Breakthrough Video
German

**INSTRUCTOR'S
MANUAL**

Brian Hill

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Reprint of the original edition 1994

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First published 1994 by
MACMILLAN PRESS LTD
Houndmills, Basingstoke, Hampshire RG21 2XS
and London
Companies and representatives
throughout the world
ISBN 978-0-333-60832-6

ISBN 978-1-349-80429-0 ISBN 978-1-349-80427-6 (eBook)
DOI 10.1007/978-1-349-80427-6

A catalogue record for this book
is available from the British Library

10 9 8 7 6 5 4 3 2
03 02 01 00 99 98 97 96 95

Acknowledgements

The author and publishers would like to thank Deutsche Bahn AG for permission to produce a timetable.

Every effort has been made to trace all copyright holders. If any have been inadvertently overlooked, the publishers will make the necessary arrangements at the first opportunity.

The author would like to thank Herbert Lauer and his family for all their help in arranging the locations, and Renate Christiani who prepared the 'Informationen' sections and helped with transcribing the dialogues.

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Introduction

Breakthrough Video German was filmed entirely on location in Germany. Real German in authentic everyday settings is used throughout. Many of the scenes are shot in the popular tourist area of the Rheingau. Care has been taken to provide a mix of situations and characters. Some scenes are shot outdoors in the medieval part of Mainz or on board a Rhine steamer; others are set inside restaurants, shops or people's homes.

The one-hour video is divided into 15 units, each focusing on a particular communicative skill such as 'introducing yourself', 'expressing likes or dislikes' or 'getting what you want in shops'. The material has been deliberately designed to be of use in language courses at a variety of levels and grades. At a basic level it can be used to introduce and teach key words and phrases such as *ich wohne*, *ich heiße* or *ich möchte*. At higher levels it can be used as the starting point for active oral work such as descriptions, summaries or translations, for detailed listening work or indeed as a stimulus for written work. This *Instructor's Manual* contains suggestions to enable teachers to adapt the material to suit the level and needs of their own classes.

The technique used in filming is that of 'controlled spontaneity'. German people are put into situations they are familiar with and in which they feel comfortable. They might be asking for directions in the street, buying a ticket at the boat station, chatting on a terrace or ordering a snack in a café. What they say in these situations is recorded and then carefully edited to provide language teaching material that is relevant and clearly spoken and which contains the sort of vocabulary and situations increasingly necessary for modern examinations.

Breakthrough Video German is lively and natural and captures the feeling of being in Germany. Each unit has been subdivided into two or three sequences to make it manageable for use in the classroom – just enough to set the language in an attractive authentic context, but not so much as to swamp students and make them lose confidence. If carefully used, it can help bring any language class to life, integrating successfully with ongoing courses to provide a valuable teaching and learning resource. It should be noted, however, that this is *not* a grammar course. Suggestions are given in the 'Scope and Sequence' section for grammar points you might want to review, but there is no systematic grammatical progression.

Using the Instructor's Manual

This manual contains general information on using video in the classroom; a scope and sequence chart showing the content of each unit; notes for each unit including transcripts; lists of key vocabulary; social and cultural points; advice on how to utilize the student's *Resource and Activity Book* and suggestions for additional follow-up work.

In order to make the most of each unit, a number of features need to be considered.

1. Each of the 15 units of *Breakthrough Video German* has been divided into two or three sequences or scenes. The transcript for each scene is necessary when planning or using the activities. (You do not need to concentrate on any dialogue sections printed in italics before or after the dialogue proper.)
2. Each transcript is followed by a list of key words and phrases. Supplementary phrases have been included in the vocabulary at various stages to give you the option of extending the actual transcript should you wish to.
3. The last transcript for each unit is followed by a section we have called *Informationen*. This is written in German and takes as its starting point some of the social and cultural background information that arises naturally from the video scenes. Unit 6, for instance, discusses the various *Feste* and *Feiertage*. *Informationen* has been included partly to keep you, the teacher, in touch with the present situation in Germany and partly to suggest information you might like to pass on to your students. This section is not meant to provide exhaustive factual information, but is designed to give you a framework for setting the video in context.
4. Each unit has a comprehensive list of specific suggestions for using the videotape in class. **Follow-up Section 1** is meant to be used in conjunction with the *Resource and Activity Book* to help classes make the most of the material. The *Resource and Activity Book* usually contains five or six exercises per unit, most of which are specifically linked to the language of the video scenes. To exploit Section 1 you will need to use the suggestions in conjunction with the *Resource and Activity Book* and the transcripts. The activities suggested in Section 1 are primarily geared to developing aural and elementary reading skills. The typical

pattern is to have a recognition exercise (who said what? and so on) followed by gist comprehension exercises and exercises to ensure that students learn the key words and phrases. You may not wish to use all the activities in class time: some may not be appropriate and some you may wish to use as homework tasks. A key for the answers to the exercises is included at the end of this manual.

