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Welcome, Global Players!

*Basic Global English (BGE)
for Adult Learner Groups*

—
Deutsche Version



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Preface / Vorwort

Liebe Lernergruppen, liebe Lehrkräfte,

herzlich willkommen zu *Welcome, Global Players!* (*WGP*). Mit diesem Kurs wollen Sie zu Weltspieler 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 Selbstlernmaterialien *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 Selbstlernmaterialien *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 Seitenhälfte 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 "dreitätiglich" - 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 getestet werden). Eine Alternative hat mein Student Robert Steinhauser mit seinem Programm *ADVANCED* entwickelt (<https://www.advanced-online.eu/>).
- (3) Wenn Sie mit Karteikarten arbeiten, können Sie Lernpatienten legen. Sie sehen wie folgt aus: In einer unteren 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.

0.4 Classroom phrases

Deutsch	English
1. Fülle die Zeilen aus, bitte. “Füllen ein die Zeilen, bitte.”	Fill in the lines, please.
2. Bringe Bild und Wort zusammen. “Zusammenbringen Bild und Wort.”	Match picture and word.
3. arbeite mit deinem Nachbarn.	Work with your neighbor.
4. Präsentiert euer/eure/euren Dialog/Gespräch - ...Abschnitt - ...Antworten.	Present your conversation/talk - ... section - ...answers.
5. Komm an die Tafel, bitte.	Come to the board, please.
6. Lies Satz Nummer ..., bitte.	Read sentence number ..., please.
7. Übersetze dies ins Englische, bitte.	Translate this into English, please.
8. Lauter, bitte.	Louder, please.
9. Nicht so schnell, bitte.	Not so fast, please.
10. Kannst du es nochmal sagen, bitte. “Können du sagen es wieder, bitte.”	Can you say it again, please.
11. Was ist die Antwort?	What is the answer?
12. Frage jemanden.	Ask somebody.
13. Kann jemand helfen?	Can somebody help?
14. Ist das richtig? / Ist das korrekt?	Is this right? / Is this correct?
15. Nein, das ist falsch. / Das ist nicht richtig.	No, this is wrong. / This is not correct.
16. Warum ist es falsch?	Why is it wrong?
17. Was ist ... auf deutsch? - ... auf englisch?	What is ... in German? - ... in English?
18. Wie schreibt man das? - Wie spricht man das? “Wie tun du schreiben dies? - Wie tun du aussprechen dies?”	How do you write this? - How do you pronounce this?
19. Mach weiter, bitte. - Mach die nächste Aufgabe. “Gehen weiter/auf, bitte”	Go on, please. - Do the next task.
20. (Sehr) gut, danke.	(Very) good, thank you.

0.5 Rules for the Game “Happy Families”

Make teams of 4 learners. Each team gets a deck of cards.

Each player gets 5 cards. There are 4 items of every object, e.g. 4 coffee pictures, 4 tea pictures etc. The task is to collect complete sets of an object.

One player starts. If the player has Tea No. 2, the player can say to another player: “Show me Tea Number 3”. If this other player has Tea Number 3, this player gives it to the first player. If the player does not have Number 3, the player answers “Go Fish!”. The first player “fishes” the top card from the deck and the other player can ask another player for a card.

When a player has a complete book (= all 4 cards of a thing), he puts it on the table. The game is over when a player has no more cards. A new game can start then.

0.6 A to Z Game

The learners are divided into groups. A learner thinks of a word and indicates the number of letters on the board by way of underline characters (_), e.g. *book* = _ _ _ _. Then the first group says a letter. If the letter is not in the word, the next group can suggest one. If the letter is in the word, then the group may continue to suggest letters until there is a wrong letter or until they have solved the word.

Group Material

1 Letters + Internationalisms

Da im Deutschen die lateinische Schrift verwendet wird, kann dieses Kapitel von Lernern deutscher Muttersprache übersprungen werden. Es kann aber zum Kennenlernen von englischen Namen, international bekannten Wörtern und ersten kleinen Sätzen dienen. Im Übrigen finden Sie in diesem Kapitel einige Listen von Internationalismen.

2 Sounds

Group Material 2.1 The International Phonetic Alphabet (IPA)

Konsonanten

sound	German example	English example
[b]	<u>Ball</u>	<u>ball</u> , <u>Bob</u>
[p]	<u>Pop</u>	<u>pop</u>
[d]	<u>da</u>	<u>daddy</u>
[t]	<u>Team</u>	<u>team</u>
[g]	<u>gut</u>	<u>girl</u>
[k]	<u>kalt</u>	<u>Kirk</u> , <u>cool</u>
[f]	<u>faul</u>	<u>foul</u>
[v]	<u>Veteran</u> , <u>Wetter</u>	<u>veteran</u>
[s]	<u>Wasser</u> , <u>was</u> , <u>reißen</u> , <u>süddt.</u> <u>so</u> , <u>reisen</u>	<u>song</u>
[z]	norddt. <u>so</u> , <u>reisen</u>	<u>zoo</u> , <u>zero</u>
[ʃ]	<u>schauen</u>	<u>show</u>
[ʒ]	-	<u>measure</u>
[θ]	-	<u>Thank you.</u>
[ð]	-	<u>That's it.</u>
[n]	<u>nein</u>	<u>no</u>
[m]	<u>Mama</u>	<u>mom</u> , <u>mam</u>
[ŋ]	<u>singen</u> , <u>Gesang</u>	<u>song</u> , <u>singer</u>
[r]	<u>rennen</u>	<u>run</u>
[l]	<u>links</u>	<u>link</u>
[h]	<u>heiß</u>	<u>hot</u>

Eine sehr wesentliche Unterscheidung im Englischen ist jene zwischen stimmhaften Lauten und stimmlosen Lauten. Stimmhafte Laute sind solche, bei denen die Stimmlippen mit in Schwingung versetzt werden. Man kann sie spüren, wenn man die Finger an den Kehlkopf legt. Deutsche Sprecher müssen dabei beachten, dass im Deutschen jedes [d], [b], [g] und [z] im Auslaut eines Wortes automatisch zu [t], [p], [k] und [s] wird (z.B. *baden* [d], aber *Bad* [t]; *loben* [b], aber *Lob* [p], *tagen* [g], aber *Tag* [k]). Prüfen Sie sich: sprechen Sie langsam und fühlen Sie mit ihren Fingern die Schwingungen der Stimmlippen am Kehlkopf. Diese lautliche Automatisierung gibt es im Englischen nicht. Achten Sie also darauf, dass Sie *dad* zweimal mit [d], *Bob* zweimal mit [b] und *gag* zweimal mit [g] sprechen.

Vokale

Bisher haben wir Konsonanten/Mitlaute besprochen. Jetzt kommen wir zu den Vokalen/ Selbstlauten. Vokale sind grundsätzlich stimmhaft. Sie werden durch verschiedene besondere Zungenstellungen erzeugt. Einige englische Vokale stimmen ziemlich genau mit deutschen Vokalen überein.

sound	German example	English example
[i:]	<i>lieben</i>	<i>beat</i>
[u:]	<i>Pool, rufen</i>	<i>cool, pool, Luke</i>
[ə]	<i>Wasser</i>	<i>water, lover, American</i>
[ɪ]	<i>bitte</i>	<i>bit</i>
[ʊ]	<i>stumm</i>	<i>put, good</i>
[ɒ]	<i>Hotdog</i>	<i>hot dog, mom</i>
[a:]	<i>Vater</i>	<i>father; dance, last, bathroom</i>
[aɪ]	<i>ein, Kaiser</i>	<i>time, high</i>
[aʊ]	<i>Maus</i>	<i>mouse</i>
[ɪə]	<i>Bier</i>	<i>pier</i>
[eə]	<i>fair; Meer</i>	<i>fair</i>
[ɔ:]	—	<i>Shaw</i>
[æ(:)]	—	<i>fat, dad, mam</i>
[e]	—	<i>internet, website</i>
[ɜ:]	—	<i>sir, word, pearl, burger</i>
[ʌ]	—	<i>cutter, club, pumps, love</i>
[eɪ]	—	<i>day, name, hey</i>
[oʊ]	—	<i>stone, show</i>

Halbkonsonanten

Es sind noch zwei Laute zu erwähnen, die man als Halbkonsonanten oder Halbvokale bezeichnet: [j] (*year*) und [w] (*water*). Den ersten gibt es auch im Deutschen (z.B. *Jahr*), den zweiten nicht. Ihn bildet man gleichsam wie *u*, das man sehr schnell “in den nächsten Vokal hinein” spricht.

Group Material 2.2: Pronunciation exercise for Germans

1. Wonderful! ['wʌndərfʊl]
2. Willy – villa ['wili 'vɪla]
3. Sue – zoo [su: zu:]
4. sherry – cherry – Jerry ['ʃeri tʃeri 'dʒeri]
5. Jack – check [dʒæk tʃek]
6. Thanks, Sam! [θæŋks sæm]
7. Bruce – Blues [bru:s blu:z]
8. the Blues [ðə blu:z]
9. Bruce sings the blues ['bru:s sɪŋz ðə 'blu:z]
10. Jazz – chess [dʒæz tʃes]
11. life – live [laɪf laɪv]
12. plan – plans [plæn plænz]
13. Ken's home – Kent's home [kenz houm kents houm]
14. notes – codes [nouts koudz]
15. ranch – orange [ræntʃ 'ɔrəndʒ]
16. beef – Steve [bi:f sti:v]
17. Stan and Ken love jazz and chess ['stæn ænd 'ken lʌv 'dʒæz ænd 'tʃes]
18. sit – Sid [sɪt sɪd]
19. blocks – blogs [blɒks blɒgz]
20. block – blog [blɒk blɒg]
21. note – code [nout koud]
22. Brad – bread [bræd bred]
23. ex – eggs [eks egz]
24. Ken can sing jazz
25. foot – food [fʊt fu:d]
26. I need three single rooms.

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. I am Tom.
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 baking. Rico is a baker. Rico's favorite sport is football. Rico's hobby is making music.*

Group Material 3.3 Review exercise: Word quiz

Listen to the text. Match picture and name.

Who is ...?

A -



Marco

B -



Paul

C -



Tony

D -



Hanna

E -



Lili

F -



Maria

G -



Bobo

H -



Mario

I -



Ivan

Group Material 3.4 Review exercise: Word quiz

(1) Make a quiz for your partner like Quiz 3.3.

- A-  Ali
- B-  Boto
- C-  Chang
- D-  Dino

(2) Make a quiz for your partner like Quiz 3.3.

- A-  Ana
- B-  Bella
- C-  Celine
- D-  Dana

4 Welcome

Group Material 4.1 Number exercise



Listen to the questions. Write down the questions and the answers.

Question 1:

Question 2:

Question 3:

Question 4:

Group Material 4.2 Question-and-answer quiz



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

1.? 1a. From Germany.
 1b. Ken Jackson.
 1c. This is your key.

2.? 2a. Seven o six.
 2b. From seven to ten.
 2c. This is your key.

3.? 3a. October 5.
 3b. New York.
 3c. Thank you.

4.? 4a. I have to go now.
 4b. I work for a shop that sells books.
 4c. You are welcome.

5.? 5a. From England.
 5b. Yes.
 5c. At the hotel.

Group Material 4.3 Bingo

You need a paper with 16 fields. Write different numbers into the fields. Choose numbers between 11 and 40. A game leader reads out the bingo numbers that s/he draws from the box. The others cross out the numbers that they have in their table as soon as the game leader says them. The one learner whose table is completely crossed out first is the winner. As soon as s/he is finished the winner cries out 'Bingo!'.

5 Breakfast, lunch, dinner

Group Material 5.1 Culture quiz

Listen to the text. Match country and picture.

India – Japan – Europe – Australia – the Middle East – China

1



2



3



4



5



6



Group Material 5.2 Review word quiz

Listen to the text. Match name and picture.

Which picture shows the favorite food of ...?

- | | | |
|-----|---|-------|
| 1 - |  | Marco |
| 2 - |  | Paul |
| 3 - |  | Tony |
| 4 - |  | Hanna |
| 5 - |  | Lili |
| 6 - |  | Maria |
| 7 - |  | Bobo |
| 8 - |  | Mario |
| 9 - |  | Ivan |

Group Material 5.3 Telephone conversation

- Hello.
 - Yes. How can I help you?
 - It depends.
When do you need the room?
 - OK. And for how many people?
 - OK. With or without breakfast?
 - OK. That would be 20 dollars per night and per person.
 - Fine.
Could you say your name again?
 - How do you spell that?
 - OK, Ms. Beda. Thank you very much.
 - Bye.
- Hello. Is this the Hotel International?
 - My name is Anna Beda. I would like to book a room.
How much is the night?
 - I need a room from July 23 to July 27.
 - For 3 people.
 - With breakfast, please.
 - That is OK.
 - Beda, Anna Beda.
 - B E D A.
 - Thank you. Good-bye.

Text	Aussprache	Entsprechung	wörtliche Übersetzung
How can I help you?	[hau kæn ai 'help ju:]	Wie kann ich Ihnen helfen?	“Wie kann ich helfen euch?”
How much is the night?	[hau mʌtʃ ɪz ðə nait]	Wieviel kostet die Übernachtung?	“Wie viel ist die Nacht?”
It depends.	[ɪt dr'pendz]	Es kommt darauf an.	(it depend+s) “Es beruh-t”.
When do you need the room?	[wen du: ju: ni:d ðə ru:m]	Wann brauchen Sie das Zimmer?	“Wann tut ihr brauchen das Zimmer?”
how many	[hau 'meni]	wie viele	
That would be 20 \$ per night and per person.	[ðæt wud bi: twenti 'dɒlərz pɜ:r 'naɪt ænd pɜ:r 'pɜ:rsən]	Das wären 20 \$ pro Nacht und pro Person.	“Das würden sein 20 \$ pro Nacht und pro Person.”

