

# Preface and Principles

These black-and-white teacher materials accompany the fully colored learner workbook *Hello World! Learner Materials Basic Global English (BGE) for First-Year Learners of Age Group 7-10*, offered at <http://www.bod.com>. They cover English lessons for a global learner age group of 7 to 10 years for 30 weeks of a school year (with a weekly 2 lessons of ca. 45 min. each; the remaining weeks have been reserved for vacation periods, projects—especially for cultural contrast projects—and unpredictable events). This will cover an important part of BGE. The rest should be acquired in a second year. Information on BGE, more material and reports are available at <http://www.basicglobalenglish.com>. Classes have successfully used this book. More feedback is welcome.

The **basic idea** of teaching BGE is to **enable learners, as quickly as possible, global communication in English (in its internationally functional form) in an atmosphere of tolerance and empathy**; beside linguistic competence, students should also acquire social and methodological competences (for situations in which there is a lack of words or in which there is a certain discomfort or misunderstanding). Thus students should be given opportunities to make **creative and interactive use of English** as much as possible. The focus is on vocabulary acquisition (a common vocabulary and an individual vocabulary relevant to one's own life) and communicative strategies, while grammar and pronunciation rules are taught only when they are important in lingua franca English. This does not mean that anything goes. Hints will be found in these materials; teachers are advised to go thoroughly through the chapter "Introductory Remarks". Teaching and learning of cultural knowledge is not related to the UK or the US, but to foreign countries important to the learner group or foreign countries in general.

Each of the units suggested here form **units of 40 to 45 minutes**. At the beginning of this textbook readers will find an overview of the lessons. At the end of each unit, teachers will find necessary worksheets and other material; learners will need a folder and a large writing pad. Some of the materials have to be bilingual; the teachers have to prepare them accordingly. Passages (in the text and the appendix) that are underlined are to be said to the students in their mother tongue. **Handouts with text in the learners' are translated into some languages on the BGE website**. A constant homework for the learners should be revising the contents covered in class, sometimes there will be extra homework. Every exercise is designed with a specific goal for training linguistic, cognitive, social or methodological capacities—even if they seem just for fun.

**Content-wise**, there are three types of lessons: lessons with new contents, revision lessons of recent contents, revision lessons on all contents learned so far. Revision lessons are rare first, but will become gradually more frequent later. Also, we have tried to incorporate contents in a spiral way to revise and intensify vocabulary and phrases. The lessons with new contents are given in a relatively precise way (teachers can, of course, adopt the time indications to their needs). For some lessons there are alternative dialogs at the end of the book; some learners may find it easier to work with these, learn them by heart first, and then gradually replace bricks of the dialogs by words that affect themselves personally. For the revision lessons there is just a list of possible activities, although occasionally we strongly recommend doing a certain activity. The **general revisions** should be used to re-do preceding exercises according to the needs of the class and include (lingua)cultural contrasts.

Apart from this spiral content structure, **didactic principles** for these materials were:

- (1) At least once in every unit, every student should have the opportunity to use English actively, at best creatively (certainly not reproductively).
- (2) The teacher's share in speaking should be kept to the lowest possible degree.
- (3) The lessons are created in a way that they should be usable in all cultures.
- (4) Situations presented and practiced should be natural ones for the target age group.
- (5) Speaking is more important than writing.
- (6) Language evaluation is based on functionality and naturalness.
- (7) The learners' mother tongue is not fully excluded, but seen as valuable previous knowledge that should be used for specific functions, e.g. when introducing new words (when the focus is not training learners' paraphrasing techniques), teachers may use the "sandwich technique", i.e. the pattern 'new English phrase + functional equivalent in the learners' mother tongue + (if needs be) literal equivalent in the learners' mother tongue + repetition of new English phrase'.

As regards the **evaluation of utterances**, teachers are well advised to read the introductory remarks. Ideally, the teacher should show an attitude according to Jean-Pol Martin's didactic model of "Learning by Teaching" (cf. <http://www.ldl.de>). According to the didactic model of "**Learning by Teaching**" (LdL, for German *Lernen durch Lehren*)

- (a) teachers regard their students as learning partners and as valuable sources of already existing, but varying pieces of knowledge and teachers also regard their students as individuals with different interests, since it is assumed that **heterogeneity of a class will be more frequent than homogeneity—concerning both skills and interests**;
- (b) students are given as many teaching tasks as possible, in sections with **mini-teachers** for which students have to get special material in advance, in exercises where it is possible that the teacher only starts asking a student, but that this role of asking is delegated to the student who has answered, and then from this student who now asks to the student who has now answered etc. etc. (**teacher-role rotation/TRR**), in phases where better students can revise things with weaker students (**mini-tutors**);
- (c) students give reasons when they suggest a solution for a problem (and they get time to give these);
- (d) the teacher's role is one of a learning assistant (in class and in preparatory phases in which the teacher must give guidelines for the contents and the methods);
- (e) the teacher also guarantees that the contents, after a phase of interaction and potential insecurities, are brought into structure and linearity (a summary like the one in Unit 1 should therefore be given at the end of every lesson) and takes care of a **good atmosphere** in class, i.e. **students should listen mindfully and respectfully when another student is speaking** (this is less a goal of discipline, but rather a goal of acquiring competence in empathy; in other words: the aim is not to keep students quiet, but to get them involved in other students' ideas and stories).

To promote successful instruction of BGE, **students should sit in a semi-circle**.

