of ["] initiative].
T-F: initiative!
M-P: πρωτοβουλια.
T-F: [%T-F continues to move from one desk to the next working with individual pupils on the speech bubbles. much of her talk is inaudible].
T-F: [reads] and something else.
T-F: make me feel so sure about myself.
T-F: xxx pupil or teacher?
M-P: pupil!
T-F: against ## or in favour?
M-P: τι είναι ["] in favour ?
%eng: what's ["] in favour ["]?
T-F: [%T-F reads the last sentence from the information box and explains the purpose of the task to him. She also pats a pupil on the back who seems to be sleeping on his arms but he doesn't react].
T-F: is it against ## the new type of school or in favour?
LLL: against!
T-F: [%T-F continues reading out the contents of the speech bubbles. the bell rings and a group of boys get up and storm out of the room immediately].
M-P: κυριά!
%eng: miss!
Read this text from an information booklet about the educational system in Britain and complete the incomplete graph.

**TASK 1**

**PRIMARY EDUCATION**

In Britain, under the new educational system, children go to Primary School at the age of five.

**SECONDARY EDUCATION**

Roughly at the age of eleven, children move on to secondary school. The most common type of secondary school is the Comprehensive school, which is for ages from eleven to eighteen. At the age of sixteen, many students take the "O" level examinations. Those who wish to stay on in school spend another two years and take the "A" level examinations.

In some areas of the country, there is also the Middle school which functions as an intermediate stage and which accepts children from the age of eight or nine to the age of twelve or thirteen.

**HIGHER EDUCATION**

The results of "A" level examinations determine whether students can continue with higher education, that is, attend a University, a Polytechnic or a College of Education.

**TASK 2**

Extra

Now try to illustrate the Greek educational system on a graph.
EDUCATION IN BRITAIN

ABOVE: PRIMARY EDUCATION
LEFT: SECONDARY EDUCATION
BELOW: HIGHER EDUCATION

Comprehensive school

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10. A NEW KIND OF SCHOOL

INFORMATION

In the U.S., some years ago, a new type of school, the so-called "Freedom School" appeared. The conservatives criticized it, the progressives cheered for it. Some parents, teachers and students were in favour and others against it.

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- Task 1

Look at the contents concerning this type of school, made by people in some way involved with it, and try to:
(a) indicate whether the comment is a "P" (parent's comment), a "T" (teacher's comment), or an "S" (students' comment).
(b) tick whether it is a pro statement ☑ or a con statement ❌

- Task 2

Using these statements as models make pro and con statements to describe the type of school you go to.

1. One of our main principles is to make children become creative.
2. Too much initiative and very little knowledge. That's what they are giving them there.
3. Oh, and something else. They make me feel so sure about myself.
4. They are fantastic. They let us do a lot of things by ourselves and that's great.
5. Do you think I can trust a school that never punishes children? Things used to be different in my days.
6. It's much simpler than that. I only have to find out the child's interests and help him or her.
Appendix Q7 / Lesson G

@Begin
@Participants: T-G Teacher, M-P unidentified Male Pupil, F-P unidentified Female Pupil,
DAN Pupil, ANE Pupil, OLI Pupil, SIL Pupil, AIS Pupil, TOM Pupil, JEN Pupil,
FLO Pupil, CHR Pupil, IAN Pupil, NAV Pupil, SAB Pupil, TAR Pupil, IEN Pupil,
LAU Pupil, ZIR Pupil, IBR Pupil, PIA Pupil, PAM Pupil, ARI Pupil, VIO Pupil,
LLL Pupils, RES Researcher;
@Location: School #4, Berlin
@Situation: English Lesson 2
@Date: 09-FEB-1995
@Time Duration: 9:55-10:40
@Warning: this transcription has been double-checked.
@Comment: this is a classroom with basic furnishings, and a Greenboard.
there is a coat rack at the back and curtains hanging from the windows.
the pattern on the curtains consists of various names which
the pupils themselves have drawn onto them.
also on the walls are four large projects on various countries
with lists of their positive and negative characteristics.
the teacher exchanges words informally with a couple of pupils
before calling for the attention of the whole class, which is in a slight tumult.

*T-G: ladies and gentlemen.
can you settle down please?
[_DIALOG_T-G_addresses_a_pupil_but_in_a_way_that_everyone_can_hear_him].
VIO, why are all+ why are they all so excited?
[Dialog_T_G_addresses_a_pupil_and_tells_him_to_settle_down].
*VIO: because ## xxx a visitor.
*T-G: think so?
oh ## I haven't got that impression at all, you know?
I think they were excited about # something quite different.
but maybe+ maybe you are right, you know?
you never know.
*M-P: the pause has just ended.
*T-G: [%laughs] DAN.
*DAN: what?
the Pause is to end.
[%the pupils laugh].
*T-G: that was German [%short laugh].
the pause is+ the break[!] is at an end[!].
the break is over[!].
but I expect there's also that influence of the lesson before
because she had a mathematics file on her desk, didn't you?
[Dialog_T-G_is_looking_at_a_pupil_sitting_in_the_front_second_desk].
did you have math+ did you have mathematics?
in the lesson before?
no?
then maybe ## VIO was right after all, you know?
okay, ehmm.
what book are we still # reading # ANE?
*ANE: we're reading # ["] black or white ["].
*LLL: ["] black and[!] white ["].
*T-G: ["] black and white ["], # and we have come as far as the eighth chapter
# and in the eighth chapter the two girls, Pamela and Rose are # in the school yard
and the xxx.
we started[!] that chapter last time #
and I asked you # to read it to the end and also answer some questions in the chapter.
and eh well we'll start eh with those # questions right away
since eh maybe you'll be able to finish the whole story, because I've brought the last pages.
right.
and ehm, I mentioned the beginning of this story already.
ehm, can you read out the first question you # dealt with at home?
[the homework check begins and at once three pupils volunteer].
IEN please.

*JEN: [%reads] why was Derek angry?
*T-G: hmmm.
and what did you write in answer to that question?
[%T-G nominates another pupil who volunteered].
*JEN.
*JEN: Derek was angry because a group of xxx.
 [%rustling, scraping noises].
*T-G: [%overlap] just a moment.
[%JEN pauses until T-G is satisfied that the class is attentive
and gives her a sign to proceed].
*JEN: [%reads] Derek was angry because a group of older boys didn't want blacks in their xxx.
*T-G: I wonder whether IBR has heard your answer in the back.
I think it would be kind of you if you could repeat your answer.
just for him.
*JEN: [%reads] Derek was angry because a group of older boys didn't want blacks+/.
*T-G: just a moment JEN.
[%the teacher addresses the neighbour of a girl who seems to be having a problem
and must go out].
*T-G: could you go along with her?
[%T-G waits until the girls are out and disciplines one of the boys with eye contact].
*T-G: DAN.
could you+...
so we will make another effort, JEN.
*JEN: [%reads] Derek+/
*T-G: [%overlap] sorry [%laughs].
[%a few pupils are amused by the interruption].
*JEN: [%reads] Derek was angry because a group of older boys didn't want blacks in their (school).
*T-G: hmm!
what's your answer DAN to the same question?
*DAN: yes.
[%reads] Derek was angry because when the boys at the Blue Fire Disco saw
that they are black, they weren't allowed to go in.
*T-G: hmm.
ja ##.
perhaps we should make a slight alteration...%
maybe you can find out yourselves what we should alter.
can you read+ the answer again please, and can the others listen?
[%DAN reads a bit more slowly and clearly this time].
*DAN: [%reads] Derek was angry because when the boys at the Blue Fires Disco saw
that # they are black, they weren't allowed to go in.
*T-G: did you ## realise anything?
did anything strike you?
[%a pupil spontaneously says something in German in a very low voice.
some muttering is heard].
it's connected with tenses, the use of tenses.
[%T-G waits (0.14 sec). some pupils mutter under their breath].
does anybody know?
well it's the part of the sentence where it says
that they are[!] blacks as you said.
normally another tense would be used, though maybe it's not altogether # wrong.
but in keeping with the rules it would have to be+...
hmhm, ANE.

*ANE: xxx.

*T-G: hhmhm, can you say it again, for everybody to hear?

*ANE: they are+ they were[!] blacks.

[T-G looks in ANE's direction].

*T-G: hhmhm, that's the problem, that's what we do in German,
you know, but eh normally in English they keep to the tense they use at the beginning,
you know?

if it's logical.

so they keep to the past tense normally.

right, eh has any+body got a different[!] answer to that+ question four?

then we may go on to the next question, VIO please.

*VIO: [%reads] where did they go then?

*T-G: hhmhm.

*VIO: ja ## just read out the answer as well #.

*T-G: then they went to a disco in Market Street.

*T-G: hm+... ch ## ARI.

*ARI: [%reads] they went to another disco in Market Street called ehm Long John.

*T-G: the name again please?

*ARI: long john+ john, yes.

*T-G: okay.

right, eh there's not+ it's not likely that
eh there's another answer that is slightly different than the ones given,
so we go on to the next.

[%the two girls come back in and return silently to their seats].

OLI.

*OLI: [%reads] what was the disc jockey playing?

he was playing the Simple Brains.

*T-G: hhmhm.

*VIO: who's got a different answer?

[%a pupil volunteers].

*SIL: [%reads] he was playing the latest xxx in the top forty.

*T-G: yes.

so eh taking both together we have a very complete answer now.

and eh [''] Simple Brains [''], what did we say does that mean,
you could say that in German, just to explain it again?

IAN?

*IAN: einfache Gehirne.

*T-G: yes [%laughs], right.

next question?

[%T-G selects a pupil out of five volunteers].

*T-G: AIS.

*AIS: [%reads] what did Derek give to the xxx+ to the disc jockey?

Derek gave the disc jockey some (old) records.

*T-G: what did you write in answer to that question TOM?

*TOM: [%reads] Derek gave the disc jockey one of his xxx.

*T-G: and JEN.

*JEN: [%reads] Derek gave him xxx.

*T-G: ja, eh, [%hesitates before nominating a volunteer] FLO?

*FLO: [%reads] Derek gave some reggae records to the disc jockey.

*T-G: do you know what+ eh # do you know any ehm person who is connected with Reggae?

[%five boys raise their hands].

CHR?

*CHR: Bob Marley.

*T-G: oh I see [%smiles].

[%T-G gives a turn with eye contact].
*M-P: the group Africa Lambada.
*T-G: and OLI?
what did you want to say?
*OLI: xxx.
*T-G: I think so too, eh?
and Bob Marley is very famous and it was a # very # special
day not very long ago, connected with Bob Marley.
I think he # had been fifty years of age, as IAN[!] states, you see?
[%T-G stretches his arm towards IAN as he sees her expressing agreement].
she followed the news as well!
okay, is there a question left?
none at all, then we shall turn to the next chapter,
and as I said, # we shall try to finish the story today.
I got the last paper I hope, it is the last, and I'll just # hand it to you.
[%T-G gives photocopies to two pupils on either side to pass around
and brings a small reader to RES].
*T-G: could you pass that one please?
could you pass the last paper out?
don't get excited, I'll just xxx.
[%some pupils engage in small talk. one of the boys asks T-G for a stapler.
*M-P: xxx.
*T-G: [%smiles] no stapler today!
*M-P: xxx?
*T-G: pardon?
*M-P: xxx?
[%the pupil asked T-G if he would not go down to the staff room
and get a stapler for them like he did last time].
*T-G: no, not today [%laughs] I'm afraid.
*M-P: warum nicht?
[%eng: why not?]
*T-G: I've + I've got to stay with you today!
*M-P: [%laughs].
*IBR: [%spont] Herr Schxxx!
*T-G: sss.
*IBR: achtdwanzig xxx.
*M-P: twenty eight xxx.
*T-G: ja.
*fumundzwanzig.
*M-P: yes, twentyfive.
*fumundzwanzig xxx dreizig.
*M-P: twentyfive xxx thirty.
fehlte noch ein eh?
%M-P: ja.
%M-P: [%some pupils find that a page missing]
*T-G: okay.
then we'll read as far as we get.
*M-P: da fehlt noch ein Blatt.
*eng: a page is still missing
[background chatter]
%eng: there is one missing eh?
%M-P: ja.
%M-P: [%some pupils quieten down. someone returns leftover photocopies to T-G].
*T-G: okay... so we turn to # chapter nine, if you ## could listen[!] again now.
*eng: so, the text is not # very difficult, and there are only few words,
so could you # look[!] at pages twentyfour, twentyfive.
*eng: there are some words given at the bottom[!] of the pages.
that's ## eh what eh we will look at first.
so, ehm NAV could you read out the words at the bottom of page twentyfour.
just the English ones.

*NAV: [%reads] wonder+...
*T-G: yes.

and here we should look at the German because it's difficult to explain, in English.
then we go on to the next[!] word, NAV please.

*NAV: [%reads] in the first place.
*T-G: hmmhm.

*NAV: to get married+ married[?], married.
*T-G: yes.

*NAV: and [%reads] husband.

*T-G: and maybe somebody could try to explain what a husband is in English[!].

what is a [”] husband?

[%pupils begin to discuss this question in whispers amongst themselves.

five hands go up].

well # SAB, what would you[!] say?

[as soon as SAB starts speaking there is silence].

*SAB: ehm a husband is a man who eh + who has a family, and # who has a woman.

*T-G: ja, who has a wife[!], maybe?

I know # several men who have a family, and who are not married though.

[T-G looks across at some of his pupils who chuckle and laughs too].

so what's+ what should we add to what she[!] said, what should we add?

we have to be more precise, you know,

we eh have to add, hinzufügen, to what she said.

[%a pupil raises her hand]

AIS what would you[!] add?

*AIS: ehm a husband is a man who # has a wife

and he is the husband of+ the wife and they are married.

*T-G: [%laughs] yes, but now you explained husband by husband[!], you know?

and husband is the word we are going to explain.

but there's a word on the same page which might help, you know?

[ANNE volunteers].

*T-G: ANE.

*ANE: when the woman ## who got married, then the man is a husband.

*T-G: that's it.

okay.

right.

and # there's one[!] word on the next page,

at the bottom of the next[!] page, twentyfive ## twentyfive,

eh can you read that as well NAV please?

*NAV: [%reads] strange+ was?

%eng: strange+ what? [%laughter]

*T-G: strange.

okay.

so, eh we turn over the page, that is you[!] look at page twentysix now,

because there are three more words, and+ and we ask TOM to read those three words.

*TOM: [%reads] to mix, at least, tear.

*T-G: yes.

and now I # would like to ask somebody to define[!] the word ["] tear, in English.

what could you say to that?

[Some discussion commences, in whispers. a pupil explains the word to his classmate].

*AIS.

*AIS: a tear is # when you cry and it came+.

*T-G: and it comes.

*AIS: comes out of your eyes.

*T-G: hmmhm, and what does it consist of mostly[!]?
when you are unhappy.

what does a tear consist of?

mainly?!

what does it consist of, worauf besteht es?

what does a tear consist of?

mainly!

what does it consist of salt and water.

he+she+it?

it+...

what does a tear consist of?

mainly!

it consists[!] of...

yeah+

it+...

of salt and xxx.

salt and?

AIS: water.

yes, that's right.

okay, that's what a tear is.

and it comes out of your eye when you are crying.

or when you're laughing, for that matter.

so, these are the words you might need.

should there be any more you could ask, but eh I think we are now ready[!] to read the text.

who'd like to start?

two hands go up.

eh JEN volunteers, could you start please?

AIS: you know, it wasn't easy for us when we came to England, 
said Rose's mother while she was giving Pam a cup of tea. 
it's a long time ago now, of course, but sometimes we still wonder if we xxx. 
what made you come here in the first place[?] asked Pam. 
well we came here for work, really. 
when we got married [*], my husband tried to find a job in Jamaica.

companies. 
said Rose's mother while she was giving Pam a cup of tea. 
it's a long time ago now, of course, but sometimes we still wonder if we xxx. 
what made you come here in the first place[?] asked Pam. 
well we came here for work, really. 
when we got married [*], my husband tried to find a job in Jamaica.

companies in England were looking for xxx people to work for them. 
so we waited until we had enough money and then the two of us made the trip to England.

did you realise any slight[!] mistakes?

[%, some pupils make a few guesses, low key]. 
in her reading, I mean.

ah.

there's noth+ there was nothing[!] dramatic 
but eh if you heard something maybe you c+ we could tell her.

yes?

ehm [*] married?

no, where there any mistakes in # in the pronunciation?

['] heard?

ja.

can you say it again?

heard!

[%, short laughter]

give the line[!] eh SAB, she will find it more easily.

eh at # eight.

line eight.

yes.

you sou+ you should have said heard [%/h3d/].

yeah?

and there is that word at the end of line # six where there is that asterisk behind it. 
can you say that again, JEN yourself?
*JEN:  ehm ["] married?
*T-G:  ja, that was perfect.
401  ["] married, ["] married.
402  ["] married is the way to pronounce it.
403  okay.
404  ja, otherwise your pronunciation is quite # good[!] JEN, and the intonation as well,
405  and we could have somebody else to carry on.
406  who'd like to?
407  [%a pupil has his hand up].
408  IEN.
409  *IEN:  [%reads] did your husband find a job?
410  yes, he was lucky.
411  he got a job on the b+...
412  *T-G:  buses.
413  *IEN:  [%reads] buses, and after that few years we bought this house.
414  and then of course, Rose arrived, our first baby.
415  so have you ever # visited # Jamaica # Rose.
416  no I haven't said Rose, I've seen picture of+ pictures of it.
417  of course, but it all looks very strange, not at all like w+...
418  *T-G:  Wolverhampton.
419  *IEN:  Wolverhampton.
420  [%reads] sometime+ sometimes it makes me sad.
421  I would love to see my grandparents, for example,
422  but they haven't not+ haven't got enough mone+ money # to come here.
423  perhaps one[!] day I will be able # to visit them.
424  but when people tell me I should go back to Jamaica I just want to say, #
425  what do you mean[?]. England's my home.
426  *T-G:  yes+...
427  *IEN:  xxx.
428  *T-G:  no, thank you+...
429  did anybody+ does anybody want to # say something to # his[!] reading?
430  AIS?
431  *AIS:  ehm perhaps ["] zat xxx ["] sad.
432  *T-G:  ["] sad.
433  well, I didn't # hear a mistake there but+/
434  *AIS:  ne, ich meine ["] that und er hat ["] zat gesagt.
435  %eng:  no, I mean ["] that and he said ["] zat.
436  *T-G:  aha.
437  so it may+ it may have been a bit unclear[!].
438  *AIS:  ja.
439  *T-G:  that[!], uh?
440  yes, and eh well, I didn't realise very many mistakes,
441  but the intonation[!], you see, the melody[!] of your sentence
442  could have been a bit more fluent[!] and eh may+ maybe ehm, +...
443  could you[!] read it again?
444  [%reads] and did your husband find a job?
445  *F-P:  [%reads] and did your husband find a job?
446  yes, he was lucky, he got a job on the buses and after a few years we bought this house.
447  and then of course Rose arrived, our first[!] baby.
448  so have you ever visited Jamaica Rose?
449  no, I haven't, I've seen pictures of it.
450  of course, but it all[!] looks very strange, not at all[!] like Wolverhampton.
451  sometimes it makes me sad.
452  I would love[!] to see my grandparents, xxx,
453  but they haven't got enough money to come here.
454  perhaps one day I will be able to visit them.
455  but when people tell me I should go back home to Jamaica I just want to say,
456  what do you mean[?]. England's[!] my home.
yes, okay, thank you.
so are there any more # volunteers?
no?
[a couple of hands are raised. one of the boys, TAR, looks at T-G and smiles].
okay, TAR.
[everyone is silent].
*TAR: oh dear, said Pam, it must be terrible for you at school sometimes,
especially when people are as silly as I was.
[T-G] vell [*], let's forget about all # that Pam, have a cake?
well /Vil/ = well /wel/;
and so for the first time # in her+ her life # Pam had # tea with a Jamaican family.
and perhaps for the first # time, she began to understand Rose's pro+ problems.
she xxx that she could be a good friend to Rose,
and she was happy because To+ Tony and Derek # were good friends too.
when she got home # she told her parents about Rose.
mum, I'd like to bring Rose here.
she'd like to meet you and dad.
she's really nice, you know.
I think you'll like her.
her fa+/
*T-G: yes, thank you TAR.
would you like to comment on his[!] reading?
[laughs] AIS again.
*AIS: ehm, [*] perhaps, xxx.
*T-G: uuhh. [*] perhaps, yeah,
you just say the # the correct word, you see?
you tell him, [*] you should have said [*] +...
what should he have said?
[*] you should have said+...
*AIS: perhaps[!].
*T-G: yes [%laughs].
okay, and ZIR, what did you[!] want to say?
*ZIR: [%unintelligible].
*T-G: yes, that+ maybe this was+ was+...
*LLL: [%unintelligible].
*T-G: ja+...
maybe some[!] of the words were not # clearly[!] pronounced.
okay.
[some commenting on the pronunciation of words with [r] continues].
*F-P: das ist anders xxx.
*eng: that's different
*M-P: xxx auf [r].
*T-G: okay.
but ehm TAR, you have improved, you know?
it's better than the last reading.
ehm, should we read that again as well?
ehm+...
well I wonder ANE whether you could read that again?
and can the others listen?
*ANE: [reads] oh dear said Pam.
it must be terrible for you at school sometimes,
especially when people are as silly a+ as I was.
well, let's forget[!] about all that Pam, have a cake.
and so for the first time in her life, Pam had tea # with a Jamaican family.
and perhaps for the first time, she began to understand Rose's problems.
she certainly felt she could be a good friend to Rose,
and was happy because Tony and Derek were good friends too.

