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Welcome, Global Players!

Basic Global English (BGE)
for Adult Learner Groups

—

Deutsche Version

ASEcoLi Publications by the Academy for SocioEconomic Linguistics 5.1

Preface / Vorwort

Liebe Lernergruppen, liebe Lehrkräfte,

herzlich willkommen zu *Welcome, Global Players!* (*WGP*). Mit diesem Kurs wollen Sie zu Weltspielern werden, zu Global Players. Dieses Buch ist speziell für Lernergruppen verfasst worden, die Englisch nach dem Konzept *Basic Global English* (BGE) erlernen wollen. BGE ist ein Konzept, das Lerner möglichst rasch die Grundfertigkeiten für interkulturelle Kommunikation mit Toleranz und Empathie in der Weltsprache Englisch zu vermitteln. Dabei stehen der Erwerb eines allgemeinen Wortschatzes, eines individuellen Wortschatzes und international effektiver Kommunikationsstrategien für zentrale Gesprächssituationen im Vordergrund. Das Buch ist als Kurs-Begleitwerk für die Selbstlernermaterialien *Welcome to the World* (*WttW*) gestaltet, die Sie kostenlos auf http://www.basicglobalenglish.com finden – ein Angebot im Sinne der Weltverbesserung und des sozialen Unternehmertums. Zu *WttW* gibt es auch eine über die genannte Webseite oder über http://www.asecoli.com erhältliche Doppel-CD.

  Da BGE ein Konzept ist, bei dem Kommunikationsfähigkeit das oberste Ziel ist, wird Lernenden und Lehrenden aller BGE-Kurse empfohlen, sich das Lehrmodell "Lernen durch Lehren" (LdL) zu eigen zu machen. Dies ist ein Konzept, bei dem Lerner eine große Zahl von Unterrichtssequenzen nach einer Phase der Vorbereitung selbst leiten, gleichsam als "Mini-Lehrkräfte". In den "Notes and Materials for Teachers" finden sich im hinteren Teil des Buches für Lehrkräfte genauere Hinweise, wie solche Stunden gestaltet werden können. Eine ausführlichere Darstellung von LdL ist über die LdL-Internetplattform http://www.ldl.de möglich. Wie mit WGP zu arbeiten ist, erfahren Sie gleich auf den folgenden Seiten. Im Anschluss erfolgt eine Aufteilung in Gruppenmaterialien ("Group Material") und Lernerexpertenmaterialien ("Expert Material" / "Mini-Teacher Material").

  Für tatkräftige Unterstützung bei der Erstellung und Erprobung dieser Materialien danke ich Marion Schöner, Rosemarie Dütschler, Eleni Stefanidou, Alfred Weinberger (und seiner Akademie Schönbühl in Lindau/Bodensee), Roland Hämmerle, Monika Zehrer sowie Bea Klüsener.

Und nun viel Spaß und Erfolg!

Eichstätt, September 2009

Joachim Grzega

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Before You Start

0.1 How to use this book ("Wie dieses Buch verwenden?")

Dieses Buch wendet sich an Lernergruppen als Ergänzung zu den Selbstlernermaterialien *Welcome to the World*. Zu dem frei zugänglichen einsprachigen Werk gibt es auch ein deutsches Begleitbuch. Hinzu kommt nun noch dieses Buch, *Welcome, Global Players*, das sich für die TeilnehmerInnen in "Group Material" und "Expert Material" gliedert. Der Kurs soll hauptsächlich nach dem Prinzip "Lernen durch Lehren (LdL)" gestaltet sein; dies beruht auf der Kenntnis, dass man Dinge besser behalten kann, wenn man sie selbst erklären muss.

Die Expertenmaterialien sind so gestaltet, dass sie den Experten, die etwas zu präsentieren und moderieren haben, genau den Wortlaut vorgeben (und zwar in Kursivschrift/Schrägschrift), so dass die übrigen Lerner es verstehen können. Das heißt, dass Wörter, die noch nicht bekannt sind, auch erklärt werden. Diese Erklärung erfolgt nach der Sandwich-Technik. Diese sieht so aus, dass bei einem neuen Wort bzw. einer neuen Satzstruktur eine Atempause gemacht wird, dann die deutsche Entsprechung erfolgt, dann gegebenenfalls die wörtliche Übersetzung (damit man die Struktur besser erfassen kann), dann wird noch einmal der englische Ausdruck wiederholt; dann geht es im Text weiter. Die Expertenmaterialien sind stets auf englisch verfasst (Hinweise für die Experten sind in Normalschrift gesetzt; das, was von den Experten an die Klasse zu richten ist, steht in Kursivschrift). Zusätzlich wird zunächst zur effizienteren Bearbeitung auch die deutsche Übersetzung im Kleindruck in der unteren Seitenhäfte angegeben.