The phases in which students function as mini-teachers are distributed over the school year. Better students should be among the first to act as mini-teachers. Instructions for mini-teachers will be found in the materials. Again, (parts of) general revisions may also be led by pairs of mini-teachers; they simply select the familiar exercises they want to re-do (no specific instructions are given here).

A much debated issue is the presentation of the **spelling** of words. We assume that the typeface normally promotes the memorizability of words. We therefore try to overcome the obstacle of the discrepancy between spelling and pronunciation through the use of the "brickword" method (explained in the introductory remarks). In other words: these materials are created for literate children. If teachers do not wish to include spelling, the author can be contacted for the pictured handouts without lettering.

The basic **references** for the construction of these units (beyond those on the BGE website) are: Butzkamm, Wolfgang (2002), *Psycholinguistik des Fremdsprachenunterrichts*, 3rd ed., Tübingen: Francke; Butzkamm, Wolfgang / Caldwell, John A. W. (2009), *The Bilingual Reform: A Paradigm Shift in Foreign Language Teaching*, Tübingen: Narr; Edmondson, Willis J. / House, Juliane (2006), *Einführung in die Sprachlehrforschung*, 3rd ed., Tübingen: Francke; Hunfeld, Hans (2004), *Fremdheit als Lernimpuls: Skeptische Hermeneutik, Normalität des Fremden, Fremdsprache Literatur*, Meran: Alpha Beta; Pienemann, Manfred (2005), *Cross-Linguistic Aspects of Processability Theory*, Amsterdam/ Philadelphia: John Benjamins; Pienemann, Manfred et al. (2006), *Englischerwerb in der Grundschule: Ein Studien- und Arbeitsbuch*, Paderborn etc.: Schöningh; Waas, Ludwig (2003), "Brickwords: Wörter, die das Klangbild nicht stören", *Grundschulmagazin Englisch* 5/2003: 17-19. See also the English Wikipedia entry on Jean-Pol Martin's method "Learning by teaching". The sources for our clip-arts are Rondonmedia's CD *300.000 Clip Arts* (if nonetheless someone should feel that their copyright is violated here, please contact the author via his homepage).

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*Joachim Grzega*

*with the assistance of Marion Schöner and Katja Weber  
and the Academy for Socioeconomic Linguistics*

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# Overview

unit	contents/ competencies	vocabulary (content words)	communication structures	grammar
intro	general classroom situation; the production of sounds and their evaluation; the evaluation of grammatical structures			
prep	Latin script			
1	greeting telling one's name favorite sport internationalisms leave-taking	name, football, biking, horse-riding, running, swimming + other sports	What is your name? What is your favorite sport?	I, your, what?
2	favorite food and drink	hot dog, fish, soup, cheese, ice-cream, juice, milk, water, tea, eggs, bread, cake, fruits, vegetables, apple, tomato, potato, rice, maize + other food	What is your favorite food/drink?	plural
3	my family	family, father (dad, daddy), mother (mum, mummy), brother, sister	Who is this?, Where is...?, What is his/her...?, I have no idea.	possessive determiners, possessive case, who?
4a	numbers 1-10, age	numbers 1-10, plus, minus, friend	What is your phone number?, What is...?	personal pronouns
4b	numbers 11-31	numbers: 11-31		
4c	revision: numbers 1-31			personal pronouns
5a	age months, birthday	month, year, old, birthday, January-December	How old are you?	how?
5b	revision: numbers, months, age birthday		When is your birthday?, My birthday is on...	when?
6a	hobbies, writing letters	revision of unit, answer, ask, question, dancing, reading, playing the piano, helping parents, cooking, making music etc.	What is your hobby?	
6b	revision: hobbies			
7	general revision			
8a	days of the week	Monday-Sunday, come	What day is it today?, When do you...?, On Mondays ...	
8b	revision: days of the week			
9a	school subjects	school, do, calculating, reading, writing, drawing, painting, singing, sport, break, dancing, making music, playing games	What is your favorite subject?, What do you have at school?, On Mondays we have ...	
9b	revision: school subjects			
10a	my classroom	teacher, student, door, window, corner, wall, table, chair, board		plural, possessive determiners
10b	revision: my classroom			

unit	contents/ competencies	vocabulary (content words)	communication structures	grammar
11	school things	school bag, pen, pencil, scissors, book, exercise book, paper, toys, map, globe, dictionary, world	What do you have in your school bag?	
12	colors, revision: school things	black, white, blue, green, yellow, orange, red, gray, brown	What color is...?, What do you have in your school bag?	
13a	animals	animal, fish, bird, dog, cat, chicken, horse	Do you have an animal?, What is your favorite animal?	yes-no-question
13b	revision: animals			
14	general revision			
15a	countries	country, flag	Where are you from?, I am from ..., Where do you want to go?, I want to go to ...	where?
15b	revision: countries			
16a	making friends, explaining games	know, play, game, hide, count, find, run, touch, if, jump, pull, rope, friend, line, field, ground, lose, win	Do you speak English?, Let's play a game.	
16b	revision: games			(questions)
17	past tense			past tense
18a	making friends, writing letters	letter, address	Can you give me your address?	past tense
18b	revision: letter			
19	general revision			
20a	my home	live, place, room, house, home, bed, mirror, box, cupboard, shelf, key, eat, drink, cook, wash, sleep	What do you have in your home?, What rooms do you have in your home? What is your favorite room?	
20b	revision: my home			
21a	contrasts	good, bad, big, tall, small, contrast, old, young, new, easy, difficult, thin, heavy, light, beautiful, ugly, right, wrong		comparative, negation
21b	revision: contrasts			
22a	my city	shop, bank, post office, hospital, pharmacy, hotel, supermarket, train station, bus stop + others	I live in..., I live on..., In my city we have...	
22b	revision: my city	flower, bush, tree, river, grass, lake, mountain		
23a	outside my city		Where is/are...?	Prepositions : in, on, under, behind, next to, in front of, at, over, between
23b	revision: outside my city			