*T-G: [%chuckles meaningfully].

*T-LLL: [%laugh].

*T-G: yes, well there are # three more lines.

*ANE: [%reads when+].

*T-G: [%overlap] did+...

*ANE: [%reads when+].

*T-G: [%overlap] did we stop there?

three more lines.

*F-P: (mach) weiter.

%eng: continue.

*ANE: [%reads] when+/.

*T-G: [%overlap] did+...

*ANE: [%reads] when+/.

*T-G: [%overlap] did we stop there?

*ANE: [%reads] when+/.

*T-G: [%overlap] did we stop there?

%eng: continue.

*ANE: [%reads] when she got home she told her parents about Rose.

mum, I'd like to bring Rose here.

she'd like to meet you and dad.

she's really nice, you know. I think you'll like her.

her father+...

*LLL: [%giggle].

*T-G: that+ that's it.

thank you.

then ehm # LAU[!], could you carry on please?

*LAU: [%reads] her father was sitting in his chair in the corner and was reading the newspaper.

just[!] a minute[!] Pam, he said,

I don't ### [%turns page] want any coloured girl in my house.

those coloureds are all[!] the same.

they are loud[!] # and they eat that funny food,

and have hundreds of children who take our houses and jobs.

Rose should go back to Jamaica. we don't want her here.

ehm black and white just[!] don't mix and least+/

*T-G: at least!

*LAU: [%reads] not in this house.

no dad, you're wrong, said # Pam.

*LLL: shouted.

*LAU: "] wrong[!] said Pam.

*LLL: shouted!

*LAU: ach, ach so!

"] shouted Pam.

*T-G: [%overlap] yes, ["] ach so ["] is ["] I see ["], you can say that in English too, you know?

[%T-G and one or two pupils chuckle].

*LAU: yes, [%reads] shouted Pam.

people like ## you don't want+...

was?

%eng: what?

*M-P: nee.

%eng: no.

*LAU: ja, ehm [%reads] don't want to mix.

that's[!] what's wrong.

and it's not Rose, it's not me, it's not Jamaica, it's you[!] dad,

and Pam ran out # of the house in tears.

*T-G: yes.

[%short pause, whispering in the background].

*T-G: allright, well I've got a few ## questions before,

then I want you to do something in writing, but+ ss[!] ##

of course, we are also interested in why[!] Rose's parents[!] came to England.

what could ## give us an answer?

why did Rose's parents ## come to England?

*ANE: ANE?

*ANE: they came to England because+...

[%T-G gestures to her to speak up].
*T-G: for the # people in the back, you know?

*ANE: they came to England because Rose's father found a job there.

*T-G: yes, and do you remember what kind of job it was?

*CHR: was her father found?

*T-G: ['"] bus is maybe you use[!] a bus every morning[!] when you come to school.

*M-P: [%overlap] Bus!

*T-G: [%T-G stretches out his arm in the direction of a pupil to calm him down].

*T-G: and buses is+...

*LLL: xxx.

*T-G: in English? [%chuckles]

*LLL: plural.

*T-G: plural, yes, it's the plural form, no?

*IBR: he got the job on the buses.

*T-G: who?

*IBR: eh father Rose+..

*T-G: Rose's +...

*IBR: ach so[!], Pam's father, nee.

*LLL: Rose's.

*IBR: Rose's father eh got a job on the buses.

*T-G: yes, so he worked with London Public Transport.

right, ehm and eh what is said about Rose's ehm home?

which is really her home?

where does she really[!] belong?

wo gehurt sie eigentlich hin?

where does she really belong[!]?

VIO.

*T-G: he, she, it?

*VIO: belong she really belongs to Eng+/

*T-G: he, she, it?

*VIO: belong+ she really belongs to England.

*T-G: right, and can you explain why she feels English more[!] than Jamaican?

[M-P stretches out his arm to nominate a volunteer]

*M-P: she feels English more than Jamaican because she was born in England!

*T-G: that's[!] it!

okay, that's a good reason, # to feel at home in England.

and eh # there's that+ that question why Pamela # wanted to bring Rose home, to tea.

*T-G: do you know the reason?

*VIO: belong that's[!] it!

*T-G: do you know the reason?

ondon the pupils begin to converse with each other.

*a couple of boys at a back desk joke about].

*T-G: why did Pamela want to bring Rose home to tea?

who could answer that question?

[%chatter increases].

*T-G: ssss+...

AIS?

*AIS: ehm because Rose want+..

*T-G: [%overlap] Ted+..

*AIS: that Pam (to) meet her parents.

*T-G: yes, or?

without ['"] that.

Rose+...

*AIS: Rose ehm +...

*T-G: wanted Pam to?

*AIS: met.

*T-G: or it's the other way round I suppose huh?

maybe we should have somebody else to try to answer the same[!] question?

JEN?
*JEN: Rose wanted to see Pamela's parents.
*T-G: yes, that's what we could say, or the way you[] started it, you know?
*T-G looks at AIS.
*F-P: konnten wir nicht schreiben xxx von selbst aus?

*JEN: Rose to meet, or to see Rose's parents.
*T-G: okay?
*T-G: [chatter increases]

*F-P: can't we write it xxx on our own?
*T-G: if you want to do it that way, you are free to do so.
*T-G: you've got five minutes time, IBR I'm coming.
*T-G walks to IBR's desk at the back of the class.

*T-G: just a moment+...
*T-G stretches his arm out in a calming gesture.

we are waiting for those two gentlemen over there+...
*T-G stretches his arm out in a calming gesture.

AIS.

*JEN: Rose wanted to meet+...

*OLI: ja, that is one possibility, but if you think of the different ideas,

*OLI: discrimination.
*T-G: ja, that is one possibility, but if you think of the different ideas,

OLI?

*OLI: discrimination.

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?

OLI?
I'd like to have some of your answers!

ZIR could you start, to read out # the prejudices you[!] found?

ssss.
mister Hutchinson said that all blacks are loud, eat funny food, have hundreds of children xxx+. 

have? 
hundreds+... 
hundreds, yes! 
of children, take their houses and jobs, and sh+ and should go back to Jamaica. 
and eh OLI, what did you[] write? 
mister Hutchinson said the coloured people ate funny food, and had hundreds of children who took their jobs and houses and he also said that black and white did not mix. 

hundreds, yes! 
hundreds, of children, take their houses and jobs, and sh+ and should go back to Jamaica. 

and eh TOM, could you read out what you[] wrote down? 
mister hutchison said that+/.

hutchinson. 
hutchis+... 
hutchin[] son! 
hutchis+nsnen. 
hutchinson! [laughs] 
okay, listen[] nevertheless! 
just a moment! 
it's got too noisy now, TOM # I'm afraid+... 
leave him alone. 
TOM+. 
said that coloureds+ all coloureds [*] +./. 

coloureds /kAlAr6ds/ = coloured /kAl6d/ ; 
coloured!

coloured people were loud and # they ate funny food and they had hundreds of children who took their homes and jobs.
hmm+. 
and the last one, maybe ehm ZIR. 
ZIR you could+ you have read it already have you?

ich hab das schon gelesen.

I've already read it.

yes, PIA! 
ich hab' das selbe wie ZIR.

I have the same like ZIR.

so, there was some co-operation, ehm this was quite allowed, that was not forbidden, you could co-operate. 
ehm ## then one last ## contribution, I'd like to ## hear. 
ehm, CHR, what did you write? 
mister hutchinson said that all coloured people are all the same, that they were loud and ate that funny food,
and they had hundreds of children who took their houses
and jobs, that Rose had to go to Jamaica. that he didn’t want here+ eh+ her here.
*T-G: yes!
*CHR: black and white just+ didn’t mix, at least not+ in his house.
*T-G: aha[!].
okay, thank you!
we sh+ we shall go on talking about prejudices,
we couldn’t finish the text today because there was one page missing.
and eh we’ll have to have a final lesson on the whole story
where we will also deal with discrimination and prejudices.
[%pupils start putting their things away].
okay?
so, have a nice holiday, and relax!
forget about school!
SAB thank you for fetching the chalk, but I didn’t need it any longer in the end.
[%chatting, and whistling].
xxx interviews now.
ZIR, wait a minute!
[%T-G comes up to RES and confirms the names of the first two pupils
who will be interviewed].
@End
Stage Reader – Level 2

Black and White (a) kann im Zusammenhang mit jedem Lehrwerk vom Ende des zweiten Lernjahres an eingesetzt werden. Wortschatz und Strukturen sind auf das Lehrwerkssystem Learning English (Green Line 2, Red Line 2 und Orange Line 2) abgestimmt. Black and White enthält weniger als 2% neue Vokabeln, die erklärt werden. Die Verben kommen nur im Present und Past Tense (Simple und Continuous) sowie im Present Perfect und Future Tense vor.

Die Rassenvorurteile, die in einer englischen Schule auftreten, können nur durch Verständnis und gegenseitiges Kennenlernen beseitigt werden.

Übersicht über die "Stage Readers"

Level 1 (ab Ende des 1. Lernjahres)

Late Again! Klettbuch 57121
Compact-Cassette Klett-Nr. 571211
School Uniform –
No Thanks! Klettbuch 57122
Compact-Cassette Klett-Nr. 571221
The Master Spies of Selby Road Klettbuch 57123
Compact-Cassette Klett-Nr. 571231

Level 2 (ab Ende des 2. Lernjahres)

Robin Hood and the Magic Trick
Klettbuch 57133
Compact-Cassette Klett-Nr. 571331
Black and White Klettbuch 57131
Compact-Cassette Klett-Nr. 571311

Level 3 (ab Ende des 3. Lernjahres)

The Eltham Bank Robbery Klettbuch 57141
Compact-Cassette Klett-Nr. 571411
Moorgate Mystery Klettbuch 57142
Compact-Cassette Klett-Nr. 571421
Adventure in Vermont Klettbuch 57143
Compact-Cassette Klett-Nr. 571431
"You know, Pam, it wasn't easy for us when we came to England," said Rose's mother when she was giving Pam a cup of tea. "It's a long time ago now, of course, but sometimes we still wonder if we'll ever feel at home here."

"What made you come here in the first place?" asked Pam.

"Well, we came here for work, really. When we got married, my husband tried to find a job in Jamaica, but he had no luck. Then we heard that big companies in England were looking for extra people to work for them. So we waited until we had enough money, and then the two of us made the trip to England."

"And did your husband find a job?"

"Yes - he was lucky. He got a job on the buses, and after a few years we bought this house. And then, of course, Rose arrived: our first baby!"

"So have you ever visited Jamaica, Rose?"

"No, I haven't," said Rose. "I've seen pictures of it, of course, but it all looks very strange - not at all like Wolverhampton!"

Sometimes it makes me sad: I would love to see my grandparents, for example, but they haven't got enough money to come here. Perhaps one day I will be able to visit them. But when people tell me I should go back home to Jamaica, I just want to say: What do you mean? England's my home!"

"Oh dear," said Pam: "it must be terrible for you at school sometimes, especially when people are as silly as I was!"

"Well, let's forget about all that, Pam: have a cake."

And so for the first time in her life, Pam had tea with a Jamaican family, and perhaps for the first time she began to understand Rose's problems. She certainly felt she could be a good friend to Rose, and was happy because Tony and Derek were good friends, too.

When she got home, she told her parents about Rose.

"Mum, I'd like to bring Rose here. She'd like to meet you and Dad. She's really nice, you know. I think you'll like her."

Her father was sitting in his chair in the corner and was reading the newspaper. "Just a minute, Pam," he said. "I don't
want any coloured girl in my house. Those coloureds are all the same: they're loud and they eat that funny food and they have hundreds of children who take our houses and jobs. Rose should go back to Jamaica. We don't want her here! Black and white just don't mix*, at least!* not in this house!"

"No, Dad, you're wrong!" shouted Pam. "People like you don't want to mix. That's what's wrong! It's not Rose, it's not me, it's not Jamaica, it's you, Dad!" and Pam ran out of the house in tears*.

Questions
1. Why did Rose's parents come to England?
2. Where does Rose's father work?
3. Why is Rose sometimes sad when she thinks of Jamaica?
4. Why did Pamela want to bring Rose home to tea?
5. Mr Hutchinson says: 'Black and white don't mix.' Is he right?

While Pam was running out of the house in tears, Rose was very excited. She was reading the evening newspaper at home when suddenly she saw an advertisement:

**PRICE'S MODERN DEPARTMENT STORE**

needs shop-assistants in its ladies' clothes department. 

Ring Mr Bridges, Tel: 127 2122.

You could start work with us in December or even next July if you are still at school.

"That's great!" said Rose to her mother. "That's the job for me! I've always wanted to sell clothes in a big shop. I can start when I leave school in July."

"That's good. Look, tomorrow is Saturday, so if you ring Mr Bridges in the morning you could perhaps go for an interview tomorrow."
Appendix Q8 / Lesson H

@Begin

@Participants: T-H Teacher, M-P unidentified Male Pupil, F-P unidentified Female Pupil,
MEL Pupil, MAG Pupil, MIC Pupil, LUT Pupil, LEV Pupil, LIN Pupil, SEB Pupil,
STE Pupil, AIT Pupil, ALE Pupil, INA Pupil, SAN Pupil, ANI Pupil, TIN Pupil,
SYL Pupil, ONU Pupil, PAM Pupil, FEM Female_voice, LLL Pupils,
RES Researcher;

@Location: School #4, Berlin

@Situation: English Lesson

@Date: 08-MAR-1995

@Time Duration: 9:55-10:40

@Warning: this transcription has been double-checked.

@Comment: in this classroom the teacher's desk is just a pupil desk placed in the middle,
right against one of the pupils' desks, facing the opposite direction,
there is a large folding greenboard, the back wall is covered with pupils' projects,
the projects have to do with the English lesson, specifically themes from American
History, one of the main sections in the textbook.
in the first four minutes T-H collects back a test the class had written, which had
been corrected and given to them to see.

*T-H: so, would you please[!] sit down.
so, a bit of organisation at the beginning of this lesson.
so, I would like to have back the last classroom tests.

[%pupils move about, chat and joke with each other (1.11 sec). T-H is standing at the front].

*M-P: xxx.

*T-H: that's alright.
give it to me tomorrow, that's alright too.

[%various pupils reach into their bags and take out their papers
which they bring up to the teacher, snippets of various conversations can be heard,
relating to classroom chores and to Parents Evening].

*F-P: LEV, LEV!

*M-P: ei!
hast du?

[%eng: have you?]

*F-P: ei, LEV, ist Kreide da?

[%eng: hey LEV is there chalk there?]

*LEV: ja xxx steht noch da oben drauf.

[%eng: yes, there is xxx still some up there.]

*M-P: KAR!

*M-P: ja ich such ja schon.

[%eng: I'm searching already.]

*M-P: ach, ja.

[%eng: oh yes.]

*M-P: na klar, deine Eltern kommen da.

[%eng: sure your parents are coming there.]

*F-P: ich bring mein Vater!

[%eng: I'm bringing my father!]

*M-P: xxx als ob du mein Vater waerst.

[%eng: xxx as if you were my father.]

[%T-H addresses a particular pupil on a private matter].

*T-H: STE, try to xxx your mother to ring this afternoon.

okay?

*STE: xxx.

*T-H: okay, is it very important?
something very important.
and I've got to try.

621
(it's) a bit later then, I think I'll be home at eight.
so that's alright for you isn't it?
so ### hm?

*F-P: xxx.
*T-H: right.
so, ehm yesterday ## we talked about American History.
[%(the class quiets down)].
and we talked about the changes between the years sixteen hundred and fifty,
and seventeen hundred and fifty.
how did life in America change?
at that time.
[%(silence)].
try to remember the maps[!] that we looked at
and the things that we already mentioned yesterday.
start please, MEL.
[%(MEL smiles, then looks down with a slightly embarrassed expression on her face.
she says nothing)].
*T-H: we could also do it like that.
tell me what the country looked like in sixteen fifty.
[%(silence 0.22 sec)].
*M-M: zwanzig!
 eng: twenty!
*MEL: ehm ## sixteen +...
*T-H: MAG?
*MAG: sixteen twenty.
*T-H: alright, can you tell me a bit about this time?
*MAG: they came on the Mayflower, because in their ## nature country?
*T-H: their mother[!] country.
*MAG: their mother country, they couldn't practice their own religion.
*T-H: good.
allright.
can you tell us a bit about the contract that they signed, LIN?
*LIN: okay, before they landed in Plymouth, New Plymouth, they made a contract,
the Mayflower Compact.
ehm it was the beginning of American democracy # and it means
that everybody could choose what he want for a leader oder # some # things.
*T-H: ehm how do you call these leaders that were chosen by the (people)?
[%(two boys sitting together laugh out loud)].
ehm they are the representatives.
[%(T-H writes the word on the board)].
okay, so people could choose as their leaders people who think+
who can ehm represent your ideas best, they are your representative.
so, okay.
ehm well, then people started a new life in America and, what did the country first look like?
did all[!] people live in one place?
[%(pause)]

*AIT: eh ### I don't know, they don't.
in ssseventeen sixty three ## they connected each other.
*T-H: okay, what do you mean by that?
*AIT: ah keine Ahnung.
*eng: no idea.

[%(laughter)].
*T-H: MIC?
*MIC: in sixteen fifty the British colonies were isolated.
*T-H: isolated.
*MIC: from each other.
*T-H: how many were there at that time?
*MIC: thirteen.
*T-H: they were a bit less, okay, they were ten at that time.
thirteen colonies.
okay.
and ehm, what else can you tell me about that time?
of sixteen fifty.
what did the map look like at that time?
there are ten colonies isolated from each other.
were there only British parts in America in sixteen fifty?
[one pupil volunteers and T-H points at him to give him a turn]
*M-P: there were Spanish and French parts too but settled was only the British part.

*T-H: thirteen.
*T-H: isolation.
*T-H: how many were there at that time?
*MIC: thirteen.
*T-H: they were a bit less, okay, they were ten at that time.

and a hundred years later,
thirteen colonies.

what did the map look like at that time?

there are ten colonies isolated from each other.

were there only British parts in America in sixteen fifty?

*one pupil volunteers and T-H points at him to give him a turn

[M-P: there were Spanish and Franc parts too but settled was only the British part.]

*T-H: very good.
okay, can you tell me why the French decided to build forts?

[ALE: why?]

*T-H: to defend, verteidigen.

[ALE: no, ich meine jetzt verhindern.]

*[silence], T-H: ALE?

*ALE: ehm verhindern war pretend oder so?
*T-H: hm?

*ALE: verhindern es war... to defend,...
*T-H: to defend, verteidigen.

*ALE: ne, ich meine jetzt verhindern.

*/silence, T-H: ALE?

*ALE: Appalashians. [corrects pronunciation].

*T-H: Appalachians.

*ALE: Appalashians.

*T-H: that's right.

were the British and the French friends at that time?

[LIN: okay, they were at war in Europe and in America too.
*T-H: and ehm who won the war in the end?
*LIN: the British.

*T-H: can you explain why?

*LIN: ehm because they were stronger.
*T-H: did they have any other advantage?

*MIC: they was heist besitzen?

*T-H: they had.

or they owned.

*MIC: they had all the harbours.

*T-H: a bit louder please.

they had?

*MIC: they had the harbours on the Eastern side of America.

*T-H: every ship that landed at the Eastern coast of America had to enter a British harbour.

and could be defeated immediately, so it was hard for all the others to fight the British.

right.

now, let's turn to our time, to our modern times.

what do you think do we have today,

which people in the seventeenth and eighteenth century didn't have?

what makes up modern time today?

*MIC: TV.

*T-H: okay, something else.

LUT?
*LUT: cars?
*M-P: radios.
*M-P: better ships and cars.
*T-H: right, hmm.

how do you spend your spare time today
and how do you think that people spent their spare time in the past?
or in their free[!] time, that's another word.
INA.

*INA: Ich hab die Frage xxx nicht verstanden.
%eng: I didn't understand the question.
*T-H: ja, ehm how did people spend their free time in the past
and how do we spend our free time today.
*INA: I think in the past they were ## they were working too+...
*T-H: they always had to work.
*INA: yes.

ehm now we ## we are listening to music or reading or something like that.

%T-H starts writing the following on the board:
barkeeper - bartender
a couple - William
Datsun /or Buik - car wash
phone company - good
ugly - shiny - at noon
to hose (spritzen mit dem Schlauch)
to have fun - to scrub

tell what they see as they go along, there is light chatter in the background.

so, the first is+ you can use the word either ["] barkeeper or ["] bartender.

somebody who works at a bar[!] and serves you a drink.
then use the word ["] a couple, ein Paar, ein Paarchen, Mann und Frau.
then the name ["] William.
["] Datsun, that's a special kind of car, or eh a ["] Buik,
that's another kind of car, an American one.
then ["] car wash, ["] phone comp+ ["] car wash, Autowaschanlage.
["] phone company+...

*M-P: Telekom.