Lehrkräfte finden genauere Hinweise zur Arbeit mit diesem Buch sowie Hinweise auf Fachliteratur und einige Arbeitsvorlagen im Teil "Notes and Materials for Teachers".

0.2 How to work in class ("Wie in der Klasse arbeiten?")

Letztlich entscheidet die Lehrkraft, welche Bestandteile sie wie übernehmen will. Wichtig ist aber, dass die Teilnehmer im Kurs möglichst viel aktiv und kreativ mit der Sprache umgehen. Und sie sollen möglichst viel miteinander umgehen und dabei lernen, auch in der Fremdsprache höflich, tolerant und einfühlsam miteinander umzugehen. Bei einer Gruppe mit sehr großen Unterschieden kann die Lehrkraft öfter mal in Kleingruppen nach Kenntnisstand und Lernertyp einteilen. Oder die Lehrkraft kann entscheiden, dass das Training von Präsentationskompetenzen zunächst hintan gestellt werden soll, um mehr an der Sprachkompetenz zu feilen; folglich mag sie einige der Unterrichtssequenzen mit den Expertenmaterialien selbst leiten anstatt dies den Lernern zu übertragen.

Dennoch gilt der Grundsatz: viele Unterrichtssequenzen sollen nach dem Modell LdL von den Lernern selbst geleitet werden. Damit trainieren sie nicht nur ihre Sprachkompetenz, sondern auch ihre sogenannten "soft skills", vorwiegend ihre Sozial- und Präsentationskompetenz (z.B. langsames, lautes und deutliches Sprechen). Das heißt, dass es in all diesen Bereichen normal ist, wenn nicht gleich alles perfekt läuft. Sie gehören zum Lernprozess.

Wenn Unterrichtssequenzen von Lernerteams als Expertenteams vorbereitet werden, muss allen klar sein, was die Gruppe zu leisten hat. Wenn dies nicht der Fall ist, sollte man die Lehrkraft fragen. Jedem Gruppenmitglied muss eine Aufgabe übertragen werden, und jedem Gruppenmitglied muss vor der Präsentations- bzw. Leitungsphase klar sein, was seine Aufgabe ist.

0.3 How to learn BGE words ("Wie BGE-Wörter lernen?")

Es ist fester Bestandteil der Idee BGE, dass die Lerner ab Lektion 1 zusätzliche Wörter erlernen, die für sie selbst (auf Grund ihres Lebens, ihrer Interessen) in der behandelten Situation wichtig erscheinen. Zum Finden der deutschen Entsprechungen und neuer englischer Wörter können Sie auf das Internet-Wörterbuch LEO (http://dict.leo.org) zurückgreifen oder sich ein zweisprachiges Wörterbuch kaufen. Testen Sie aber den Nutzen des Wörterbuches vor dem Kauf, indem Sie prüfen, ob auch Wörter vorhanden sind, die für Sie wichtig sind. Überlegen Sie sich dazu drei wichtige Wörter aus Ihrem Berufsleben, ein Hobby und eine wichtige Krankheit, die Sie vor dem Kauf zur Probe im Wörterbuch nachschlagen. Sie sollten bei der Erarbeitung des

Individualwortschatzes darauf achten, dass Sie für das Wort, das Sie suchen auch die richtige Entsprechung auswählen (manchmal sind Wörter mehrdeutig: das deutsche Wort *Bank* beispielsweise wird mit *bank* übersetzt, wenn es ein Geldinstitut bezeichnet, aber mit *bench*, wenn es eine Sitzgelegenheit bezeichnet). Die Wortlisten sind auch auf der Hörversion enthalten.

Jede Wortliste hat im Hauptbuch 5 Spalten: In Spalte 1 stehen die englischen Wörter und Wendungen, in Spalte 2 die Aussprache, in Spalte 3 stehen Besonderheiten des Wortes, Spalte 4 steht für Merkhilfen zur Verfügung; Spalte 5 steht zur freien Verfügung (z.B. für die Übersetzung ins Deutsche). Jede Wortliste im Begleitbuch hat ebenfalls 5 Spalten: Spalte 1 enthält das englische Wort, Spalte 2 die Aussprache, Spalte 5 die deutsche Entsprechung, Spalte 3 eine wörtliche Übersetzung; Spalte 4 steht zur freien Verfügung.