unit	contents/ competencies	vocabulary (content words)	communication structures	grammar
24a	directions / getting around, means of transportation	left, right, straight, turn, get, train, bus, car, bike, foot	Excuse me, where is...?, How do you get to school?, I go by... .Do you know the way to...?	
24b	revision: directions / getting around			
25	general revision			
26a	body parts	body, head, neck, back, hand, arm, finger, leg, knee, foot/feet, hair, eye, nose, ear, face, mouth, tooth, throat, tongue, stomach, breast, heart		plural
26b	body parts		My hair is ... . My eyes are ... .	
27a	feelings	feel, cold, thirsty, hungry, happy, sad, tired, hot, afraid, angry, smile, sorry	How do you feel?, I am..., I feel..., Why?	why?
27b	revision: feelings		I am sorry	
28	asking for help	help, toilet, police, fire, hurt, doctor	Excuse me..., Can you help me please?, Where is a doctor?, My ... hurts, Where is the toilet?, Where is the police?, Help!, Fire!	
29a	working with a dictionary		What is ... in English?	
29b	revision: working with a dictionary			
30	general revision			
31a	being invited to someone's home	Unit 2; glass, knife, cup, bottle, plate, need, salt, sugar	How can I help you?, Can I have ... please?, Thank you, I need ... .	
31b	revision: being invited to someone's home			
32	numbers 31-100, telling the time	numbers 31-100, o'clock, hours, day, night, morning, evening, afternoon	What is the time?	
33a	shopping and buying	shop, money, buy, price, much, else, here, anything, all	Can I have ..., please? How much is it? You are welcome.	
33b	revision: shopping and buying			
34	writing about events			simple vs. progressive, past tense
35	general revision			
app. I	sample material for games			
app. II	dialog alternatives for Units 2, 3, 6a, 9a, 13a, 20, 24a, 28, 31a			

# Introductory Remarks

## General Classroom Methodology

As already said in the preface, the following aspects should be kept in mind for the classroom situation:

1. **Message-oriented phases are more prominent than form-oriented phases.**
2. The **evaluation of learner utterances should be based on their “naturalness” and their “transcultural acceptability”**. “Naturalness” means that students are not forced to speak in so-called “complete” sentences, e.g. for “What is your name?” an answer “Kim” is equally as fine as “My name is Kim”—both are natural (and even native). The principle of naturalness also means that students are not forced to choose one certain pattern if another one also works, e.g. instead of “When is your birthday?” students could also use “What is your birthday?”. On the other hand, with regard to non-native forms, teachers should become aware that the evaluation principle of “transcultural acceptability” doesn’t mean that anything goes. Teachers should be familiar with the important pronunciation and the important grammar rules (cf. overviews in the next sections). If none of the core rules is violated, don’t correct. If a core rule is violated, say *What?* or *I do not understand* and, if the student does not see what is going wrong, correct. Use full forms instead of contracted forms and strong forms instead of weak forms. As to orthography, neglect little spelling mistakes, regard phonetic spellings as minor errors and other deviations as major errors. In addition to this, “transcultural acceptability” also refers to “pragmatic effectivity”, i.e. teachers should always see that the students are friendly with each other and that they listen to the person talking (also because otherwise they may miss interesting things).
3. We try to **overcome the obstacle of the discrepancy between spelling and pronunciation through the use of the “brickword” method**. Here words are introduced as follows: (1) presentation of pronunciation with student repetition, (2) presentation of those letters that equal their pronunciation symbol 1:1 and a space symbol for the other letters, (3) once more presentation of pronunciation with student repetition after a short back-peddalling break, (4) presentation of the rest of the letters. After a few lessons the students may also be asked what they think will appear in the blanks. However, they should give reasons for answers. The “brickword” method is not a guessing game, but a method to respect young learners’ cognitive capacities. If teachers do not wish to include spelling, the author can be contacted for the pictured handouts without lettering.
4. **The learners’ native language is perceived as something that can be used to illustrate another language system**. It is also perceived as something that learners will automatically try to connect new knowledge with. Teachers are encouraged to use a double system of paraphrasing in English first and of giving equivalences in the learners’ native language secondarily. In a message-oriented phase, when a learner wants to say something and lacks a word, s/he may use the native language. The teacher can decide, based on the learner’s knowledge, whether (a) the learner should be encouraged to use a paraphrasing technique (create a word that may render the meaning, paraphrase the word or use a non-verbal technique) and then give the actual English word or (b) give the English word for the native word immediately. In a message-oriented phase, when the learners do not understand the teacher, the teacher should first try to paraphrase the word and use gestures and, if need be, give the native word secondarily. In form-oriented phases, explanations are given in the native language in the first lessons, while more English explanations are interspersed in latter lessons. Example: when introducing new words (when the focus is not training learners’ paraphrasing techniques), teachers may use the “sandwich technique”, i.e. the pattern ‘new English phrase + functional equivalent in the learners’ mother tongue + (if needs be) literal equivalent in the learners’ mother tongue + repetition of new English phrase’. This technique can especially used with the alternative dialogs.
5. **Classes will be rather heterogeneous than homogeneous—regarding both the learners’ interests and the learners’ skills**. As a consequence, **students are given time** to find solutions for a problem, to find the answer to a question or to formulate answers that express what they