[%laughter].

*T-H: good!

["] ugly, haesslich, shiny ## ["] glaenzend.
["] at noon ["], that's a time of day.
["] to hose ["], spritzen also mit einem Schlauch.
["] to have fun ["], ["] to scrub ["] heist Schrubben.
[%pupils start to talk and giggle].

so ### try to use all[!] the words here, write a ## little story.

*F-P: [%sneezes].

*M-P: Gesundheit.

%eng: bless you.

[%the pupils get down to work, talking in whispers].
RES: [%sneezes].
*M-P: Gesundheit.
%eng: bless you.
*RES: danke.
%eng: thank you.

*M-P: mussen wir alle nach der Reie xxx+...
%eng: must we use all of them in the order xxx.
*T-H: no, you can # choose the order of the words.

%pupils whisper to each other (1.06 sec) while T-H stands in front of her desk and looks down at her papers.
*T-H: if you have got any questions put up your # hand, please, I will # help you.

[%pupils discuss the words, joking about them, occasionally pronouncing them aloud.
T-H walks along the isles, looking down at various pupils' exercise books.]
*MAG: xxx I wanted to go to the pool with her.

while I was driving+...

*T-H: okay, so you've already got a lot!

*SAN: what have you written so far?

one d+ one day the Bennets were invited to the party of mister+ mister Bennet’s party.

mister Bennet worked at the phone company and his father was the boss.

*T-H: AIT?

*AIT: okay, eh William is an big, ugly person.

sometimes he works at a bar as a barkeeper or in an phone company.

of course he had another job at the car wash.

in the car wash he had so[!] much fun because he hosed+ hosed people.

in the weekends when the weather was shiny he had to scrub as hard as he could.

*T-H: [%laughs] well, that was curious and funny.

*SAN: what about you?

*LIN: okay, William was a bartender.

day that he had a date with a phone company,

they had phoned him in the early morning to tell him

he should come at noon to have a talk with them

because there were a couple of invoices he hadn’t paid.

the only problem was his car.

it was an old Buik and it was ugly

because William hadn’t washed it for a few weeks.

so he went to the car wash, but when it was ready

the car wasn’t clean at all.

*T-H: nice story.

SEB?

*SEB: the young man has xxx his shop as a barkeeper and was driving with his Datsunda

in a car wash.

*Datsun.

*SEB: Datsun.

*Datsun.

*SEB: Datsun?

*T-H: Dat+sin.

*SEB: Dat+sin.

*SEB: Dat+sin.

*T-H: allright.

*SEB: as he came out of the car wash he began to eat a William's apple.

*T-H: [%short laugh] okay right, ANI, read out yours please.

*ANI: at noon William the barkeeper +/.

*T-H: oh please speak a bit louder, it's hard to understand you.

*ANI: at noon William the barkeeper was in the car wash.

then he saw a couple xxx.

it seemed that they had fun scrubbing the car.

xxx know the man.

he worked in a phone company.

he went to the couple and asked if he could help them to do the xxx.

*T-H: okay, now just finish.

maybe you got another idea by listening to your classmates.

it's another ## two minutes or three.

[%T-H resumes walking around the classroom, prompting and helping individuals

with their language. one pupil gets up and moves across to the middle row where

she gets a dictionary and talks with her classmate about some vocabulary items.

three pupils are using a dictionary, only a few snippets of dialogue can be recorded].

*F-P: was heist spaeter?

%eng: how do you say [""] spaeter?

*T-H: later, later or afterwards.

*M-P: [%to classmate] was ist vergangenheit?

%eng: what is ["]vergangenheit?

*M-P: [%to T-H] was heist ["] erst, er war erst?
*T-H: he was just.
*M-P: it was just noon, oder wie?
%eng: a pair.
*F-P: also ein+ ein Paar.
%eng: so, a young couple.
*F-P: [%time on task 3.40 sec] just finish your sentence now, if you are not ready, it doesn't matter, most of you have used most of the words as far as I could see.
*T-H: and let's just+ just listen to two others, to two further stories.
*F-P: the one by MIC, would you please start, read out your story.
*F-P: and INA+...
*INA: was ist mit mir?
%eng: what about me?
*T-H: [%%T-H extends both hands in a calming gesture] be quiet and try to listen.
*MIC: [%T-H extends both hands in a calming gesture] and try to read loud and clear please.
*MIC: one time there was a couple.
%eng: they wanted to meet at noon and at that time William jumped in his Buik and they drove in a bar.
*T-H: the barkeeper gave them (little) drinks.
*F-P: suddenly William's father called him # with a private phone call.
*T-H: he said that the car had been ugly and that he had brought it in the car wash.
*T-H: he had hou+ hu+...
*T-H: hosed.
*MIC: hosed the car and scrubbed it, so William had to fetch # it from another place.
*T-H: well done, good MIC.
*LUT: hmm # one day the Bennets were at noon invited to the party of mister Bennets' father.
*M-P: mister Bennet worked at the phone company and his father is the boss of the company.
*LUT: but before they went to the party they wanted to drive to William's car wash.
*T-H: when the couple with their Buik got there
*M-P: the boys at the car # wash began to hose and scrub.
*T-H: afterwards they scrubbed the car xxx shiny.
*T-H: they were good in time.
*T-H: all, that was good!
*LL: okay, now let's listen to the song and see what Sheryl Crow made of these words.
*LL: Sheryl Crow!
*F-P: all I wanna do # is have some fun+...
*T-H: the text is different, so, you know, just listen.
*short laugh, [a handout with the lyrics is passed to everyone while the pupils chat excitedly and T-H starts the tape].
*F-P: sie ist doch cool!
%eng: but she's cool!
*FEM: [%tape] this ain't no disco ## it ain't no country club either.
*FEM: [%tape] this is L.A.
*FEM: [%tape] all I wanna do is have a little fun before I die.
*FEM: [%tape] this is L.A.
*FEM: [%tape] says the man next to me out of nowhere.
*FEM: [a handout with the lyrics is passed to everyone while the pupils chat excitedly and T-H starts the tape].
*FEM: [%tape] apropos of nothing he says his name is William.
*FEM: [%tape] but I'm sure he's Bill or Billy or Mac or Buddy.
*FEM: [a handout with the lyrics is passed to everyone while the pupils chat excitedly and T-H starts the tape].
*FEM: [a handout with the lyrics is passed to everyone while the pupils chat excitedly and T-H starts the tape].
*FEM: [%tape] and he's plain ugly to me and I wonder
*FEM: [%tape] if he's ever had a day of fun in his whole life.
*FEM: [%tape] we are drinking beer at noon on Tuesday in a bar that faces a giant car wash.
*FEM: [%tape] the good people of the world are washing their cars on their lunch break.
*FEM: [%tape] hosing and scrubbing as best they can, in skirts and suits.
403 [%t] they drive their shiny Datsuns and Buiks
404 [%t] back to the phone company, the record store too.
405 [%t] well, they're nothing like Billy and me.
406 [%t] cause all I wanna do is have some fun.
407 [%t] I've got a feeling, I'm not the only one.
408 [%t] all I wanna do is have some fun.
409 [%t] I've got a feeling I'm not the only one.
410 [%t] all I wanna do is have some fun until the sun comes up
411 [%t] over Santa Monica Boulevard.
412 [%t] I like a good beer buzz early in the morning.
413 [%t] and Billy likes to peel the labels
414 [%t] from his bottles of Bud.
415 [%t] he shreds them on the bar
416 [%t] then he lights every match in an oversized pack.
417 [%t] letting each one burn down to his thick fingers
418 [%t] before blowing and cursing them out.
419 [%t] he's watching the bottles of Bud
420 [%t] as they spin on the floor.
421 [%t] a happy couple enters the bar.
422 [%t] dangerously close to one another.
423 [%t] the bartender looks up from his want ads
424 [%c] but all I wanna do is have some fun+...
425 [%t] otherwise the bar is ours.
426 [%t] and the day and the night and the car wash too.
427 [%t] the matches and Buds and the clean and dirty cars.
428 [%t] the sun and the moon.
429 [%t] [%c] but all I wanna do+...
430 [%t] the song fades out and some of the girls giggle.
431 *M-P: weiter!
432 %eng: more.
433 *T-H: right, ehm please read out the first stanza, the first five lines, LIN please.
434 *LIN: [%reads] all I wanna do is have a little fun before I die.
435 says the man next to me out of nowhere.
436 apropos[?] of nothing he says his name is William
437 but I'm sure he's Bill or Billy or Mac or Bundy.
438 *T-H: thanks.
439 *LIN: Buddy.
440 *T-H: go on please MEL.
441 *MEL: [%reads] and he's plain ugly to m+ he's plain ugly to me
442 and I wonder if he's ever had a day of fun in his whole # life.
443 we are drinking beer at noon on Tuesday in a bar # that faces a giant car wash.
444 *T-H: thanks.
445 TIN please.
446 *TIN: [%reads] the good people of the world ## are washing their cars on their lunch break.
447 hu+ ugh[!] (was ist das)?
448 %eng: what's that?
449 *T-H: hosing.
450 *TIN: [%reads] hosing and scrubbing as best they can in sk+?
452 *TIN: [%reads] skirts and ## shiuts.
453 *T-H: and suits[?].
454 *TIN: suits, ach so, suits.
455 *T-H: INA?
456 *INA: [%reads] they drive their shiny Datsuns and Buiks[?]
457 back to the phone company, the record store too.
458 well they're nothing like Billy and me.
459 *T-H: and the chorus, ALE please.
460 *ALE: [%reads] cause all I wanna do is have some fun.
I've got a feeling, I'm not the only one.
all I wanna do is have some fun.
I've got a feeling I'm not the only one.

*LLL: [%giggle].
*ALE: [%reads] all I wanna do is have some fun.
until the sun comes over+ comes up[!] over Santa Monica Boulevard.

*T-H: thank you.

*AIT: I like a good beer butz early in the morning+... 
and ###_ shreds them on the bar.

*SYL: [%reads] then he lights+ lights every match in an oversized pack
letting each one burn down # to his thick fingers before blowing and cursing them out.
and he's watching the bottles of Bud as they spin on the floor.

*t H: OMU.

*OMU: [%reads] a happy couple enters the bar, dangerously close to one another.
the bartender looks up from his want ads.

*PAM: wie ist es ausgesprochen?
%eng: how is it pronounced?
*PAM: mit c.
[%T-H looks at the board]
*T-H: ah.

*PAM: [%T-H writes the letter c boldly in the word ][ scrub].
*T-H: thank you, and it is with c, you are right.
so, which ehm ###_ which are the words that you don't understand?
[%after a few seconds a pupil raises his hand].

*MIC: skirts+...
*T-H: eh could you please tell me the line?

*MIC: viertzehn.
*T-H: fourteen, in English please.

*MIC: ehm ###_ dreizehn.
*LLL: [%chuckle].
*T-H: thirteen.

*[ ] skirts+...
*MIC: und # und das andere.
%eng: and # and the other.
*T-H: and [ ] suits.
so ehm [ ] skirt is something that girls wear.

*F-P: was denn?
*T-H: % Rok.
and [ ] a suit [ ] is something that usually men wear.

*LLL: [%laughter].
*T-H: Anzug.
%eng: suit.
Anzug kann aber auch Kostum heisen, eh?

but ["] suit can also be a costume.

also ein kombination von Jake und Hose oder Jake und Rok.

so, a combination of a jacket and trousers or jacket and skirt.

*T-H: INA?

*INA: line twenty three, ["] buzz?

*T-H: yes.

so ["] buzz, ehm when you listen to the sound of bees,

they buzz, zzzzzz, summen.

but it can also have the meaning of many people[!] talking, Stimmengewirr.

so I # I think here the meaning is Stimmengewirr.

a beer buzz, also bei Bier trinken halt viele Leute reden hoeren.

%eng: to hear a lot of people talking while drinking beer.

%eng: to hear a lot of people talking while drinking beer.

%eng: drunk.

*T-H: ["] buzz has got different meanings.

%eng: to be a bit tipsy from the beer.

*LLL: Blau [%laughter].

%eng: drunk.

*H: Etikette.

%eng: cap.

*T-H: no, that's just to shut it, that's something else+...

%M: Deckel.

%eng: to remove.

*T-H: abpellen, abschaelen, abreissen.

%M: Etikette.

%eng: to peel, to strip away.

%eng: to peel, to strip away.

sometimes ehm women and more and more men, they peel their faces [%laughs].

%eng: what?

%eng: what is that then?

%M: machen also eine Maske die man hinterhier wieder abreissen kann.

%M: apply a mask which one can peel off afterwards

yes, please.

%eng: to peel.

*T-H: huu?

*P: xxx.

*T-H: what?

*P: line nine, ["] giant.

*T-H: ["] giant?

riesiggross, gigantisch.

INA?
INA: line twenty seven.

[F-P:] was?

T-H: ['"] and shreds them ## on the bar.

INA: nein, line twenty seven, ['"] then he lights every match ['"] +...

T-H: to light, anzuenden.

dann zuendet er jedes Streicholz in einer uebergrossen Packung an.

INA: nein, line twenty seven, ['"] then he lights every match from an oversized box.

F-P: was?

T-H: ['"] and shreds them ## on the bar.

INA: nein, line twenty seven, ['"] then he lights every match ['"] +...

T-H: to light, anzuenden.

dann zuendet er jedes Streicholz in einer uebergrossen Packung an.

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dann zuendet er jedes Streicholz in einer uebergrossen Packung an.

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dann zuendet er jedes Streicholz in einer uebergrossen Packung an.

T-H: to light, anzuenden.

dann zuendet er jedes Streicholz in einer uebergrossen Packung an.
Do you remember the Pilgrims? Their settlement later became a part of Massachusetts, one of the first British colonies in North America. Other groups of immigrants followed, and founded more colonies along the coast. This "British" land stretched all the way from New England to Georgia, but for a long time the colonies were small and isolated from each other.

Look at the two maps on the right, and find out how things changed in the hundred years from 1650 to 1750.

The British and the French were at war in Europe, so they weren't exactly friends in North America, either. The French built forts, for example, to stop British settlers from crossing the Appalachians (see 1750 map). War broke out in 1754 between the French and the British colonies. Spain joined in on the side of the French. But the British were stronger. In 1763 the war ended.

Compare the map on the left with the ones above. What differences can you see?

The British reserved the land to the west for the Indians because they hoped to trade with them. This would not be possible if they were always fighting with them. And war is expensive.

The war with the French -- in Europe and in America -- had already cost the British Government a lot of money. Where should all this money come from?

The British Government's answer to that question was: from the colonies. After all, they cost a lot of money. The British soldiers in America had to be paid for. Why shouldn't the colonists pay their share? So the British Government placed new taxes on goods like sugar, tea, newspapers etc. This gave more power to the customs officers, and allowed the army and the navy to help collect the taxes and stop the smuggling that was going on.

- All this was decided by the British Parliament in London, in which the colonists were not represented. How do you think the colonists felt about this? (Remember the Mayflower Compact!)
- Say what you think this slogan means: "No taxation without representation!"

37
@Begin
@Participants:  T-I Teacher, M-P unidentified Male Pupil, F-P unidentified Female Pupil.

DEN Pupil, SAN Pupil, FAN Pupil, BOR Pupil, DAN Pupil, SVE Pupil,
DAV Pupil, ANA Pupil, RIK Pupil, ALA Pupil, NIL Pupil, CHA Pupil,
FAN Pupil, BOR Pupil, DAN Pupil, SVE Pupil,
DAV Pupil, ANA Pupil, RIK Pupil, ALA Pupil, NIL Pupil, CHA Pupil,
ROB Pupil, IAN Pupil, CLA Pupil, NAD Pupil, ROS Pupil, BRE Pupil,
MIR Pupil, ODU Pupil, LLL Pupils;

@Location: School #5, Berlin
@Situation: English Lesson 2
@Date: 31-MAY-1995
@Time Duration: 08:50-9:25
@Comment: the pupils' desks are set in three rows facing a greenboard.

except for one desk which is placed at a 90 degree angle facing inwards.

the teacher's desk, a large office-type desk, stands more or less in the middle

at the front of the room. The teacher sits on it during most of the lesson.

a row of large windows extends along one side of the classroom.

on the other side, a few samples of pupil's work in German are stuck on the wall

on large sheets of cardboard. the pupils are chatting loudly when we enter the class.

T-I gets the whole class to stand up in order to focus everyone's attention

to the lesson that is just about to begin. she lifts up her arms in a sweeping gesture.

*T-I: okay, let's get up everybody, come on.
 [%everyone stands up while the chatting continues. (0.16 sec)].
 okay.
 morning.
 *LLL: [%mumble] morning.
 [
 everyone sits down again].
 *T-I: so your class tests I'll give them back to you probably on ehm+/
 *M-P: today.
 *F-P: tomorrow.
 *T-I: certainly not[!] tomorrow, I can't do them all in one[!] day, but+/
 *M-P: [%overlap] next week.

*T-I: ehm I think you'll get them Monday xxx is that okay?

*F-P: yes.

*M-P: on Friday xxx!
 *T-I: no.

*F-P: Tuesday.

*T-I: on Friday I have two lessons in eh seven c, I don't have ## with you # on Friday.

*F-P: next week.

*T-I: I don't know, what do you[!] have Friday the (second lesson)?

we normally have English but I have English in another class, so I[!] don't know.

*M-P: but we don't know.

*F-P: ausgelassen.

%eng: cancelled.

*T-I: I don't think so, you'll get somebody else.

but eh I know that on Friday we don't have English.

now,

let's first start repeating a little bit what we've done # what we've done already.

ehm # when I+ when I say eighteen fortynine WAN.

what does it tell you, what happened then?

[%) a few pupils raise their hands and click their fingers to get T-I's attention].

sh.

WAN.

[%silence]

nothing at all?
DEN.  
56 *DEN: the gold rush.  
57 *T-I: sorry?  
58 *DEN: the gold rush.  
59 *T-I: hey, xxx wer hat dich denn dort hingesetzt?  
60 %eng: hey, who put you to sit there?  
61 *F-P: ja wir wollen+ eh nein, nein+...  
62 %eng: yes, we want+ eh no, no.  
63 *T-I: so, setz dich bitte erst mal an deinen normalen Platz.  
64 %eng: so, first of all, please sit in your usual place.  
65 *F-P: doch, wir wollen ihr helfen!  
66 %eng: we do want to help her.  
67 *F-P: wir wollen ihr helfen.  
68 %eng: we want to help her.  
69 *T-I: xxx Problem.  
70 %eng: problem.  
71 *F-P: wir wollen+/.  
72 %eng: we want..  
73 *T-I: ne, aber ich kann sie doch nicht sehen und vor allem ueberhaupt nicht hoeren,  
74 %eng: no, but I can't see her and above all I can't hear her at all.  
75 du sitzt hier vorne wie immer.  
76 %eng: you sit here at the front like always.  
77 *LLL: xxx.  
78 *F-P: wir wollen ihr nur helfen.  
79 %eng: we only want to help her.  
80 *T-I: nun sagt mir mal einer warum sitzt ihr in der letzten Reihe?  
81 %eng: now tell me one of you why are you sitting in the last row?  
82 *LLL: [%unintelligible].  
83 *T-I: ne, die+ die beiden Damen die werden auch sonst in die letzten Reihen gegangen,  
84 %eng: no, the two ladies would sit in the last row anyway,  
85 deshalb habt ihr euch nicht nach hinten zu setzen.  
86 %eng: therefore you do not have to sit at the back.  
87 *LLL: xxx.  
88 *T-I: verdammtnochmal, setzt euch mal alle an euren Platz!  
89 %eng: damn it, everyone sit in their own place!  
90 also, das reicht mir aber jetzt.  
91 %eng: so, now that's enough.  
92 [%the pupils get up to return to their usual seats amidst loud talk].  
93 *F-P: kann ich ein mal hier[?] +/.  
94 %eng: can I once...?  
95 *T-I: ne[!].  
96 %eng: no!  
97 *F-P: ach Mann!  
98 %eng: ach man!  
99 *F-P: Mann eeh!  
100 *F-P: xxx.  
101 *T-I: aber einer nur, nicht drei auf einmal!  
102 %eng: but only one, not three all at once!  
103 so.  
104 setzt euch mal alle auf eure Plaetze bitte.  
105 %eng: everyone sit in their own seats please.  
106 so geht das nicht.  
107 %eng: it can't be done like this.  
108 *M-P: Frau T-I, wir sitzen eigentlich dahinten, duerfen wir hier sitzen?  
109 %eng: miss T-I, we actually sit back there, can we sit here?  
110 *M-P: was ist daran besser ob ich hier sitze oder dahinten?  
111 %eng: what's the difference if I sit here or back there?  
112 *M-P: [%overlap] aber alle[!] sollen auf ihre Plaetze gehen.
but everyone should go to their places.

ich sage noch sie ist hysterikal.

I say she's hysterical.

gehe wieder auf dein Platz.

go back to your place.

wo?

where?

du weist doch.

you know.

ich sage noch sie ist hysterikal.

I say she's hysterical.

go back to your place.

where?

you know.

ich habe naemlich, ich will euch sagen warum+... ich habe meine Brille[!] nicht dabei.

because+ I will tell you why... I don't have my glasses with me.

ich kann euch aber nicht scharf sehen[!] immer so xx sehen.

cannot see you at all sharply xx.

so.

so, what does+ ANN, in the meantime, do you know what eighteen twentynine means?

because of+...