Es gibt verschiedene Möglichkeiten, wie Sie mit den Wortliste umgehen:

(1) Arbeiten Sie idealerweise mit der Hörversion. Decken Sie nur die deutsche Spalte auf. Nutzen Sie die Sprechpause in der Aufnahme, um die englische Entsprechung zu sagen.

(2) Erstellen Sie eine Lernbox, die aus 5 Fächern bestehen sollte: Fach 1 "täglich" - Fach 2 "dreitäglich" - Fach 3 "wöchentlich" - Fach 4 "monatlich" - Fach 5 "dreimonatlich". Eine Karteikarte sollte einem Eintrag in der Wortliste entsprechen: auf der einen Seite steht der deutsche Eintrag, auf der anderen Seite die englische Entsprechung, gegebenenfalls mit Lernhilfe. Empfehlenswert ist diesbezüglich das Lernkartei-Programm *Phase-6*. *Phase-6* (http://www.phase-6.de) ist ein ideales und bequemes Lernprogramm, bei dem es zu keinen Verwechslungen in Abfragezeitpunkt, Fächerzuordnung und Ähnlichem kommen kann und das Sie automatisch beim Einschalten des Computers darauf aufmerksam macht, wenn Wörter zur Abfrage anstehen. (Es kann vor dem Kauf auch 20 Tage lang getestet werden). Eine kostenlose Alternative hat mein Student Robert Steinhauser mit seinem Programm ADVANCED entwickelt (http://advanced-vokabeltrainer.de).

(3) Wenn Sie mit Karteikarten arbeiten, können Sie Lernpatiencen legen. Sie sehen wie folgt aus: In eine untere Reihe legen Sie sieben Kärtchen, mit den deutschen Worteinheiten oben. Prüfen Sie dann, ob Sie die englische Entsprechung kennen. Falls ja, rutscht das Kärtchen in eine zweite Reihe nach oben und es kommt eine neue siebte Karte in der ersten Reihe hinzu. Die zweite Reihe soll nur auf 5 Kärtchen anwachsen. Wenn jetzt ein Kärtchen von Reihe 1 nach Reihe 2 rutschen soll, diese aber schon voll ist (also schon 5 Kärtchen hat), wird zuerst das erste Kärtchen dieser Reihe 2 nochmal abgeprüft. Wird es gewusst, rutscht es in eine neue, dritte Reihe nach oben; wird es nicht gewusst, rutscht es in Reihe 1 zurück. Reihe 3 soll ebenfalls nur bis auf 5 Kärtchen anwachsen. Eine vierte Reihe soll nur auf 3 Kärtchen anwachsen. Nach einer vollen vierten Reihe kommt ein Kärtchen auf einen Stapel ("ausreichend erfolgreich gewusste Kärtchen").

Manchmal kann man sich ein Wort oder eine Wendung einfach nicht merken. Wörter lassen sich besser lernen, wenn Sie diese in einem für Sie eingängigen Zusammenhang einzuprägen versuchen (selbst erfundene Sätze, berühmte Zitate). Wörter lassen sich auch besser mit eingängigen, auffälligen Eselsbrücken merken, die etwa wie folgt gebildet werden können:

• Verknüpfen Sie das englische Wort mit einem ähnlich klingenden deutschen Wort. Schaffen Sie dann ein Bild in Ihrem Kopf, das die Bedeutung des englischen Wortes mit jener des deutschen Wortes verknüpft. (Beispiel: *computer: Komm, Puter, hack auf den Computer.*)

• Verknüpfen Sie das englische Wort mit einem ähnlich klingenden anderen englischen Wort, das Ihnen gut bekannt ist. Schaffen Sie dann ein Bild in Ihrem Kopf, das die Bedeutung des einen englischen Wortes mit jener des anderen englischen Wortes verknüpft. (Beispiel: *team: Tim and Tom are a team.*)

• Spalten Sie das englische Wort in Bestandteile, die für Sie Sinn ergeben (es muss nicht historisch richtig sein). Schaffen Sie dann ein Bild in Ihrem Kopf, das die Bedeutung der Bestandteile verknüpft. (Beispiel: *international = inter+nation+al* oder *international = inter+Nat+Ion+Al* 'international = zwischen Nat, Ion und Al')

• Schreiben Sie das Wort in einer Art und Weise auf, die mit der Bedeutung des Wortes verknüpft ist. (Beispiel: *KLEIN, **FETT***)

Auch "dumme" Eselsbrücken sind erlaubt.

3 Small Talk

Group Material 3.1 Question-and-answer quiz

Listen to the text. Mark the answer that makes sense.

1. ....
☐ 1a. My name is Kim.
☐ 1b. I am okay.
☐ 1c. I love making music.