really want to say. Another consequence is that there are phases where **students can autonomously decide on the contents** to be dealt with. A third consequence is that especially the revision sections should be used for “individual tutorials” or “**individual coachings**” by the teacher, while the class is occupied with individual or team work. It is also possible that stronger learners revise contents with weaker learners (“**mini-tutors**”). Especially for weaker students, it may be more efficient to memorize a text/dialog first in order to get confidence with new words and phrases and to play with text alterations later. Therefore, the appendix includes special dialogs that have been composed as alternatives to the situational techniques offered in the main materials.

6. As already said, the concept of BGE is by itself not only a system that covers linguistic competences, but also social and methodological competences. Although this may seem awkward in some cultures, this should result in the following attitudes and procedures:

- (a) Teachers regard their students as **learning partners** and as valuable sources of already existing, but varying pieces of knowledge.
- (b) Students are given as many teaching tasks as possible (these teaching tasks, however, should again activate the other class members; it is not the task of the mini-teachers to just give a lecture). As a consequence there are **sections with mini-teachers** for which students have to get special material in advance. In addition, parts of revision sections, particularly **general revision** sections, can be delegated to mini-teachers in advance. Many students should be given the chance to be mini-teachers. In these sections the task of the teacher is the following:  
Only interfere if the dialog stops, if the mini-teachers ask for your help and if the atmosphere is deteriorating. Use your time to observe your students. Are they able to follow the lesson? Be sure to create a positive and polite atmosphere. Take a minute at the end to talk about constant violations of BGE forms, e.g. expressions that can't be used even in an international communication. Point out well-done aspects.

Besides, in many exercises, it is possible that the teacher only starts asking a student, but that this role of asking is delegated to the student who has answered, and then from this student who now asks to the student who has now answered etc. etc. We will call this **teacher-role rotation (TRR)**. Furthermore, in phases where the teacher works with individual students, better students can revise things with weaker students (mini-tutors).

- (c) Students should always give reasons when they suggest a solution for a problem (and they should be given time to formulate these).
  - (d) The teacher has the function of a learning assistant (in class and in preparatory phases in which the teacher must give guidelines for the contents and the methods).
  - (e) The teacher also takes care of a good atmosphere in class and guarantees that the contents, after a phase of interaction and potential insecurities, are brought into structure and linearity (a summary like the one in Unit 1 should therefore be given at the end of every lesson). The teacher should see that **students should listen mindfully and respectfully when another student is speaking**. This is less a goal of discipline, but rather a goal of acquiring competence in empathy; in other words: the aim is not to keep students quiet, but to get them involved in other students' ideas and stories. If a class is not used to this, these things should be worked on before starting BGE.
7. Revision sections and General Revision sections may be used to
- (a) complete, if need be, sections from prior lessons
  - (b) do exercises from previous lessons again (maybe led by mini-teachers)
  - (c) have students select learning games for individual, partner or group work according to their wants (the materials offer both easy games and more challenging games)
  - (d) carry out individual tutoring or coaching
  - (e) check whether the principles of BGE are well applied.
  - (f) information on other cultures
  - (g) material from other cultures

To promote successful and communicative instruction of BGE, students should **sit in a semi-circle**.

# Unit 1

**Contents:** greeting, telling one's name, leave-taking, internationalisms

**Competence Targets:** general understanding of speech contact, being able to realize phonetic differences and to pronounce English words, being able to introduce oneself

**Materials:** Sheet "sports" (copies and transparency); piece of sports equipment (e.g. a tennis racket)

## Introduction

(TIME: 5 min.)

If possible, the class forms a circle. The teacher greets his/her students and introduces him/herself. [slowly, using gestures]

"Hello, kids! My name is Mr./Ms. T. I am Mr./Ms. T."

Make sure that you pronounce [mɪz] (*Ms.* = unmarried or married, so the safest form of address), not *Mrs.* (= married) or *Miss* (= unmarried, and in some countries no longer politically correct); also pay attention on the voiced ending of *kids* [kɪdz].

"My favorite sport is tennis [or a different kind of sport with an international name, e.g. basketball, pingpong, badminton, jogging – possibly the teacher can bring his/her favorite sports equipment, e.g. a tennis racket]. I love tennis". [Now the teacher starts asking his/her students] "Hello! My name is Mr./Ms. T. What is your name?" [student tells his/her name, e.g.. Tom; it's not necessary to use a whole sentence] - "Oh you are Tom. Hello, Tom! What is your favorite sport?" [student answers; if necessary, the teacher helps the students by telling him/her the correct English word; now slowly addressing a female student:] - "Hi! My name is Mr./Ms. T. What is your name?" [student tells her name, z.B. Sara; it's not necessary to use a whole sentence] - "Ok, you are Sara. Hi, Sara! What is your favorite sport?"