HAN.

becau+ eh it was the gold rush in xxx.

very[!] good.

and what happened from then[!] on?

CHA.

eh +...

what happened from that[!] # point on?

[T-I waits (0.8 sec)].

FAN.

all the people who were in the east was going to the west.

many people went to the west, that's right.

hmhm. [%background chatter].

and ehm what+ what # you know, it was some time ago when we had something about what we call the ["] trail of tears ["].

do you remember what that[!] was?

it was all about American history and the American Indian story.

what was the ["] trail of tears ["]?

reservation.

you don't remember?

ehm ["] the trail of tears ["] ehm the Indians ehm drove to another reservar # eh+/

reservation.

reservation+

and of the ## the xxx.

that was the+ the way from where they used to live to the new reservation+.

[BOR: [%overlap] the way.

and they hunt and live in awn[?] own Indian style xxx.

BOR das vergess ich dir nicht, dass du als einer der wenigen das ueberhaupt noch weiss...

BOR I will not forget that you are one of the few who still knows

obwohl wir solange darueber rumgelabert haben.

although we talked on and on about it for so long.

na, die meistens wussten es xxx.

well, most of us knew it.

[BOR: xxx.

[some pupils defend themselves].

ne, keiner hat sich gemeldet, keiner hat es gesagt.

no, nobody volunteered, nobody said it.

xxx.

ja, das bin ich ernsthaft darueber xxx, weil er sich immer bemueht und macht,

yes, I am seriously xxx, because he always tries,
wenn er nur keine sechs mehr im Vokabel bringen wuerde.

if only he didn't bring me a six in the vocabulary test.

[%laughter]

right.

["] the trail of tears ["] # do you remember which Indian tribe[!] # was concerned?

which Indian tribe was drawn away+ had to leave this eh homeland?

DAN?

the Apachis.

no, not the Apachis.

the Cherokees.

the Cherokees, that's right, the Cherokees.

can you remember what we said about the Cherokees?

the Cherokees were not[!] like most of the Indian tribes, what was different about them, SVE.

[%some clicking can be heard].

they were peaceful people.

first of all, peaceful, and # secondly, what else?

there was something special about them.

they were not only peaceful, but+...

you remember they had become like ### very much+...

DAV.

ehm they become xxx eh rich.

they had become eh rich, I wouldn't say it.

that is not[!] really # true.

ANA.

they worked like us.

they worked like the white men.

better than say [*] us, but # the white men.

yes, RIK.

they were # more intelligent than the normal Indians.

that is dangerous[!] to say something like that.

but # they had adopted to the white men's life very well.

they were lawyers, they were doctors, ehm #

they had become farmers+ Indians[!] normally were not farmers,

they didn't settle down and grow stuff and crops and you know,

they # and the Cherokees had even become farmers,

but why[!] did they[!] have to lose their land.

their territory.

[%T-I looks around for someone to nominate, a few hands are up].

uhm ## I mean the girls are just never saying anything besides JAN.

NAD, come on.

why did they have to move, don't you remember?

no?

ehm, ALA.

because they found gold in the mountains.

exactly.

the white men had found gold[!] in their mountains so they had to go away.

and why did many of them die on what we call ["] the trail of tears ["],

SAN?

ehm ### cold and hunger?

that's right, cold and hunger but why[?] SAN, why[!] did they die of cold and hunger?

think of the time.

NAD?

no?

NIL?

it was winter.

sorry?

winter.
T-I: yes.
why was it winter?

[F laughter from pupils].

F-P: bloss.

%eng: just because.

M-P: na ja+.

% eng: well..

T-I: why was it winter when they had to leave, because the white men didn't do what?

DAV: they didn't wait the xxx.

T-I: they didn't let them the time to prepare for the trip,

they just sent them like that from one day to the other, more or less.

and they started in October, if I remember right, it was October

and then winter came and they had to cross the mountains

and then they didn't have enough food packed with them and many of them died.

so, that was just unnecessary cruelty.

cruelty in German is?
cruel+ we've had that word already.

and cruelty+...

F-P: xkhheit?

T-I: Grausamkeit, that's right.

now, today we wanna talk about another part of the history,

eh what the whites did to the Indians.

ehm, you know+ you know the word ["] exterminate

because you know the movie with Arnold Schwarzenegger+...

M-P: [%overlap] Exterminator.

T-I: the Terminator.

okay?

M-P: yes.

T-I: so exterminate is what the Germans did to the Jews.

you know?

eh can you remember what I told you, what+ what+ why did eh many of the Indians also die,

what did the whites do[!] intentionally, what did they do[!] to make the Indians die.

can you remember?

[%a pupil raises his hand].

LAU?

no?

SVE.

[%silence].

CHA.

*CHA: they hunted+/

T-I: louder.

*CHA: they hunted the bulls and+/

T-I: oh[!] they hunted the buffalos or the+ the # yes, that's right.

killed them all just for fun.

so # the Indians+...

DAV.

DAV: had nothing to eat.

T-I: that's right, they had nothing to eat left for the winter[!].

they killed only as many buffalos as they needed, they dried the meat,

had it during winter time.

dried meat ## must be delicious.

[T-I makes a grimace].

and ehm what else?

think of the diseases.

the disease.

sickness # illness.

JAN.
*JAN:* they gave them land xxx.
*T-I:* oh yes, that is right too, they gave them reservations, land where there was nothing.
290 to live on.
291 what else?
292 well they gave them diseases like ehm+...
293 li+ diseases that were nothing[!] for us, for the white men
294 the were not[!] dangerous, but the Indians, they all died.
295 do you remember?
296 sm+ smallpocks # or something like that, Windpocken oder+...
297 no[?], you don't remember anything[!] at all?
298 no?
299 did you understand ROB, or didn't you understand?
300 we had the word disease, didn't we?
301 *LLL:* yes, yesterday.
302 *T-I:* yesterday!
303 so+ oh my God[!], I mean[!]...what is a disease, say it ROB.
304 [%there's a knock on the door and a pupil comes in].
305 *ROB:* xxx.
306 *T-I:* yes, in German, you may say it in German.
307 [%the pupil who came in approaches T-I and starts saying something in a low voice].
308 *ROB:* xxx.
309 *T-I:* ne, in der Pause.
310 oder jetzt gleich?
311 %eng: no, in the break.
312 or right now?
313 %eng: well then better during the break.
314 komm erst mal rein.
315 %eng: come in first of all.
316 wir sind ja froh, dass du ueberhaupt kommst!
318 %eng: we are glad that you come at all.
319 wie ueblich ne Stunde zu spaet.
320 %eng: as usual an hour too late.
321 %eng: no Stunde?
322 %eng: an hour
323 %eng: he was only supposed to come in the second hour.
325 %eng: er hat neuxxx.
326 *T-I:* ach so, dann bist du ja nur+...
327 %eng: ah so, then you are only...
328 %eng: immer diese unberechtigen Vorwuerfe!
329 %eng: always these illegitimate reproaches!
330 ROB, Krankheit, genau.
331 [*] disease heist Krankheit.
332 so they gave them diseases and that made the Indians die.
333 [%another pupil comes in with an apologetic expression for being late
334 and makes his way to his seat].
335 ROS.
336 ist irgendjemand nicht da?
337 %eng: is anybody not there?
338 ah, die Klassenfahrt na+ naehert sich, alle bester Gesundheit!
339 %eng: oh, the class trip approaches, everyone is in the best of health!
340 right!
341 okay!
342 now ehm today we wanna talk about something
343 that is very[!] very well known in the American histon+ history,
344 [*] the battle of # Wounded Knee [*].
have you ever heard of it?

[*M-P: yes.*

[*F-P: wundetes Knie.*

[*T-I: wounded knee, eh CHA.*

who is missing, by the way?

[*CHA: eh the Wounded Knee xxx river.*

*pardon?*

[*CHA: Wounded Knee is a river.*

*T-I: yes!*

[%T-I writes the following on the board:

Wounded Knee

General Custer.

e a couple of pupils get noisy].

sh!

there was a very famous American general whose name was+...

ALA.

*ALA: Custer.*

*T-I: oh[!] very good.*

*hab ich das schon mal erzahlt?*

%eng: have I already told it?

*LLL: nein!*

%eng: no!*

*T-I: general Custer.*

*T-I: general Custer.*

well, why was he famous ALA, what was he famous for?

you don't know?

*ALA: yes, I know.*

he fought against the Apachis and Siouxs.

*T-I: he fought against the Indians in general.*

IAN.

*IAN: xxx they had a little group of #e h m # e r m a r m e + a r m e e + a r m i e s + . . . *

*T-I: soldiers.*

*IAN: yes, and the Indians was+...

*T-I: outnumbered them.*

*IAN: ja, outnumbered them and they ehm killed the xxx.*

*T-I: well you know, general Custard was also a very famous person that+ he was not only always fighting[!] against the Indians.

[%silence 0.5 sec].

he was not only fighting against the Indians all the time but he really[!] hated[!] the Indians!

so (again) the Indians were uh m like animals, they were no human beings.

he was very famous for hating the Indians enormously.

and eh, before[!] Custer finally died at Wounded Knee,

he had done many many awful things.

for example, killed a whole Indian village, more than three hundred people in it.

women, children, all the people+... even[!] though they had showed this+ their white fleck.

[%T-I lifts up her wrist to show where a white fleck would be].

you understand?

what does it mean when you show ["] the white fleck ["]?

*CHA.

*CHA: you xxx.*

*T-I: you give up fighting, that's right, you surrender.*

and ehm they had done that and even so, general Custer and his men killed them all.

just killed them, women, children and everything.

by the way, there is a very very famous movie[!] that shows that,

it is called ["] Soldiers of Blue ["]. If ever you see it+/

oh in German it is called # # ["] Das Wiegenlied vom Todschlag ["].

but the original title is[!] ["] Soldier of Blue ["].
who is ["] Soldier of Blue ["]?

why is it called ["] Soldier of Blue ["]?

ALA.

*ALA: uniforms are blue.

*T-I: exactly, because of the uniforms the Yankees+ the American soldiers were wearing.

please open your books.

*T-I: please open your books on page ehm+...
that the earth belongs to him and not vice-versa?

*F-P: nein.

*F-P: nein.

*T-I: you don't think he is right?

*F-P: xxx.

*T-I: ja, but do you think the old Indian chief who says so, do you think he's right, is that the white man's attitude?

EIK?

*ROS: I don't think so.

*T-I: why don't you think so?

*ROS: because the white man thinks that the earth belongs to him and the Indian ehm sees the earth as a mother and the sky as a father+

%eng: so it's correct, you just did as if you don't agree.

*ROS: nein.

%eng: no.

and the sky is the father and he should treat his mother and his father as his real mother and father.

*T-I: very good ROS, perfect.

so the white men, still nowadays do we+ we are[!] the white men+

do we still take the earth ah as something that belongs to us?

what is the meaning of ["] belong to ["]?

you know the word.

translate it into German.

NAD.

*F-P: belong.

*T-I: xxx.

*M-P: gehoert zu.

*T-I: gehoert, genau.

NAD I expect you to ask if you don't understand.

so, do you still think e+ eh it's right what he said?

we believe that the earth belongs to us?

[%silence].

if you see what's happening around us, I mean+...

DAV.

*DAV: yes, we think so, we are destroying the earth, we are bad to it.

*T-I: we do what we want, we take everything from the earth,

and what are consequences[!] of this behaviour?

JAN.

*JAN: ehm that sometimes ehm the xxx.

*T-I: well, what shows that eh we take everything we need from the earth,

that we don't treat it correctly?

for example.

[%silence].

also, ich meine ich hab Euch ja oft schon schlaff erlebt

%eng: well, I mean, I've often seen you sleep

aber heute ist es wirklich, also absoluter Horror.

%eng: but today it's really absolute horror.

wenn ich schon seh wie ihr alle rumhaengf[!].

%eng: when I see how you droop around[!].

du malst die ganze Stunde, du machst nicht mit, was ist denn los, Himmel Herr Gott!

%eng: you draw the whole time, you don't participate, what's the matter, heavenly god!

*LLL: xxx muede xxx.

%eng: tired.

*T-I: ihr seid alle total muede, ja, xxx?

%eng: you are all totally tired, yes?

*LLL: gestern war Elternabend.
yesterday was Parents' Evening.

*T-I: ja, aber seid ihr da so spaet ins Bett gekommen oder war?

*LLL: ja+...

*T-I: das ist ja wie eine Masse Kaugummi in hier, man zieht[!]

%eng: it's like a mass of chewing gum in here, one pulls

und macht[!] und kommt nichts.

%eng: and does and nothing comes out of it!

*M-P: viel spass noch [%chuckle].

%eng: have fun.

*T-I: ja, aber seid ihr da so spaet ins Bett gekommen oder was?

%eng: yes, but did you get so late into bed or what?

*T-I: ja+...

%eng: yes, but I'm doing it, I'm doing the whole time here, I'm talking myself to death.

*M-P: viel spass noch [%chuckle].

%eng: have fun.

*T-I: ja+...

%eng: yes, but I'm doing it, I'm doing the whole time here, I'm talking myself to death.

*M-P: viel spass noch [%chuckle].

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und macht[!] und kommt nichts.

%eng: and does and nothing comes out of it!

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%eng: yes, but did you get so late into bed or what?

*T-I: ja+...

%eng: yes, but I'm doing it, I'm doing the whole time here, I'm talking myself to death.

*M-P: viel spass noch [%chuckle].

%eng: have fun.

*T-I: ja, mach ich doch+, ich mach die ganze Zeit hier, ich labere mich tot.

%eng: yes, but I'm doing it, I'm doing the whole time here, I'm talking myself to death.

*M-P: viel spass noch [%chuckle].

%eng: have fun.

*T-I: ja, mach ich doch+, ich mach die ganze Zeit hier, ich labere mich tot.

%eng: yes, but I'm doing it, I'm doing the whole time here, I'm talking myself to death.

*M-P: viel spass noch [%chuckle].

%eng: have fun.

*T-I: dabei weiss ich genau, dass ihr das eigentlich wisst, aber ihr seid zu faul mal den Mund aufzumachen.

%eng: yet I know very well that you actually know it but you are too lazy to open your mouths.

right, okay[!], once again!

do we treat the earth right[!], DAV?

*DAV: xxx.

*T-I: for example, yes.

well what shows # the way we treat the earth # what can you+ where+ where can it be seen?

for example, what do we do to ### to the earth?

which bad things do we do?

we've had the word already, you remember.

we had all these words, ["] environment+...

*M-P: [%overlap] eben.

%eng: exactly.

*T-I: ["] pollution+...

*LLL: Verschmutzung.

%eng: pollution.

*T-I: Verschmutzung+...

Umwelt+...

wha+ what do we do to the earth?

*F-P: uhhmm+...

*T-I: BOR.

*BOR: ehm the white men+ we (burn) the ### Regenwald, weiss ich nicht.

%eng: rainforest, I don't know.

*T-I: we burn the forest+ Rainforest, for example.

what else can we do?

with the sea, with the Atlantic ocean, with the North sea, with the Baltics, what do we do?

IDI.

[}%silence].

ALAN.

[}%silence].

*F-P: polli+.

*T-I: pollution.

du kannst es doch auch einfach sagen, ["] we make it dirty ["]von mir aus,

%eng: but you can also say it simply, we make it dirty,

ejeder versteht was du meinst.

%eng: everybody understands what you mean.

nun erzehle mir nicht, dass xxx.

%eng: now don't tell me that xxx.

SAN.

*SAN: we make dirty woods.

*T-I: we dirty everything, yeah, we pollute[!] the sea,

we put oil and just whatever+ I don't+ and chemicals[!] in it.

what else[!]?
think of the hole[!] in our ## eh+ in what surrounds the earth.

*F-P: black hole.

*T-I: yes.

what else, DAV.

*DAV: we are using eh xxx.

*T-I: exactly, what else BOR?

*BOR: we destroy the ozone.

*T-I: we do that too.

we destroy what is around the earth+ what we need to be protected, # to be okay.

GAR.

*GAR: we take more than we need.

*T-I: we take much[!] more than we ## need. for example, what are you thinking of?

*BOR: we destroy the ozone. what else, DAV.

*DAV: we are using eh xxx.

*T-I: exactly, what else BOR?

*BOR: we destroy the ozone.

*T-I: we destroy what is around the earth+ what we need to be protected, # to be okay.

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*T-I: exactly, what else BOR?

*BOR: we destroy the ozone.

*T-I: we do that too.

we destroy what is around the earth+ what we need to be protected, # to be okay.
T-I: don't say Siouks.
you say Siou.
*T-I: sou.
yes, you are right, okay.
*MIR: [%reads] the whites broke their treaties with the Sioux again and again.
this was too much for the Sioux.
under chief Sitting Bull, the Sioux and the Cheyenne[*] +/
%err: Cheyenne /tSaiin/ = Cheyenne/tSaiEn/
*T-I: Cheyenne.
*MIR: Cheyenne # [%reads] won a great victory over general Custer and his men
at the Little Big Horn river in eighteen seventy six.
to the whites this was a # massacre.
they had their chance for revenge...
*MIR: revenge.
*MIR: [%reads] revenge ## fourteen years later, or was it a terrible mistake?
American soldiers killed two thousand Sioux men, women and children
as they prepared to surrender at Wounded Knee in December eighteen ninety.
*T-I: thank you.
*MIR: [%reads] the+/.
*T-I: the rest ehm NAD.
*NAD: [%reads] xxx in the nine thousand?
*T-I: oh!
*L: nineteen hundred.
*NAD: nineteen hundred seventy three a group of Indians xxx.
*T-I: I'm sorry, I can hardly hear (anything).
*M-P: ich auch nicht!
%eng: I can't either!
*M-P: ich auch nicht.
%eng: me neither.
*T-I: aha[!] es ist nicht nur meine Taubheit.
%eng: aha, it's not just my deafness.
*a little louder.
*NAD: [%reads] after xxx months they had to surrender+/
*T-I: surrender.
*NAD: to surrender+...
*T-I: that's right, to surrender.
that's right, to surrender.
*NAD: [%reads] they were fighting for better living conditions xxx reservations.
*T-I: better living conditions on their reservations.
and the last little paragraph maybeee ## RIC?
*RIC: xxx.
*T-I: lauter, das kann kein Mensch hoeren.
%eng: louder, nobody can hear that.
*RIC: [%reads] in eighteen+ eighteen ninety the Indians were ## broken people.
in less than three hundred years there were only six million+/
*T-I: six million?
*eng: my god!
*M-P: sixty thousand.
*RIC: sixty thousand xxx.
*[reads] now the Indians live in peace, their numbers are xxx again.
*T-I: since.
*RIC: [%reads] since nineteen seventy eight they have been U.S.+...
*T-I: citizens.
*RIC: [%reads] but they have not xxx.
*T-I: is there any word in this text you still do not[!] know.
SAN.
*F-P: citizen.
when you live in a city, in Germany, you are a German citizen.

city person.

any other word?

eh IDI.

guring.

pardon?

guring.

guring!

growing!

which line is it please?

thirty five?

wachsen!

acity person.

ach growing!

wachsen!

das ist bei unseren unregelmessigen Verben, IDI.

that's one of our irregular verbs IDI.

grow, grew, grown.

to grow, grew, grown!

[%overlap] grow, grew, grown.

okay, any other words JOH?

surrender.

to give up.

aufgeben.

jep.

okay, ehm, ANN?

another word?

ehm revenge.

revenge!

if somebody does something bad to you and you take your revenge then, I mean,
you just ## give it back to them!

xxx.

you know?

revenge.

and CHA?

ehm # declare.

declare?

verkuendigen.

declaration of independence, okay?

now, once again, what+/

ich habe ne Frage!

I have a question!

SAD.

SAD, dich uebersicht man so leicht.

one oversees you so easily.

danke.

thank you.

ehm was heist [*] massacre oder so.

what does [*] massacre mean?

Massaker.

massakrien.

aha.

[loot talk].

[*] massacre ist abschlachten.

a massacre is to slaughter.
it's not killing somebody+ sh! in a fight you kill, okay.

but when you kill innocent people, children, women, eh old people #

that can't help+ you know+ themselves, that is a massacre.

what is happening right now in Sarajevo I think is not much different.

my personal opinion.

right.

now, tell me, just answer the questions because we have not much time left.

ah+ so+ what happened a little bit xxx.

do you know the movie with Dustin Hoffman, ["] Little Big Man ["]?

*T-I: it's about the battle of Little Big Horn.

*M-P: ah+...

*T-I: and he was there and that's why the movie is called ["] Little Big Man ["].

[CDT-I disciplines one of the pupils].

IDL.

*ihr kennt den Film genau xxx.

%eng: you know the film well.

right, what+ xxx.

*LAL: xxx.

*T-I: what happened at Little Big Horn, ODU.

*ML-P: say it in your own+ say it with the help of the text or in your own words, whatever.

*T-I: ich meine sie ist ja auch da, zumindest physisch.

%eng: I mean she is also here, at least physically.

[CDT-I says nothing, other pupils raise hands and click their fingers].

LAU.

*LAL: ehm # the Sioux and the Cheyenne+.

*T-I: Cheyenne.