2. ....
☐ 2a. Teachers and students.
☐ 2b. I work for a company that sells CDs.
☐ 2c. At a bank.

3. ....
☐ 3a. Playing ping-pong.
☐ 3b. Kim's hobby is watching films.
☐ 3c. Okay.

4. ....
☐ 4a. I am a driver at a company that sells computers.
☐ 4b. I am fine.
☐ 4c. What is your job?

5. ....
☐ 5a. Hello.
☐ 5b. I like swimming.
☐ 5c. Okay. Bye.

Group Material 3.2 Exercise: Conversation

Ask your partner:

What is your name?

How do you spell your name?

Where are you from?

What is your job?

What is your favorite sport?

What is your hobby?

Present your partner. Example: *This is Rico. You spell this name R-I-C-O. Rico is from Italy. Rico's job is to bake. Rico is a baker. Rico's favorite sport is football. Rico's hobby is making music.*

3 Small Talk

Expert Material 3.A Question-and-answer quiz

Your task is to lead the quiz with Group Material 3.1 in this book.

<u>Step 1</u>:
You say (slowly, loudly, clearly): *Look at 3.1* [θri: wʌn] */ Schaut auf 3.1 / Look at 3.1 in "Welcome, Global Players". I read questions. You mark the answer that makes sense / die Sinn ergibt, wörtlich "die macht Sinn" / that makes sense.*
Then you read:
Number 1: What is your name?
Number 2: What is your job?
Number 3: What is your hobby?
Number 4: I am a policeman.
Number 5: Sorry, I have to go now.

<u>Step 2</u>:
You read the questions again. Make a pause after a question.

<u>Step 3</u>:
You ask the class: *What is the answer?* When someone gives an answer, ask the others: *Is this correct?* If the answer is not correct, ask again: *What is the correct answer?* Make sure that everyone understands the correct answer.

What is the answer for question number 1?   *[1a. My name is Kim.]*
What is the answer for question number 2?   *[2b. I work for a company that sells CDs]*
What is the answer for question number 3?   *[3a. Playing ping-pong.]*
What is the answer for question number 4?   *[4a. I am a driver at a company...]*
What is the answer for question number 5?   *[5c. Okay. Bye.]*

Eure Aufgabe ist, das Quiz mit Group Material 3.1 zu leiten.

Schritt 1: Ihr sagt (langsam, laut, deutlich): [....]
    Dann lest ihr: [....]

Schritt 2: Ihr lest die Fragen nochmals. Macht eine Pause nach einer Frage.

Schritt 3: Ihr fragt die Klasse: *What is the answer?* Wenn jemand eine Antwort gibt, fragt die anderen: *Is this correct?* Falls die Antwort nicht korrekt ist, fragt nochmals: *What is the correct answer?* Versichert euch, dass jeder die korrekte Antwort versteht. [....]

Notes and Material for Teachers

These notes and materials contain the following elements:
1. General Didactic Remarks
2. Evaluation of Learner Forms (Words, Communicative Patterns, Grammar, Pronunciation)
3. Pronunciation Practice
4. Lesson Plans
5. Games

1 General Didactic Remarks

The **basic idea** of teaching BGE is to **get students as quickly as possible to the level of global communicative competence in English (in its internationally functional form)**; the 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. BGE learners should become conscious that one and the same word may trigger different associations in different cultures; **word-associations are culture-bound**. BGE learners should also learn to **communicate with empathy and tolerance**, since **communicative strategies are culture-bound**, too: learners should use **communicative patterns that are neither very direct nor very indirect** and should learn **how to check if their message reached the hearer and how to get out of communicative breakdowns**. BGE learners should also learn **strategies when they lack the right word** (e.g. by using word-formation techniques or by paraphrasing and then simply suggesting a word from their language as a designation in that specific dialog). Grammar and pronunciation rules are taught only when they are important in lingua franca English. This does not mean that anything goes. Some hints on the linguistic forms will be found in these materials; further information is available at http://www.basicglobalenglish.com. 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.