The teacher can add the following questions (addressing a single student or the whole class):

- "Ok, you love XY. So you are a XY fan. Tom, are you a XY fan? No? Who is a XY fan? [students raise their hands]"
- "XY fans, stand up [students stand up]. Ok, thanks, sit down [students sit down]."
- "What is your favorite club? (teacher names a well-known sports team)"
- "Who is your favorite player? (teacher names a well-known athlete)"

Possibly one of the students will bring up *football/soccer* as his/her favorite sport. Both answers should be accepted. If necessary, the teacher can explain the difference between American football and „regular“ football ("Ok, you love: not American football, you love European football."). The teacher can ask a student to pass on the questions to his/her classmates and so on.

## A look on internationalisms

(TIME: 10 min.)

"We just heard a few little dialogs in English. Have you realized that some words of our language are the same in English: tennis, basketball, jogging...Do you have an idea why? [Try to come up with the following two main reasons:] This is sometimes the case because we take a thing from another culture and then we also take the word which is used in this culture for the thing. But sometimes we also take a word from another language because we like the other language very much and because this language is said to be modern. E.g.: Although we have our own expression for *That is okay.*, we often say *okay*. *Okay* is an English word. You can hear this the way it is pronounced – [ou] and [eɪ] are not typical pronunciations for <o> and <ay> in our language. So the rules of pronunciation in English are different. We have to learn these rules in order to be able to communicate with students from different countries. Please sit down now."

### Alternative 1: Vocabulary Work in Pairs:

"Now you should search for vocabulary. You will get a short English text. Together with your neighbor you should look for words that are familiar. You've got 5 minutes." Afterwards, the answers are collected.



### Alternative 2: Collecting Internationalisms Together:

Students can shout out internationalisms and calmer students should be asked directly and the answers are collected on the board (i.e. in special fields: eating, music, teenage language ...). Here are some possible answers (depending on the learners' culture):

Eating and Drinking: *hamburger, cheeseburger, whisky, drink, chips, brunch, lunch, dinner, sandwich, hotdogs*

Music: *song, rap, Rock'n'Roll, DJ, HipHop, star, band, fan, Open Air, keyboard, Rock, Pop*

Teenage language: *cool, kids, party, sorry, Hi*

Television: *comedy, daily soap, quiz*

Clothes: *T-shirt, jeans, sneaker*

Sport: *skateboard, inliner, team, ticket, baseball, football, tennis, jogging, trainer*

Jobs: *manager, bodyguard, babysitter, boss, cheerleader*

Computer and technology: *computer, homepage, link, beamer, chatroom, cookies, download, joystick, online, scanner*

Other: *recycling, shop, shopping, cash, Champions League, camping, city, center, cartoon, jeep,*

Result: "The English language is an internationally known language and has influenced many other languages and also our language. There are many English words we already know."

### **Vocabulary and pronunciation**

(TIME: 10 min.; MATERIAL: sheet "Sports" [copies and transparency])

The teacher passes out the sheet "Sports". He/she also uses the transparency.

"Let's take another look at the different words and sentences we have heard today. Please repeat after me. In the right top corner you can find parts of the letters for the question: *What is your name?* [also repeat in own language]. Please repeat! [The teacher says the sentence, pauses and then the students repeat it.] There are letters missing for some sounds. Why? In English, the writing and the pronunciation of a sound are different. [If a student asks why, use the following explanation: English orthography originated several centuries ago and people talked like that at that time. Sometimes they changed the pronunciation without changing the spelling. Comparisons with similar phenomena of the learners' mother tongue might be helpful.]"

The teacher goes over every word, using the method above: speaking – pausing – repeating – add missing letters. He/she can already point out that the *e* at the end of a word is often silent and <y> is pronounced [i]/[j]. (In order to stress the importance of the right pronunciation of sounds, it might be helpful to work with minimal pairs in your language. The pronunciation charts indicate the most important rules of pronunciation. For working with the students, columns number 2 and 4 are important). To have better control over the class, it is possible to form three groups: "You are Group Number 1 / 2 / 3 [each TIME: indicating the number with the fingers]." After that the students can pronounce different words one after the other: "Group No. 1, please, repeat: computer". Also allow a short pause to internalize the word. Pay special attention to the pronunciation of *badminton, gymnastics, volleyball, jogging, swimming*. (N.B.: The pronunciation chart in the appendix give the most important pronunciation rules: with <a> = [æ] you always give <a> in the word-lists a priori, because a non-native pronunciation [a] is more intelligible than [ɛ], i.e. ['badmɪntn] instead of ['bædmɪntn] is more intelligible than ['bedmɪntn] instead of ['bædmɪntn].).

At this point the teacher can introduce the "echo method" for further practice:

"Group No. 1, 2 and 3. Now you are the echo. [addressing Group No. 1:] You are echo No. 1, you are loud. [addressing Group No. 2:] You are echo No. 2, you are not so loud. [addressing Group No. 3, you are echo No. 3, you are soft. [imitating sound-levels while explaining]"

Then the teacher uses another example to demonstrate the echo-system. When he/she first says the word he/she points to him/herself and then points to each group while they are doing the echo. The groups should switch numbers after a while.

### **Private vocabulary and vocabulary quiz**

(TIME: 10 min.; MATERIAL: sheet "Sports" [copies and transparency], sheet "Letter salad")

The teacher continues:

“In a moment we will do a little word quiz. You will find the names for some of the sports we have learnt on a list I will distribute. But the letters are in the wrong order. You have to put them in the correct order and write them down. You can work alone or with your neighbor. But before I distribute the quiz, let’s have a look at our sheet again. On the bottom of your sheets you can find the question: *What is your favorite sport?*. Everybody should write a personal answer, e.g. *My favorite sport is tennis*. If you don’t know the English word for your favorite sport, write it down in your native language first. I will tell you the English word later.”