5. **Follow-up Section 2** gives specific ideas for exploiting the video, but is independent of the *Resource and Activity Book*. A variety of activities is suggested, such as pair work, role play, sentence manipulation and the preparation of conversations. Particular emphasis is placed on developing oral skills.
6. A short section (immediately following this introduction) provides a few general suggestions for exploiting video, independent of the content of *Breakthrough Video German*.

General Suggestions

Follow-up Work

A proven way of exploiting video is to use the *three-phase approach*; it is recommended that this be applied to the majority of activities based on *Breakthrough Video German*. Because units are broken up into short manageable scenes of one to two minutes in length, they are ideal for this mode of presentation.

In *Phase One* just play the scene through without any previewing activities to give students a feel for what is happening. It is important, though, to stress that you do *not* expect students to understand every word. Indeed, because the units are based on authentic recordings, there may be some words and phrases that you will not want to spend time on at all.

Phase Two is where the detailed teaching and practice take place. You may, before playing the scene through a second time, wish to explain some of the key vocabulary. It is not advisable, however, to introduce too many words or phrases out of context. The basis of Phase Two is 'exploded viewing', where you stop the video frequently within the scene to focus attention on specific vocabulary and to initiate teaching and learning activities. Suggestions for using the *Resource and Activity Book* are set out in Follow-up Section 1 of each unit.

Phase Three is for general reinforcement of the work of Phase Two. Here you either play the scene through without a pause or, if the material is fairly dense and students find that there is a lot to learn, use 'silent exploded viewing': pause the video at appropriate points, but say nothing. It is just an opportunity to let the sense of the words 'sink in' and to enable students to process what is being said.

Listening Skills

There are a number of exercises you can initiate for developing listening skills:

- *True/false statements* given in advance of the scene or during the exploded viewing. These can be given in German or in English, in written or oral form. If the class is good enough, you can ask students to work in pairs with each student making a true/false statement to be answered by his/her neighbour every time you pause.
- *Multiple choice questions* introduced as for true/false above.
- *Word/phrase bingo* in which students are given (typically) ten words or phrases, six of which appear on the tape, four of which do not. They mark off those they hear.

- *Word frequency counts* are similar, with students being asked to mark off a word in a list each time they hear it.
- Students can be asked (possibly working in pairs) to compile *lists*. These lists could be of various kinds: words beginning with b, a list of the drinks mentioned in a scene, parts of the body, train times, grammatical structures or phrases to express communicative functions such as likes and dislikes.
- Rearranging texts or *sequencing exercises* are useful for developing basic recognition in the language. Give students the text of a dialogue, but with the order rearranged. They then have to put the phrases in the correct order.
- In *key word context questions* you give students a word, then pause the video at the end of the sentence it is in, asking them to give you the context in which that word was spoken.
- *Translation*, where students have to give you the German equivalent of an English phrase or the English version of what has just been said in German.
- *Matching*, in which you take a dialogue, mix up the questions and answers and then ask the students to sort out the correct version.

Speaking Skills

For developing speaking skills the following activities are recommended:

- *Repetition* of phrases, with or without your providing a model, individually or chorally.
- *(Recall) prediction*, in which you play a sentence or two, rewind and pause the tape in the middle, asking students to say what comes next.
- *(Pure) prediction*, in which you pause the tape and ask the students to speculate on what might be said next.
- *Question and answer* work with students working in pairs to ask and answer questions of each other whenever you pause the tape.
- Pausing the tape and asking the students for *synonyms*, how else the same phrase might have been expressed.
- *Sound-down activities*, in which students tell you what was said or predict from the pictures what is being said.
- *Vision-off activities*, where the students make predictions about the scene, what characters might look like and so on.
- *Stop-frame activities*, where students are asked to describe the picture on the screen.
- *Role play*. (It is advisable to prepare the vocabulary you expect students to use very carefully.)
- *Chaining* around the class, in which a student tells one bit of the story, then selects another student to continue recounting what has been seen or heard.