This book is to be used together with *Welcome to the World* (*WttW*) (freely available at http://www.basicglobalenglish.com). *WttW* is the basis of the contents of BGE lessons adults. **Content**-wise, there are four types of lesson-sections: sections where new contents are presented, sections where new contents are practised, revision sections of recent contents, revision sections on all contents learned so far. Each lesson shall content both revision sections and new content sections. Also of note, it was tried to incorporate contents in a spiral way to revise and intensify vocabulary and phrases. The general revisions should be used to re-do any of the exercises already done according to the needs of the class. Apart from this spiral content structure, further didactic principles have been and should be:

(a) At least once in every lesson, every learner should have the opportunity to use English actively, at best creatively.
(b) The teacher's share in speaking should be kept to the smallest possible degree.
(c) The lessons are created in a way that they should be usable in all cultures.
(d) Situations presented and practiced should be natural ones for the target age group.
(e) Speaking is more important than writing.
(f) Language evaluation is based on functionality and naturalness.
(g) Authentic texts are included in the teaching material.
(h) The mother-tongue of the learners is used as an efficient means toward English. Teachers are advised to resort to the "sandwich technique" (= 1. Give the new word/phrase/structure. 2. Give the semantic equivalent and, if need be, the literal translation in the learners' mother tongue. 3. Repeat the new word/phrase. 4. From then on use the new item just in English.)

As regards the **evaluation of linguistic forms**, "naturalness" means that students are not forced to speak in so-called "complete" sentences (which reflects linguistic reality), 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 functionality doesn't mean that anything goes. Teachers should first be familiar with the important pronunciation (cf. chart before the

preparatory units) and the important grammar rules (cf. overview before the preparatory units). When vocabulary is asked for that is not previewed by the lessons here, the teacher needs to know and should say whether the word forms part of the BGE core vocabulary or not. An alphabetical list is given before the preparatory units. 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 need be, correct. Use yourself 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. More important than systemic "errors" are communicative "errors", 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).

Ideally, the teacher should show an attitude according to the didactic model of "Learning by Teaching"). Therefore, this book containts Group Material as well as Expert Material ("Mini-Teacher Material"). 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 knowledge (i.e. students are given time to find solutions for a problem or the answers to a problem by themselves).

(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, ideally, all students should be given the chance to be mini-teachers, although such tasks often turn out very stressful for adult learners. They not only have to impart information bits, they also have to pay attention to their language (correct, loud, slow, clear) and their non-verbal behaviour (body-posture, eye contact). In these sections the task of the teacher is the following:

> Only interfere if the dialog stops or if the mini-teachers ask for your help. 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 just answered etc. We will call this **teacher-role rotation (TRR)**.

(c) Learners should always give reasons when they suggest a solution for a problem (and they are given time to give these).

(d) The teacher has the function of a learning assistant (in plenary phases and in preparatory phases in which the teacher must give guidelines for the contents and the methods). Especially adult learners whose years at school have often ended decades ago have to re-learn how to learn. For this the teacher should give them advice.

(e) Since grammar plays a secondary role and since grammar is included through the teaching of sentences and dialog parts, specific grammar sections are rare. However, some learner-types need conscious grammar lessons. These should be taught briefly and concisely by the teacher.

(f) Whenever you use quizzes, you should not immediately have the problems be solved in pairs, but according to the method "Think-Pair-Share". Everybody reflects on a solution first by himself/herself, then everybody exchanges ideas with the neighbor; finally, ideas are presented in a plenary phase. This gives everybody a chance to think according to his tempo and his ways.

(g) 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 is advisable for the end of each lesson). Do not be surprised if learners have problems with this teaching method first. And do not be shocked if it takes them several lessons until they have automatized techniques.

If possible, students should sit in a semi-circle. Those phases in which student teams function as "mini-teachers" begin already in the second lesson. Better students may be among the first to act as "mini-teachers". Better students may also be the ones to teach new contents, while less good students can be given revision tasks.

Teachers of Basic Global English are advised to get training in BGE and LdL first before the start leading a BGE class.

The basic **references** for the suggestions in this book are (beyond those on the BGE website): Ahrens, Rüdiger et al. (eds.) (2005), *Englisch in der Erwachsenenbildung des 21. Jahrhunderts*, Heidelberg: Winter

(especially the contributions by Eschmann, Pauels and von der Handt); Bausch, Karl-Richard et al. (eds.) (2004), *Handbuch Fremdsprachenunterricht*, 4. Aufl., Tübingen etc.: Francke (especially the contributions by Jürgen Quetz and Annette Berndt); Butzkamm, Wolfgang (2002), *Psycholinguistik des Fremdsprachenunterrichts*, 3rd ed., Tübingen: Francke; Edmondson, Willis J. / House, Juliane (2006), *Einführung in die Sprachlehrforschung*, 3rd ed., Tübingen: Francke; Grotjahn, Rüdiger (2003), "Der Faktor 'Alter' beim Fremdsprachenlernen: Mythen, Fakten, didaktisch-methodische Implikationen", *Deutsch als Fremdsprache* 40,1: 32ff.; Hunfeld, Hans (2004), *Fremdheit als Lernimpuls: Skeptische Hermeneutik, Normalität des Fremden, Fremdsprache Literatur*, Meran: Alpha Beta; Lewis, Michael (1997), *Implementing the Lexical Approach: Putting Theory into Practice*, Hove: LTP; Pienemann, Manfred (2005), *Cross-Linguistic Aspects of Processability Theory*, Amsterdam/ Philadelphia: John Benjamins.