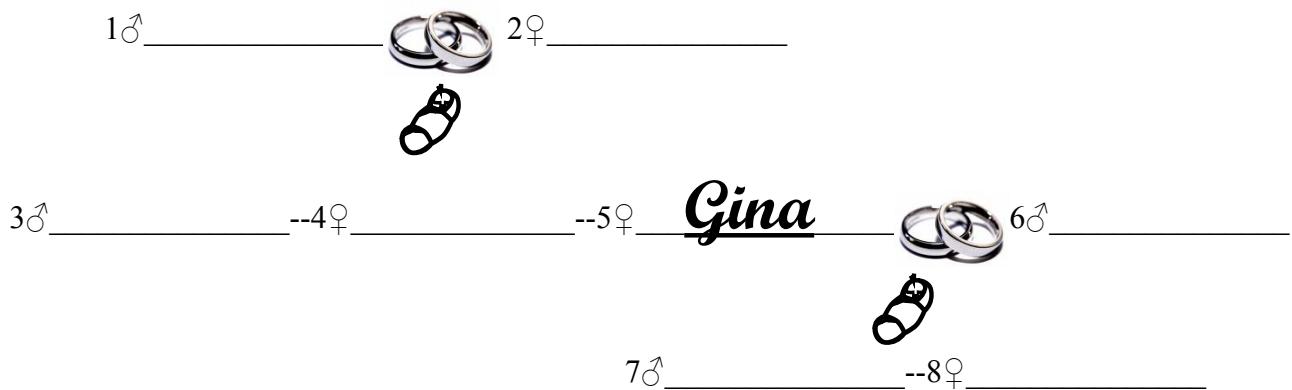
6 Family

Group Material 6.1 Word exercise: A family tree

Gina's family:

Leonardo
Marco
Maria
Rita
Silvio
Sofia
Vito

Listen to the information.



Group Material 6.2 Word exercise

Look at Gina's family. Listen to the questions and give the answers.

What are ...?

Vito and **Gina** – They are and

1..... and - They are..... and

2..... and - They are..... and

3..... and - They are..... and

4..... and - They are..... and

Help:

husband and wife – father and daughter – son and mother – brother and sister

Group Material 6.3 Question-and-answer quiz

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

1.? 1a. She likes reading books.
 1b. His name is Ben.
 1c. My hobby is horse-riding.
2.? 2a. Swimming.
 2b. October.
 2c. Soup.
3.? 3a. Yes, this is my mother.
 3b. Yes, this is my daughter.
 3c. Yes, this is my brother.
4.? 4a. Yes, at 10:30, please.
 4b. My husband, please.
 4c. Some fruits, please.
5.? 5a. Yes, this is our breakfast.
 5b. Yes, it is their food.
 5c. Yes, I like playing football.

7 Days and Actions

Group Material 7.1 Question-and-answer quiz

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

1.? 1a. On Thursdays, we cook with friends.
 1b. I went swimming.
 1c. On Tuesdays, I play games with my family.

2.? 2a. Next Friday, we will go to a concert.
 2b. We will travel to my father and mother.
 2c. I painted pictures.

3.? 3a. I went to a doctor.
 3b. No, on Tuesday.
 3c. No, for two days.

4.? 4a. I saw a dance show.
 4b. On Fridays, I play football.
 4c. I ate sausages.

5.? 5a. I made music with my children.
 5b. No, three.
 5c. I will sing a song.

Group Material 7.2 Review exercise: Past and future

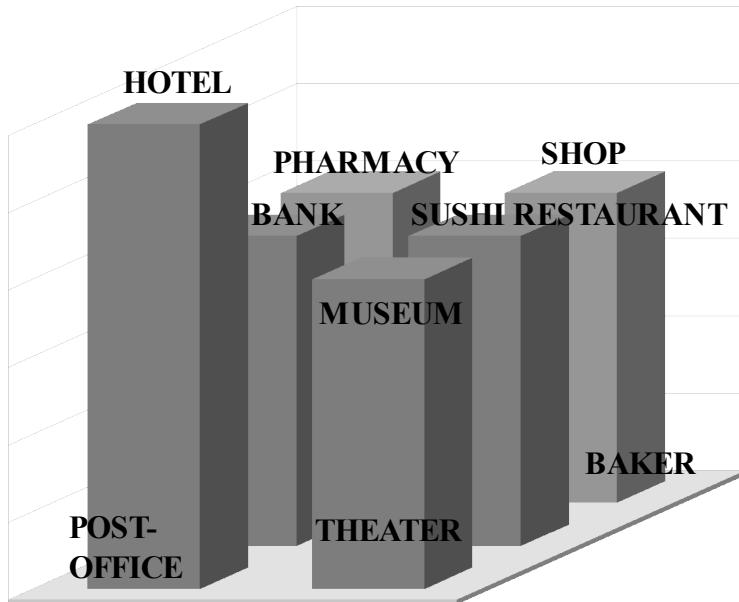
	<i>last Monday</i>	<i>next Monday</i>
Ria ♀	go to a concert	visit a museum
Akiko ♀	be on holiday	sing with friends
Vera ♀	make music	read a book
Misha ♂	have no work	play football
Antonio ♂	buy a computer	sell the computer
Muhammad ♂	work at the hotel	work at the hotel

1.
2.
3.
4.

8 Asking for the way

Group Material 8.1 Word exercise

Where is the ...?



Group Material 8.2 Question-and-answer quiz

Listen to the questions and mark the answer that makes sense.

1.? 1a. It is the man across the street.
 1b. Yes, please take one.
 1c. You have to turn left at the traffic lights.

2.? 2a. No, it is very far.
 2b. Yes, it is very far.
 2c. Yes, the bus stop is across the street.

3.? 3a. Yes, it is very cold.
 3b. I can drive you to the river.
 3c. It is between the bank and the train station.

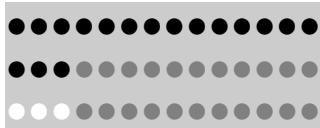
4.? 4a. Yes, please.
 4b. I am sorry, I have no idea.
 4c. No, she is not here.

5.? 5a. No, sorry, you can buy one at the shop.
 5b. Yes, it is just two blocks away.
 5c. Yes, above the hotel.

9 Telling about things

Group Material 9.1 Question-and-answer quiz

Box 1 (42 balls)



Box 2 (14 balls)



Which box ...?

- | | Box 1 | Box 2 |
|------------------------------|-----------------------|-----------------------|
| 1. ... is longer? | <input type="radio"/> | <input type="radio"/> |
| 2. ... has more black balls? | <input type="radio"/> | <input type="radio"/> |
| 3. ... is lighter? | <input type="radio"/> | <input type="radio"/> |
| 4. ... is taller? | <input type="radio"/> | <input type="radio"/> |
| 5. ... is more empty? | <input type="radio"/> | <input type="radio"/> |

Group Material 9.2 Question-and-answer quiz

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

1.? 1a. It is not only for young people.
 1b. He is not tall.
 1c. She is only 16.

2.? 2a. No. Coffee, please.
 2b. It is not short, it is long.
 2c. The yellow one or the green one?

3.? 3a. This is black.
 3b. This is easy.
 3c. This is strong.

4.? 4a. The red one is worse than the yellow one.
 4b. It is a map of New York.
 4c. Of course.

5.? 5a. It is very low.
 5b. It is very sweet.
 5c. It is very thin.

Group Material 9.3 Question-and-answer quiz

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

1. 1a. Happy Birthday.
 1b. Here is a glass of water.
 1c. Today is Friday.
2.? 2a. No, I am not angry.
 2b. No, I am Russian.
 2c. No, I had 2 sandwiches.
3.? 3a. Sorry, it is too empty for me.
 3b. Sorry, it is too heavy for me.
 3c. Sorry, it is too weak for me.
4.? 4a. No, she is still single.
 4b. Very retired.
 4c. Very tired.

Group Material 9.4 Question-and-answer quiz

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

1.? 1a. Yes, I am very sad.
 1b. Yes, I am very happy.
 1c. Yes, I am full of fear.
2.? 2a. On Tuesday, I went swimming.
 2b. On Tuesday, I want to visit a museum.
 2c. On Thursday, I had dinner with some friends.
3.? 3a. He was very happy.
 3b. We were angry.
 3c. They felt good.
4.? 4a. No, I work as a postman.
 4b. Yes, I worked so much.
 4c. No, I am Marco.
5.? 5a. On Thursday, I normally read a book.
 5b. You are welcome.
 5c. No, I just had a glass of water.

Group Material 9.5 Language Rodeo

Go to one of the START questions in the following game. Try to find the right answer from the three or four answers in the middle part. When you have marked an answer, look at the right side to see which element you should go to now.

Like in a rodeo, the questions will be more and more difficult. If your answer is not correct, you have to go back to one of the START questions again. If you manage to answer four questions, you are a BGE Rodeo master.

1. START: What is this? 	A girl. → A lake. → A little. →	Go to 14. Go to 15. Go to 22.
2. START: What is this? 	A corner. → A road. → A square. →	Go to 8. Go to 12. Go to 13.
3. START: What is this? 	A car. → A station. → A train. →	Go to 13. Go to 15. Go to 16.
4. START: What is this? 	Dancing. → Reading. → Swimming. →	Go to 21. Go to 15. Go to 19.
5. Small is the contrast of ...	bad → big → difficult → fine →	Go to 13. Go to 18. Go to 22. Go to 8.
6. Long is the contrast of ...	along → fine → short → strong →	Go to 15. Go to 26. Go to 28. Go to 29.
7. Great!	You are a BGE Rodeo master!	
8. Sorry! Your answer was wrong.	Please go back to one of the START questions (1-4).	
9. Which 2 answers are correct? He is the father of a ... A. brother – B. daughter – C. son – D. wife	AB → AC → AD → BC → BD → CD →	Go to 13. Go to 23. Go to 26. Go to 7. Go to 29. Go to 21.
10. Sorry! Your answer was wrong.	Please go back to one of the START questions (1-4).	
11. Which 2 answers are correct? After heavy work you are ... A. light – B. simple – C. thirsty – D. tired	AB → AC → AD → BC → BD → CD →	Go to 22. Go to 23. Go to 26. Go to 29. Go to 31. Go to 17.
12. Which words have the same first sound? <i>juice</i> and ...	<i>child</i> → <i>German</i> → <i>yellow</i> →	Go to 22. Go to 6. Go to 23.
13. Sorry! Your answer was wrong.	Please go back to one of the START questions (1-4).	

14. Which words have the same first sound? <i>one</i> and ...	<i>open</i> → <i>vegetables</i> → <i>week</i> →	Go to 8. Go to 23. Go to 5.
15. Sorry! Your answer was wrong.	Please go back to one of the START questions (1-4).	
16. Which words have the same first sound? <i>sell</i> and ...	<i>circle</i> → <i>thing</i> → <i>zero</i> →	Go to 24. Go to 26. Go to 29.
17. Great!	You are a BGE Rodeo master!	
18. Which 2 answers are correct? The weather can be ... A. far – B. hot – C. weak – D. wet	AB → AC → AD → BC → BD → CD →	Go to 29. Go to 8. Go to 15. Go to 23. Go to 25. Go to 26.
19. Which words have the same first sound? <i>apple</i> and ...	<i>angry</i> → <i>April</i> → <i>egg</i> →	Go to 27. Go to 8. Go to 13.
20. Great!	You are a BGE Rodeo master!	
21. Sorry! Your answer was wrong.	Please go back to one of the START questions (1-4).	
22. Sorry! Your answer was wrong.	Please go back to one of the START questions (1-4).	
23. Sorry! Your answer was wrong.	Please go back to one of the START questions (1-4).	
24. Weak is the contrast of ...	full → heavy → low → strong →	Go to 8. Go to 13. Go to 15. Go to 11.
25. Great!	You are a BGE Rodeo master!	
26. Sorry! Your answer was wrong.	Please go back to one of the START questions (1-4).	
27. Empty is the contrast of ...	complex → diffult → full → true →	Go to 21. Go to 15. Go to 9. Go to 22.
28. Which 2 answers are correct? I feel ... A. happy – B. sad – C. smile – D. worry	AB → AC → AD → BC → BD → CD →	Go to 7. Go to 8. Go to 13. Go to 22. Go to 23. Go to 29.
29. Sorry! Your answer was wrong.	Please go back to one of the START questions (1-4).	
30. Great!	You are a BGE Rodeo master!	

10 Asking for help

Group Material 10.1 Conversation disorder

Put the sentences into the correct order.

- A - Help! This is an emergency!
- B - OK, but I do not have a phone.
- C - Then you should call the police.
- D - You are welcome.
- E - Go to the pharmacy there. They will have a phone.
- F - How can I help you? What is your problem?
- G - I had an accident. I crashed into another car.
- H - Yes, a woman. Her foot is broken.
- I - Was someone in the other car?
- J - OK, thank you.

1	= A	6	=
2	=	7	=
3	=	8	=
4	=	9	=
5	=	10	= D

Group Material 10.2 Conversation disorder

Put the sentences into the correct order.

- A - Good afternoon, officer. I need your help.
- B - OK. We will ask the food-seller and we will inform the judge.
- C - Good afternoon. What happened?
- D - No. But the man who sells food at the beach says that a boy was going from clothes to clothes.
- E - Yes. I was swimming in the sea.
- F - Somebody stole my money.
- G - No. But the food-seller can.
- H - Can you describe the boy?
- I - So it happened at the beach?
- J - Do you know who did it?

1	= A	6	=
2	=	7	=
3	=	8	=
4	=	9	=
5	=	10	= B

Group Material 10.3 Emergency quiz

Sie besuchen ein Museum und gehören zu einer der folgenden Gruppen.

1. Sie befinden sich in der Arbeitswelt-Abteilung.
2. Sie befinden sich in der Bauernhof-Abteilung.
3. Sie befinden sich in der Gemälde-Abteilung.

Plötzlich kommt eine Durchsage. Was sollen Sie tun?

11 Shopping

Group Material 11.1 Question-and-answer quiz

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

1.? 1a. It is better to buy a new belt.
 1b. It is better to buy a new coat.
 1c. No, we do not have fixed prices.

2.? 2a. Yes, just go up the stairs, please.
 2b. No, only shirts, jackets, coats and trousers.
 2c. We are closed after 17:30.