Written Skills

Although *Breakthrough Video German* is primarily designed to support the development of oral/aural skills, there are a number of activities that can be organized to give practice in the written skills:

- *Matching* corresponding items on lists and *completing dialogues* with clues.
- *Filling in blanks* (gap-fill), giving the class a jumbled list from which to choose the appropriate word or phrase.

- *Dictation*, where you can play an appropriate video sequence through twice (possibly the second time using 'silent exploded viewing'), then read out the phrases for students to write down. Play the video a third time as a check.
- Filling in *crosswords* or *word-grids* on the basis of clues.
- *Translation* of selected sentences or sections from the dialogue.
- *Answering questions*, probably at this level with the help of clues or with some of the vocabulary given to them.
- *Proof correction*, where students are given an incorrect version of the script which they have to put right.

GETTING THE MOST OUT OF YOUR EQUIPMENT

It is crucial to the success of video that you make sure the equipment is used as effectively as possible. Dissatisfaction is often due to such simple things as setting the controls, cabling and positioning. Here are a few general points to observe:

- Always get to know your equipment. If you're using a video recorder or a monitor for the first time, spend some minutes familiarizing yourself with the controls. Do this until you feel confident you can load, pause and rewind short sections.
- If possible, use a remote control. It's easier and creates a much better impression than bending over the machine.
- Make sure the television is not opposite a window or other bright light source. Walk around the classroom to check that it can be seen clearly from all points. Curtains will, of course, help here.
- If other people use the equipment, it is sensible to spend a few seconds adjusting brightness, contrast and colour controls before replaying to ensure you have the optimum picture quality.
- Sound is as important as vision. Ideally you should use a good acoustic room with a carpet.
- If possible, connect a loudspeaker or amplifier to the television. This can dramatically improve the quality of the sound reproduction. Always set the volume and tone controls carefully, again walking around the room to check. For speech you will generally want more treble and less bass.
- Try to group students around the set and as close to it as possible. This creates a more relaxed and intimate atmosphere, though you may need to reorganize if you are asking students to work in pairs.
- Always set up the tape in advance. It makes a bad start to any lesson if you have to spend time searching for the correct place on the tape with the whole class watching. Next to the transcripts you will find a ☐. The first time you use the tape, note down the counter reading on your recorder. This will make things much easier next time around. Remember, though, always to set the counter at zero and to rewind the tape to the beginning.
- Store the cassette in the container provided to avoid contamination from dust. Also, make sure the cassettes are not stored close to amplifiers, electric cables or sources of heat, as this can lead to deterioration.

- Use a cleaning tape regularly. Load the cassette, obtainable from your tape dealer, into the video recorder in the normal way and let it run for a few seconds. This ensures that the video heads are clean and is particularly important if the machine has been used for old tapes.

USING THE AUDIOCASSETTE

The full *Breakthrough Video German* package also includes an audiocassette with the soundtrack of the film. This is not meant to replace the video, but it could be useful in the following ways:

- If you do not have constant access to a video, you could use the audiocassette in lessons after the video has been seen once. Many of the suggested follow-up activities can be adapted for use with an audiocassette.
- Some of the activities could also be run in a language laboratory. The audiocassette could be used in this context.
- You could obtain additional copies of the cassette and ask the students to use them for homework or independent study in conjunction with the *Resource and Activity Book*.
- A copy could be placed in the library, together with a copy of the *Resource and Activity Book*.
- You could play a sequence through on the audiocassette before students see the video, asking them to speculate on what the visual will be like. This could be done in English, but if possible encourage them to express themselves in German.
- Alternatively, play the sequence through on the audiocassette after the students have seen the video. Pause it at appropriate points and ask them to remember what they saw.

Scope and Sequence of the Units

Subject Matter	Key Phrases	Possible Grammar Topics
Unit 1 Guten Tag! Saying hello and introducing yourself		
Scene 1 Six German people introduce themselves	hallo ich heiße... ich wohne in... ich komme aus... ich habe zwei Kinder ich bin Student	sein haben ich bin + <i>job</i> kommen
Scene 2 A man and his wife check into a hotel	willkommen wir haben ein Zimmer reserviert wie schreibt man das? für zwei Nächte (auf) Wiedersehen vielen Dank bitte schön	
Scene 3 Two young friends check into a hotel		
Unit 2 Haben Sie Familie? Talking about yourself and others		
Scene 1 A man and his wife get to know their new neighbours	haben Sie Kinder? er ist 18 Jahre alt ...keine Freundin er/sie geht zur Schule ich spreche französisch was sind Sie von Beruf? wollen wir...? was ist das Problem?	<i>accusative + masculine singular</i> <i>numbers 1–30</i> seit zwei Jahren <i>questions</i> gehen
Scene 2 Discussion in the hotel reception about who the newspapers are for	die Batterie ist kaputt Mutter, Vater, Schwester wir machen Urlaub was machst du...? ich weiß nicht	
Scene 3 Two young people get to know each other when the girl's car breaks down		