2 Evaluation of Learner Utterances

Evaluation of words and communicative strategies produced by BGE learners:
1. Utterances that cannot be understood literally should be avoided or marked as such (e.g. by *that's how we say in my country*).
2. When in need of a word that both conversation partners can understand, the learner should have been able to paraphrase and/or suggest a word with English word-formation techniques or from his/her own language.
3. The learner should talk with empathy and tolerance (especially when talking about topics where one conversation partner is expected to do something for the other partner): this means that
    - utterances should not be too direct and too indirect and *please* should be used (in requests)
    - the learner's and the partner's portion of utterances should normally be roughly the same
    - the learner uses an appropriate form of address
    - the learner accepts that a partner may need time to express his/her thoughts
    - the learner checks if the partner has understood the message and s/he has understood the partner's message
    - especially in case of communicative breakdown or discomfort, the learner shows competence to find out the source of misunderstanding and willingness to satisfy both the partner's and his/her own needs

Evaluation of grammar produced by BGE learners:
1. The following typical non-native forms at this stage are not an obstacle to communicative success:
    - lack of 3rd person singular -s (*he sing* instead of *he sings*)
    - generalized plural marker -s (*foots* instead of *feet*)
    - no plural marker as long as there is a quantifier (*two boy* instead of *two boys*)
    - lack of articles (*This is teacher*)
    - generalized past tense marker -ed (*He singed* instead of *He sang*)
    - no past tense marker as long as there is an adverbial of past time (*Yesterday he drink water, *He drink water on Monday*)
    - intonation questions (*This is Kim? This is who?*)
    - possibly the subject-verb inversion plus a lack of auxiliary *do* in questions (*Plays he football?*)
    - use of simple instead of progressive as long as there is a clarifying adverbial of time *now, at the moment*
    - confusion of gerund and infinitive, unless there is a semantic difference (*Play the piano is my hobby*, *?I like play piano*)
    - the lack of prepositions in prepositional verbs (*I look this* instead of *I look at this*)
    - the wrong preposition as long as the preposition has potentially the same meaning (*I live in Sesame Street* instead of *I live on Sesame Street*)
2. On the other hand, the following things have to be correct:
    - a subject-verb-object order (except for inversion of *be* in questions) (**The man the girl wrote, *A sandwich ate the man*)
    - the use of the correct pronoun (**Mary—he is beautiful*)
3. Do not correct any non-native forms that are internationally functional, but give yourself only native forms in case learners want to see the forms of a native speaker of English.
(N.B.: Teachers need not worry if learners do not get standard grammar at once. The following stages are normal in the learning progress (according to Pienemann) : (1) words + formulae (e.g. *How are you?*), (2) S-V-O, plural-s, possessive-s, -ing (e.g. *Tom eating*), -ed (e.g. *Tom eated*), S-V-O question (e.g. *You live here?*), S-

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neg-V-(X) (e.g. *I no live here, I don't live here*), (3) subject vs. object pronouns, possessive pronouns, adverb in front position, Wh-S-V-(X) question (e.g. *What you want?*), ModAux-S-V-(X) question (e.g. *Can I go?*), Do-S-V-(X) (e.g. *Do you sing?*), (4) V-Particle (e.g. *Turn it off!*), Wh-Copula-S-(X) (e.g. *Where is he?*), Copula-S-(X) (e.g. *Is he at home?*), (5) 3sg-s (e.g. *he sings*), Aux2nd Question (e.g. *What did he do? What will he do?*), NegAux2nd Question (e.g. *Why didn't he go?*), (6) CancelAux2nd (e.g. *I say what I want*).)

Evaluation of sounds produced by BGE learners:
1. Words with [θ] are still intelligible if [θ] is replaced by [t], [f] or [s].
2. Words with [ð] are still intelligible if [ð] is replaced by [d], [v] or [z].
3. Whether consonants are aspirated or non-aspirated is not decisive; it is decisive though to make a clear distinction between voiced and voiceless consonants.
4. The intelligibility of vowels is more flexible as long as different vowels of standard English are also realized by different vowels by the learners. This means, for example, that the distinction [æ] vs. [e] could also be rendered by the oppositions [a] vs. [ɛ] or [ɛ] vs. [e].
5. The distinction between [iː] and [ɪ] as well as the one between [uː] and [ʊ] should be respected.