3.? 3a. You can meet him in the shop.
 3b. No, only large.
 3c. No, we do not sell food here.

4.? 4a. Yes, of course.
 4b. Yes, we sell tickets at our shop.
 4c. No, the show is already over.

5.? 5a. Medium.
 5b. Middle.
 5c. More.

Group Material 11.2 Role-plays

- (1) Du brauchst ein neues Hemd und eine neue Jacke. Du gehst in einen Laden. (Die Lehrkraft kann den Gesprächspartner spielen, falls sich in der Klasse kein Kleidungsverkäufer befindet.)
- (2) Du brauchst Medizin für einen Freund, der Kopfschmerzen hat. Du gehst in eine Apotheke. (Die Lehrkraft kann den Gesprächspartner spielen, falls sich in der Klasse kein Apotheker befindet.)
- (3) Du brauchst Milch/Wasser für das Baby einer Freundin. Die Freundin muss auf das Baby aufpassen. Du gehst zum Markt. (Die Lehrkraft kann den Gesprächspartner spielen, falls sich in der Klasse kein Markt- oder Getränkeverkäufer befindet.)
- (4) Du brauchst Nahrung für das Kind einer Freundin. Die Freundin muss auf das Kind aufpassen. Du gehst zum Markt. (Die Lehrkraft kann den Gesprächspartner spielen, falls sich in der Klasse kein Markt- oder Nahrungsmittelverkäufer befindet.)
- (5) Du gehst in einen Laden, um etwas zu kaufen, das Du dringend brauchst. (Die Lehrkraft kann den Gesprächspartner spielen, falls sich in der Klasse kein Ladenverkäufer befindet.)
- (6) Ihr seid Personen A und B. Ihr trefft euch, weil eure Firmen wollen, dass ihr zusammen arbeitet und Werbung für einen Englischkurs macht, den ihr beide besucht habt. Der Englischlehrer selbst ist noch nicht da, so dass ihr das Gespräch alleine beginnen müsst.
- (7) Ihr seid Personen A und B. A will ihr Auto verkaufen. B möchte es kaufen und besucht daher A.
- (8) Ihr seid Personen A und B. A will ein altes Buch verkaufen. B möchte es kaufen und besucht daher A.
- (9) Ihr seid Personen A und B. A verkauft Tee zu einem günstigen Preis. B möchte welchen kaufen und ruft daher A an.
- (10) Ihr seid Personen A und B. A verkauft verschiedene Gemüsesorten zu einem günstigen Preis. B möchte welche kaufen und ruft daher A an.

12 Being at someone's home

Group Material 12.1 Question-and-answer quiz

1.? 1a. Yes. Do you have a cupboard for the bread?
 1b. Yes. Do you have a knife for the bread?
 1c. Yes. Do you have a pot for the bread?
2.? 2a. Just a small part.
 2b. Mr. Miller.
 2c. On the bottom floor of the building.
3.? 3a. They are in the corner.
 3b. They are Maria's and Vito's sons.
 3c. Just call them.
4.? 4a. There is still something in the bowl.
 4b. There is still something in the door.
 4c. There is still something on the wall.
5.? 5a. You can sleep in the next room.
 5b. You can wash your hands in the next room.
 5c. You can work in the next room.

Group Material 12.2 My home



Draw your own home and describe it to others.

13 At work

Group Material 13.1 Quiz: What am I?

In every line, you will read the sense of two things that have the same name. Your task: Find the word for the two senses in each line.

What am I?

- (A) 1. I am a place where two streets meet. 2. I am a place where two walls meet.

- (B) 1. I am part of a business report. 2. You can put food, books and other things on me.

- (C) 1. You can write me. 2. You can use me for spelling words.

- (D) 1. I am a tool that works with a computer. 2. I am a person that helps in making books.

- (E) 1. You can also call me “country”. 2. You can also call me “condition”.

- (F) 1. I am what scissors do. 2. I am what clothes-makers do.

Group Material 13.2 Role-plays

- (1) Ihr seid Personen A von der Firma XXX und B von der Firma YYY. A muss B anrufen, weil XXX nicht das richtige Produkt von YYY erhalten hat.
- (2) Ihr seid Personen A von der Firma XXX und B von der Firma Y. A muss B anrufen, weil das Produkt, das XXX von YYY erhalten hat, nicht funktioniert.
- (3) Ihr seid Personen A von der Firma XXX und B von der Firma YYY. A soll B anrufen, damit YYY das Produkt Nummer Y-135/JZ an As Privatadresse schickt.

Group Material 13.3 Telephone conversation

- Hello.
- Yes, how can I help you?
- This is Mika Romanus speaking.
- Hi Anna, the weather is beautiful here. How are you?
- What is it? How can I help you?
- What happened to them?
- I am sorry for the trouble. Let me take care of that. Can you send one of the tools back to my company? I am sure we can solve the problem then.
- You are welcome.
- Bye-bye, Anna.
- Hello. Is this ABC Company?
- My name is Anna Beda. I would like to speak to Mr. Mika Romanus.
- Hello, Mika. What is the weather like in your country?
- I am fine, thanks. Listen, Mika, we have a little emergency here.
- The tools that my company got from your company were all broken.
- We do not know. They just did not work.
- OK, thanks.
- Good-bye, Mika.

Group Material 13.4 Question-and-answer quiz

1. ?
 - 1a. My head hurts.
 - 1b. I am sorry.
 - 1c. I think there is just a misunderstanding.
2. ?
 - 2a. My boss will have to decide.
 - 2b. No, we have no air-conditioning here.
 - 2c. Yes, we suggest this.
3. ?
 - 3a. Do not worry. Your words were very clear.
 - 3b. When will we deal with it?
 - 3c. No, we do not sell shoes.
4. ?
 - 4a. No, it has just the chair.
 - 4b. No, it only shows the old lists.
 - 4c. No, the bus will take you to the airport.

14 Traveling

Group Material 14.1 Question-and-answer quiz

1.? 1a. A flower.
 1b. A star.
 1c. A tree.

2.? 2a. To make a new fault.
 2b. To make a new house.
 2c. To make a new mirror.

3.? 3a. He is from Canada.
 3b. It is from the city forest.
 3c. I would do that.

4.? 4a. Behind our house.
 4b. In the bottle.
 4c. On the cupboard.

5.? 5a. It is clear. It will rain soon.
 5b. It is dark. It will rain soon.
 5c. It is the sea.

Expert Material (Mini-Teacher Material)

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.

Step 1:

You say (slowly, loudly, clearly): *Take [teɪk] the book / Nehmt das Buch / Take the book “Welcome, Global Players”. Look at 3.1 [θri: wʌn] / Schaut auf 3.1 / Look at 3.1. 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 [wʌn]: What is your name?

Number 2 [tu:]: What is your job?

Number 3 [θri:]: What is your hobby?

Number 4 [fɔ:r]: I am a policeman.

Number 5 [faɪv]: Sorry, I have to go now.

Step 2:

You read the questions again. Make a pause after a question.

Step 3:

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. [...]

Expert Material 3.B Review word quiz

Your task is to lead the quiz with Group Material 3.3 in this book. This is an exercise on words for jobs and hobbies.

Step 1:

Say (slowly, loudly, clearly): *Take the book / Nehmt das Buch / Take the book “Welcome, Global Players”. Look at 3.3 [θri: θri:] / Schaut auf 3.3 / Look at 3.3. We give you information / Wir geben euch Information / We give you information ... on the person. Match picture and name / Paart Bild und Name / Match picture and name.* Read out the following sentences. Make a pause after a sentence.

- a. *Marco is a writer.*
- b. *Paul’s hobby is dancing.*
- c. *Tony’s hobby is horse-riding.*
- d. *Hanna loves making music.*
- e. *Lili’s favorite sport is swimming.*
- f. *Maria is a baker.*
- g. *Bobo loves painting.*
- h. *Mario’s job is farming.*
- i. *Ivan is a policeman.*

Step 2:

Read the sentences again.

Step 3:

Ask the class. 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 .

Who is who?

<i>Who is Marco?</i>	[correct answer: C]
<i>Who is Paul?</i>	[correct answer: E]
<i>Who is Tony?</i>	[correct answer: D]
<i>Who is Hanna?</i>	[correct answer: I]
<i>Who is Lili?</i>	[correct answer: F]
<i>Who is Maria?</i>	[correct answer: A]
<i>Who is Bobo?</i>	[correct answer: B]
<i>Who is Mario?</i>	[correct answer: G]
<i>Who is Ivan?</i>	[correct answer: H]

Eure Aufgabe ist, das Quiz mit Group Material 3.3 in diesem Buch zu leiten. Dies ist eine Übung zu Wörtern für Jobs und Hobbys.

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

Schritt 2: Ihr lest die Sätze nochmals.

Schritt 3: Ihr fragt die Klasse: 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. [...]

4 Welcome

Expert Material 4.A Numbers

Your task is to present the names of the numbers 0-31.

Step 1 (in your group): Look at 4.6 in “Welcome to the World”. Here are the names of the numbers 0-31. See how you form the numbers. Before you present the numbers, think of your phone number, 2 “plus questions”, and 2 “minus questions”.

Step 2 (in front of the class): Say: *Take “Welcome to the World”. Look at 4.6 [fɔ:r siks] / 4.6 / [fɔ:r siks]*. Read out the numbers in groups. Also the class should say the numbers in groups again. *Please say the words / sagt die Worte / say the words ... again with us / nochmal mit uns / again with us.*

Step 3: Give the class 2 minutes to read the numbers in silence.

Step 4: One of you says: *My phone number is* (with the phone number). Then ask your partner, or ask a student: *What is your phone number?* If a student is without a phone, the student can say: *I have no phone.* Then this student asks the next student and so on.

Step 5: Say: *Take “Welcome, Global Players!” Look at 4.1. Listen to my questions. Write down / Schreibt nieder / write down ... the questions and the answers / die Fragen und die Antworten / the questions and the answers.* Say your “plus questions” and your “minus questions”. Examples: *Question Number 1: What is 5 plus 4? ... Question Number 4: What is 11 minus 8?* Speak in slow motion. Then say the questions again in normal speed.

Step 6: Ask the class for the answers. Example: What is the correct answer for question number 1?. When a student gives you an answer, ask the class: Is this answer correct? And so on.

Eure Aufgabe ist, die Namen der Zahlen von 0-31 vorzustellen.

Schritt 1 (in eurer Gruppe): Betrachtet 4.6 in “Welcome to the World”. Hier sind die Namen der Zahlen von 0-31. Seht, wie man die Zahlen bildet. Bevor ihr die Zahlen präsentiert, denkt an eure Telefonnummer, 2 “Plus-Fragen” und 2 “Minus-Fragen”.

Schritt 2 (vor der Klasse): Sagt (langsam, laut und deutlich): [...]. Lest die Zahlen in Gruppen vor. Auch die Klasse soll die Zahlen in Gruppen nachsprechen.

Schritt 3: Gebt der Klasse 2 Minuten, um die Zahlen in Stille zu lesen.

Schritt 4: Einer von euch sagt: [...] (mit Telefonnummer). Dann frag deinen Partner oder frage einen Schüler: [...]. Wenn ein Schüler ohne Telefon ist, kann der Schüler sagen: [...]. Dann fragt dieser Schüler den nächsten Schüler. Und so weiter.

Schritt 5: Sagt: [...] Sagt eure “Plus-Fragen” und eure “Minus-Fragen”. Beispiele: [...]. Sprecht in Slow-Motion. Dann sagt die Fragen nochmal in normaler Geschwindigkeit.

Schritt 6: Fragt die Klasse nach den Antworten. Beispiel: [...] Wenn ein Schüler eine Antwort gibt, fragt die Klasse: [...]. Und so weiter.

Expert Material 4.B Months

Your task is to present the names of the months.

Step 1 (in your group):

Look at 4.11 in “Welcome to the World”. Here are the names of the months. Before you present the months, think of your birthday.

Step 2 (in front of the class):

Say: *Take “Welcome to the World” Look at 4.11 [fɔ:r t'levən] / 4.11 / [fɔ:r t'levən]*. Read out the months in groups. Also the class should say the months in groups again. *Please say the words again with us / sagt die Wörter nochmal mit uns zusammen / say the words again with us.*

Step 3:

Give the class 1 minute to read the months in silence: *Read the months in silence / in Stille / in silence.*

Step 4:

One of you says: *My birthday is in* Then ask your partner, or ask a student: *When is your birthday?* And so on.

Step 5:

Practice the months. Say: *Which / Welches / Which is the next month after / der nächste Monat nach / the next month after May?* When a student gives you an answer, ask the class: *Is this answer correct?* Then this student asks the next student. And so on.

Eure Aufgabe ist, die Namen der Monate vorzustellen.

Schritt 1 (in eurer Gruppe): Betrachtet 4.11 in “Welcome to the World”. Hier sind die Namen der Monate. Bevor ihr die Zahlen präsentiert, denkt an euer Geburtsdatum.

Schritt 2 (vor der Klasse): Sagt (langsam, laut und deutlich): [...]. Lest die Monate in Gruppen vor. Auch die Klasse soll die Monate in Gruppen nachsprechen.

Schritt 3: Gebt der Klasse 1 Minute, um die Monate in Stille zu lesen: [...].

Schritt 4: Einer von euch sagt: [...]. Dann frag deinen Partner oder frage einen Schüler: [...]. Und so weiter.

Schritt 5: Übt die Monate. Sagt: [...] Wenn ein Schüler eine Antwort gibt, fragt die Klasse: [...]. Dann fragt dieser Schüler den nächsten Schüler. Und so weiter.

Expert Material 4.C1 Conversation

Your task is to play the conversation in 4.1 in “Welcome to the World”.

One of you is the lady from the hotel,
one of you is Antonio Romano
one of you is the lady’s “background translator”
one of you is Antonio’s “background translator”

Step 1:

Say: *We now play a conversation at a hotel. Please read the text with us. Take “Welcome to the World”. Look at 4.1 [fɔ:r wʌn] / vier-eins / 4.1 [fɔ:r wʌn]. This is Antonio, this is a lady that works for the hotel. Play the conversation in slow motion, with background translators for new words (“sandwich technique”).*

Example of sandwich technique:

....