*LAU: won a great victory over the white army.

*T-I: and+ the white army, yes.

that was a big[!] big[!] victory, and fourteen years later, what happened then?

the whites took their +...

[CDT-I knocks on the desk surface, signalling that the pupils should complete her sentence by giving the appropriate word].

*T-I: revenge.

*T-I: revenge.

*T-I: they took their revenge where?

*FP: xxx Wounded Knee.

*T-I: at Wounded Knee, and what did they do there?

[CDT-I clicking of fingers starts again].

*T-I: GAR.

*GAR: keine Ahnung+...

%eng: no idea.

*Kinder, xxx so geht es nicht mehr weiter.

%eng: children, xxx it's not going on any further like this.

it's useless.

it's no use.

they are all completely asleep.

I've never seen this class before like this.

[CDT-I pupils are chatting to each other].

wir machen mal folgendes, passt mal auf Hausarbeit ist, jetzt schreibt ihr mal bitte+/

%eng: we'll do the following, pay attention, homework is+ now please write

ADI!

*M-P: ach!

*T-I: ich komme morgen rein+... morgen mochte ich die ganze Seit im Heft haben,

%eng: I come in tomorrow ...tomorrow I'd like to have the whole page in the exercise book,

damit ich wenigstens sicher bin, dass ihr es alle mal gelesen habt.

%eng: that way I am at least certain that you have all read it once.
809  *M-P:  uoch+...
810  *F-P:  xxx.
811  *M-P:  entschuldigung xxx.
812  %eng:  excuse (me)
813  *F-P:  aber wir+ entschuldigen uns doch...
814  %eng:  but we... excuse us...
815  *T-I:  die ganze[!] Klasse.
816  %eng:  the whole class.
817  [%T-I points to a number of pupils].
818  *T-I:  eh ### du hast mitgemacht, ihr beide habt mitgemacht+...
819  %eng:  you participated, you two participated...
820  *M-P:  und wir beide.
821  %eng:  and we too.
822  *M-P:  ich[!] habe.
823  %eng:  I[!] have.
824  *F-P:  MIR auch!
825  %eng:  MIR did too!
826  *BOR:  ich auch!
827  %eng:  me too!
828  *T-I:  ah+ ah+ ah+ ich glaube ich spinne[!] KER, du hast dich ganz oft gemeldet?
829  %eng:  ah ah I think I'm going mad, KER, you volunteered very often?
830  *KER:  xxx.
831  *F-P:  wir auch.
832  %eng:  we too.
833  *F-P:  KER hat sich echt gemeldet.
834  %eng:  KER did really volunteer.
835  *T-I:  ja+ ich kann dich sowieso nicht sehen NAT, du sitzt hinter mir.
836  %eng:  yes, I can't see you anyway NAT, you are sitting behind me.
837  est tut mir wirklich leid+/
838  %eng:  I am really sorry.
839  *M-P:  aber KER xxx.
840  %eng:  but KER.
841  *T-I:  okey, dann mach es die ganze Klasse.
842  %eng:  okay, then the whole class does it.
843  *M-P:  Frau T-I, wir sind auch nicht mehr.
844  %eng:  miss T-I, we are also not more.
845  *T-I:  so[!] mach ich das+ also, das darf ihr nicht mit mir machen Leute.
846  %eng:  I don't do it this+ you cannot do this with me people.
847  wenn ihr denkt[!] ihr braucht nur rumhaengen
848  %eng:  if you think you only need to hang around
849  und euch bedienen lassen, das mach ich nicht mit,
850  %eng:  and let yourselves be served, I am not taking part in this,
851  bis morgen schreibt ihr alle diese Seite ins Heft.
852  %eng:  by tomorrow you write the whole page in the exercise book.
853  dreundzwanzig Schueler haben hier blaue Briefe gekriegt!
854  %eng:  twenty three pupils from here got blue letters!
855  [%blue letters are sent to the parents of those pupils who are in danger of failing the year].
856  *LLL:  dreundzwanzig+...
857  *T-I:  dreundzwanzig Schueler.
858  %eng:  twenty three pupils.
859  euere Arbeitshaltung ist wirklich nicht[!] so, als ob ihr Lust haettet diese Klasse zu bestehen.
860  %eng:  your standard of work is really not such as if you wanted to pass this class.
861  das mach ich nicht mit Leute okay?
862  %eng:  I'm not taking part in this people, okay?
863  so geht das.
864  %eng:  that's it.
865  also, bis morgen habt ihr das alle in Heft stehen,
866  %eng:  so by tomorrow you will have everything written in the exercise books,
867 die Vokabeln könnt ihr aber wirklich aus dem ff.
868 %eng: you can learn the vocabulary off by heart as well.
869 *LLL: eh Frau T-I+.
870 *T-I: es war so[!] was von eine mueden[!], bloeden[!] Stunde,
871 %eng: it was such a weary, stupid lesson,
872 wie ich sie noch nie in meiner ganzen Laufbahn erlebt habe.
873 %eng: like I have never in my whole career experienced.
874 *M-P: Frau T-I+...
875 *T-I: kein[!] Menschen hat überhaupt Lust[!] sich zu melden, obwohl ihr jetzt genau wusstet
876 %eng: no person had any desire to participate although you knew exactly,
877 wie ihr mir eben gesagt habt, das mach ich nicht mit.
878 %eng: as you have just told me, I'm not taking part in this.
879 *M-P: eine Frage: haben wir jetzt xxx oder nicht?
880 %eng: a question: do we have xxx or not?
881 *M-P: mit xxx.
882 *T-I: ich hab sie im moment nicht hier, aber spaetestents am Dienstag, Montag ist ja Feiertag.
883 %eng: at the moment I don't have them here, but on Tuesday at the latest, Monday is a holiday.
884 alles klar?
885 %eng: is everything clear?
886 *LLL: ja.
887 *T-I: haben wir denn morgen englisch?
888 %eng: do we have English tomorrow then?
889 *LLL: ja, doch.
890 *LLL: doch.
891 %eng: yes, of course.
892 *T-I: also bis morgen, und Vokabeltest+, ich schreibe vermutlich auch einen anderen Test.
893 %eng: so until tomorrow, and a vocabulary test, I might also write up another test.
894 die Arbeit mach ich.
895 %eng: I will do this.
896 ich will es nicht Klassenarbeit (nehmen) aber es geht auf jeden Fall einen schriftlichen Test.
897 %eng: I will not take it as an exam but it is definitely a written test.
898 das mach ich+ und die Seite davor.
899 %eng: that I'll do+ and the previous page.
900 *M-P: das machen wir morgen, ja?
901 *T-I: das machen wir morgen, denn so geht es nicht, also+.
902 %eng: that's what we'll do tomorrow because it's not possible this way, so.
903 [%one pupil raises her voice above the rest],
904 *J0H: was!
905 %eng: what!
906 morgen[!]
907 %eng: tomorrow?
908 [%T-I screams].
909 *T-I: ja!
910 weg dich auf JOH!
911 %eng: wake up, JOH.
912 *LLL: [%unintelligible].
913 *F-P: xxx schreiben wir auch ein Test.
914 %eng: we are also writing a test.
915 *M-P: aus der Tuer.
916 %eng: out of the door.
917 *T-I: wenn das alle[!] gleich machen xxx.
918 %eng: when everyone does the same xxx.
919 [%everyone is talking animatedly with each other].
920 *M-P: alle.
921 %eng: everyone.
922 *M-P: [%overlap] xxx nehm mal auf die ganze Zeit.
923 %eng: taping the whole time.
924 *T-I: so ich wiederhole nochmal, die Vokabeln sind auf Seite+.
so I repeat once more, the vocabulary is on page...

*M0I: xxx radio show!
*T-I: also jetzt ehm. morgen werde ich das alles schriftlich abfragen.
%eng: so tomorrow I will ask for everything in writing.
mit Fragen zu den beiden Seiten, Textfragen und eh Vokabeln.

%eng: with questions on both pages, questions on the text and vocabulary.
und # wenigstens+...das sind die letzten Vokabeln ueberhaupt xxx.

%eng: and at least that's the last vocabulary xxx.

*M-P: Frau T-I, die n+ new forty nine das auch abschreiben?
%eng: miss T-I, should we copy the new forty nine as well?
*T-I: wie bitte?

%eng: excuse me?
die Vokabeln braucht ihr+.

%eng: you need the vocabulary.
*M-P: bis hier auch?
%eng: up to there too?
*T-I: nein, nur die zweite Seite.
%eng: no, just the second page.
aber so was geht nicht Leute.

%eng: but something like this is not possible people.
das kannst du auch Herrn SCH sagen, also xxx+...

%eng: you can tell this to mister SCH, so+...
*T-I closes her briefcase and leaves the classroom, as soon as she is out

%eng: why is Frau T-I going?

M-P: ja, gut, okay, da sch ich ein bisschen schlimm drauf aus.
%eng: yes, good, okay I look a bit bad on it.
*M-P: warum geht denn Frau T-I?
%eng: why is Frau T-I going?

*[T-I closes her briefcase and leaves the classroom, as soon as she is out

some pupils let out delighted shrieks].

%eng: ach!

schissse!

%eng: ach, shit!

%the pupils continue with their own conversations].

*M-P: womit weiter beschimpfst du mich?
%eng: what more can you insult me with?

F-P: xxx euch xxx Klassenfoto gezeigt.
%eng: xxx showed you the class photo.

*M-P: ja, gut, okay, da sch ich ein bisschen schlimm drauf aus.
%eng: yes, good, okay I look a bit bad on it.

*M-P: warum geht denn Frau T-I?
%eng: why is Frau T-I going?

*[T-I closes her briefcase and leaves the classroom, as soon as she is out

some pupils let out delighted shrieks].

%eng: ja!

F-P: wir haben es geschafft!
%eng: we did it!

M-P: da will man wirklich Lehrer werden, wahr!
%eng: here you really want to become a teacher!

LLL: [%unintelligible talk].

LLL: [%the bell rings].

@End
**When the white man came**

The first Americans were the Indians. They were about one million of them. They belonged to many different tribes, each with its own way of life and language. At first the Indians and whites lived peacefully together. But for many whites, peace was a sign of weakness. The English colonists were not able to help them get from the Indians, but they did not like them. They wanted to trade with them, but cheated them where they could. The colonists thought that they had a right to take the land away from the Indians.

Not all whites were like this. When William Penn founded the State of Pennsylvania, he made a treaty with the Delaware tribe. After Penn had died, the whites broke this treaty. During the next 175 years the Delaware had to move seven times because the whites took more and more Indian land.

---

**From Little Big Horn to Wounded Knee**

Of all the Indian tribes that fought bravely, none was braver than the Sioux. They had a record of courage to fight. The white men sent General George Custer and his men to the Little Big Horn River. In 1876 Custer was a general. The battle was a massacre. They had a chance to surrender 14 years later — or was it a mistake? American soldiers killed 500 Sioux men, women, and children as they prepared to surrender at Wounded Knee, in December 1890.

The Indians have never forgotten Wounded Knee. In 1973 a group of Indians declared the area a Sioux state. After three months they had to surrender to the police. They were fighting for better living conditions on their reservations.

---

**A quiz about the USA**

It's time for the super quiz. The solution to the quiz is a whole sentence. Take the correct letter from every question and write it down on a piece of paper. Write the question number next to it. Then put the letters in the following order.

**Question numbers:** 1, 5, 21, 33, 22, 20, 21, 23, 16, 29, 10, 12, 34, 8.

1. The American flag has...
2. Americans call Father Christmas...
3. Which language did the English...
4. It is the 3rd letter in line 1 on page 15.

---

**General Custer and his men fighting the Sioux and Cheyenne**

In 1890 the Indians were a broken people. In less than 300 years there were only 40,000 Indians left out of one million.

Now the Indians live in peace, and their numbers are growing. There are about a million Indians today. Since 1809 they have been U.S. citizens. But they have not forgotten their history and traditions.
@Begin
@Participants: T-J Teacher, M-P unidentified Male Pupil, F-P unidentified Female Pupil, JUL Pupil, MIC Pupil, ROJ Pupil, RES Researcher, LLL Pupils;
@Location: School #5, Berlin
@Situation: English Lesson 2
@Date: 06-JUN-1995
@Time Duration: 08:50-9:30
@Warning: this transcription has been double-checked.
@Comment: the pupils sit in rows of desks which extend widthwise over the classroom, leaving only a narrow aisle free in the middle. all the girls take up places on one side of the classroom while all the boys gather on the other side. the teacher's desk is in the middle at the front of the room. T-J stands at the side of her desk and addresses the pupils, some of whom are sitting and some are still standing. there's a lot of excitement and commotion.

*T-J: setzt euch bitte alle mal hin # xxx los!
*M-P: hallo!
*F-P: hier ist ein Stuhl.

T-J: alle mal ein klein bisschen weiter nach vorne ## vor allen dingen die Fensterreihe
%eng: everyone a bit further forward, particularly the window rows,
damit ich nicht ganz laut sprechen muss.

T-J: ja. 

*M-P: neben dem Arschloch ist doch noch Platz, neben Arschloch!

T-J: ja trotzdem, ist es hier schlecht erstens und zweitens xxx .
%eng: yes nevertheless, first of all it's bad here and second of all xxx.

*M-P: dann bin ich hier (allein).

T-J: ja, damit arbeiten wir dann nechste Woche.
*M-P: neben Arschloch!

%eng: everyone please sit down xxx come oOn!
*F-P: hier ist ein Stuhl.

%eng: so that I don't have to speak very loudly.
*hier ist soviel Platz frei vorne, ### RUB und+ JUL bitte hier vorne.

%eng: there are so many free places here, RUB and JUL please come to the front here.

*JUL: nach vorne?
%eng: to the front?
*T-J: ja.

%eng: come on!

[%simultaneous talk].

*LLL: xxx.

*T-J: na los!

%eng: come to the front, MUR, please, come on.
*M-P: na los, komm weg.

%eng: bring the chair with you, there is only one here.

*LLL: [%unintelligible].

*M-P: dann bin ich hier (allein).

%eng: then I am (alone) here.

*T-J: ja, damit arbeiten wir dann nechste Woche.

%eng: yes, we will work with that next week.

*LLL: [%unintelligible].

*M-P: neben Arschloch!

%eng: near Asshole!

%eng: xxx third row also if you like.

M-P: man, lass mich nicht alleine!

%eng: man, don't leave me alone!

T-J: na los!

%eng: come on!

GEM, wuerdest du dich bitte nochmal hinstellen+...

%eng: GEM would you please sit down again.

GEM.

F-P: GEM hoer auf!

%eng: GEM stop it!

LLL: [%unintelligible].

%eng: [%.all the pupils have now stood up].

T-J: shhh ### good morning together.

%eng: [%.scrapping sounds as the pupils sit down again].

M-P: man, lass mich nicht alleine!

%eng: man, don't leave me alone!

GEM.

F-P: GEM hoer auf!

%eng: GEM stop it!

LLL: [%unintelligible].

%eng: [%.all the pupils have now stood up].

T-J: shhh ### good morning together.

%eng: [%.scrapping sounds as the pupils sit down again].
%eng: none at all!

*M-P: Donnerstag!
*T-J: so[!] und zwar der+ ### es ist ja ein Diktat, das wisst ihr, ne?
*F-P: ne!
*F-P: was!

%eng: so[!] and its a dictation, you know that, no?
*T-J: so[!] und zwar
dieses ist ja
ein Diktat, das wisst
ihr, ne?

%eng: so[!] and its a dictation, you know that, no?

*M-P: was!
*T-J: [overlap] in der Doppelstunde dann das Uebungsdiktat ###
%eng: we'll do the dictation practice tomorrow in the double hour
und koennten dann am Freitag die Arbeit+ schreiben.

%eng: and then we can write the exam on Friday.

*LLL: nein!
*LLL: nein, wir schreiben Mathe!
*eng: no, no, we are writing Maths!
*F-P: am neunundzwanzigsten!

*eng: on the twentieth!

*LLL: [%overlap] nein!

*eng: no!

*F-P: [%overlap] da mussen sie eine Woche vorher bescheid sagen!
*eng: then you must tell us one week in advance.

*T-J: ja, das waere
diese Woche Freitag, anders gehts nicht.
*eng: yes, that would be next week Friday otherwise it's not possible.

*M-P: da schreiben wir Mathe+ oh+...

*eng: then we have a Maths test+ oh...

*M-P: wir schreiben Mittwoch, sechste und siebente.

*eng: let's write on Wednesday, the sixth and seventh hours.

*T-J: nein, das ist zu spaet, am Mittwoch muss ich schon
die Zensuren eintragen.

*eng: no, that is too late, on Wednesday I already have to enter the marks.

*LLL: was[!]?
*T-J: ja.

*F-P: [%overlap] die Zensuren eintrage+...

%eng: when I enter the marks on Wednesday week...

*M-P: xxx.
*T-J: ja, viertzehnte.

%eng: yes, the fourteenth.
am Donnerstag.
[there is constant background chatter].
indirekt ja.
so, wie machen wir denn das?
so, how are we going to do it?
Mittwoch!

nein das geht nicht das muss in dieser Woche starten noch.
no, that's not possible it has to start this week.
morgen!
tomorrow!
indirektja.
so,
wie machen wir denn das?
so, how are we going to do it?
so, how are we going to do it?

Mittwoch!

nein das geht auch nicht.
tomorrow is not possible either.
machen mal Montag.

let's do it on Monday.

Dienstag.

Tuesday.

Morgen geht auch nicht.
tomorrow is not possible either.

waeret ihr+...+
waeren wir bereit?

would we be prepared?

ja, genau das wollte ich fragen.
yes, that's exactly what I wanted to ask.

waeret ihr eventuell bereit die Arbeit Freitag zu schreiben?
would you eventually be prepared to write the exam on Friday?

nein!
nein!

Mathearbeit!
maths test!

ich weiss, ich weiss.
I know, I know.

was ist denn mit dir los alter?
what's the matter with you old pal?

xxx es ist doch nur ein Diktat, Mann!
but it's just a dictation man!

wir schreiben es trotzdem!
we are writing it nevertheless!

geh es nicht Donnerstag?

isn't it possible on Thursday?
Donnerstag?

Thursday?

nein, lass gar keins schreiben.
no (let's) not write one at all.

xxx.

Dienstag!

Tuesday!

schreibt ihr denn noch, schreibt ihr denn noch eine?+
schreibt ihr denn noch eine??+
do you then write+ do you then write another...?

wir duerfen in der Woche nun drei Arbeiten schreiben.
we can only write three exams in a week.

*M-P: alles okay!

*M-P: wir mussen alles in letzter Sekunde schreiben, warum denn?

%eng: why do we have to write everything in the last second?

*F-P: Chemie, xxx+...

%eng: Chemistry...

*T-J: shhh.

*M-P: am Dienstag!

%eng: on Tuesday!

*M-P: in einer Woche, naechste Woche!

%eng: in a week, next week!

*T-J: Ruhe, bitte!

%eng: quiet, please!

*F-P: xxx.

*T-J: nein.

%eng: no.

*F-P: morgen.

%eng: tomorrow.

*T-J: nein.

%eng: no.

*F-P: aber trotzdem+...

%eng: but nevertheless...

*T-J: nein.

%eng: no.

*M-P: morgen, ja?

%eng: tomorrow, yes?

*M-P: eh uebermorgen!

%eng: eh the day after tomorrow!

[%T-J is looking at the weekly schedule].


%eng: yes, I just see here that you write an exam there too.

*F-P: xxx.

*[LLL: [%unintelligible]].

*M-P: erst naechste Woche, nicht diese Woche!

%eng: next week, not this week!

*T-J: die einzige Moeglichkeit ist die+.. shhh, Ruhe.

%eng: the only possibility is the following... quiet.

setzt dich mal hin, setz![!] dich jetzt!

%eng: just sit down, sit down now!

*M-P: er hat mir meinen Fueller weggenommen!

%eng: he took my fountain pen away!

*T-J: dass ich Herrn BOT bitte zu tauschen am Donnerstag aber+...

%eng: that I ask mister BOT to change on Thursday but...

*F-P: [%overlap] ja.

*[LLL: [%overlap] nein!]

*M-P: naechste Woche!

*F-P: nicht am Donnerstag!

*T-J: shhhh, das ist die einzige Moeglichkeit, es waere dann die eh+...

%eng: that is the only possibility, it would then be the ...

*[LLL: xxx].

*T-J: shhh, Mann xxx+...

%eng: that would be the fourth hour.

*F-P: dann musste Herr BOT meinen Platz in Musik nehmen

%eng: then mister BOT would have to take my place in the Musik lesson

#und ich wuerde dort die Arbeite schreiben.

%eng: and then I would do the exam.

*M-P: die einzige Moeglichkeit.
the only possibility.

*M-P: Musik wollen wir auch noch schreiben+...

%eng: we will also write a Music exam...

*T-J: dann schreibt ihr Freitag zwei Arbeiten.

%eng: then you will write two exams on Friday.

*LLL: xxx.

*T-J: dann schreibt ihr Freitag zwei Arbeiten.

%eng: then you will write two exams on Friday.

*M-P: Donnerstag!

%eng: on Friday we are writing an Art exam!

*M-P: eine Woche vorher!

%eng: one week in advance!