The teacher writes his/her example on the transparency, distribute the quiz first and then check which students need be told their favorite sport in English. The teacher should write down the name in English underlining the difficult letters (like the result of the brickword method); then the student should write down the word a second time.

## **Summary**

“Let’s sum up what we have learned in our first lesson: (1) There are many words we already know since they also exist in our language. But it is important to put special focus on pronunciation so that other people can understand us. (2) We are able to introduce ourselves and ask others for their name. We are also able to talk about our favorite sport. And if we want to say good-bye, we can simply say: Bye, bye-bye.”

\_\_\_t is \_\_\_r n\_m\_? .....



f\_\_tb\_\_ll



basketb\_\_ll



voll\_\_b\_\_ll



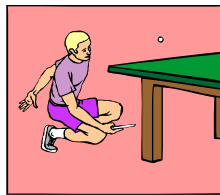
badmint\_n



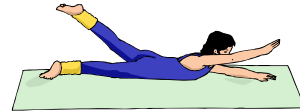
k\_rat\_\_



tennis



ping-pong



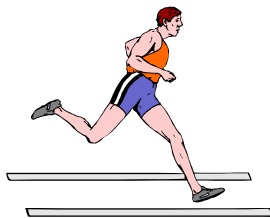
\_\_mnasti\_s



skiing



\_\_ogging



r\_\_nning



s\_\_imming



b\_\_king



hors\_\_r\_\_ding



sk\_\_ting



sk\_t\_\_bo\_\_rding

\_\_\_t is \_\_\_r f\_v\_rit\_ sport?

M\_ f\_v\_rit\_ sport is ....., \_ l\_v\_ .....

Put the letters in the correct order.

S I M W M N I G →

V Y B O E A L L L L →

B A L T B A S K E L →

B D A T M I N O N →

F T A B O O L L →

T N I N E S →

P P N N O I G G →

S I N G K A T E →

B I G I N K →

## Unit 2

**Contents:** favorite food and drink

**Competence Targets:** general understanding of speech contact, being able to realize phonetic differences and to pronounce English words, being able to introduce oneself

**Materials:** picture cards of different sports, sheet “My Profile“ (copies and transparency), sheet “Food and Drinks” (copies and transparency), food and drink objects or pictures

### Mime

(TIME: 10 min.; MATERIAL: picture cards of sports)

The teacher starts the lesson:

“Hello kids! How are you? Are you okay? Fine. Let’s repeat what we learned last time. I have cards with different kinds of sports on them. One of you picks a card and mimes the activity without using any words. If you think you know the answer, raise your hand and wait to be called upon. If you answer correctly, you will get to go next.”

At the end the teacher has everybody do some sports: “Let’s play basketball. Let’s go horse-riding. Let’s go jogging. Let’s go skiing.”

The learners should also become aware that pantomiming and gestures in general are one way of explaining words.

### Profile

(TIME: 5 min.; MATERIAL: sheet “My Profile”)

“During the next couple of lessons everybody will gradually learn to describe themselves and write down their information in a profile. Everyone will get their profile now. [teacher passes out profiles; he/she also uses the transparency]. We are already able to fill out the first two lines. Please go ahead.”

The teacher writes his/her information on the transparency first and then helps the students.

### Vocabulary “Food and Drinks” + Formation of the plural

(TIME: 10 min.; MATERIAL: food and drink objects or pictures)

The teacher shows one item from the basic vocabulary (e.g. a pizza; possibly the word should be an internationalism) – or just a picture.

“This is a pizza. I love pizzas. Pizzas are my favorite food. I am a pizza fan. Are you a pizza fan, Student1? Do you love pizza? - Who is a pizza fan in this class? Who loves pizza? Hands up. [using gesture]”

Then the teacher shows a drink (e.g. milk) from the basic vocabulary - or just a picture.

“This is milk. I love milk. Milk is my favorite drink. Who is a milk fan in this class? Hands up.”

Now the teacher asks for the popularity of some international or other easy words from the vocabulary list. He/she follows this question-pattern: “Who loves hotdogs/cornflakes/sandwiches? Who is a hotdog/cornflakes/sandwich fan?” The words are presented as brickwords. The teacher passes out the sheet “Food and drinks”. The students (who are already familiar with the brickword method or echo method) repeat each word after their teacher, using one of those methods. The teacher might already point out that <w> is mostly pronounced [w] (*sandwich*, *water*, *swimming*) and that <ch> is mostly pronounced [tʃ] (*sandwich*, *cheese*).

Then the first mini-chapter on grammar can be introduced without writing anything down into the exercise book. The teacher presents a transparency with internationalisms from the first lesson:

“We have already learned the names for a few things. Do you have an idea what you do, when you have more than one item? What do we do in our language? Look at the words on the board and try to find the answer. ... Right: in English it seems that you just add -s: pizzas, hotdogs, cornflakes, sandwiches. Although there are still some exceptions in English, we already know the first important grammar rule of the English language now: In English, I add -s to the nouns to mark that

there is more than one thing. [underline examples on the board] Sometimes this s is pronounced [s], like the sound of a snake, and sometimes it's [z], like the sound of a bee. [Those sounds might be called snake-s or bee-s]. It all depends on the sound that comes before the s. After a vowel or a soft consonant comes the bee-s, e.g. pizza-pizzas, hotdog-hotdogs, hamburger-hamburgers. After a hard consonant comes the snake-s, e.g. cornflake-cornflakes, soup-soups, steak-steaks. If the word already ends in a hissing sound you add [ɪz], e.g. sandwich-sandwiches [the last sound of the root of the word should be stressed]."