Communication Partner: *I have to go now.*

Background Translator: *“Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”*

Communication Partner: *I have to go now.*

....

Step 2:

Say: *Now we play the conversation again. Do not read the text now. Just look at us. Play the conversation in normal speed, without background translators.*

Step 3:

Two persons in the class should now read the conversation. Say:, you are Antonio., you are the lady at the hotel. Please read the text.

Step 4:

Say: *Now work in pairs / Nun arbeitet paarweise, wörtlich “arbeiten in Paaren” / Now work in pairs. Read the text. You can also change the words / die Wörter verändern / change the words: use / verwendet / use ... your name, your birthday, other room numbers.*

Eure Aufgabe ist, das Gespräch in 4.1 von “Welcome to the World” zu spielen.

Einer von euch ist die Dame im Hotel,
eine von euch ist Antonio Romano,
einer von euch ist der “Hintergrundübersetzer” der Dame,
einer von euch ist der “Hintergrundübersetzer” von Antonio.

Schritt 1: Sagt: [...]. Spielt das Gespräch in Slow-Motion (langsam, laut und deutlich), mit den Hintergrundübersetzern bei neuen Wörtern (“Sandwich-Technik”).

Beispiel für die Sandwich-Technik:

....

Communication Partner: *I have to go now.*

Background Translator: *“Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”*

Communication Partner: *I have to go now.*

....

Schritt 2: Sagt: [...]. Spielt das Gespräch in normaler Geschwindigkeit, ohne Hintergrundübersetzer.

Schritt 3: Sagt: [...]. Zwei Personen in der Klasse sollten nun das Gespräch lesen. Sagt: [...].

Schritt 4: Sagt: [...].

Expert Material 4.C2 Conversation

A = Antonio; L = Lady at the hotel

<i>Text</i>	<i>Aussprache</i>	<i>Entsprechung</i>	<i>wörtliche Übersetzung</i>
L: Hello.			
A: Hi. I booked a room.	[hai] [aɪ bukt ə ru:m]	Ich habe ein Zimmer bestellt.	“Ich buchte ein Zimmer.”
A: My name is Antonio Romano.			
L: Sorry - What is your name?	['spri] [wɒt ɪz 'jɔ:r neɪm]	Wie heißen Sie?	“Was ist euer Name?”
A: Romano, Antonio Romano. R-O-M-A-N-O.			
L: Romano. Ah yes. Welcome to our hotel!	['welkʌm tu aʊr hou'tel]	Herzlich willkommen in unserem Hotel	“Willkommen zu unserem Hotel”
L: Please fill in this form.	[pli:z fil 'ɪn ðɪs 'fɔ:rm]	Bitte füllen Sie dieses Formular aus.	“Bitte, füllen ein dies Formular.”
L: Thank you.	['θæŋk ju:]	Danke.	“Danke euch.”
L: O! Your birthday is missing.	[ou jɔ:r 'bɜ:rθdeɪ ɪz 'mɪsɪŋ]	Ihr Geburtstag fehlt.	“Euer Geburt-Tag ist fehlend.”
L: Can you give us your birthday, please?	[kæn ju: giv ʌs jɔ:r 'bɜ:rθdeɪ pli:z]	Können Sie uns Ihren Geburtstag geben, bitte?	“Könnt ihr geben uns euer Geburt-Tag, bitte?”
A: Sorry. My birthday is September 9, 1990.	['spri] [maɪ 'bɜ:rθdeɪ ɪz sep'tembər neɪn nain'ti:n nain'ti]	Mein Geburtstag ist der 9. September 1990.	“Mein Geburt-Tag ist September 9, 19-90.”
L: Thank you. Here is your key.	['θæŋk ju:] ['hɪər ɪz jɔ:r 'ki:]	Hier ist Ihr Schlüssel.	“Hier ist euer Schlüssel.”
L: Your room number is 6 4 2.	[jɔ:r 'ru:m nʌmbər ɪz 'siks 'fɔ:r 'tu:]	Ihre Zimmernummer ist 6 4 2.	“Eure Zimmer-Nummer ist 6 4 2.”
A: I do not understand.	[aɪ du: 'nɒt ʌndə'r'stænd]	Ich verstehe nicht.	“Ich tu nicht verstehen.”
A: Please say the number again.	[pli:z 'sei ðə 'nʌmbər ə'gen]	Bitte sagen Sie die Nummer nochmal.	“Bitte sagen die Nummer wieder.”
A: Slowly, please.	[sləʊli pli:z]	Langsam, bitte.	
L: 6-4-2.	['siks 'fɔ:r 'tu:]		
A: Thank you	['θæŋk ju:]		
L: You are welcome.	[ju: aɪr 'welkʌm]	Bitteschön.	“Ihr seid willkommen.”
L: You can use the lift or the stairs.	[ju: kæn ju:z ðə 'lift ɔ:r ðə 'sterz]	Sie können den Lift oder die Treppen nehmen.	“Ihr könnt benutzen den Lift oder die Treppen.”

Expert Material 4.D Question-and-answer quiz

Your task is to lead review exercise 4.2 in this book.

Step 1:

You say: *Take “Welcome, Global Players”. Look at 4.2 [fɔ:r tu:] / 4.2 / [fɔ:r tu:] . I read questions.*

You mark the answer that makes sense.

Then you read:

Number 1: What is your name?

Number 2: What is my room number?

Number 3: When is your birthday?

Number 4: What is your job?

Number 5: Where is my boss?

Step 2:

You read the questions again. Make a pause after a question.

Step 3:

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?

[1b. Ken Jackson.]

What is the answer for question number 2?

[2a. Seven o six.]

What is the answer for question number 3?

[3a. October 5.]

What is the answer for question number 4?

[4b. I work for a shop that sells books.]

What is the answer for question number 5?

[5c. At the hotel.]

Eure Aufgabe ist, die Wiederholungsübung 4.2 in diesem Buch zu leiten.

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

Dann lest ihr: [...]

Schritt 2: Ihr lest die Fragen nochmals.

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. [...]

5 Breakfast, lunch, dinner

Expert Material 5.A1 Conversation

Your task is to play the conversation in 5.1 in “Welcome to the World”. Try to be good actors.

One of you is the lady from the hotel,

one of you is Antonio Romano

one of you is the lady’s “background translator”

one of you is Antonio’s “background translator”

Step 1:

Say: *We now play a conversation at a hotel. This is Antonio, this is a lady that works for the hotel.*

Play the conversation in slow motion, with background translators for new words (“sandwich technique”).

Example of sandwich technique:

....

Communication Partner: *I have to go now.*

Background Translator: “*Ich muss jetzt gehen*”, wörtlich “*Ich habe zu gehen jetzt*”

Communication Partner: *I have to go now.*

....

Step 2:

Play the conversation in normal speed, without background translators.

Step 3:

Say: *Take “Welcome to the World”. Look at 5.1. Two persons in the class should now read the conversation. Say:, you are Antonio., you are the lady at the hotel. Please read the text.*

Step 4:

Say: *Now work in pairs / Nun arbeitet paarweise, wörtlich “arbeiten in Paaren” / Now work in pairs. Read the text. You can also change the words / die Wörter verändern / change the words: use / verwendet / use ... other numbers / andere Zahlen / other numbers.*

Eure Aufgabe ist, das Gespräch in 5.1 von “Welcome to the World” zu spielen. Versucht gute Schauspieler zu sein.
Einer von euch ist die Dame im Hotel,

eine von euch ist Antonio Romano,

einer von euch ist der “Hintergrundübersetzer” der Dame,

einer von euch ist der “Hintergrundübersetzer” von Antonio.

Schritt 1: Sagt (langsam, laut und deutlich): [...]. Spielt das Gespräch in Slow-Motion, mit den Hintergrundübersetzern bei neuen Wörtern (“Sandwich-Technik”). Beispiel für die Sandwich-Technik:

....

Communication Partner: *I have to go now.*

Background Translator: “*Ich muss jetzt gehen*”, wörtlich “*Ich habe zu gehen jetzt*”

Communication Partner: *I have to go now.*

....

Schritt 2: Spielt das Gespräch in normaler Geschwindigkeit, ohne Hintergrundübersetzer.

Schritt 3: Sagt: [...]. Zwei Personen in der Klasse sollten nun das Gespräch lesen. Sagt: [...].

Schritt 4: Sagt: [...].

Expert Material 5.A2 Conversation

A = Antonio Romano; L = lady at the hotel

<i>Text</i>	<i>Aussprache</i>	<i>Entsprechung</i>	<i>wörtliche Übersetzung</i>
A: Hello. Excuse me, please?	[eks'kju:z mi: pli:z]	Entschuldigung, bitte.	“Entschuldigen mich, bitte.”
L: Yes?			
A: When is breakfast time?	[wen ɪz 'brekfəst taim]	Wann ist Frühstückszeit?	
L: Breakfast is from 7 to 11. Lunch is from 12 to 2:30. Dinner is from 6 to 8:30.	[brekfəst ɪz frəm 'sevn tu r'levn] [lʌntʃ ɪz frəm 'twelv tu 'tu: 'θɜ:rti] ['dɪnər ɪz frəm 'siks tu 'eɪt 'θɜ:rti]		
A: So I can have breakfast now.	[sou aɪ kæn hæv 'brekfəst naʊ]	Also kann ich jetzt Frühstück haben.	“Also ich kann haben Frühstück jetzt.”
A: Wonderful! Where is the breakfast room?	[wer ɪz ðə 'brekfəst ru:m]	Wo ist der Frühstücksraum?	
L: In room 101.	[ɪn ru:m 'wʌn ou 'wʌn]		
A: Thank you.			
L: You are welcome.			

Expert Material 5.B New words

Your task is to present and practice the new words.

Step 1:

Ask students: *What is your favorite food? What is your favorite drink?* The teacher will help if a word is not on the list.

Step 2:

Say: *Now we want to play / wir wollen spielen, wörtlich “wir wollen zu spielen” / we want to play ... a game. One person says a word from the word-field / von dem Wortfeld / from the word-field “food and drinks”. Example / Beispiel / Example: fish. The word ends / endet / ends with the sound [ʃ] / dem Laut [ʃ] / the sound [ʃ]. Now you have to find / ihr müsst finden / you have to find ... a word from the field “foods and drinks” with [ʃ] at the start of the word. Example: sugar. This word ends in [r]. Now find a word with [r] at the start.*

Play with the whole class. Here is some help for you:

[b]	bread	[l]	lager	[s]	sandwich, sushi
[d]	drink	[m]	meat	[ʃ]	sugar
[dʒ]	juice	[n]	nasi goreng	[t]	tea, tapa
[g]	grappa	[oʊ]	aubergine ['oubərʒi:n]	[tʃ]	chop
[i:]	eat	[p]	potato	[z]	zucchini
[k]	coffee	[r]	rice		

Eure Aufgabe ist es, die neuen Wörter vorzustellen und zu üben. Ihr könnt dies auf folgende Weise machen.

Schritt 1: Fragt Schüler: [...] Der Lehrer wird helfen, falls ein Wort nicht in der Liste steht.

Schritt 2: Sagt: [...]

Spielt mit der ganzen Klasse. Hier ist etwas Hilfe für euch: [...]

Expert Material 5.C1 Conversation

Your task is to play the conversation in 5.5 in “Welcome to the World”. Try to be good actors.
One of you is the lady from the hotel,
one of you is Antonio Romano
one of you is the lady’s “background translator”
one of you is Antonio’s “background translator”

Step 1:

Say: *We now play a conversation at a hotel. This is Antonio, this is a lady that works for the hotel.*
Play the conversation in slow motion, with background translators for new words (“sandwich technique”).

Example of sandwich technique:

....

Communication Partner: *I have to go now.*

Background Translator: “*Ich muss jetzt gehen*”, wörtlich “*Ich habe zu gehen jetzt*”

Communication Partner: *I have to go now.*

....

Step 2:

Play the conversation in normal speed, without background translators.

Step 3:

Say: *Take “Welcome to the World”. Look at 5.5. Two persons in the class should now read the conversation. Say:, you are Antonio., you are the lady at the hotel. Please read the text.*

Step 4:

Say: *Now work in pairs. Read the text again. You can also change the words: use other food and drinks.*

Eure Aufgabe ist, das Gespräch in 5.5 von “Welcome to the World” zu spielen. Versucht gute Schauspieler zu sein.
Einer von euch ist die Dame im Hotel,
eine von euch ist Antonio Romano,
einer von euch ist der “Hintergrundübersetzer” der Dame,
einer von euch ist der “Hintergrundübersetzer” von Antonio.

Schritt 1: Sagt (langsam, laut und deutlich): [...]. Spielt das Gespräch in Slow-Motion, mit den Hintergrundübersetzern bei neuen Wörtern (“Sandwich-Technik”).

Beispiel für die Sandwich-Technik:

....

Communication Partner: *I have to go now.*

Background Translator: “*Ich muss jetzt gehen*”, wörtlich “*Ich habe zu gehen jetzt*”

Communication Partner: *I have to go now.*

....

Schritt 2: Spielt das Gespräch in normaler Geschwindigkeit, ohne Hintergrundübersetzer.

Schritt 3: Sagt: [...]. Zwei Personen in der Klasse sollten nun das Gespräch lesen. Sagt: [...].

Schritt 4: Sagt: [...].