*T-J: dass eine Englischarbeit geschrieben werden muss, das wisst ihr seit Wochen.

%eng: you have known for weeks that an English exam has to be written.

*M-P: am neunundzwanzigsten.

%eng: on the twenty ninth.

*T-J: dass eine Englischarbeit geschrieben werden muss, das wisst ihr seit Wochen.

%eng: you have known for weeks that an English exam has to be written.

*M-P: [overlap] Freitag machen mal, Freitag!

%eng: on Friday we are writing an Art exam!

*M-P: [overlap] Freitag machen mal, Freitag!

%eng: let's do it on Friday, Friday!

*M-P: Montag!

*M-P: Dienstag!

*M-P: Freitag machen mal, Freitag!

%eng: let's do it on Friday, Friday!

*M-P: Freitag machen mal, Freitag!

%eng: on Friday we are writing an Art exam!

*M-P: Freitag machen mal, Freitag!

%eng: on Friday we are writing an Art exam!

*M-P: Freitag machen mal, Freitag!

%eng: let's do it on Friday, Friday!

*M-P: Freitag machen mal, Freitag!

%eng: on Friday we are writing an Art exam!

*M-P: Freitag machen mal, Freitag!

%eng: let's do it on Friday, Friday!

*M-P: Freitag machen mal, Freitag!

%eng: on Friday we are writing an Art exam!

*M-P: Freitag machen mal, Freitag!

%eng: let's do it on Friday, Friday!

*M-P: Freitag machen mal, Freitag!

%eng: on Friday we are writing an Art exam!
ich versuche es+ (weiss nicht) aber ob Herr BOT mitspielt,

%eng: I will try it but (I don't know) if mister BOT will play along.

ich versuche also meinen Unterricht # in der vierten Stunde mit Herr BOT zu tauschen.

%eng: I will try to change my lesson with mister BOT in the fourth hour.

dann komm ich also hierher und wir schreiben das Diktat xxx.

%eng: so then I will come here and we will write the dictation.

[%overlap] dann muessen wir das ganze Programm aber immernoch+

%eng: but then we must still (change) the whole programme...

shhhh+ ABI[!]++...

%M-P: [%overlap] dann kriegen wir die Arbeiten wieder?

*T-J: shhh+ Ruhe.

%eng: so then I will get the exams back again?

*T-J: shhh+ Ruhe.

%eng: quiet.

*F-P: kannst du doch gar nichts machen xxx.

%eng: you can't do anything about it.

dann mussen wir auch das Program aendern und machen wir heute nicht das Passiv

%eng: then we must change the program and not do the passive today like we said before,

wie vorgesehen, sondern wenn wir das Diktat Donnerstag schon schreiben

%eng: instead if we are going to write the dictation on Thursday,

dann muss ich euch heute das Uebungsdiktat.

%eng: and we do the dictation today and then you have it,

von Mittwoch auf Donnerstag ist vielleicht auch ein bisschen kurz.

%eng: perhaps from Wednesday to Thursday it is also a bit short.

so, dann nehmt jetzt bitte den Hefter, schreibt drueber+

%eng: so now please take you exercise books and write on them...

und machen heute das Diktat dann habt ihr es,

%eng: so let's do something new

es ist ja egal aber trotzdem wir koennen jetzt ueben.

%eng: it doesn't matter but we can nevertheless practice today.

so, dann uben wir jetzt was neues, wir machen ein anderes Program, ja,

%eng: so then we will now practice something new, we have another program, yes,

und machen heute das Diktat dann habt ihr es,

%eng: and we do the dictation today and then you have it,

von Mittwoch auf Donnerstag ist vielleicht auch ein bisschen kurz.

%eng: perhaps from Wednesday to Thursday it is also a bit short.

so, dann nehmt jetzt bitte den Hefter, schreibt drueber+

%eng: so now please take you exercise books and write on them...

so los.

%eng: so, come on.

*LLL: [%unintelligible simultaneous talk 0.35 sec].

%eng: do it fast.

*F-P: Frau T-J!

%eng: pardon.

*F-P: welchen xxx?

%eng: which xxx?

*M-P: [%overlap. the pupils turns to his classmate] sie liest mal doch vor, ja, im richtigen[?]++...

%eng: she will read it out, yes[?], in the right...

*T-J: [%to a different pupil] wenn Herr xxx dabei ist, ja+...

%eng: if mister xxx agrees, yes.

[%pupils are talking with each other about private matters].
403 *LLL: xxx.
404 *T-J: so jetzt kommt eine (Liste) xxx.
405 %eng: so, now comes a list xxx.
406 [%T-J writes a set of words on the blackboard (0.47 sec):
407 Cherokee Smoky Mountains
408 Tennessee Oklahoma
409 Georgia Sequoya].
410 *T-J: so, vielleicht sind noch einige Woerte dabei die ihr nicht kennt, wir werden sehen.
411 %eng: so, perhaps there are some words there that you do not know, we will see.
412 aber keine Panik, das ist hier jetzt nur zur Uebung, ja?
413 %eng: but do not panic, this is just for practice now, okay?
414 [Versuch es zu schreiben, so gut wie es geht+ MUS nimm endlich den Bleistift.
415 %eng: try to write it as well as possible+ MUS take your pen, otherwise...
416 sonst xxx.
417 so wenn ihr das schreibt, ihr braucht jetzt bitte die Namen nicht aufschreiben,
418 %eng: so when you write that you don't need to write the pronouns,
419 die kommen so im Text vor.
420 %eng: they come up in the text like that.
421 ich lese es einmal vor, es ist relativ lang,
422 %eng: I will read it out once, it is relatively long but it's+
423 aber es+ sind nicht mehr als hunderdsechzig Woerter.
424 %eng: it's not more than a hundred and sixty words.
425 [%die pupil have been getting ready to write, taking paper out and looking for pens
426 and pencils. some exclain about the length of the passage].
428 %eng: that's your eighth class practice.
429 shhh.
430 *M-P: Frau T-J!
431 *T-J: bitte.
432 *M-P: und das wollen wir jetzt schreiben?
433 %eng: and we are going to write that?
434 *T-J: ja.
435 *M-P: das kommt+ und das schreiben wir richtig im Diktat?
436 %eng: that comes+ and we write that correctly in the dictation?
438 %eng: so, if you can do that, it is guaranteed that you will write a two.
439 *M-P: (super)!
440 [%in the meanwhile some pupils have looked up the text in question in their books].
441 *T-J: so, also.
442 ich lese es im ganzen vor einmal.
443 %eng: so I read it all aloud once.
444 *LLL: xxx.
446 %eng: now I read it all out once.
447 DAV ### vorsicht.
448 %eng: DAV attention.
449 [%T-J signals to a pupil to quieten down. the whole class quietens down to listen].
450 *T-J: [%reads] at the beginning of the nineteenth century+...
451 *F-P: century?
452 *LLL: century.
454 they did not have any trouble with the white eh s+ settlers there.
455 they learned[,] from the European settlers and built their own roads, schools and churches.
456 they had their own alphabet.
457 Sequoya, a Cherokee Indian who had never been to school himself had developed it.
458 but in the eighteen thirties white men found gold in the mountains,
459 that belonged to the Cherokees.
460 the white settlers wanted to have the land for themselves,
and the government agreed to move the Indians away.

[M-P: away.]

[T-J: [reads] the Cherokees were peaceful people and they did nothing
to stop the soldiers who came in the fall of eighteen thirty eight.
a few hundred of them escaped to the Smoky mountains.
the others, over ten thousand, had to move to Indian territory.

[T-J: it was a long, long way # and fall changed to Winter.]
[T-J: the weather was cold and wet # and many Indians became ill.
by the time they reached their new home in Oklahoma,
nearly two thousand of them had died of cold or hunger.
they developed their land in Oklahoma and started a new life there
but they never[!] forgot this terrible journey west.

[M-P: away.]

[T-J: die Arbeit kopiere ich mir xxx.]

[M-P: ne?]

[M-P: aber nicht nur abschreiben.

[M-P: %eng: but don't just copy.]

[T-J: ne.]

[T-J: laut!]

[M-P: %overlap] laut!

[T-J: %dictates at the beginning of the nineteenth century,
the Cherokee Indians lived on good land+...]

[T-J: versucht es also erst selbst, ja?]

[M-P: okay.]

[T-J: ne?]

[M-P: %eng: I will copy the exam xxx.]

[T-J: ne?]

[M-P: %eng: if you look inside now and then it's not so bad, but you should xxx.]


[M-P: [%overlap] die Arbeit kopiere ich mir xxx.]

[T-J: first try it on your own, yes?]

[M-P: okay.]

[M-P: %background whispers].


[T-J: versucht es also erst selbst, ja?]

[M-P: %eng: first try it on your own, yes?]

[T-J: ne?]

[M-P: %eng: if you look inside now and then it's not so bad, but you should xxx.]

[M-P: %eng: it's somewhere on page fifty nine.

[T-J: %reading] the Cherokees were peaceful people and they did nothing
to stop the soldiers who came in the fall of eighteen thirty eight.


[T-J: ne du brauchst mehr davon wenn xxx.

[M-P: %eng: just write, then listen for more when I dictate it to you.

[T-J: ne?]

[M-P: %eng: but don't just copy.

[T-J: ne.]

[T-J: laut!]

[M-P: %overlap] laut!

[T-J: %dictates at the beginning of the nineteenth century,
the Cherokee Indians lived on good land+...]

[T-J: versucht es also erst selbst, ja?]

[M-P: okay.]

[T-J: ne?]

[M-P: %eng: I will copy the exam xxx.]

[T-J: ne?]

[M-P: %eng: if you look inside now and then it's not so bad, but you should xxx.]


[T-J: %dictates in Tennessee and Georgia.

[T-J: ne?]

[M-P: %eng: I will copy the exam xxx.]

[T-J: ne?]

[M-P: %eng: if you look inside now and then it's not so bad, but you should xxx.]


[T-J: %dictates in Tennessee and Georgia.

[T-J: ne?]

[M-P: %eng: I will copy the exam xxx.]

[T-J: ne?]

[M-P: %eng: if you look inside now and then it's not so bad, but you should xxx.]


[T-J: %dictates in Tennessee and Georgia.

[T-J: ne?]

[M-P: %eng: I will copy the exam xxx.]

[T-J: ne?]

[M-P: %eng: if you look inside now and then it's not so bad, but you should xxx.]


[T-J: %dictates in Tennessee and Georgia.

[T-J: ne?]

[M-P: %eng: I will copy the exam xxx.]

[T-J: ne?]

[M-P: %eng: if you look inside now and then it's not so bad, but you should xxx.]


[T-J: %dictates in Tennessee and Georgia.

[T-J: ne?]

[M-P: %eng: I will copy the exam xxx.]

[T-J: ne?]

[M-P: %eng: if you look inside now and then it's not so bad, but you should xxx.]


[T-J: %dictates in Tennessee and Georgia.

[T-J: ne?]

[M-P: %eng: I will copy the exam xxx.]

[T-J: ne?]

[M-P: %eng: if you look inside now and then it's not so bad, but you should xxx.]


[T-J: %dictates in Tennessee and Georgia.

[T-J: ne?]

[M-P: %eng: I will copy the exam xxx.]

[T-J: ne?]

[M-P: %eng: if you look inside now and then it's not so bad, but you should xxx.]


[T-J: %dictates in Tennessee and Georgia.

[T-J: ne?]

[M-P: %eng: I will copy the exam xxx.]

[T-J: ne?]

[M-P: %eng: if you look inside now and then it's not so bad, but you should xxx.]

so, [%dictates] at the beginning # of the nineteenth century.

nineteenth schreibt ihr xxx mit t+ h+...

t+ h+.

[%dictates] of the nineteenth century # comma+...

[%pupils are talking in whispers]

at the beginning of the nineteenth century comma+... the Cherokee Indians+

was?

the Cherokee Indians.

ohh+...

xxx, okay?

the Cherokee Indians.

[%overlap] the Cherokee Indians+

xxx.

[%dictates] lived on good land+...

wiebitte, ["] lived?

xxx, okay?

活 lived+... the Cherokee Indians.

wiebitte, ["] lived?

lived on good land+... the Cherokee Indians+...

wiebitte, ["] lived?

xxx.

lived on good land in Tennesee and Georgia.

jetzt gehts weiter.

now it goes on.

on?

on good land ## xxx in Tennesee and Georgia.

[laugh from some of the pupils].

xxx schreibt er auf!

he's writing down xxx.

davon hast du nichts, ja?

you haven't got any of it, yes?

full stop.

okay.

full stop.

and ### [%repeats] at the beginning of the nineteenth century

the Cherokee Indians lived on good land in Tennesee and Georgia.

they did not have any trouble with the white settlers there.

they did not have any trouble with the white settlers there.

they learned from the European settlers,

they learned from the European settlers, comma.

koennen Sie mal wiederholen?

could you repeat it?

xxx.

they learned from+...

they learned from # the European settlers+ von Europa ja?

the Eur+ the European settlers.

they learned from the European settlers, comma.

okay, stimmt das.
and built # built... their own roads... their own roads[!] # comma+
and their own roads, comma # schools and churches.

[T-J: [repeat] schools and churches # full stop.
they learned from the European settlers and built their own roads, schools and churches.

[L-L: xxx.
[T-J: schools # and # churches.
[M-P: and churches+
[T-J: xxx.
they learned from the European settlers and built their own[!] schools and churches.

[L-L: xxx.
[T-J: [%dictates] they had their own alphabet[!] +... 
[M-P: xxx.
[T-J: they[!] had their own alphabet ## die Alphabet, ne?
they had # their own alphabet # semi colon.
[F-P: Alphabet.
[T-J: ja, weisst du nicht wie man es im deutschen schreibt?
[%eng: yes, don't you know how one writes it in German?
[F-P: ja.
[%eng: no.
[%eng: no, you write it exactly the same.
they had their own alphabet, semi colon.

[M-P: Chequoya+...
[T-J: [%dictates] Chequoya, a Cherokee Indian who had never been to school himself
had[!] developed it.

[M-P: xxx.
[T-J: Chequoya ### noch mal+... 
[M-P: xxx.
[T-J: Chequoya # comma+... Chequoya # comma # a Cherokee Indian+... 
[F-P: bitte?
[8eng: pardon?
[T-J: a Cherokee Indian+... 
[L-L: he?
[1L-L: huh?
[M-P: da steht Cherokee und ['] a.
[T-J: a[!] Cherokee Indian[!].
[1MUS: ['] Cherokee ## gross oder klein?
[8eng: ['] Cherokee in big or small letters?
[T-J: da steht xxx immer gross MUS!
[8eng: it's always big MUS!
a Cherokee Indian so ### who had never+...
[M-P: was?
[8eng: what?
[T-J: who had never.
[F-P: hier Komma?
[8eng: comma here?
[T-J: a Cherokee Indian who[!] had[!] never.
[M-P: verwanten xxx.
[8eng: relatives xxx.
[T-J: who had never been to school himself.
[M-P: [%overlap] been.
Komma+...
[T-J: ein bisschen[!] mehr Konzentration.
[8eng: a bit[!] more concentration.
[M-P: huh!
also, seid ihr jetzt alle[!] shhh+ ## dabei?

so, are you all there?

who had never been to school himself.

so, we continue, [*] had developed it [*], that means developed.

had[!] developed it.

so, weiter gehts, [%dictates] had developed it, SCH das heisst entwickelt.

but in the eighteen thirties, that belonged to the Cherokees.

...and you write that like this, eighteen thirty with s.

but in the eighteen thirties ### white men found gold.

in the mountains, that belonged to the Cherokees.

that belonged ### to the Cherokees.

in the mountains, that belonged to the Cherokees.

the white settlers wanted to have the land for themselves.

the land for themselves,

the land ## for # themselves # Komma.

the white settlers?

the white settlers # wanted # to have+... wanted to have ### the land for themselves.

the land for themselves.

the land ## for # themselves # Komma.

government.

agreed to move+...

wie bitte?

excuse me?

agreed+ MIC nicht nur abschreiben.

MIC don't just copy.

nein xxx.

[%overlap] agreed to move ### the Indians away[!].

full stop.

the white settlers wanted to have the land for themselves,

and the government agreed to move the Indians away.

de Regierung, ne?

the government+...

government.

agreed to move+...

MIC: nein xxx.

[#overlap] agreed to move ### the Indians away[!].

full stop.

the white settlers wanted to have the land for themselves,

and the government agreed to move the Indians away.

full stop ### new line.
**LLL:** [%chuckling, grunting noises].

**T-J:** [%dictates] the Cherokees were peaceful people.

and they did nothing[!] to stop the soldiers[!] who came in the fall of eighteen thirty eight.

the Cherokees were... the Cherokees were peaceful people.

**M-P:** [overlap] were!

were!

**T-J:** hhmh, were.

the Cherokees were peaceful people, Komma.

**M-P:** peaceful.

wie wird denn das geschrieben?

**T-J:** peaceful, peace kannst du schreiben (mit) full.

the Cherokees were peaceful people and they did nothing[!] +... xxx and they did nothing+... to stop the+... to stop the soldiers[!]++...

**M-P:** to stop.

**T-J:** to[!] stop the soldiers+...

**LLL:** xxx.

**T-J:** who came in the fall+... who came in the fall.

[%one pupil gets annoyed with his neighbour who is nudging him].

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

who came in the fall of eighteen thirty eight.

**M-P:** thirty eight oder was?

**T-J:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**M-P:** Mann!

**T-J:** who came in the fall # eighteen thirty eight.

who came in the fall of eighteen thirty eight.

**M-P:** fourteen oder was?

**T-J:** thirty, the whole time.

**M-P:** who came in the fall of eighteen thirty eight.

**T-J:** escaped! a few hundred of them escaped to the Smoky Mountains.

**M-P:** a few[!] hundred+...

**T-J:** [overlap] a few hundred of them+...

a few hundred[!] of them escaped to the Smoky Mountains.

**M-P:** xxx.

**T-J:** escaped to the Smoky Mountains, das steht hier.

[%T-J points to the board where ["] Smoky Mountains ["] is written].

**F-P:** [overlap] escaped?

**T-J:** escaped.

to the Smoky Mountains.

[%T-J stands up].

so!

**T-J:** eh #! ihr braucht noch ganz+ also einige Minuten, um zu korrigieren.

**M-P:** [%overlap] full stop.

**T-J:** [%dictates] a few hundred of them escaped to the Smoky Mountains.

**M-P:** a few[!] hundred+...

**T-J:** [%overlap] a few hundred of them+...

a few hundred[!] of them escaped to the Smoky Mountains.

**M-P:** xxx.

**T-J:** escaped to the Smoky Mountains, das steht hier.

[%T-J points to the board where ["] Smoky Mountains ["] is written].

**F-P:** [%overlap] escaped?

**T-J:** escaped.

to the Smoky Mountains.

[%T-J stands up].

so!

**T-J:** eh #! ihr braucht noch ganz+ also einige Minuten, um zu korrigieren.

**M-P:** [%overlap] full stop.

**T-J:** [%dictates] a few hundred of them escaped to the Smoky Mountains.

**M-P:** a few[!] hundred+...

**T-J:** [%overlap] a few hundred of them+...

a few hundred[!] of them escaped to the Smoky Mountains.

**M-P:** xxx.

**T-J:** escaped to the Smoky Mountains, das steht hier.

[%T-J points to the board where ["] Smoky Mountains ["] is written].

**F-P:** [%overlap] escaped?

**T-J:** escaped.

to the Smoky Mountains.

[%T-J stands up].

so!

**T-J:** eh #! ihr braucht noch ganz+ also einige Minuten, um zu korrigieren.

**M-P:** [%overlap] full stop.

**T-J:** [%dictates] a few hundred of them escaped to the Smoky Mountains.

**M-P:** a few[!] hundred+...

**T-J:** [%overlap] a few hundred of them+...

a few hundred[!] of them escaped to the Smoky Mountains.

**M-P:** xxx.

**T-J:** escaped to the Smoky Mountains, das steht hier.

[%T-J points to the board where ["] Smoky Mountains ["] is written].

**F-P:** [%overlap] escaped?

**T-J:** escaped.

to the Smoky Mountains.

[%T-J stands up].

so!

**T-J:** eh #! ihr braucht noch ganz+ also einige Minuten, um zu korrigieren.
because it's not enough.

*F-P: ja.

%eng: I have just changed one line, line three-four.

einet verkuerzt, da habe ich gesagt+/
%eng: somewhat shortened, because I have said+/

*M-P: verkuerzt, wirklich?
%eng: shortened, really?

*T-J: 

["]

*F-P: xxx.

*T-J: with the settlers there 

so, schreibst du den Rest dazu, und korrigiert bitte.
%eng: so write the rest and correct it please.

*M-P: verkuerzt, wirklich?
%eng: shortened, really?

*M-P: da habe ich den Text ein bisschen veraendert, ja?
%eng: because I have changed the text a bit, yes?

*M-P: was ist denn, wenn man ein s vergessen hat oder ###?
%eng: what if we have forgotten an s or...?

*M-P: ein Fehler.
%eng: one mistake.

*T-J: ja.

*M-P: ein halber, n’ halber!
%eng: half a mistake!

*T-J: 

[%T-J walks to the back where RES is sitting].

*f-p: xxx.

*T-J: I'm sorry for this dictation today, but they asked for it.