[N.B.: The difference between voiced and voiceless sounds is important even for English as Lingua Franca]. Covering this grammar chapter should help especially those students gifted for language structures and facilitate the further learning process; if the other students cannot follow immediately, it will not be of great consequence.

## **Private Vocabulary and Vocabulary Quiz**

(TIME: 5 min.)

The teacher continues:

"In a moment we will do a little word test. You should fold your sheets at the dotted line so that you cannot see the names of the food and drinks. Then one of you points at a thing and the other has to say the name. And vice versa. But before we do the test, let's have a look at our sheet again. On the bottom of your sheets you can find the question: *What is your favorite food? What is your favorite drink?* Everybody should write a personal answer, e.g. *My favorite sport is pizza.* If you don't know the English word for your favorite food and drink, write it down in your native language first. I will tell you the English word later."

The teacher writes his/her example on the transparency, has the students start the test and, while they are testing each other, check which students need be told their favorite sport in English. The teacher should write down the name in English underlining the difficult letters (like the result of the brickword method); then the student should write down the word a second time.

## **Addition to profile**

(TIME: 10 min.)

"Ok, now where is your profile? Show me your profiles? Now we are able to fill out the next two lines. Please go ahead!"

The teacher writes his/her information on the transparency first and then helps the students.

## **Homework**

"Please bring a family photo next time. If need be, draw one, please. Ok, kids, bye-bye."

# My pr\_f\_le

1. My name is \_\_\_\_\_

My photo

2. My favorite sport is \_\_\_\_\_

3. My favorite f\_\_d is \_\_\_\_\_

4. My favorite drink is \_\_\_\_\_

5. My b\_r\_\_d\_y is on \_\_\_\_\_

6. I am \_\_\_\_\_ y\_\_rs old.

7. My hobby is \_\_\_\_\_

8. This is my family:

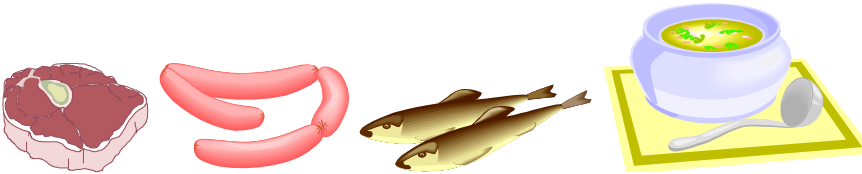
My family photo

My \_-m\_il address is:

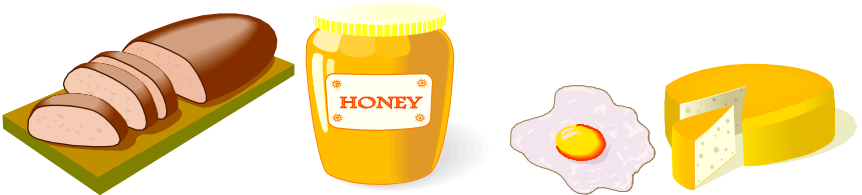
# F\_\_d and drinks



pizza sushi hamburger  
hotdog sand\_i\_\_



st\_\_k fish  
s\_\_s\_\_e\_\_ s\_\_p



br\_\_d egg  
hon\_\_ \_ \_ \_ \_ se



pot\_to tom\_to  
m\_\_e r\_\_e  
ve\_etable\_



\_ \_ \_ r \_ m fr \_ ts  
\_ \_ k \_ yogurt apple



\_ \_ ter \_ u \_ \_  
t \_ \_ milk

What is your favorite f\_\_d? .....

What is your favorite drink? .....



## Unit 3

**Contents:** my family, pronouns, adding to profile

**Competence Targets:** talking about one's family, asking questions

**Materials:** sheet "My family" (copies and transparency), teacher's family photo(s) (big enough for display, if need be with invented relatives)

### Family vocabulary, possessive determiners, possessive case

(TIME: 15 min.; MATERIAL: teacher's family photo)

The teacher starts the lesson:

"Hello, kids! Are you okay? Fine. Look. This is my family photo. Who is this? This is my husband/wife/kid/son/daughter/father/mother/dog/cat. [possibly: These are my kids. Introduce words as brickwords]. [Different information might follow:] "My husband/wife/kid/son/daughter/father/mother's favorite sport is ....., His/Her favorite sport is ....."

The prototypical family members *father, mother, brother, sister* should be a part of the presentation and should be written on the board. If necessary, use separate pictures. If necessary, add specific words for children in other family constructions, including orphans' situations. They form the basic vocabulary for the children for this lesson. Then the teacher passes out the sheet "Family". It will be completed by the class as a group. Make sure to emphasize the different meanings of the possessive determiners by using gestures (for *my/your/his/her*).

"We learned about the plural last week. You just add -s. If somebody owns something you also need to use s. Before the s you need to put a small hook <'s>. So you learned that adding s does not only mean that you form the plural, it can also mean that somebody owns something, e.g. the student's book."