Expert Material 5.C2 Conversation

A = Antonio Romano; L = lady at the hotel

<i>Text</i>	<i>Aussprache</i>	<i>Entsprechung</i>	<i>wörtliche Übersetzung</i>
L: Good morning.	[gʊd 'mɔ:rniŋ]	Guten Morgen.	“Gut Morgen.”
A: Good morning.			
L: Tea or coffee?	[ti: ɔ:r 'kɔfi]	Tee oder Kaffee?	
A: Coffee, please.	['kɔfi pli:z]		
L: With milk and sugar?	[wið 'mɪlk ænd 'ʃugər]	Mit Milch und Zucker?	
A: Milk, yes, please. Sugar, no, thanks. Thank you.			
L: You are welcome. Be careful. The coffee is hot.	[bi: 'kerfʊl] [ðə 'kɔfi ɪz hɒt]	Seien Sie vorsichtig. Der Kaffee ist heiß.	“Sei Sorge-voll.”
L: What would you like to eat?	[wɒt wud ju: laɪk tu it:]	Was möchte Sie gerne essen?	“Was würdet ihr mögen zu essen?”
L: We have eggs, fruits, vegetables, yogurt, fish and sausages.	[wi: hæv] [egz] [fru:ts] ['vedʒətəbəlz] [jou:gərt] [ænd 'sɔ:sɪdʒɪz]	Wir haben Eier, Obst, Gemüse, Jogurt, Fisch und Würstchen.	“Früchte”
A: I would like two eggs and some bread, please.	[aɪ wud laɪk tu: egz ænd] [sʌm bred pli:z]	Ich hätte gerne zwei Eier und etwas Brot, bitte.	“Ich würde mögen”

Expert Material 5.D Culture quiz

Your task is to present breakfast culture in different countries.

Step 1:

Say (slowly, loudly and clearly): *Take “Welcome, Global Players”. Look at the pictures in 5.1. We will give / Wir werden geben / We will give ... information on the countries that you can see here. Your task is to match picture and country name.*

Step 2:

Read out the following sentences. Make a pause after a sentence.

1. *What do they have for breakfast in India? In India they eat rice, vegetables and bread.*
2. *What do they have for breakfast in Japan? In Japan they eat rice, fish and eggs.*
3. *What do they have for breakfast in Europe? In Europe they eat bread, and they drink coffee and juice.*
4. *What do they have for breakfast in Australia? In Australia they eat eggs, sausages and tomatoes.*
5. *What do they have for breakfast in the Middle East? In the Middle East they eat fruits, vegetables, eggs and bread.*
6. *What do they have for breakfast in China? In China they eat rice and drink tea.*

Step 3:

Say: *Now we read the sentences again.* Read the sentences again.

Step 4:

Ask the class: *Which picture shows breakfast...*

<i>... in India?</i>	<i>correct answer: Number 6</i>
<i>... in Japan?</i>	<i>correct answer: Number 4</i>
<i>... in Europe?</i>	<i>correct answer: Number 2</i>
<i>... in Australia?</i>	<i>correct answer: Number 1</i>
<i>... in the Middle East?</i>	<i>correct answer: Number 5</i>
<i>... in China?</i>	<i>correct answer: Number 3</i>

If the answer is not correct, ask again: *What is the correct answer?* Make sure that all students understand the correct answer.

Eure Aufgabe ist es, Frühstückskultur in verschiedenen Ländern zu präsentieren.

Schritt 1: Sagt (langsam, laut und deutlich): [...]

Schritt 2: Lest die folgenden Sätze vor. Macht eine Pause nach jedem Satz. [...]

Schritt 3: Sagt: [...]. Lest die Sätze noch einmal.

Schritt 4: Fragt die Klasse: [...]. Falls die Antwort nicht korrekt ist, fragt nochmals: [...]. Vergewissert euch, dass alle Schüler die korrekte Antwort verstehen.

Expert Material 5.E Review exercise: Word quiz

Your task is to do review exercise 5.2 in this book.

Step 1:

Say (slowly, loudly, clearly): *Now we want to do an exercise on words for food. Take "Welcome, Global Players". Look at 5.2. Look at the pictures and names.*

Step 2:

Say: *Look at your sheet / "Blatt" / sheet. You can see the names of people. What is their favorite food? Now we give you the information. Your job is to match picture and name. (Make a pause after a sentence.)*

- a. *Marco's favorite food is fish.*
- b. *Paul loves soups.*
- c. *Tony likes eggs.*
- d. *Hanna loves eating fruits.*
- e. *Lili's favorite food is cheese.*
- f. *Maria loves vegetables.*
- g. *Bobo loves sausages.*
- h. *Mario likes cakes.*
- i. *Ivan loves potatoes.*

Step 3:

Say: *Now we read the sentences again.* Read the sentences again.

Step 4:

Say: *Now we would like to have your answers. Which picture shows Marco's favorite food? 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 all students understand the correct answer.*

- Which picture shows Marco's favorite food?*
- Which picture shows Paul's favorite food?*
- Which picture shows Tony's favorite food?*
- Which picture shows Hanna's favorite food?*
- Which picture shows Lili's favorite food?*
- Which picture shows Maria's favorite food?*
- Which picture shows Bobo's favorite food?*
- Which picture shows Mario's favorite food?*
- Which picture shows Ivan's favorite food?*

- [correct answer: Number 2]
- [correct answer: Number 9]
- [correct answer: Number 8]
- [correct answer: Number 4]
- [correct answer: Number 3]
- [correct answer: Number 5]
- [correct answer: Number 1]
- [correct answer: Number 7]
- [correct answer: Number 6]

Eure Aufgabe ist es, die Wiederholungsaufgabe 5.2 in diesem Buch zu machen.

Schritt 1: Sagt (langsam, laut und deutlich): [...]

Schritt 2: Sagt: [...] (Macht eine Pause nach einem Satz).

Schritt 3: Sagt: [...] Lest die Sätze nochmals vor.

Schritt 4: Sagt: [...] Wenn jemand eine Antwort gibt, fragt die anderen: [...] Falls die Antwort nicht korrekt ist, fragt nochmals: [...] Vergewissert euch, dass alle Schüler die korrekte Antwort verstehen.

Expert Material 5.F1 Review: Telephone conversation

Your task is to play a the telephone conversation 5.3 in “Welcome, Global Players”.
One of you is a man that works the hotel,
one of you is Anna,
one of you is the man’s “background translator”,
one of you is Anna’s “background translator”

Step 1:

Say (slowly, loudly, clearly): *We now play a telephone conversation.* Play the conversation in slow motion, with background translators for new words (“sandwich technique”).

Example of sandwich technique:

....
Conversation Partner: How much is it?
Background Translator: “Wieviel kostet das?”, wörtlich “Wie viel ist es?”
Conversation Partner: How much is it?
....

Step 2:

Play the conversation in normal speed, without background translators.

Step 3:

Say: *Take “Welcome, Global Players”.* Look at 5.3. *Read the telephone conversation in pairs. Then change the words: use other names, other numbers, other months.*

Eure Aufgabe ist, das Telefongespräch 5.3 in “Welcome, Global Players” zu spielen.
Einer von euch ist ein Mann, der im Hotel arbeitet,
eine von euch ist Anna,
einer von euch ist der “Hintergrundübersetzer” des Mannes,
einer von euch ist Annas “Hintergrundübersetzer”.

Schritt 1: Sagt (laut, klar, deutlich): *We now play a telephone conversation.* Spielt das Gespräch in Slow-Motion, mit den Hintergrundübersetzern bei neuen Wörtern (“Sandwich-Technik”).

Beispiel für die Sandwich-Technik:

....
Communication Partner: How much is it?
Background Translator: “Wieviel kostet das?”, wörtlich “Wie viel ist es?”
Communication Partner: How much is it?
....

Schritt 2: Spielt das Gespräch in normaler Geschwindigkeit, ohne Hintergrundübersetzer.

Schritt 3: Sagt: [...].

Expert Material 5.F2 Telephone conversation

New words are in **bold-print**.

- Hallo.
- Ja. **Wie kann ich Ihnen helfen?** (“**Wie können ich helfen euch?**”)
- **Es kommt darauf an** (“**Es beruht.**”).
Wann brauchen Sie das Zimmer? (“**Wann tut ihr brauchen das Zimmer?**”)
- OK. Und **für wie viele Personen?**
- OK. Mit oder ohne Frühstück?
- OK. **Das wären 20 Dollar pro Nacht und pro Person.** (“**Das würden sein 20 Dollar pro Nacht und pro Person.**”)
- Schön. Könnten Sie mir Ihren Namen nochmal sagen.
- Wie buchstabiert man das?
- OK, Ms. Beda. Vielen Dank.
- Auf Wiedersehen.
- Hallo. Ist dies das Hotel International?
- Mein Name ist Anna Beda. **Ich möchte gerne ein Zimmer buchen.** (“**Ich würde mögen zu buchen ein Zimmer**”).
Wieviel kostet die Übernachtung? (“**Wie viel ist die Nacht?**”)
- Ich brauche ein Zimmer vom 23. Juli bis 27. Juli.
- Für 3 Personen.
- Mit Frühstück, bitte.
- Das ist OK.
- Beda, Anna Beda.
- B E D A.
- Danke. Auf Wiedersehen.

6 Family

Expert Material 6.A New words: Family

Your task is to present and practice new words. You can do this the following way.

Step 1:

Say (slowly, clearly, loudly): *Take “Welcome to the World”. Look at 6.1. You see a family picture and a family tree / einen Stammbaum, wörtlich “einen Familien-Baum” / a family tree. Look at the family tree.*

Step 2:

Read the text in 6.2 (slowly, clearly, loudly). When you say “Who is this?”, point at the correct person in the picture. Make a pause after a sentence.

Step 3:

Now read the text again, line after line. The class should say line after line again: *Please say the words again with us.*

Eure Aufgabe ist es, neue Wörter zu präsentieren und zu üben. Ihr könnt dies auf folgende Weise machen.

Schritt 1: Sagt (langsam, deutlich, laut): [....]

Schritt 2: Lest den Text in 6.2 (langsam, deutlich, laut). Wenn ihr sagt “Who is this?”, deutet auf die korrekte Person im Bild. Macht eine Pause nach einem Satz.

Schritt 3: Nun lest den Text nochmals, Zeile für Zeile. Die Klasse sollte Zeile für Zeile nachsprechen: [....]

Expert Material 6.B1 Conversation

Your task is to play conversation 6.8 in “Welcome to the World”. Try to be good actors.

One of you is Charles,
one of you is Ivana,
one of you is Charles’s “background translator”,
one of you is Ivana’s “background translator”

Step 1:

Say (slowly, loudly, clearly): *We now play a conversation.* Play the conversation in slow motion, with background translators for new words (“sandwich technique”).

Example of sandwich technique:

....

Conversation Partner: How much is it?

Background Translator: “Wieviel kostet das?”, wörtlich “Wie viel ist es?”

Conversation Partner: How much is it?

....

Step 2:

Play the conversation in normal speed, without background translators.

Step 3:

Say: *Please, show us your family pictures.* Say to one student: *Please, come out and show us your family picture.* Point at a man on the picture and say: *Who is this?* Then ask: *What is his job? What is his hobby?*. Then point to a woman on the picture and say: *Who is this?* Then ask: *What is her job? What is her hobby?*

Step 4:

Say: *Now work in pairs. Show your partners your family pictures. Ask your partners about their family pictures.*

Eure Aufgabe ist, das Gespräch 6.8 in “Welcome to the World” zu spielen. Versucht gute Schauspieler zu sein.
Einer von euch ist Charles,
eine von euch ist Ivana,
einer von euch ist Charles’ “Hintergrundübersetzer”,
einer von euch ist Ivanas “Hintergrundübersetzer”.

Schritt 1: Sagt (laut, klar, deutlich): *We now play a conversation.* Spielt das Gespräch in Slow-Motion, mit den Hintergrundübersetzern bei neuen Wörtern (“Sandwich-Technik”).

Beispiel für die Sandwich-Technik:

....

Communication Partner: How much is it?

Background Translator: “Wieviel kostet das?”, wörtlich “Wie viel ist es?”

Communication Partner: How much is it?

....

Schritt 2: Spielt das Gespräch in normaler Geschwindigkeit, ohne Hintergrundübersetzer.

Schritt 3: Sagt: [...]. Sagt zu einem Schüler: [...]. Zeigt auf einen Mann auf dem Bild und sagt: *Who is this?* Dann fragt: [...]. Dann zeigt auf eine Frau auf dem Bild und sagt: *Who is this?* Dann fragt: [...].

Schritt 4: Sagt: [...].

Expert Material 6.B2 Conversation

C = Charles; I = Ivana

<i>Text</i>	<i>Aussprache</i>	<i>Entsprechung</i>	<i>wörtliche Übersetzung</i>
C: Hello. How are you?			
I: Fine, thanks.			
C: Look.	[lʊk]	Schauen Sie.	
C: This is a picture of my family.	[ðɪs ɪz ə 'piktʃər ɒv maɪ 'fæmɪli]	Dies ist ein Bild meiner Familie.	“Dies ist ein Bild von meiner Familie.”
C: This is my wife. Her name is Marie. This is my son. His name is Alain.	[ðɪs ɪz maɪ waɪf] [hɜːr neɪm ɪz ma'rɪ] [ðɪs ɪz maɪ sʌn] [hɪz neɪm ɪz a'leɪn]	Dies ist meine Frau. Ihr Name ist Marie. Dies ist mein Sohn. Sein Name ist Alain.	“Dies ist meine Frau.”
C: Are you married or single?	[aɪr ju: 'mærɪd ɔɪr 'sɪŋgəl]	Sind Sie verheiratet oder ledig?	“Sind Sie geheiratet oder einzeln?”
I: I am married.			
C: What is your husband's name?	[wɒt ɪz jɔːr 'hʌzbəndz 'neɪm]	Wie heißt Ihr Mann?	“Was ist Ihr Manns Name?”
I: His name is Sasha.			
C: Do you have children?	[du: ju: hæv 'tʃɪldrən]	Haben Sie Kinder?	“Tut ihr haben Kinder?”
I: We have a son and a daughter. Their names are Ivan and Anya.	[wi: hæv ə 'sʌn ænd ə 'dɔːtər] [ðeər 'neɪmz ɔɪr i'ven ænd 'anja]	Wir haben einen Sohn und eine Tochter. Ihre Namen sind Ivan und Anya.	“Ihre Namen sind Ivan und Anya.”
C: In our family, we all play tennis.	[ɪn aʊr 'fæmɪli wi: 'ɔɪ pləi 'tenɪs]	In unserer Familie spielen wir alle Tennis.	“In unserer Familie wir alle spielen Tennis.”
I: We also play tennis.	[wi: 'ɔɪlsou pləi 'tenɪs]	Wir spielen auch Tennis.	“Wir auch spielen Tennis.”
I: Ivan also loves football.	[i'ven ɔɪlsou lʌvz 'fʊtbɔːl]	Ivan mag auch Fußball.	
I: Anya's favorite sport is horse-riding.	['anjas 'feɪvərit spɔːrt ɪz 'hɔːrsraɪdɪŋ]	Anyas Lieblingssport ist Reiten.	
C: Do you have a brother or a sister?	[du: ju: hæv ə brʌðər ɔɪr ə 'sistər]	Haben Sie einen Bruder oder eine Schwester?	
I: No.			
C: Oh sorry. I have my next meeting.			
I: OK. Bye.			