*RES: really?

*T-J: yes, I had to do it today because (we can't) find a time eh

in which to write a last dictation test.

they always want it at the end of a term because they can prepare themselves, so they like it.

that's why+/

*M-P: Frau T-J!

Frau T-J, im Buch wird aber ['"] trail of tears ['"] klein geschrieben.

*F-P: ja, in der Ueberschrift aber bitte gross, ja?

*M-P: was ist denn, wenn man ein s vergessen hat oder ###?

*RES: yes, but in the title please in capitals, yes?

[*turns again to RES]*

*T-J: so, and eh there's a rule here xxx that you can only write one test a day.

*RES: xxx.

*T-J: and that was the problem you see xxx and I have to change my lesson, 

normally I do xxx.

*[pupil chatter starts to increase in loudness].

*T-J: if I had given them the dictation tomorrow

they would have had only one day to (prepare).

*LLL: www.

*RES: ehm ## do they benefit from this in any way?

*T-J: no, it's for the marks xxx.

it's just a question of giving them a chance xxx.

I'm normally against dictation because # xxx (but it gives them) the feeling

they can do[?] something xxx.

*I don't xxx but I do them.

*[simultaneous talk (2.19 sec). teacher turns to one of her pupils].

na xxx, ja!
koennen Sie auch xxx.
could you also xxx.
[T-J goes to her desk and returns to RES with a sample of another
test paper the class has written to show how it is structured
and what kinds of grammar questions it contains.
then the conversation moves on to the interview arrangements. in the background,
pupils talk about their corrections and other private matters].
[T-J] also, wir machen dann in der naechsten Stunde diese Interviews, ja?
so we will do the interviews in the next lesson, yes?
[the school bell rings].
At the beginning of the 19th century, the Cherokee Indians lived on good land in Tennessee and Georgia. They did not have any trouble with the whites who had settled there. They learned from the European settlers, and built their own roads, schools and churches. They had their own alphabet; Sequoya, a Cherokee Indian who had never been to school himself, had developed it. But in the 1830s white men found gold in the mountains that belonged to the Cherokees. The white settlers wanted to have the land for themselves, and the government agreed to move the Indians away. The Cherokees were peaceful people, and they did nothing to stop the soldiers who came in the fall of 1838. A few hundred of them escaped to the Smoky Mountains. The others—over 10,000—had to move to Indian Territory. It was a long long way, and half changed to winter. The weather was cold and wet, and many Indians became ill. By the time they reached their new “home” in Oklahoma, nearly 2,000 of them had died of cold or hunger. They developed their land in Oklahoma and started a new life there, but they never forgot this terrible journey west. Cherokees call it “the trail of tears”.

a) With the help of adverbs, you can give extra information—and make a text more interesting. When you have read the text, write it with the adverbs at the side.

b) Find the most important information in the text and write a short summary of it. Use your own words as much as you can.
Appendix Q11 / Lesson K

@Begin

@Participants: T-K Teacher, M-P unidentified Male Pupil, F-P unidentified Female Pupil,
SHA Pupil, AND Pupil, JAC Pupil, SHU Pupil, FAB Pupil, DAV Pupil, ROJ Pupil,
STE Pupil, SHO Pupil, SAN Pupil, MAR Pupil, BAR Pupil, ENG Pupil, ALE Pupil,
RES Researcher, LLL Pupils;

@Location: School #6, Berlin

@Situation: English Lesson 2

@Date: 13-JUN-1995

@Time Duration: 08:00-9:15

@Warning: this transcription has been double-checked. It covers fifty minutes out of the
seventy-five minutes' lesson duration.

@Comment: the pupils sit in single desks that form clusters of six in asymmetrical patterns
and they are situated in four different parts of the room.

The teacher's desk is narrow and elongated and is positioned in the middle
at the front of the room. Two single desks are placed adjacent to the teacher's desk,
the pupils do not have a permanent seat, they can choose a place
to sit, but all the girls take up places on one side of the room and all the boys occupy
the desks on the other side. The teacher stands at the side of her desk and addresses
those who are present.

*T-K: good morning!

*LLL: morning.

*T-K: heute morgen mochte ich euch uber die Zensuren sprechen.

%eng: this morning I would like to talk to you about the marks.

*M-P: [%whistles loudly].

*T-K: ich weiss nicht ob das so zum pfeifen ist.

%eng: I don't know if that's anything to whistle about.

[%everyone is still settling down, there's a lot of chatting. A few more pupils
come in through a side door].

*F-P: good morning.

*T-K: morning.

so FAB, gleich die Sachen raus+ ne+ pa+ ehm ## SHA du bleibst alleine,

%eng: so, FAB take the things out right away, no+ ehm SHA you sit alone.

[%points to a couple of boys]

eure Konstellation letztemal war ganz gut dahinten+/

%eng: your constellation at the back there was very good last time.

*SHA: ja, ich weiss xxx.

%eng: yes, I know xxx.

*T-K: FAB gehe nach vorne.

%eng: FAB go to the front.

[*FAB ignores this instruction. T-K starts calling out names from the class list].

DAV.

*DAV: hier!

%eng: here!

*T-K: sitzt hier bitte.

%eng: sit here please.

SHU.

*SHU: hier.

*T-K: ALE.

*ALE: hmmm.

hallo STE[!], hallo.

*F-P: ja, STE!

*T-K: AND ist da+...
*F-P: herzlichen Glückwunsch zum Geburtstag!

*M-P: nein.

*T-K: SOV?

*LLL: xxx.

*T-K: SHA?

xxx mit nur Englisch sachen, hast du dein Workbook?

%eng: xxx only English things, do you have your Workbook?

*T-K: SAN ist da+...

%eng: the lesson has started when I check who is present, MAR.

*T-K: ROJ.

FAB.

*F-P: xxx wir kontrollieren?

%eng: xxx we checking?

*T-K: der Unterricht hat angefangen MAR, wenn ich die Anwesenheit kontrolliere.

%eng: the lesson has started when I check who is present, MAR.

*T-K: ROJ.

FAB.

*T-K: MAR?

[the pupils raise their hand when their name is called].

DAV.

und BAR.

und dan haben wir heute STE, JAC+...

%eng: and today we have STE, JAC...

*F-P: wo ist sie?

%eng: where is she?

*T-K: war sie die ganze Zeit jetzt nicht da?

%eng: was she not there the whole time?

*LLL: xxx.

*LLL: okay, so.

ich suche jetzt erst mal eben so'n Titel, den wir jetzt machen werden.

%eng: I am looking for a title, which we will now do.

[T-K looks into her textbook, one of the boys has moved to the front and is sitting at one of the desks adjoining the teacher's. two pupils push their desks forward].

*LLL: xxx.

*T-K: so ### habt Ihr noch ### Hausaufgaben xxx bitte?

%eng: so, do you still have homework xxx, please?

*F-P: ja.

[T-K returns past homework papers to some of the pupils].

*T-K: habt ihr noch ne Frage+ ja FAB, von DAV.

%eng: do you still have a question+ yes FAB, from DAV.

*T-K: dann von AND.

%eng: then from AND.

kommt du mal die hier abholen?

%eng: will you come and get it?

[AND gets up from his desk and collects his paper].
111 und LAT ist nich da+ ach warte mal AND, nimmst du das mal mit fuer ENG und SHA.
112 %eng: and LAT is not here+ ach wait a moment AND, take this with you for ENG and SHA.
113 *ENG: wieso fuer mich + ich hab+.
114 %eng: why for me, I have it+...
115 *T-K: die letzte[] Hausarbeit[] meine ich.
116 %eng: I mean the last homework.
117 *ENG: xxx.
118 *T-K: sind das alle Hausaufgaben? (pause 0.14 sec).
119 %eng: then we said we will continue working in the Workbook...
120 [%the pupils look for their workbooks].
123 *FAB: xxx mein Workbook.
124 *ENG: xxx my workbook.
125 *T-K: please open your workbooks+...
126 [%unintelligible talk 0.12 sec].
127 please open your workbooks on page twenty nine.
128 *LLL: xxx.
129 *T-K: you had to do some homework+... it was exercise seven # I think.
130 habt ihr sieben b gemacht?
131 %eng: have you done seven b?
132 wer hat es nicht gemacht?
133 %eng: who hasn’t done it?
134 *F-P: ich xxx.
135 *T-K: ach so, dann traegst du es dir jetzt nach, ja?
136 %eng: okay, then you write it down now, okay?
137 *M-P: ich war auch nicht da.
138 %eng: I was also not there.
139 *M-P: ich muss es auch nachtragen.
140 %eng: I must also write it down.
141 *T-K: also, wer hat’s nicht[] gemacht?
142 %eng: so, who hasn’t done it?
143 *AND: xxx.
144 *T-K: ja, AND du warst nicht da.
145 *ENG: xxx my workbook.
146 %eng: yes, you AND were not there.
147 du musst dich aber immer erkundigen was wir gemacht haben.
148 %eng: but you must always find out what we have done.
149 *FAB: ich auch nicht.
150 *ENG: me neither.
151 *T-K: so alles[] ab heute zahlt fuers naechste Zeugnis, ist das klar?
152 %eng: so from today everything counts for the next report, is that clear?
153 *M-P: ja!
154 *T-K: also, sagen mal noch nicht ab heute aber ab naechstesmal,
155 %eng: okay, let’s say not from today but from the next time
156 weil die Zensurenkonferenzen noch morgen sind.
157 %eng: because the reports meeting is still tomorrow..
158 *M-P: okay.
159 *M-P: da sind sie aber grosszuegig!
160 %eng: but you are generous!
161 *T-K: pass auf, AND hat die Hausaufgabe nicht aber+ du bist entschuldigt
162 %eng: look, AND didn’t do the homework but+ you are excused,
163 aber dennoch solltest du dasfuersorgen, in Zukunft geht das einfach nicht.
164 %eng: but you should nevertheless take care in the future, this is just not acceptable.
165 SHA hat sie nicht?
166 %eng: SHA hasn’t got it?
167 *SHA: ne.
168 %eng: no.
169 *T-K: wer hat es noch nicht?
who else hasn’t got it yet?

okay, who wants # to # start with exercise seven?

[169 pupil volunteers to begin. In this exercise the pupils had to complete a paragraph by filling in gaps with the correct words chosen from a given set].

ROJ.

[170 this advert is for a new hotel and xxxbar.

it’s a good+/

M-P: das ist richtig, ja xxx.

%eng: it’s correct, yes xxx.

T-K: ja # noch mal, ROJ.

ROJ: this advert!

T-K: adve[]rt.

ROJ: adve[]rt.

T-K: and the whole sentence please?

ROJ: xxx [reads] this advert is for a new hotel in xxx.

T-K: da steht nicht adve[]nt da steht adve[]rt.

ROJ: adve[]rt.

T-K: and the whole sentence please?

ROJ: this advert is for a new hotel.

T-K: FAB, wo ist dein Workbook?

FAB: ich weiss nicht wo der ist.

%eng: I don’t know where it is.

T-K: so, und jetzt guckst du in die Luft und nichts interessiert dich.

FAB: ne ich+ ich hoer zu.

%eng: no, I’m listening.

T-K: eh dann setzt dich mal bitte zu AND damit du wenigstens reingucken kannst aber ohne zu erzaehlen.

%eng: eh then sit close to AND please so that you can follow but without talking.

T-K: and du lasst jetzt alles weitere bis auf die Uebung.

%eng: AND leave everything else except for the exercise die wir gerade im Textbuch machen, ja?

%eng: that we are doing in the textbook at the moment, okay?

FAB: ne ich+ ich hoer zu.

%eng: no, I’m listening.

T-K: was hiess denn der Satz den ROJ eben gesagt hat, aus English uebersetzt.

%eng: how do you say the sentence that ROJ just said, translated from English?

ENG.

FAB: ne ich+ ich hoer zu.

%eng: no, I’m listening.

T-K: hmhm.

[short pause, scraping of chairs].

MAR.

MAR: dit ist # diese Anzeige ist fuer das neue Hotel in Florida.

%eng: it is .. this advertisement is for the new hotel in Florida.

ENG: [overlap] ehm diese +...

T-K: okay, es ist fuer ein neues Hotel in Florida, okay. AND next sentence please?
*M-P: nein, ich wollte!
%eng: no, I wanted!
*AND: [%reads] it's a good hotel for xxx who want to visit the two famous places near the hotel+
%eng: I haven't got that one.
*T-K: DAV.
*DAV: Epcot and Disneyworld.
*AND: Epcot and Disneyworld+/
*T-K: okay, thank you, and the translation please.
%pause (0.10 sec).
*F-P: ehm das eh der xxx ist ein gutes Hotel ### und der xxx.
*T-K: die[!] ### who want to visit two famous places near to the Hotel.
die mouchten+..
*M-P: Plaetze.
*T-K: to visit?
%eng: yes, famous...
*M-P: Plaetze.
*T-K: ja.
%eng: yes, two, yes, zwei+...
*MAR: die mouchten+.
*T-K: to visit? ["]
two, yes, zwei+...
*MAR: Plaetze.
*T-K: ja.
%eng: right, good.
okay, next sentence please?
*SHO:
%eng: right, good.
okay, next sentence please?
%SHO: [\%reads] the hotel has got a spe+ Speziell?
*T-K: no, no, no, the Hotel has got a+... wie heisst das word?
%eng: what is that word?
*LLE: special!
*T-K: eh ne, ihr meldet euch, bitte.
%eng: eh no, you raise your hands please.
SHA.
*SHA: special price.
*T-K: SHO.
*SHO: [%reads] special price for people who stay four days.
*T-K: yes, and the translation please?
*M-P: [%overlap] was+ was kommt da hin?
%eng: what comes there?
*[T-K addresses the question to the class].
*T-K: was kommt da hin?
%eng: what comes there?
*LLE: [%overlap] four.
*T-K: four.
%silence (07 sec)].
*SHO: das Hotel hat Spezielle Preise für die Leute+...
%eng: the [!] who refers to the people. [%pause (0.05 sec)].
*T-K: DAV hilfst du mal?
%eng: DAV will you help?
*DAV: für vier Tagen.
*T-K: ne.
%eng: no, [!] for the people who [!], you can carry on.
*M-P: für vier Tagen.
*T-K: die+...?
%eng: for four days.
*F-P: wohnen!
*T-K: they stay four days.
*F-P: wohnen.
*T-K: die wohnen vier Tage.
%eng: they live four days.
*T-K: ja, genau, die vier Tagen in dem Hotel bleiben wollen.
%eng: yes, exactly, those who want to stay for four days.
*T-K: oui, die four special price [!] oder speziellen Preise,
%eng: and the special price, or special prices
*T-K: oder ein besonderen Preis gibt es, es wird naemlich billiger wenn du laengere bleibenst, ja?
%eng: there is a special price, that is, it becomes cheaper when you stay longer, yes?
*T-K: das hat der Hotel?...? 
%eng: the Hotel?...?
*T-K: four eighty.
%eng: forty eight.
*SHU: die wohnen/...?
*F-P: eier oder was?
%eng: eggs, or what?
*SHU: no, ehmm dollars.
*T-K: dollars.
*SHU: [READS] for children between three and ## eleven.
*T-K: yes, thank you [%short laugh].
*T-K: and the translation+...
*F-P: [%spontaneous] ich?
*soll ich?
%eng: me?
%eng: should I?
%eng: if you can do it.
*F-P: eh ich weiss nicht was ist eh [!] adults.
%eng: I don't know what [!] adults is.
*T-K: [!] adults, what was [!] adults, das hatten wir letztens.
%eng: what was [!] adults, we've had it recently.
*M-P: [%overlap] Erwachsene.
*T-K: AND.
*AND: Erwachsene.
*F-P: Erwachsene ist ehm # +/.
*T-K: pay[!].

*F-P: adults pay one hun+...


*F-P: zahlen.

*T-K: bez[! ]zahlen, Erwachsene bezahlen+...

*F-P: hundertdreibigdollars und # die Kinder+...

*T-K: and it costs, yes+...

*F-P: und kostet fuer Kinder achthundertzigtg dollas+...

[%silence (0.06 sec)].

*T-K: bezahlen, Erwachsene bezahlen+...

*F-P: hundertdreiunddreissig dollas und die Kinder+...

*T-K: and it costs, yes+...

*F-P: und kostet fuer Kinder achthundertzigtg dollas+...

*F-P: zahlen.

*M-P: zwischen.

*T-K: bezahlen, Erwachsene bezahlen+...

*F-P: hundertdreiunddreissig dollas und die Kinder+...

*T-K: and it costs, yes+...

*F-P: und kostet fuer Kinder achthundertzigtg dollas+...

*F-P: zahlen.

*T-K: bezahlen, Erwachsene bezahlen+...

*F-P: hundertdreiunddreissig dollas und die Kinder+...

*T-K: and it costs, yes+...

*F-P: und kostet fuer Kinder achthundertzigtg dollas+...

*SHA: [ %reads] the hotel gives you Epcot and Disney World xxx a passport, that you can## use+...

*T-K: yes, use.

*SHA: [ %reads] on ehm three days.

*T-K: hhmhm.

*SHA: [ %reads] on # ehm three days.

*T-K: hhmhm.

*SHA: muss ich uebersetzen?

%eng: do I have to translate?

*T-K: hhmhm!

*SHA: muss ich uebersetzen?

%eng: do I have to translate?

*T-K: hhmhm!

*LLL: [%chuckle].

*T-K: schlaf nicht ein.

%eng: don't fall asleep.

*M-P: klar.

*SHA: muss ich uebersetzen?

%eng: do I have to translate?

*T-K: hhmhm!

*LLL: [%chuckle].

*T-K: schlaf nicht ein.

%eng: don't fall asleep.

*M-P: klar.

*SHA: muss ich uebersetzen?

%eng: do I have to translate?

*T-K: hhmhm!

*LLL: [%chuckle].

*T-K: schlaf nicht ein.

%eng: don't fall asleep.

*M-P: klar.

*SHA: muss ich uebersetzen?

%eng: do I have to translate?

*T-K: hhmhm!

*LLL: [%chuckle].

*T-K: schlaf nicht ein.

%eng: don't fall asleep.

*M-P: klar.

*SHA: muss ich uebersetzen?

%eng: do I have to translate?

*T-K: hhmhm!

*LLL: [%chuckle].

*T-K: schlaf nicht ein.

%eng: don't fall asleep.

*M-P: klar.

SHA: [ %reads] the hotel gives you Epcot and Disney World xxx a passport, that you can## use+...

%eng: the hotel offers you Epcot and Disney World tickets or passes

### that you can use on three days.

[ % silence (0.6 sec). T-K smiles and looks at RES].

%eng: the [" ] that refers to the passes.

*SHA: die kannst du drei Tagen (benutzen).

%eng: exactly, which you can use on three days, correct.

*SHA: xxx.

*T-K: okay!

so, wir lassen das mal hier im Workbook auf der Seite,

%eng: okay, we leave the Workbook to one side,

wir machen das auch demnaechst nicht mehr+

%eng: okay, we leave the Workbook to one side,

wir machen das auch demnaechst nicht mehr+

wer Lust hat kann zu Hause die restlichen c and d machen xxx.

%eng: whoever wants to can do the remaining c and d at home xxx.

okay, ehm wir machen heute im Buch+ die Lektion eh bringen wir zu ende,

%eng: okay, today we will come to the end of the Unit in the book

damit wir noch die wichtigen Dinge, die zur nachsten Sitzung der xxx schaffen,

%eng: so that we can do the important things for the next lesson,

und das heisst, macht mal bitte+ schlagt mal bitte die Bücher auf ## on page fifty+...

%eng: and that means let's open the books on page fifty.

%eng: the pupils take their text books out).

*T-K: [ %reads] what do you call xxx.
401 *FAB: [% spontaneous] what do you do?
402 *M-P: fourteen, fifteen.
403 *FAB: fifteen.
404 *M-P: funfzig.
405 *FAB: fifty, funfzig.
406 *M-P: funfteen!
407 [%unintelligible talk (0.16 sec)].
408 *T-K: so.
409 "jetzt machen wir mal eine klein Uebung zu verschiedenen Plaetzlen.
410 %eng: now let's do an exercise about various places.
411 [%reads] ["'] what do you call a place where ["'], it's on page fifty, exercise three.
412 ehm ### what is the first question, please.
413 exercise three.
414 jetzt guckt mal hin, denn ihr muesst naemlich gleich was eigenes machen.
415 %eng: now look inside, because you will soon have to do something yourselves.
416 BAR.
417 *BAR: [%reads] what do you call a place where you buy things.
418 a shop.
419 *T-K: yes, okay.
420 xxx a shop.
421 the answer is a shop, yes okay.
422 and SHA next one.
423 *SHA: [%reads] what do you call a place where you learn.
424 [%pause (0.06 sec)].
425 *T-K: tja, was ist denn das?
426 %eng: well, what is that?
427 AND.
428 *AND: a school.
429 *T-K: yes, right, AND the next question.
430 *M-P: oh (wo wir) lernen!
431 *T-K: hmm.
432 *AND: [%reads] you buy and eat+.
433 *T-K: nno, no, ["] what do you call ["]+...
434 *AND: [%reads] what do you call a place where you buy and eat food.
435 *M-P: Supermarkt!
436 *T-K: shhh!
437 *AND: what do you call # a place where # you buy # and eat food.
438 *T-K: where do you call+ what do you call this place, what is it, where you can buy food?
439 *F-P: xxx.
440 *T-K: you can buy and eat[!] food.
441 shht.
442 you can buy and eat food.
443 xxx ist Supermarkt.
444 *M-P: Imbiss!
445 %eng: a take-away shop.
446 *T-K: no [%laughs].
447 *M-P: yes!
448 *T-K: ROJ?
449 *ROJ: restaurant.
450 *T-K: a restaurant, yes, right.
451 okay+ shhh+ next one.
452 *M-P: [%overlap] (es ist ein Imbiss) xxx!
453 %M-P: welches?
454 %eng: which one?
455 *T-K: nicht quatschen.
456 %eng: no talking.
457 but sometimes you can also buy and eat food in Supermarkets,
458 in Germany it's like that [%laughs].