German learners have particular difficulties in discriminating the following differences that are important even in BGE:
- voiceless vs. voiced consonants, particularly at the end of words
- [w] vs. [v]
- [æ] vs. [e]

3 Pronunciation Practice

Adult learners often have to get an "ear" first for differences. Second, they must overcome their awe with pronuncing foreign ("silly") sounds. Experience has shown that differences are better heard and produced (1) first with initial sounds, then with medial and final sounds, and (2) first with vowels and non-plosive consonants, then with plosive consonants.

WGP 2.2 offers sentences, with which pronunciation can be practiced. In addition, song passages that are known to the learners may be used to train the pronunciation of the most important sounds. Again, for German learners these are the following discriminations:
- voiceless vs. voiced consonants, particularly at the end of words
- [w] vs. [v]
- [æ] vs. [e]

Additional gestures may be used for symbolizing/remembering a sound. Some ideas:
- The fist may be used with voiceless sounds (with [θ] directly in front of the mouth); the "OK" gesture for voiced sounds (with [ð] directly in front of the mouth)
- With [w], the palm of the hand may be put under the cin, with [v] in front of the teeth.
- With [æ], the thumb may be stretched away from the other fingers, with [e], thumb and index finger are put together.

In addition, quizzes may be used, e.g.:
"In which of these words is the first sound voiceless, in which of these words is the first sound voiced?"
You may also use metaphors from the professional field of the learner to explain the production of a sound.

4 Lesson Plans

Preliminary tests with these materials have shown that beginner classes are often very heterogeneous. The concrete selection of the materials suggested in this book have to take into account this fact.
Experience has shown that at the beginning of a lesson it may be useful to include a specific pronunciation exercise (5-10 minutes). Group Material 2.2 is a list of useful sentences for practising successful pronunciation.
For the rest of the lesson there are basically three types of contents:
(1) presentation of new material
(2) exercises on new material

(3) review exercises

All three of them are ideally delegated to students in expert groups of 2-4 people with the material in this book. Expert teams ("mini-teacher teams") should be formed and provided with the relevant material in the lesson prior to the actual teaching task so that learners have a chance to familiarize themselves with the material at their own learning tempo. Weaker students may rather get review exercises to lead. Better students may rather get tasks on "new material". The intended effect is that learners have gained a self-confident compentence of communicating in English on a basic level, in an atmosphere of empathy and tolerance. Those who have to listen can train their listening comprehension, but also their competence in asking questions politely. The materials (or previous versions) were tested and should work the way they are (the texts stick to words the learners know or explain new words). On the other hand, learners may also be encouraged to be creative and come up with suggestions of alternative ways for teaching the contents they are responsible for. However, the learner groups should discuss their alternatives with their teacher first.

Several of the lessons are packed with a large amount of new words (esepcially 3, 8, 9 and 11). It is therefore also conceivable that the monologic presentation of new words and sentences is more effectively done by the teacher, especially with methods that have empirically been proven to lead to good memorization results, such as suggestopedic methods. If the teacher is trained in these, they may be a reasonable alternative here. In fact, gifted students may slowly learn such techniques as well and finally present new vocabulary precisely according to such a technique.

Before students go in front of the class as "mini-teachers", each expert team needs to get 5 to 15 minutes (depending on the tasks) to make sure that they all have understood what their task is and to discuss the exact distribution of single tasks. During such preparatory phases, the teacher can specifically work with "weaker" students. The teacher can also give each "weak" learner specific material that is more adequate for his or her learning type. Once introduced, several exercises in this book and in *WttW* can be done over and over again. If students have a hard time in being creative, they should first be encouraged to learn brief passages of dialogs by heart; once they have managed to remember them by heart, they can very slowly replace bits of the dialog by words and phrases that actually concern themselves personally.

If the class is very weak in pronunciation so that you do not want the conversations to be presented by the learners, you could use the CD that goes with *WttW* (further information on how to purchase it on http://www.-basicglobalenglish.com). In order to use the "sandwich technique" you can proceed the following way: play the CD – when there is a new word/phrase, press PAUSE/STOP – say the new word/phrase again and give the equivalent in the learners' language plus, if the construction deviate from each other, the literal translation – say the new word/phrase again – go on with the CD.

As already said, some chapters are rather dense. Some chapters can turn out cognitively complex due to their grammar load, especially 6 and 7. The teacher should strive for giving the essence of these grammar chapters rather quickly and then go on with the exercises that embed the grammar.