Expert Material 6.C Word exercise: A family tree

Your task is to practice the “family” words with exercise 6.1 in this book.

Step 1:

Say (slowly, loudly and clearly): *Take “Welcome, Global Players”. Look at 6.1. This is Gina’s family tree. Who is who? We give you the information now. Your job is to write the names into the correct lines / die richtigen Zeilen / the correct lines.*

Step 2:

Read out the following sentences. Make a pause after a sentence.

Gina has a brother and a sister. Her brother’s name is Silvio. Her sister’s name is Maria.

Gina is married. Her husband’s name is Vito.

They have a son and a daughter. Their son’s name is Marco. Their daughter’s name is Rita.

Gina’s father is Leonardo. Her mother’s name is Sofia.

Step 3:

Read out the sentences again. Now you do not have to make a pause after a sentence.

Step 4:

Say to the class: *Now we want to have your answers. Who is Number 1? ... Who is Number 2? And so on. 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.

Number 1 = Leonardo

Number 2 = Sofia

Number 3 = Silvio

Number 4 = Maria

Number 5 = Gina

Number 6 = Vito

Number 7 = Marco

Number 8 = Rita

Eure Aufgabe ist, die “Familien”-Wörter mit Übung 6.1 in diesem Buch zu wiederholen.

Schritt 1: Sagt (langsam, laut, deutlich): [...]

Schritt 2: Lest die folgenden Sätze. Macht eine Pause nach einem Satz. [...]

Schritt 3: Lest die Fragen nochmals. Jetzt braucht ihr keine Pause nach einem Satz zu machen.

Schritt 4: 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. [...]

Expert Material 6.D Review: Question-and-answer quiz

Your task is to lead review exercise 6.3 in this book.

Step 1:

Say (slowly, loudly and clearly): *Take “Welcome, Global Players”. Look at 6.3. We read questions. You mark the answer that makes sense.*

Then you read:

Number 1: What is her hobby?

Number 2: What is his favorite sport?

Number 3: Is this your child?

Number 4: What would you like to eat?

Number 5: Is this our food?

Step 2:

You read the questions again. Make a pause after a question.

Step 3:

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. She likes reading books.]

What is the answer for question number 2?

[2a. Swimming.]

What is the answer for question number 3?

[3b. Yes, this is my daughter.]

What is the answer for question number 4?

[4c. Some fruits, please.]

What is the answer for question number 5?

[5a. Yes, this is our breakfast]

Eure Aufgabe ist, die Wiederholungsübung 6.3 in diesem Buch zu leiten.

Schritt 1: 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. [...]

Expert Material 6.E Review: A family tree

Your task is to do review exercise 6.2 in this book.

Step 1:

Say (slowly, loudly and clearly): *Take “Welcome, Global Players”. Look at 6.1. This is Gina’s family tree. Now we will do another exercise / eine weitere Übung / another exercise with Gina’s family tree. Look at Exercise 6.2.*

We will say two names. Your job is to write down the two names. Then you have to write down what the two persons are.

Example / Beispiel / Example: We say “What are Vito and Gina?”. You write down: “Vito and Gina. They are husband and wife.”

You can get help / Hilfe bekommen / get help under the exercise / unter der Übung / under the exercise. You can also try / versuchen / try without help.

Step 2:

Say: *Now listen to our questions.*

Question Number 1: What are Marco and Gina?

Question Number 2: What are Vito and Rita?

Question Number 3: What are Silvio and Maria?

Question Number 4: What are Leonardo and Sofia?

Step 3:

Say to the class: *Now we want to have your answers. 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.*

Number 1: Marco and Gina – they are son and mother.

Number 2: Vito and Rita – they are father and daughter.

Number 3: Silvio and Maria – they are brother and sister.

Number 4: Leonardo and Sofia – they are husband and wife.

Eure Aufgabe ist, die Wiederholungsübung 9.1 in diesem Buch zu leiten.

Schritt 1: Sagt (langsam, laut, deutlich): [...]

Schritt 2: Sagt: [...].

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. [...]

7 Days and Actions

Expert Material 7.A Question-and-answer quiz

Your task is to lead the review exercise with Group Material 7.1 in this book.

Step 1:

You say: *Take “Welcome, Global Players”. Look at 7.1. We read questions. You mark the answer that makes sense.*

Then you read:

Number 1: What do you usually do on Tuesdays?

Number 2: What will you do next holiday?

Number 3: Where were you last Monday?

Number 4: What did you eat last Friday?

Number 5: What did you do last Saturday?

Step 2:

You read the questions again. Make a pause after a question.

Step 3:

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?

[1c. On Tuesdays, I play games with my family.]

What is the answer for question number 2?

[2b. We will travel to my father and mother.]

What is the answer for question number 3?

[3a. I went to a doctor.]

What is the answer for question number 4?

[4c. I ate sausages.]

What is the answer for question number 5?

[5a. I made music with my children.]

Eure Aufgabe ist, die Wiederholungsübung mit Group Material 7.1 in diesem Buch 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. [...]

Expert Material 7.B Review exercise: Past and future

Your task is to lead the review exercise with Group Material 7.2 in this book.

Step 1:

In 7.2 you see (1) a list of names, (2) the things that the persons did last Monday and (3) the things that they will do next Monday. The things that they did or that they will do are only in the basic form.

You should form 4 questions that the class can answer with the list. Examples: "What did Ria do last Monday? What will Antonio do next Monday?" The other students have to write sentences with the correct forms.

Here are the correct answers:

Ria went to a concert. (not so good: Ria goed to a concert.)

Akiko went on holiday. (not so good: Akiko goed on holiday.) / Akiko was on holiday.

Vera made music. (also OK: Vera maked music.)

Misha had no work. (not so good: Misha haved no work.)

Antonio bought a computer. (also OK: Antonio buyed a computer.)

Muhammad worked at the hotel.

Ria will visit a museum.

Akiko will sing with friends.

Vera will read a book.

Misha will play football.

Antonio will sell the computer.

Muhammad will work at the hotel.

Write down your questions:

- 1.
- 2.
- 3.
- 4.

Step 2:

Say to the class (slowly, loudly, clearly): *Take "Welcome, Global Players". Look at 7.2. You can see what these persons did last Monday and what they will do next Monday. You see the information in the words' basic forms. Now we will ask 4 questions. Your job is to write down the answers with the correct forms.*

Step 3:

Say: *Now we want to have your answers. Who has the answer to question number 1?* 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.

Eure Aufgabe ist, die Wiederholungsübung mit Group Material 7.2 in diesem Buch zu leiten.

Schritt 1: In 7.2 seht ihr (1) eine Liste von Namen, (2) die Dinge, die die Personen letzten Montag machten, (3) die Dinge, die sie nächsten Montag machen. Die Dinge, die sie machten oder die sie machen werden, stehen nur in der Grundform. Ihr solltet 4 Fragen bilden, die die Klasse mit der Liste beantworten kann. Beispiele: [...]. Die anderen Studenten müssen dann Sätze mit den richtigen Formen bilden. Hier sind die richtigen Antworten: [...] Schreibt eure Antworten auf: [...]

Schritt 2: Sagt zur Klasse (langsam, laut, deutlich): [...]

Schritt 3: Sagt: [...] 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. [...]

8 Asking for the way

Expert Material 8.A New words

Your task is to present the words for building and places in 8.3 in “Welcome to the World”. You can do this the following way.

Step 1:

Say (slowly, clearly, loudly): *We now present [pri'zent] words for buildings / Gebäude, wörtlich “Bau-ereien” / buildings and places / Orte / places. Take “Welcome to the World”. Look at 8.3.*

Step 2:

Read out the words from the list. The class should say a word again. *Please say the words again with us.*

Step 3:

One of you says: *Look at 8.5. One of you reads Part 1 of the exercise and then you give examples. Ask one of the partners: What is your city's name? What do you have in your city? The partner answers and then says to the class. Now you should work in pairs. Say what you have in your city.*

Eure Aufgabe ist Wörter für Orte zu präsentieren. Ihr könnt dies auf folgende Weise machen.

Schritt 1: Sagt (langsam, klar, laut): [...].

Schritt 2: Lest die Wörter der Liste vor. Die Klasse sollte ein Wort wiederholen.

Schritt 3: Einer von euch sagt: [...]. Einer von euch liest Teil 1 der Übung und gibt dann Beispiele. Fragt einen der Partner: [...] Der Partner antwortet und sagt dann: [...]

Expert Material 8.B1 Conversation

Your task is to play conversation 8.1 in “Welcome to the World”. Try to be good actors.

One of you is the tourist in the street,

one of you is the man in street

one of you is the tourist’s “background translator”

one of you is man’s “background translator”

Step 1:

Say (slowly, loudly, clearly): *We now play a conversation in the street. Please read the text with us. Take “Welcome to the World”. Look at 8.1. This is a tourist, this is a man in the street. Play the conversation in slow motion, with background translators for new words (“sandwich technique”).*

Example of sandwich technique:

....

Communication Partner: *I have to go now.*

Background Translator: “*Ich muss jetzt gehen*”, wörtlich “*Ich habe zu gehen jetzt*”

Communication Partner: *I have to go now.*

....

Step 2:

Say: *We now play the conversation again. Please do not read now. Look at us. Play the conversation in normal speed, without background translators.*

Step 3:

Two persons in the class should now read the conversation. Say:, you are the tourist., you are the man in the street.

Step 4:

Say: *Now work in pairs. Read the text. You can also change the words: use other numbers, places and buildings.*

Eure Aufgabe ist, das Gespräch 8.1 in “Welcome to the World” zu spielen. Versucht gute Schauspieler zu sein.

Einer von euch ist die Touristin,

eine von euch ist der Mann auf der Straße,

einer von euch ist der “Hintergrundübersetzer” der Touristin,

einer von euch ist der “Hintergrundübersetzer” des Mannes.

Schritt 1: Sagt (langsam, laut, deutlich): [...]. Spielt das Gespräch in Slow-Motion (langsam, laut und deutlich), mit den Hintergrundübersetzern bei neuen Wörtern (“Sandwich-Technik”).

Beispiel für die Sandwich-Technik:

....

Communication Partner: *I have to go now.*

Background Translator: “*Ich muss jetzt gehen*”, wörtlich “*Ich habe zu gehen jetzt*”

Communication Partner: *I have to go now.*

....

Schritt 2: Sagt: [...]. Spielt das Gespräch in normaler Geschwindigkeit, ohne Hintergrundübersetzer.

Schritt 3: Sagt: [...]. Zwei Personen in der Klasse sollten nun das Gespräch lesen. Sagt: [...].

Schritt 4: Sagt: [...].

Expert Material 8.B2 Conversation

T = Tourist; M = Man in the street

<i>Text</i>	<i>Aussprache</i>	<i>Entsprechung</i>	<i>wörtliche Übersetzung</i>
T: Excuse me. Can you help me, please?		Entschuldigung.	“Entschuldigen mich.”
M: Yes, of course.	[jes ov 'kɔ:rs]	Ja, natürlich.	
T: Can you tell me the way to the post-office?	[kæn ju: tel mi ðə 'wei tu ðə 'poustɔfɪs]	Können Sie mir den Weg zum Postamt sagen?	“Könnt ihr sagen mir den Weg zu dem Post-Amt?”
M: First, go straight on, on “Museum Street”.	[fɜ:rst gou 'streit 'ɒn]	Gehen Sie zunächst geradeaus weiter, auf der Museumsstraße.	“Erst, gehe geradeaus weiter, auf Museum-Straße.”
M: Then turn right at the second traffic lights.	[ðen tɜ:rn rait æt ðə 'sekənd træfɪk laits]	Dann biegen Sie rechts an der zweiten Ampel ab.	“Dann abbiege rechts an den zweiten Verkehr-Lichtern.”
M: The name of the road is “D Street”. Follow “D Street”.	['folou 'di: stri:t]	Folgen Sie der D-Straße	“Folgen D-Straße.”
M: At the next crossroads, the corner of “D Street” and “President Road”, you can see the post-office.	[æt ðə 'nekst krosroudz] [ðə 'kɔ:rnər ov 'di: stri:t ænd 'prezɪdənt roud] [ju: kæn si: ðə 'poustɔfɪs]	An der nächsten Kreuzung, der Ecke von D-Straße und Präsidentenstraße, können Sie das Postamt sehen.	“An den nächsten Kreuz-Straßen,” “der Ecke von D-Straße und Präsident-Straße,” “ihr könnt sehen das Post-Amt”.
T: Do I need a taxi or can I walk there?	[du: aɪ ni:d ə 'tæksi ɔ:r kæn aɪ 'wɔ:k ðer]	Brauche ich ein Taxi oder kann ich dorthin gehen?	“Tu ich brauchen ein Taxi oder kann ich spazieren dort?”
M: You can go there by foot. It is not far from here, just 6 or 7 minutes. Look at your map. It is just 3 blocks away.	[ju: kæn gou ðer baɪ 'fʊt] [ɪt ɪz nɒt fa:r frɒm hɪr] [dʒʌst siks ɔ:r 'sevən mɪnɪts] [lʊk æt jɔ:r mæp] [ɪt ɪz dʒʌst θri: blɒks ə'wei]	Sie können zu Fuß dorthin gehen. Es ist nicht weit von hier, nur 6 oder 7 Minuten. Schauen Sie auf Ihre Karte. Es ist nur 3 Block weg.	“Ihr könnt gehen dort zu Fuß.”