Subject Matter	Key Phrases	Possible Grammar Topics
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Unit 3 Haben Sie ein Zimmer? Booking a room and changing money

Scene 1	A couple are at the information centre booking a room	wir suchen ein Zimmer möchten Sie...? Einzel/Doppelzimmer mit Dusche und WC mit Frühstück wie ist Ihr Name? auf Wiederhören ich möchte... Sie können... brauchen Sie meinen Paß? unterschreiben ich bin auf Urlaub ich glaube	<i>numbers 20–1000</i> <i>mögen + infinitive</i> <i>können + infinitive</i> <i>welcher etc.</i>
Scene 2	A tourist changes money at the bank		

Unit 4 Was gibt's zu essen? Ordering breakfast and snacks

Scene 1	Two young people discuss what to have for breakfast	ich nehme... wir haben ein offenes Buffet es gibt Käse... könnte ich...?	<i>separable prefixes</i> <i>mit/ohne</i> <i>pronouns</i>
Scene 2	A group of friends order lunch in an open-air restaurant	ich hätte gerne... das bekomme ich für mich das Schinkenbrot schmeckt gut Herr Ober! zahlen bitte	

Unit 5 Wie komme ich...? Asking the way in the street and at the information office

Scene 1	Several people ask their way to places in Mainz	wie komme ich zum/zur...? Sie gehen geradeaus links, rechts	<i>inversion</i> <i>müssen</i>
Scene 2	A German tourist gets advice on sightseeing	erste, zweite Straße auf der linken Seite zu Fuß gehen mit der Straßenbahn fahren in diese Richtung das ist einfach/schwer muß ich umsteigen?	

Subject Matter	Key Phrases	Possible Grammar Topics
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Unit 6 Wann machen Sie Ferien? Times of the day and of the year

Scene 1	Some friends discuss their holiday plans	wir wollen nächstes Jahr... wir werden nach Spanien fahren im Juli, August <i>etc.</i> im Sommer, Frühling <i>etc.</i>	wollen + <i>infinitive</i> <i>days of the week</i> <i>months of the year</i> <i>major holidays</i>
Scene 2	A customer at the bank gets some information on opening times	ich freue mich darauf skifahren ich fahre gern Ski wir haben Montag von 15 Uhr bis 17 Uhr geöffnet entschuldigen Sie... gegen neun Uhr täglich Ruhetag	werden + <i>infinitive</i>

Unit 7 Was hätten Sie gerne? Shopping in the supermarket and a gift shop

Scene 1	A mother and her daughter are shopping in the supermarket	was brauchen wir noch? kaufen was darf es sein? ein viertel Pfund wir hätten gerne... noch einen Becher wieviel? was kostet der? teuer/preiswert haben Sie noch einen Wunsch? alles zusammen die Rechnung Briefmarken brauchen wir mit Kreditkarte bezahlen	<i>plurals</i> <i>adjective endings</i> dürfen + <i>infinitive</i> sollen + <i>infinitive</i>
Scene 2	Two people are buying gifts		

Unit 8 Ich möchte gerne Getting what you want

Scene 1	Buying clothes	kann ich Ihnen helfen? was für eine Größe? wo kann ich es anprobieren? Mantel, Kleid <i>etc.</i> aus Seide etwas Elegantes ich möchte bezahlen Halsschmerzen <i>etc.</i> dreimal täglich etwas gegen Insektenstiche	<i>adjective endings</i> aus Wolle <i>etc.</i> etwas + -es
Scene 2	A mother and her daughter at the chemist's		