675
SHU: [%reads] what do you call a place where you buy and+. 

*T-K: no, no, no, number four.

*SHU: [% reads] you see old things.

a museum.

*T-K: a museum, yes, okay.

[%four pupils raise their hands].

*SHU: [%reads] what do you call a place where you see films.

its a cinema.

*SHU: [%overlap] sh!

SHA, was hat sie gesagt?

%eng: SHA, what did she say?

*SHU: eh Nummer funf, Kino.

%eng: number five, cinema.

*T-K: hmmh, Ihr quatscht zu viel, ja? 

%eng: you talk too much, yes?

*SHA: ich hab doch nur gefragt was Buecherei heisst auf englisch.

%eng: I just asked what "library" is in English.

*T-K: okay.

and next one?

ROJ.

*ROJ: [%reads] what do you call a place where you borrow books?

library.

*T-K: a library, okay, right[!] and+... SHU.

*SHU: eh what do you call a place where ehm you laive [*]?

%err: live /laiv/ = live /llv/;

in flat.


once again please.

*SHU: ich noch mal?

%eng: me again?

*T-K: yes!

*SHU: what do you call a place where # you live [*].

%err: live /laiv/ = live /llv/;

*M-P: you live [%/llv/]!

*SHU: you live.

*LLL: [%laughter].

*SHU: you live.

*T-K: a building # ehm flat.

*T-K: a flat or+...

*SHU: or ## house [*].

%err: house /h6Us/ = house /haus/;

*T-K: a house.

*SHU: a house.

*T-K: okay.

and next question please?

*JAC:

[%reads] what do you call a place where you buy stamps, it's a post office.

*T-K: yes, okay.

[%T-K picks up a set of cards].

so jetzt hab ich hier ein paar andere Fragen vorbereitet.
517 %eng: so now I have prepared a couple of other questions.
518 %eng: ihr sollet mœglichst nicht auf die Rueckseite sehen,
519 %eng: if possible, you should not look at the back,
520 da steht naemlich die Loesung, ihr sollet das selber wissen.
521 %eng: that's where the solution is, you should know the answer yourselves.
522 %eng: wer liest mal vor, wer moechte mal eine vorlesen und ein anderer wird befragt.
523 %eng: who will read one out, who would like to read one out and another will be asked.
524 *M-P: [%overlap] ich!
525 *T-K: und danach habt ihr mal die Aufgabe selbst solche, selber solche Fragesaetze zu bilden.
526 %eng: and then you have the task of making your own questions like that.
527 %eng: who hasn't said anything yet...FAB!
529 *FAB: ne, will ich nicht!
530 %eng: no, I don't want to!
531 *T-K: willst du nicht?
532 %eng: you don't want to?
534 AND.
535 *AND: [%reads] what do you call a place where you can+ wait a minute+ eh
536 keep # one or more cars?
537 *T-K: yes, noch[!] mal, noch mal.
538 %eng: yes, once more, once more.
539 *AND: what do you call # a place where you can # keep one or more cars?
540 *M-P: ach, wo du Autos finden kannst?
541 %eng: ah, where you can find cars?
542 *T-K: where you can keep[!] one or more cars.
543 *M-P: kaufen?
544 %eng: buy?
545 *T-K: unterstellen.
546 %eng: to store.
547 Car Beraten.
548 *LLL: Car beraten ehm+...
549 *T-K: in English please!
550 psh!
551 AND.
552 *AND: DAV!
553 *T-K: DAV?
554 he doesn't know.
555 *DAV: ne.
556 *AND: SHA.
557 *SHA: es ist ein Garage oder was+...
558 %eng: it's a garage or something
559 *T-K: garage.
560 *SHA: garage oder was.
561 *T-K: hmm hhm okay, SHA.
562 [%T-K gives SHA another card].
563 is it right, yes?
564 *AND: [%nods].
565 *T-K: nicht hinten gucken!
566 %eng: don't look on the back!
567 *SHA: [%reads] what do you call a place where you can buy everything.
568 *T-K: hmm, once again please.
569 *SHA: what do you call a place where you can buy everything.
570 *T-K: shh+ du sollst nicht, du musst es wissen!
571 %eng: shh+ you should not+ you must know it!
572 *M-P: in a supermarket.
573 *T-K: supermarket yes, but+...
574 *M-P: department store.
*T-K: du hast geguckt, ach Mann+...
%eng: you looked, ah man...
577 so, ich hab+...
%eng: so I have ...
579 so+...
580 [%T-K gives a card to another pupil].
581 *F-P: what do you call a place where you can buy books?
582 *F-P: hmmm library?
583 *T-K: where you can buy[!] books.
584 *M-P: [%spontaneous] bookshop, einfach!
585 %eng: bookshop, simple.
586 *T-K: shh!
587 *JAC: bookshop!
588 *T-K: yes, okay!
589 nicht hinten gucken!
%eng: don't look at the back!
590 *JAC: what do you call a place where you can+ spend some nights [*] during [*] your holidays?
592 %err: nights /nets/ = nights /naitz/ ;
during /dauring/ = during /dluriN/ ;
594 *T-K: schlechte aussprach, nochmal.
%eng: bad pronunciation, once more.
596 what do you call a place +...
597 *JAC: [%overlap] what do you call a place where you can spend # some+/.
598 *T-K: some[!] nights+..
599 *JAC: some nights ## during+.
600 *T-K: [%overlap] during+... during!
601 *JAC: during.
602 *M-P: was heissst das?
%eng: what does that mean?
605 waehrend.
606 %eng: during
eh na+ mal jemand der noch nicht dran war.
608 %eng: eh someone who hasn't had a turn yet.
609 *F-P: ENG.
610 *T-K: ENG war schon dran, hier, sie war noch nicht dran.
611 %eng: ENG has already had a turn, here, she has not had a turn.
612 [%some pupils make jokes].
613 *M-P: a hotel.
614 *T-K: a motel or a hotel, okay.
615 [%pupils laugh at a joke someone said].
616 *T-K: sh[!] ganz einfach jetzt+...
617 %eng: sh[!] very easy now...
618 *F-P: [%reads from the card] what do you call a place where you can change money?
619 *M-P: eh+...
620 [%pupils are thinking aloud (0.14 sec)].
621 *F-P: bank.
622 *T-K: a bank, yes!
623 *AND: city bank!
624 *T-K: sss+...
625 *M-P: wir wollen xxx.
626 %eng: we want to xxx.
627 *T-K: jetzt hoert zu, letzte!
628 %eng: now listen, the last one!
629 *STE: what do you call a place where you can xxx.
630 *M-P: was?
631 %eng: what?
632 *T-K: nicht gucken.
633  eng: don't look.
634  M-P: noch mal!
635  eng: once more!
636  T-K: nochmal bitte und deutlich[.]
637  eng: once more please, loud and clear.
638  STE: [%overlap] what do you call a place where you stay when you are ill.
639  T-K: ill # when you are ill.
640  SHU: ah ehmm+...
641  T-K: SHA.
642  SHA: in a hospital.
643  T-K: yes, a hospital.
644  eng: okay, so, ihr habt jetzt die Aufgabe auch euch eine Frage zu überlegen
645  eng: so now you have another task, to think of a question
646  eng: die ihr euren Mitschueler stellen koennt, nach dem gleichen Prinzip.
647  eng: that you can ask your classmates, following the same principle.
648  M-P: [%overlap] what do you call a place where you ['], und dann xxx noch was.
649  eng: ['] what do you call a place where ['] and then something else.
650  T-K: no when you are ill.
651  eng: of course you have to know it!
652  T-K: uueberlegt mal vielleicht faellt euch ja was ein.
653  eng: think about it, you might get an idea.
654  [%pause (0.10 sec)].
655  M-P: so ihr sollet xxx uueberlegen und FAB, zum letzte mal aufschreiben.
656  eng: so you should think about xxx,
657  eng: and FAB, for the last time, write down xxx.
658  T-K: ja, ihr sollet die Frage bitte aufschreiben.
659  T-K: xxx eine Frage stellen?
660  eng: yes, you should write the question down please.
661  LLL: xxx.
662  F-P: und dann aufschreiben.
663  eng: and then write it down.
664  [%unintelligible talk (0.39 sec)].
665  T-K: so, ihr habt drei Minuten Zeit, wir machen es ganz kurz
666  eng: so, you have three minutes time, we'll make it very short.
667  M-P: wieviel?
668  eng: how many?
669  LLL: [%overlapping unintelligible talk].
670  T-K: eins, wer will koennte auch mehr.
671  eng: one, whoever wants can do more.
672  T-K: was denn, was denn?
673  M-P: was denn?
674  eng: what, what?
675  T-K: ihr sollet jetzt das machen was wir gerade eben im Buch gemacht haben
676  eng: you should now do what we have just done in the book
677  und was ich euch eben auf Karteikarten gegeben habe.
678  eng: and what I just gave you on the cards.
679  Ihr sollet selber noch Fragen stellen aber mit ner Antwort dazu,
680  eng: you should also ask questions yourselves but with an answer to it,
681  aber nur das was ihr koennt.
682  eng: but only what you can do.
683  ach mir fehlt noch was ein.
684  eng: ah, I have one more.
685  T-K: so # habt ihrs?
686  LLL: what do you call a place where you can dance?
687  T-K: (in a) disco!
688  T-K: in a disco, yes [%laughter] ## for example.
689  eng: so have you got it?
690  LLL: [%unintelligible].
FAB du hast einen Zettel auf dem Tisch und einen Stift in der Hand.

FAB: genau.

ich bin kein Engländ er.

du machst es dir aber sehr leicht.

FAB: natür lich.

ist gut so xxx.

FAB: du machst es dir aber sehr leicht.

ich bin kein Engländ er.

exakt.

exakt.
i ch bin kein Engländ er.

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Okay! Who wants to start?

LLL: [%giggle].

T-K: SHU.

SHU: what do you call a place where you can play football?

T-K: [%overlap] shh!

SHU: so once again please SHU.


SHU: what do you call a place where you can play football.

LLL: xxx.

T-K: xxx jemand erreichen SHU, kommt macht mal ein bisschen hinne.

SHU: AND.

T-K: [%overlap] sht! so once again please SHU.


SHU: what do you call a place where you can play football.

LLL: xxx.

T-K: okay.

AND: AND, your question please, [“] what do you call a place [“] +...

AND: what do you call a place # where stand inside the horses?

M-P: huh?

AND: what do you call a place # where stand inside the horses?


M-P: xxx.

T-K: wait a minute!% please+...

F-P: Zuschauer?

%eng: audience?

T-K: noch mal+ ah[!] ## okay!

LLL: [%overlap] noch mal.

T-K: [%laughs].

M-P: ein Ort wo ehm # Tiere drinnestehen.


AND: auf English beschreiben.

M-P: xxx beschreiben was heisst auf English.


M-P: xxx.

T-K: wait a minute[!] please+...

F-P: Zuschauer?

%eng: audience?

T-K: noch mal eh+ eh AND noch mal.

%eng: once more AND, once more.

AND: die Frage war+ die Frage ist richtig, ich haette nur die Antwort gewusst jetzt.

%eng: the question was+ the question is correct, I only now know the answer.

T-K: ah ja okay, liess mal bitte die Ant+ fuer alle noch mal die Frage.

%eng: okay, read the answer+ the question once more for everybody.

AND: stable [“].

%err: stable /st&blEs/ = stable /steblz/ ;

T-K: no!

AND: ach so[!] mmm!

LLL: [%laughter].

AND: Scheisse!

%eng: shit!

T-K: [%laughs] gut, okay, good question, okay.

AND: ach ehm AND wen moechtest do jetzt drannehmen?

%eng: and AND who would you like to nominate now?

FAB: xxx.

T-K: AND, sag mal wer's naechste.

%eng: AND, say who's next.

AND: ehm ## SHO.

T-K: SHO.

come on.
*SHO: what do you call a place where the children can playing.
*M-P: was?
*T-K: no[!], can play!
*SHO: can play.
*T-K: noch mal, noch mal laut+ Leute es ist schlecht zu verstehen, nicht so nuscheln.
%eng: once more, once more loudly+ people it is difficult to understand, don't mumble so!
laut sprechen.
*S: speak loudly.
*T-K: was?
*T-K: no[!], can play!
*SHO: can play.
*T-K: noch mal, noch mal! aut+ Leute es ist schlecht zu verstehen. nicht so nuscheln.
%eng: once more, once more loudly+ people it is difficult to understand, don't mumble so!
laut sprechen.
*T-K: once more, once more loudly+ people it is difficult to understand, don't mumble so!
laut sprechen.
*SHO: what do you call a place where the children can play?
*T-K: yes[!], right!
*SHO: ROJ.
*ROJ: a park.
*T-K: a park, yes, other ideas?
*M-P: in a playroom.
*T-K: nein+ a children room oder+...
%eng: no, a children room or...
*T-K: playground.
*M-P: playground?
*M-P: Spielplatz.
*T-K: playground, Spielplatz.
*next question SHO+ ne ROJ, warte mal.
%eng: wait.
*T-K: ich will nicht.
%eng: I don't want to.
*T-K: du willst nicht, dann bestimm jemanden ROJ.
%eng: you don't want to, then appoint someone ROJ.
*ROJ: BAR.
*T-K: wie?
%eng: pardon?
*ROJ: BAR.
*T-K: BAR?
*T-K: kein+ a children room oder+...
%eng: no, a children room or...
*T-K: playground hm?
*M-P: playground.
*M-P: playground?
*M-P: Spielplatz.
*T-K: playground, Spielplatz.
*next question SHO+ ne ROJ, warte mal.
%eng: wait.
*T-K: ich will nicht.
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%eng: pardon?
*ROJ: BAR.
*T-K: BAR?
*T-K: kein+ a children room oder+...
%eng: no, a children room or...
*T-K: playground?
*M-P: playground.
*M-P: playground?
*M-P: Spielplatz.
*T-K: playground, Spielplatz.
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*ROJ: BAR.
*T-K: BAR?
*T-K: kein+ a children room oder+...
%eng: no, a children room or...
*T-K: playground?
*M-P: playground.
*M-P: playground?
*M-P: Spielplatz.
*T-K: playground, Spielplatz.
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*T-K: wie?
%eng: pardon?
*ROJ: BAR.
*T-K: BAR?
*T-K: kein+ a children room oder+...
%eng: no, a children room or...
*T-K: playground?
*M-P: playground.
*M-P: playground?
*M-P: Spielplatz.
*T-K: playground, Spielplatz.
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%eng: wait.
*T-K: ich will nicht.
%eng: I don't want to.
*T-K: du willst nicht, dann bestimm jemanden ROJ.
%eng: you don't want to, then appoint someone ROJ.
*ROJ: BAR.
*T-K: wie?
%eng: pardon?
*ROJ: BAR.
*T-K: BAR?
*T-K: kein+ a children room oder+...
%eng: no, a children room or...
*T-K: playground?
*M-P: playground.
*M-P: playground?
*M-P: Spielplatz.
*T-K: playground, Spielplatz.
*next question SHO+ ne ROJ, warte mal.
%eng: wait. 
865  *LLL: huh?
866  *M-P: eh in the national park!
867  *T-K: in the national park!
868  *T-K: gut[!], gute Frage, eh JAC!
869  *M-P: hast du noch ne Frage?
870  %eng: do you have another question?
871  *M-P: ja, ich hab noch eine # what do you call a place where you can+
872  noch mal, what do you call a place where you buy books?
873  *T-K: where you buy books.
874  *F-P: das ist ne tolle Frage.
875  %eng: that's a nice question.
876  *T-K: where you be+ where you buy[!] books?
877  *M-P: ja, ja xxx schon.
878  *T-K: hatten wir doch schon mal.
879  %eng: we had that already.
880  *M-P: xxx.
881  *T-K: you can borrow[!] books.
882  *M-P: nehmen mal ein andere+ what do you call a place where you see animals?
883  %eng: let's take another one+
884  *T-K: hmhm.
885  [%silence (0.05 sec)].
886  *M-P: eh?
887  *T-K: once again please, it was too fast.
888  *M-P: [%overlap] what do you call a place where you see animals.
889  *T-K: where[!] you see animals[!] in Berlin?
890  *F-P: a zoo.
891  *AND: at a zoo.
892  *T-K: on the street?
893  *FAB: yes, on the street!
894  *T-K: in a zoo yes, in a zoo.
895  DAV, last question?
896  *DAV: what do you+ what do you call a place where all the thieves and # murders [*] are.
897  %err: murderers /m3rd6z/ = murderers /m3rdEr6z/ ;
898  *M-P: was?
899  %eng: what?
900  *T-K: no, once again please.
901  laut und deutlich.
902  %eng: loud and clear.
903  *M-P: what do you call a place where all+ the thieves+ and murders are.
904  *FAB: in a Gefaengniss.
905  %eng: prison.
906  *T-K: mensch, in English!
907  %eng: man, in English!
908  *M-P: hinter Gitter!
909  %eng: behind bars!
910  *LLL: in the kitchen!
911  *AND: [%laughs] in the kitchen!
912  *LLL: www.
913  [%the boys start a word-play with the word [*] kitchen].
914  *F-P: jail.
915  *M-P: das stimmt, ja.
916  %eng: that's right, yes.
917  *T-K: or[!] another word is # prison[!].
918  *M-P: aber [*] jail, jail ist eigentlich auch richtig xxx.
919  %eng: but [*] jail is actually also correct.
920  *T-K: sss+ so[!], jetzt wirds mir zu unruhig hier.
921  %eng: so! now it's getting too restless for me here
922  okay, so jetzt kommt die nechste Ubung, ganz einfach+ ach so ne+.
%eng: okay, so the next exercise comes now. very simple+ ach no+
MAR noch, letzte, komm MAR.
%eng: there's MAR still, come MAR.
STE hat noch ne Frage?
%eng: has STE got another question?
*M-P: ja sie wollte.
%eng: yes, she wanted to.
*T-K: STE moechtest du?
%eng: STE would you like to?
*STE: [%shakes her head].
*T-K: STE moechte nicht, aber MAR.
%eng: she would not like to but MAR would.
*MAR: what do you call a place where+ where you can go swimming.
*M-P: was?
*M-P: ah+ so simple!
*T-K: once again MAR.
*MAR: what do you call a place where+ you can+ go swimming.
*M-P: das ist doch einfach xxx STE.
%eng: but that's easy xxx.
*T-K: quatscht mal nicht mehr da.
%eng: don't talk any more over there.
*M-P: a place where you can swimming.
*MAR: what do you call a place where you can go swimming.
*M-P: im Becken oder so.
%eng: in a pool or something like that.
*T-K: JAC.
*JAC: it's a bath.
*T-K: no+...
*M-P: swimming bath.
*M-P: im Schwimmbad!
*T-K: ne, das ist aber nicht richtig.
%eng: no, but it is correct.
*M-P: badewanne!
%eng: bath tub!
*M-P: swimming pool!
*T-K: swimming pool yes, that is right, next exercise please!
www.
[the teacher leads the class on to a new exercise where the pupils have to choose the odd one out from a set of words].
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Reading Practice
1. Which pork chop would you like?
   - The small one, please.

2. tin of sweets — grandad
   poster — Tony
   guide book — dad
   T-shirt — Sally
   tin of biscuits — aunt Jane
   bag — mum
   picture — grandma
   souvenir cup — John

   Have you bought souvenirs for your family and friends?
   - Yes, I have.

   1. I'm giving a tin of sweets to grandad.
   2. I'm giving a ... to ...

3. What do you call a place where ...
   1. ... you buy things? - A shop.
   2. ... you learn?
   3. ... you buy and eat food?
   4. ... you see old things?

4. That isn't right!
   1. milk - butter - toast - cream - cheese
   2. apple - potato - orange - banana - strawberry
   3. aunt - uncle - sister - mother - grandmother
   4. platform - train - day return - station - size

   5. ... you see films?
   6. ... you borrow books?
   7. ... you live?
   8. ... you buy stamps?

5. 1. Can I help you?
   2. What's your size? Is it 52?
   3. What's your English size?
   4. Your German size is 54.
   5. What colour would you like?
   6. Here are some nice blue ones.
   7. Yes, it's very nice, isn't it?
   8. And it costs only DM 60.
   9. Would you like to pay by cheque?

   - 42.
   - Yes. I like this one.
   - I'd like a pullover, please.
   - 52? Sorry, I don't know my German size.
   - OK. I'll take it.
   - Yes, please. I don't want to change more money.
   - Blue, please.