Expert Material 8.C1 Conversation

Your task is to play the conversation in 8.11 in “Welcome to the World”. Try to be good actors.
One of you is the tourist,
one of you is the man in street,
one of you is the tourist’s “background translator”
one of you is man’s “background translator”

Step 1:

Say (slowly, loudly, clearly): *We now play a conversation in the street. Read the text with us. Take “Welcome to the World”. Look at 8.11. This is a tourist, this is a man in the street. Play the conversation in slow motion, with background translators for new words (“sandwich technique”).*

Example of sandwich technique:

....

Communication Partner: *I have to go now.*

Background Translator: *“Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”*

Communication Partner: *I have to go now.*

....

Step 2:

Say: *We now play the conversation again. Now do not look at the text. Look at us. Play the conversation in normal speed, without background translators.*

Step 3:

Say: Two persons in the class should now read the conversation. Say:, *you are the tourist*., *you are the man in the street*. Please read the text.

Step 4:

If you have a map of your town, say: *Now work in pairs and play a conversation. Ask for the way to a place in our town.* If there is no map of your town, say: *Now work in pairs and play a conversation. Work with the map / mit der Straßenkarte / with the map of New York in 8.10 in “Welcome to the World”.*

Eure Aufgabe ist, das Gespräch in 8.11 von “Welcome to the World” zu spielen. Versucht gute Schauspieler zu sein.
Einer von euch ist die Touristin,
eine von euch ist der Mann auf der Straße,
einer von euch ist der “Hintergrundübersetzer” der Touristin,
einer von euch ist der “Hintergrundübersetzer” des Mannes.

Schritt 1: Sagt (langsam, laut, deutlich): [...]. Spielt das Gespräch in Slow-Motion (langsam, laut und deutlich), mit den Hintergrundübersetzern bei neuen Wörtern (“Sandwich-Technik”).

Beispiel für die Sandwich-Technik:

....

Communication Partner: *I have to go now.*

Background Translator: *“Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”*

Communication Partner: *I have to go now.*

....

Schritt 2: Spielt das Gespräch in normaler Geschwindigkeit, ohne Hintergrundübersetzer.

Schritt 3: Sagt: [...]. Zwei Personen in der Klasse sollten nun das Gespräch lesen. Sagt: [...].

Schritt 4: Wenn ihr einen Stadtplan eurer Stadt habt, sagt: [...]. Wenn ihr keinen Stadtplan habt, sagt: [...]

Expert Material 8.C2 Conversation

T = Tourist; M = Man in the street

<i>Text</i>	<i>Aussprache</i>	<i>Entsprechung</i>	<i>wörtliche Übersetzung</i>
T: Excuse me. Is there a bank around here?	[ɪz ðər ə 'bæŋk ə'raʊnd hɪr]	Gibt es hier in der Nähe eine Bank?	"Ist dort eine Bank herum hier?"
M: No, I am sorry. Take bus number 2.	[teɪk 'bʌs nʌmbər 'tu:]	Nehmen Sie Bus Nr. 2.	
The bus stop is right across the street	[ðə 'bʌs stɒp ɪz rait ə'krɒs ðə stri:t]	Die Bushaltestelle ist gleich über die Straße.	"Die Bus-Halte ist recht hinüber die Straße."
M: Get off the bus at the supermarket. There is also a bank.	[get ɒf ðə bʌs ət ðə 'su:pərmɑ:kɪt]	Steigen Sie am Supermarkt aus.	"Erlangen hinweg den Bus an dem Supermarkt."
T: Which building is it?	[wɪtʃ 'bildɪŋ ɪz ɪt]	Welches Gebäude ist es?	
M: It is the building at the end of the street.	[ɪt ɪz ðə 'bildɪŋ ət ðə end ɒv ðə stri:t]	am Ende der Straße	
T: Thank you very much.			
M: You are welcome			

Expert Material 8.D New words: The place of things

Your task is to present the words for speaking about the place of things.
You can work with a ball and a box for this.

Step 1:

Say (slowly, clearly, loudly): *We now present [pr'zent] words for speaking about the place of things. Take "Welcome to the World". Look at 8.13. Here are the new words. Now look at our ball and our box. Please repeat the words again with us.*

Step 2:

One of you says: *Now take "Welcome, Global Players". Look at 8.1. Work in pairs and ask questions. We show you two examples. Give two examples (Where is the hotel? - It is above post-office.).*

Eure Aufgabe ist Wörter zum Beschreiben des Ort von Dingen zu präsentieren.
Ihr könnt dazu mit einem Ball und einer Box arbeiten.

Schritt 1: Sagt (langsam, klar, laut): [...].

Schritt 2: Einer von euch sagt: [...] Gebt zweie Beispiele.

Expert Material 8.E Question-and-answer quiz

Your task is to lead review exercise 8.2 in this book.

Step 1:

You say: *Take “Welcome, Global Players”. Look at 8.2. We read questions. You mark the answer that makes sense.*

Then you read:

Number 1: Where can I find a bank?

Number 2: Can I walk there?

Number 3: Which building is the school?

Number 4: Do you know the way to the harbor?

Number 5: Do you have a map?

Step 2:

You read the questions again. Make a pause after a question.

Step 3:

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?

[1c. You have to turn left at the traffic lights.]

What is the answer for question number 2?

[2a. No, it is very far.]

What is the answer for question number 3?

[3c. It is between the bank and the train station.]

What is the answer for question number 4?

[4b. I am sorry, I have no idea.]

What is the answer for question number 5?

[5a. No, sorry, you can buy one at the shop.]

Eure Aufgabe ist, die Wiederholungsübung 8.2 in diesem Buch zu leiten.

Schritt 1: Ihr sagt: [...]

Dann lest ihr: [...]

Schritt 2: Ihr lest die Fragen nochmals. Macht eine Pause nach einem Satz.

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. [...]

9 Telling about things

Expert Material 9.A New words: Colors

Your task is to present the names of the colors. You can do this the following way.

Step 1:

Say: *Take “Welcome to the World”. Look at 9.1. Here are the names of the colors / Farben / colors.*
Read out the names of the colors. Then the class should say the words again.

Step 2:

Say (slowly, clearly, loudly): *Now, we want to contrast cultures / vergleichen Kulturen / contrast cultures.*

Not all cultures / Nicht alle Kulturen / Not all cultures ... have our number of color terms. Some countries do not have a word for ‘orange’; in these [ði:z] countries, orange is a kind / eine Art / a kind ... of ‘red’ or ‘yellow’. In Russia, they have two words for ‘blue’: one word for ‘dark blue’ / dunkel-blau / ‘dark blue’... and one word for ‘light blue’ / hell-blau / ‘light blue’.

Cultures see things in different ways / auf unterschiedliche Weisen, wörtlich “in verschiedenen Wegen” / in different ways. In western countries, the sun is yellow, in Japan the sun is red. In Western countries, people say that the traffic lights are red, yellow, and green. In Japan and in China, people say that the traffic lights are red, yellow, and blue.

Colors are also symbols / Symbole / symbols. Red in the west is a symbol for ‘love’, for ‘danger’ [deindʒər] / Gefahr / danger ... and for ‘stop’. Red in China is a symbol for ‘happy’ / froh / ‘happy’ ... and for ‘good luck’ [lʌk] / Glück, wörtlich “gutes Glück” / good luck. Green in the west is a symbol for ‘birth’ and for ‘nature’ ['neitʃər] / ‘Natur’ / ‘nature’. In India, green is a symbol of ‘Islam’ [is'la:m]. White in western countries is a symbol for ‘peace’ / Frieden / ‘peace’, for ‘doctors’, for ‘clean’, for ‘good’, and for ‘marrying’. In eastern countries, white is a symbol for ‘end of life’.

Colors can be important / wichtig / important ... when you would like to sell something or when you would like to make a birthday present / ein Geburtstagsgeschenk / a birthday present.

Step 3:

Say: *Now we want to do an exercise.* Then one of says to the other one: *What color are your clothes / deine Kleidung, wörtlich “deine Tücher” / your clothes?* Then the other one answers. Then you say: *Now, work in pairs. Say to your partner what color your clothes are.*

Eure Aufgabe ist es, die Namen der Farben zu vorzustellen. Ihr könnt dies auf folgende Weise machen.

Schritt 1: Teilt das Blatt “What color is this?” aus.

Schritt 2: Sagt (langsam, klar, laut): [...]. Read out the words. Then the class should say the words again.

Schritt 3: Sagt: [...]

Schritt 4: Sagt: [...]. Dann sagt einer von euch zum anderen: [...]. Dann antwortet der andere. Dann sagt ihr: [...].

Expert Material 9.B New words: Contrasts (1)

Your task is to present words for describing things.

Step 1:

One of you says (slowly, loudly, clearly): *Take “Welcome to the World”. Look at 9.3. With these words, you can describe and contrast things.* Read out the sentences. After every sentence, the class should say the sentence again.

Step 2:

One of you says: *You see that you can contrast two things with the word more. With short words you can also use -er at the end of the word.* And in German: *Ihr seht, dass man Dinge mit dem Wort more vergleichen kann. Bei kurzen Eigenschaftswörtern kann man auch -er ans Eigenschaftswort hängen. Beispiel: short - shorter.*

Step 3:

One of you says: *Now, we want to do an exercise. It goes like this.* Then show two things and say to your partner: *Please, contrast the two things in two sentences.* The partner can say: *This thing is more old than that thing. This thing is more heavy than that thing.* Then you say: *Now, work in pairs, please. Show your partner two things. The partner should contrast the two things in two sentences.*

Eure Aufgabe ist, Wörter zu präsentieren, um Dinge zu beschreiben. Ihr könnt dies auf folgende Weise machen.

Schritt 1: Einer von euch sagt (langsam, laut, deutlich): [...]. Lest die Sätze vor. Nach jedem Satz soll die Klasse den Satz nochmal sagen.

Schritt 2: Einer von euch sagt: [...] Und in deutsch: [...]

Schritt 3: Einer von euch sagt: [...]. Zeige dann zwei Dinge und sage zu deinem Partner: [...]. Der Partner kann sagen: [...]. Dann wechseln die Rollen. Dann sagt ihr: [...].

Expert Material 9.C New words: Contrasts (2)

Your task is to present words for describing things. You can do this the following way.

Step 1:

One of you says (slowly, loudly, clearly): *Take “Welcome to the World”. Look at 9.5. With these words, you can describe and contrast things.* Read out the sentences. After every sentence, the class should say the sentence again.

Step 2:

One of you says: *Now, we want to do an exercise. Work in pairs, please. Give your partner a new word from the list. The partner should find three things that you can connect / verbinden / connect with your word. Here is an example.* Then you say to your partner. *What can be sweet?* And the partner says: *Apples, juice and sugar can be sweet.*

Eure Aufgabe ist, Wörter zu präsentieren, um Dinge zu beschreiben. Ihr könnt dies auf folgende Weise machen.

Schritt 1: Einer von euch sagt (langsam, laut, deutlich): [...]. Lest die Sätze vor. Nach jedem Satz soll die Klasse den Satz nochmal sagen.

Schritt 2: Einer von euch sagt: [...]. Dann sagst du zu deinem Partner: [...]. Und der Partner sagt: [...].

Expert Material 9.D New words: Feelings

Your task is to present words for feelings from 9.10 in “Welcome to the World”. You can do this the following way.

Step 1:

Say (slowly, loudly, clearly): *We now present [pri'zent] words for feelings [fi:lɪŋz] / Gefühle / feelings. We say the words and we play the words. Please repeat what we say and play.* One of you should read out the words that speaker B uses in 9.10 for feelings and translate it, and one of you should play the meaning of the words. The class should repeat a word and play the word in your way.

Step 2:

Say: *Take “Welcome to the World”. Look at 9.10. Please say the words and phrases again with us. Say the words and play the words.* Now you say and play all elements of the text.

Eure Aufgabe ist Wörter für Gefühle aus 9.10 in “Welcome to the World” zu präsentieren. Ihr könnt dies auf folgende Weise machen.

Schritt 1: Sagt (langsam, laut, deutlich): [...] Einer von euch sollte die Wörter vorlesen, die Sprecher B in 9.10 verwendet, und diese übersetzen und einer von euch sollte die Bedeutung der Wörter spielen. Die Klasse sollte ein Wort wiederholen und auf eure Art spielen.

Schritt 2: Sagt (mit langsamer, klarer und lauter Stimme): [...] Jetzt sagt und spielt ihr alle Elemente des Textes.

Expert Material 9.E Review exercise: Question-and-answer quiz

Your task is to lead review exercise 9.1 in this book.

Step 1:

You say (slowly, loudly, clearly): *Take "Welcome, Global Players". Look at 9.1. We read questions. You mark the correct answer.* Then you read:

- Number 1: Which box is longer?
- Number 2: Which box has more black balls?
- Number 3: Which box is lighter?
- Number 4: Which box is taller?
- Number 5: Which box is more empty?

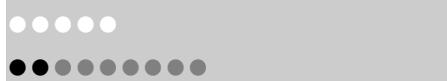
Step 2: You read the questions again. Make pauses between questions.

Step 3: 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.

Box 1 (42 balls)



Box 2 (14 balls)



Which box ...?

- 1. is longer?
- 2. has more black balls?
- 3. is lighter?
- 4. is taller?
- 5. is more empty?

Box 1

-
-
-
-
-

Box 2

-
-
-
-
-

Eure Aufgabe ist, die Wiederholungsübung 9.1 in diesem Buch zu leiten.

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

Schritt 2: Ihr lest die Fragen nochmals.

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. [...]

Expert Material 9.F Review exercise: Question-and-answer quiz

Your task is to lead review exercise 9.2 in this book.

Step 1:

You say: *Take "Welcome, Global Players". Look at 9.2. We read questions. You mark the answer that makes sense.*

Then you read:

Number 1: Is he not rather old for this game?