The material can be covered in 14-16 meetings, if the learners are already familiar with the Latin alphabet. The meetings could be structured as follows (Ch. = Chapter in *WttW*):

Meeting	Contents
1	Organizational matters, Ch. 2+3
2	Ch. 3 (rest)
3	Ch. 4
4	Ch. 5
5	Ch. 6
6	Ch. 7
7	Ch. 8
8	Ch. 8 (rest) + 9
9	Ch. 9 (rest) + general revision
10	Ch. 10
11	Ch. 11
12	Ch. 11 (rest) + Ch. 12
13	Ch. 13
14	Ch. 14
15	Alternatives: (1) Texts from Ch. 16; (2) Presentations by learners on selected topics; (3) general revision; (4) revision of culture contrasts; (5) Ch. 15
16	Alternatives: (1) Texts from Ch. 16; (2) Presentations by learners on selected topics; (3) general revision; (4) revision of culture contrasts; (5) Ch. 15

(Ch. 15 can be covered in self-taught manner.)

Again, each lesson also contains the revision of the preceding session, or sessions. Again, at least meetings 1-9 should begin with pronunciation exercises of 5-10 minutes. Show the learners what they have managed to do by giving a summary at the end of each lesson. Once a game is introduced it may also be used in other lessons, e.g. "Happy Families", "Bingo", "A to Z Quiz". On the basis of the quizzes in *Welcome to the World* learners and teachers may also create their own quizzes.

You will now be given some more concrete remarks for the outline of each lesson. For the first two lessons, probably the most difficult ones, detailed suggestions are given.

Lessons 1 and 2
(1) Organisational matters
(2) Greetings and introducing oneself
The teacher says hello and introduces him/herself. "Hello, everybody! My name is XY [first name + last name]. Call me Mr./Ms. Y [or X]. I am from Z. I teach. I am a teacher. I am your teacher." Write down your name and the words *teacher* and *teach* on the board. [now slowly to one male learner; optional: shaking hands] "Hello! My name is Ms. XY. What is your name?" [learner says his name, e.g. David Miller; he does not have to answer with a full sentence]. "Hello, Mr. Miller / David. Where are you from? What is your job?" Maybe the teacher has to help to find the right name and writes it on the board—the teacher points out if the word is part of the BGE core vocabulary. If there is no real occupational term, one of the following phrases may be used. All of them should be introduced during the greeting section (sheet "Jobs"):

> I work at/for the ABC company
> I (buy and) sell X.
> I make X.
> My job is (buying and) selling X.
> My job is making X.

Then the teacher asks a female learner. [optional: shaking hands] "Hi! My name is XY. What is your name?" [learner says her name, e.g. Sarah Antonio; it does not need to be a full sentence] - "Hello Ms. Antonio. [Use *Ms.* [mɪz], not *Mrs.* or *Miss*]. What is your job?" The teacher goes on asking others learners for their names, places of living and professions and at the some point should ask a learner to take the teacher-role and question another learner; then this learner takes the teacher-role etc. ("teacher-role rotation/TRR"). Whether you use the given name or *Mr. / Ms.* plus the family name depends on your cultural conventions. This should also be pointed out to the class.

Time permitting, the teacher might also point out pronunciation equivalents of well integrated internationalisms, e.g. *biologist, physicist, mathematician*.

The teacher can then introduce *WttW* 3.3, 3.4, 3.5, 3.6.
(3) Intercultural awareness
The teacher makes the learners aware that there are different ways of greeting each other in different countries. Some bow, some shake hands, some do look at each other when saying hello, others don't. For some it is very important to mention the other person's name, for others it is not so important. In Germany, for example, we usually shake hands and look at each other, no matter if woman or man, child or adult. But there were also times when people used to bow or drop a curtsey and did not touch each other. The teacher may tell the learners that when they are in a foreign country, they should try to observe how the natives greet each other and how they greet foreigners. They may point out that giving your profession and your position in a company is very important in so-called status-oriented countries, such as many Asian countries. Optionally, the teacher could visualize international greetings by collecting pictures or photographs on a transparency and showing it to the learners.
(4) Vocabulary learning
The teacher may now want to explain how the acquisition of the general and the personal vocabulary should be done with the help of Material 0.3 in this book.
(5) Conversation
The teacher now presents the first conversation: *WttW* 3.1. Here the students should get to know the "sandwich technique" for the first time. The CD may be used for this. Students may be encouraged to learn the dialog first by heart and then replace, if they want to, single elements by words that they really need in such a situation. The teacher points out that *WttW* 3.2 lists the vocabulary, which can also be found in their mother-tongue in the