The teacher writes *the student's family, the girl's family, the boy's family, the class's family, the teacher's family, the kid's family* on the board or presents it on transparency. Single students, groups or the whole class repeat after the teacher, who should pay attention to an effective BGE pronunciation. Covering this grammar chapter should help especially those students gifted for language structures and facilitate the further learning process; if the other students cannot follow immediately, it will not be of great consequence.

### Partner Exercise

(TIME: 15 min.; MATERIAL: students' family photos)

The teacher asks: "Where is your family photo? / Where are your family photos?". The children take out their photos. If it is possible, form a circle. The teacher asks one student:

"Student1, where is your family photo? Show me your family photo? Who is this? Is this your dad?" [You might add further questions:] "What is your dad/mom/brother/sister's favorite sport?" [If necessary, use the word *also*, instead of *too*.]

Continue with another student. Then the students should present their family photos to their neighbors and vice versa. The teacher can use this phase for individual coaching.

"Now show your family photo to your neighbor/partner. And look at your partner's family photo.

Ask questions: What is your dad's favorite sport? What is your mom's favorite singer?"

[You can give the instructions either in your language or both English and your language].

The teacher supports the students.

The students can be told that they have to present their neighbor's family at the end. Then the teacher can ask: "Who is this? What is his/her favorite...?" Always ask the owner of the picture: "Is this correct?" The teacher can also ask: "Please, present your partner." Thus students are forced to formulate complete/non-elliptical sentences.

### Adding to profile

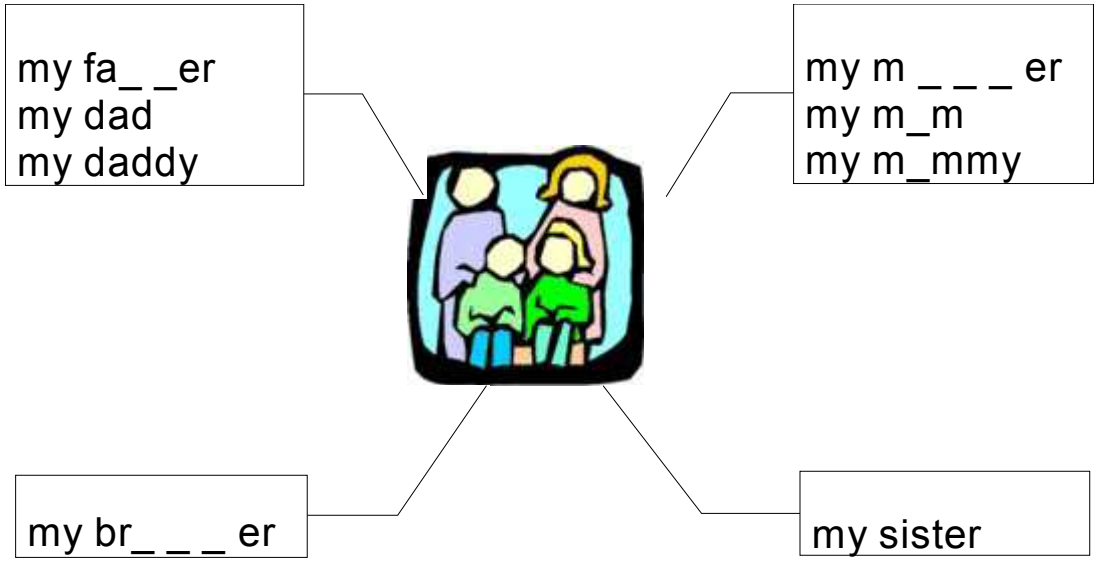
(TIME: 10 min.; MATERIAL: sheets "profile")

The teacher ends the partner work and tells the students to glue their picture to the bottom of their profile. The students should also add words like *my dad/father, my mom/mother*. The teacher gives an example on transparency.

Unit 3: My Family

\_h\_ is \_\_is?

L\_\_k! \_\_is is...



\_\_\_er family members:

☺ What is your m\_m's favorite food? - ☹ ??? I have n\_\_d\_\_.  
I do not \_\_ow.

=====

__er_ is	<table border="0"> <tr><td> </td><td>my</td><td> </td></tr> <tr><td> </td><td>your</td><td> </td></tr> <tr><td> </td><td>Tom's</td><td> </td></tr> <tr><td> </td><td>his</td><td> </td></tr> <tr><td> </td><td>Tina's</td><td> </td></tr> <tr><td> </td><td>h_r</td><td> </td></tr> </table>		my			your			Tom's			his			Tina's			h_r		family __t_?
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=====

Leo: Hello, Nina.

Nina: Hi, Leo. Oh, this is your family photo again.

Leo: Yes. Do you have a family photo, Nina?

Nina: No, sorry.

Leo: Do you have brothers and sisters?

Nina: I have two brothers

Leo: How old are they?

Nina: My brother Tony is fourteen. And my brother Andy is five.

Leo: And how old are you, Nina?

Nina: I am seven. And you?

Leo: I am also seven years old.

Leo: Hello, Nina. How are you?

Nina: I am okay. Say, Leo, what is your hobby?

Leo: My hobby is playing the piano. And you?

Nina: I like reading books.

Leo: Oh, that is not very interesting.

Nina: Reading books is very interesting and it makes you clever.

Leo: Hi, Nina. Do you want to play ping-pong with me?

Nina: No, I want to read a book now. Reading is my hobby. And reading is also my favorite subject.

Leo: And what about sports?

Nina: Yes, sport is also OK. And I also like writing, drawing and singing. And what is the thing you love most at school, Leo?

Leo: The breaks.