Subject Matter	Key Phrases	Possible Grammar Topics
Unit 9 Nach Berlin bitte! Making travel arrangements		
Scene 1 Getting information on flights to Berlin	mit dem Zug <i>etc.</i> lieber das Flugzeug übermorgen, vormittags	<i>time</i> erste, zweite <i>etc.</i> <i>position of infinitives</i>
Scene 2 Booking a steamer trip	wie komme ich am besten...? wo bekomme ich ein Flugticket? hin und zurück eine einfache Fahrt für Erwachsene für Kinder ich wünsche Ihnen gute Fahrt	
Unit 10 Die Speisekarte bitte! Finding somewhere to eat and ordering food		
Scene 1 Some friends are ordering a meal in a restaurant	zum Trinken ich hätte gerne was können Sie empfehlen? sind Sie soweit?	<i>word order after wenn etc.</i> <i>adjectives of countries</i>
Scene 2 Discussion on different types of places to eat at	als Vorspeise, Tagesgericht <i>etc.</i> welche Gemüse haben Sie? wir kennen uns (nicht) aus irgendwo ich hätte Lust...	
Unit 11 Es gefällt mir Expressing likes and dislikes		
Scene 1 A number of people say what they like and dislike	ich esse/trinke gern ich treibe Sport am liebsten was ich nicht mag...	<i>verbs expressing like + dislike</i> <i>superlatives</i> <i>feminine countries</i>
Scene 2 A journalist finds out where Germans like to spend their holidays	ich hasse... im Inland/Ausland um ... zu ... zum Beispiel	
Unit 12 Meine Stadt Describing a town and daily routines		
Scene 1 Clients at the hotel reception get information on what to do	auf jeden Fall ohne weiteres jedes Wochenende in der Altstadt eine Stadtbesichtigung	<i>use of gender</i> würde(n) <i>separable prefixes</i> <i>reflexives</i>
Scene 2 New acquaintances discuss their daily routines	viel Spaß ...von Beruf ich stehe auf frühstücke, dusche nach ... vor ...	

Subject Matter	Key Phrases	Possible Grammar Topics
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Unit 13 Hobbys und Freizeit Describing your house and leisure time

Scene 1	Some friends chat about what they like doing	am Morgen/Abend <i>etc.</i> am Wochenende wenn das Wetter schön ist das ist ein schönes Hobby zum Wandern <i>etc.</i> Schwimmen macht mir Spaß ich interessiere mich für... sich entspannen im Radio/Fernsehen was Sie wundern wird wir haben ... gewohnt es war... wir hatten keine Garage Prost, zum Wohle	<i>verbs as nouns</i> <i>use of prepositions</i> <i>adjective endings</i> <i>past tense</i>
Scene 2	New neighbours describe their houses		

Unit 14 Wo sind Sie gewesen? Talking about the past

Scene 1	On the terrace some friends discuss where they went last year	wie hat es Ihnen gefallen? wir haben die Stadt besichtigt wir sind ins Kino gegangen ich bin ... geschwommen wir haben uns ein Auto gemietet es hat geklappt ich bin krank geworden wir sind vier Wochen geblieben ich habe mir ... angeguckt	<i>past tense</i> <i>verbs with sein</i> <i>past participles of non-separable verbs</i> <i>use of ihr</i>
Scene 2	Young people compare holidays		

Unit 15 Auf Wiedersehen! Revision and goodbye

Scene 1	Revision of some of the key scenes from previous units	vielleicht sehen wir uns tschüs ich lade Sie ein bis bald	<i>ways of saying goodbye</i>
Scene 2	Six people say goodbye in their own way	begrüßen ihr seid willkommen	

Introduction

This *Resource and Activity Book* is designed to link with the *Breakthrough Video German programme*. It follows the videotape sequence and practises the key words and phrases needed to communicate effectively in German.

There is a variety of activities, all of which arise naturally from the material presented in the video units: gap-fills, sequencing, matching statements and so on. The aim is to provide an enjoyable and useful learning experience, with students working from examples of real German spoken in authentic situations.

Because we are filming real German people in authentic situations, students may not understand every word of the video conversations and dialogues. **THIS DOES NOT MATTER.** The essential thing is to grasp the gist, the meaning of what is said. The activities that follow are designed to focus attention on the main words and phrases that crop up and that should be known at this stage. If the activities are done thoroughly, there are plenty of opportunities for practising the most important things students need to say or understand in the various situations.

The activities are suitable for individual follow-up work after the video unit has been watched and fully understood by the class. Alternatively, the activities can be used for 'active reinforcement', the teacher working with the whole class, pausing and rewinding the tape as appropriate. Virtually all the vocabulary used comes from the video programme, so no new words or phrases are needed to make the most of the activities.

Viel Glück!

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