Number 2: Where is my T-shirt?

Number 3: What is 4 plus 2?

Number 4: Which map is better?

Number 5: How is the fruit salad?

Step 2:

You read the questions again. Make a pause after a question.

Step 3:

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. It is not only for young people.]

What is the answer for question number 2?

[2c. The yellow one or the green one?] [3b. This is easy.]

What is the answer for question number 3?

[4a. The red one is worse than the yellow one.]

What is the answer for question number 4?

[5b. It is very sweet.]

Eure Aufgabe ist, die Wiederholungsübung 9.2 in diesem Buch zu leiten.

Schritt 1: Ihr sagt: [...]

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. [...]

Expert Material 9.G Review exercise: Question-and-answer quiz

Your task is to lead review exercise 9.3 in this book.

Step 1:

You say: *Take “Welcome, Global Players”. Look at 9.3. We read sentences. You mark the answer that makes sense.*

Then you read:

Number 1: I am thirsty.

Number 2: Are you hungry?

Number 3: Can you give me that box, please?

Number 4: Is she tired?

Step 2:

You read the questions again. Make a pause after a question.

Step 3:

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?

[1b. Here is a glass of water.]

What is the answer for question number 2?

[2c. No, I had 2 sandwiches.]

What is the answer for question number 3?

[3b. Sorry, it is too heavy for me.]

What is the answer for question number 4?

[4c. Very tired.]

Eure Aufgabe ist, die Wiederholungsübung 9.3 in diesem Buch zu leiten.

Schritt 1: Ihr sagt: [...]

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. [...]

Expert Material 9.H Review exercise: Question-and-answer quiz

Your task is to lead review exercise 9.4 in this book.

Step 1:

You say: *Take “Welcome, Global Players”. Look at 9.4. We read sentences. You mark the answer that makes sense.*

Then you read:

Number 1: Do you feel good?

Number 2: What did you do on Tuesday?

Number 3: How did you feel on Saturday?

Number 4: Are you tired?

Number 5: Are you thirsty?

Step 2:

You read the questions again. Make a pause after a question.

Step 3:

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? [1b]

What is the answer for question number 2? [2a]

What is the answer for question number 3? [3b]

What is the answer for question number 4? [4b]

What is the answer for question number 5? [5c]

Eure Aufgabe ist, die Wiederholungsübung 9.4 in diesem Buch zu leiten.

Schritt 1: Ihr sagt: [...]

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. [...]

10 Asking for help

Expert Material 10.A New words: My body

Your task is to present the words for body-parts. You can do this the following way.

Step 1:

Say (slowly, clearly and loudly): *We now present words for parts of the body* ['bɒdi] / *Teile des Körpers / parts of the body*. *We say the words and we point at the body-parts / wir deuten auf die Körperteile / we point at the body-parts*. *Please say the words and point at your body-parts*. One of you should read out the words from 10.2 in “Welcome to the World” and one of you points at the body-parts. Also the class should say the words and point to the body-parts.

Step 2:

Say: *Look at 10.2 in “Welcome to the World”. Now please repeat the words again with us. Say the words and point at your body-parts*.

Step 3:

Say: *Now we would like to do gymnastics with you. We use the words for the body-parts and the words “shake” / “schütteln” / “shake”, “lift” / “heben” / “lift”, “point at” / “deuten auf” / “point at”*. Then everyone should stand up and you should give orders. Examples: “Shake your left hand”, “Lift your right arm”, “Point at your heart”. Then you can ask someone from the class to do this.

Eure Aufgabe ist Wörter für Körperteile zu präsentieren. Ihr könnt dies auf folgende Weise machen.

Schritt 1: Sagt (langsam, klar, deutlich): [...]. Einer von euch sollte die Wörter von 10.2 in “Welcome to the World” vorlesen und einer von euch sollte auf die Körperteile zeigen. Die Klasse sollte dies wiederholen.

Schritt 2: Sagt: [...].

Schritt 3: Sagt: [...]. Dann sollte jeder aufstehen und ihr sollt Anweisungen geben. Beispiele: “Shake your left hand”, “Lift your right arm”, “Point at your heart”. Dann könnt ihr jemanden aus der Klasse bitten, dies zu tun.

Expert Material 10.B Conversation disorder

Your task is to do quiz 10.1 in this book.

Step 1:

Say (slowly, loudly, clearly): *We want to do a conversation quiz with you. Look at 10.1 in "Welcome, Global Players." The sentences / Sätze / sentences ... are not in the right order. Your task is to put the sentences into the correct order. You can already see what the first and the last sentence is. This is a conversation between two tourists.* Give the class 3 or 4 minutes to do this task.

Step 2:

Ask the class: *What is the correct order?* 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.

- 1 = A - Help! This is an emergency!
- 2 = F - How can I help you? What is your problem?
- 3 = G - I had an accident. I crashed into another car.
- 4 = I - Was someone in the other car?
- 5 = H - Yes, a woman. Her foot is broken.
- 6 = C - Then you should call the police.
- 7 = B - OK, but I do not have a phone.
- 8 = E - Go to the pharmacy there. They will have a phone.
- 9 = J - OK, thank you.
- 10 = D - You are welcome.

Expert Material 10.C Conversation disorder

Your task is to do quiz 10.2 in this book.

Step 1:

Say (slowly, loudly, clearly): *We want to do a conversation quiz with you. Look at 10.2 in "Welcome, Global Players." The sentences are not in the right order. Your task is to put the sentences into the correct order. You can already see what the first and the last sentence is. This is a conversation between a lady and a police officer.* Give the class 3 or 4 minutes to do this task.

Step 2:

Ask the class: *What is the correct order?* 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.

- 1 = A - *Good afternoon, officer. I need your help.*
- 2 = C - *Good afternoon. What happened?*
- 3 = F - *Somebody stole my money.*
- 4 = J - *Do you know who did it?*
- 5 = D - *No. But the man who sells food at the beach says that a boy went from clothes to clothes.*
- 6 = I - *So it happened at the beach?*
- 7 = E - *Yes. I was swimming in the sea.*
- 8 = H - *Can you describe the man?*
- 9 = G - *No. But the food-seller can.*
- 10 = B - *OK. We will ask the food-seller and we will inform the judge.*

Expert Material 10.D Emergency quiz

Your task is to do quiz 10.3 in this book.

Step 1:

Say: *Look at 10.3 in “Welcome, Global Players”. We will put you into three groups. Give every student a number: 1, 2, 3, 1, 2, 3... Then say: Look at the 10.3. What is your situation / Ihre Situation / your situation? Check your number.*

Step 2:

Say: *Now listen to the following words. After these words you have to say what you have to do.*

Ladies and gentlemen, we are sorry, but we have a small case of emergency here. A small fire has broken out, but you are not in danger.

For your better safety ['seifti], we would like to ask you to respect the following instructions [in'strʌkʃənz].

If you are in the painting section ['sekʃən], please move to the music section. If you are in the music section, please wait [weɪt] there. Our security [sə'kjʊriti] will come to you and lead you to an exit.

If you are in the working world ['wɜːrkɪŋ wɜːrləd] section, please wait there. Our security will come to you up and lead you to an exit.

If you are in one of the other sections, please go to the next emergency exit.

Do not panic ['pænɪk]. You are not in danger.

Step 3:

Read the text again.

Step 4:

Ask the class: *What should you do? / Was sollen Sie tun?*

Group 1 (Arbeitswelt-Abteilung / working world section)

> auf Security warten, die die Leute zum Ausgang führt

Group 2 (Bauernhof-Abteilung / falls under “other sections”)

> zum nächsten Not-Ausgang gehen

Group 3 (Gemälde-Abteilung / painting section)

> in die Musik-Abteilung gehen (dort wird man von der Security abgeholt)

Expert Material 10.E Review game: Taboo

Your task is to make cards for a game that reviews the words that we know by now. The game's name is *Taboo*.

In Taboo, one person of a group has to explain the top word on a card without using the other words on the card.

Step 0: Prepare 7 cards. The cards should show words that are important in your view. These words should be on top of the card. Then, on every card, there should be 3 words that the players should not use when they explain a word. You can use one of the following examples:

RED	ELEVEN
-----	-----
<i>taboo</i>	<i>taboo</i>
color	number
stop	one
traffic lights	plus

Step 1: Now the class should work in two groups.

Step 2: Say: *Now we want to play a game. The name of the game is Taboo. It is a game with cards / Karten / cards. One person of a group comes out. We give this a person a card. On this card there is a word that the person has to explain / erklären / explain. But: there are also three words that the person can not use for explaining the word. These three words are taboo words. The other persons of the group have to find the correct word. We give you an example. Then you give your example. Then you say: You have 1 minute to find out the word.*

Step 3: Start the game with Group 1. Ask one person of Group 1 to come out. Give the person a card. See that the person that explains the word does not use the taboo words. Watch the time. If the group finds out the word, the group gets a point. Then go on with Group 2. And so on. You should have three words for Group 1 and three words for Group 2.

Eure Aufgabe ist Karten für ein Spiel zu erstellen, das die Wörter wiederholt, die wir bis jetzt kennen.
Der Name des Spiels ist *Taboo*.

Bei Taboo hat eine Person einer Gruppe das obere Wort auf einer Karte zu erklären, ohne die anderen Wörter auf der Karte zu verwenden.

Schritt 0: Bereitet 7 Karten vor. Die Karten sollten Wörter zeigen, die eurer Ansicht nach wichtig sind. Die Wörter sollten oben auf der Karte stehen. Dann sollten auf jeder Karte 3 Wörter sein, die die Spieler nicht benutzen sollten, wenn sie das Wort erklären,. Ihr könnt die folgenden Beispiele nehmen: [...]

Schritt 1: Die Klasse sollte jetzt in 2 Gruppen arbeiten.

Schritt 2: Sagt: [...] Dann gebt ihr euer Beispiel. Dann sagt: *You have 1 minute to find out the word.*

Schritt 3: Beginnt das Spiel mit Gruppe 1. Bittet eine Person von Gruppe 1 nach vorne. Gebt der Person eine Karte. Schaut, dass die Person, die das Wort erklärt, nicht die Tabuwörter benutzt. Beobachtet die Zeit. Falls die Gruppe das Wort herausfindet, bekommt die Gruppe einen Punkt. Dann macht mit Gruppe 2 weiter. Und so weiter. Ihr solltet drei Wörter für Gruppe 1 und drei Wörter für Gruppe 2 haben.

11 Shopping

Expert Material 11.A Conversation

Your task is to play the conversation in 11.1 in “Welcome to the World”.

You can do this the following way.

One of you is the person who is buying,
one of you is the person who is selling,
one of you is the buyer’s “background translator”
one of you is seller’s “background translator”

Step 1:

Say: *Take “Welcome to the World”. Look at 11.1. We now play a conversation at a market. This is a person that sells something, that is a person that wants to buy something. Play the conversation in slow motion, with background translators for new words (“sandwich technique”).*

Example of sandwich technique:

....

Communication Partner: *I have to go now.*

Background Translator: “Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”

Communication Partner: *I have to go now.*

....

Step 2:

Say: *We now play the conversation again. Do not look at the text, look at us. Play the conversation in normal speed, without background translators.*

Step 3:

Two persons in the class should now read the conversation. Say:, you are the buyer., you are the seller. Please read the text.

Step 4:

Say: *Now work in pairs Read the text. You can also change the words.*

Eure Aufgabe ist, das Gespräch in 11.1 von “Welcome to the World” zu spielen.

Ihr könnt dies auf folgende Weise machen.

Einer von euch ist die Person, die verkauft,
eine von euch ist die Person, die kauft,
einer von euch ist der “Hintergrundübersetzer” des Verkäufers,
einer von euch ist Annas “Hintergrundübersetzer” des Käufers.

Schritt 1: Sagt (langsam, laut und deutlich): [...]. Spielt das Gespräch in Slow-Motion, mit den Hintergrundübersetzern bei neuen Wörtern (“Sandwich-Technik”). Beispiel für die Sandwich-Technik:

....

Communication Partner: *I have to go now.*

Background Translator: “Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”

Communication Partner: *I have to go now.*

....

Schritt 2: Sagt: [...]. Spielt das Gespräch in normaler Geschwindigkeit, ohne Hintergrundübersetzer.

Schritt 3: Sagt: [...]. Zwei Personen in der Klasse sollten nun das Gespräch lesen. Sagt: [...].

Schritt 4: Sagt: [...].

Expert Material 11.B Conversation

Your task is to play the conversation in 11.7 in “Welcome to the World”.

You can do this the following way.

One of you is the person who is buying,
one of you is the person who is selling,
one of you is the buyer’s “background translator”
one of you is seller’s “background translator”

Step 1:

Say: *We now play a conversation at a market. Look at “Welcome to the World”, 11.7. This is a person that sells something, that is a person that wants to buy something.* Play the conversation in slow motion, with background translators for new words (“sandwich technique”).

Example of sandwich technique:

....

Communication Partner: *I have to go now.*

Background Translator: *“Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”*

Communication Partner: *I have to go now.*

....

Step 2:

Say: *Now look only at us.* Play the conversation in normal speed, without background translators.

Step 3:

Say: Two persons in the class should now read the conversation. Say:, *you are the buyer.*, *you are the seller.* Please read the text.

Step 4:

Say: *Now look at 11.4. This is a list of words for clothes.* Read out the words.

Eure Aufgabe ist, das Gespräch in 11.7 von “Welcome to the World” zu spielen.

Ihr könnt dies auf folgende Weise machen.

Einer von euch ist die Person, die verkauft,
eine von euch ist die Person, die kauft,
einer von euch ist der “Hintergrundübersetzer” des Verkäufers,
einer von euch ist der “Hintergrundübersetzer” des Käufers.

Schritt 1: Sagt (langsam, laut und deutlich): [...]. Spielt das Gespräch in Slow-Motion, mit den Hintergrundübersetzern bei neuen Wörtern (“Sandwich-Technik”). Beispiel für die Sandwich-Technik:

....

Communication Partner: *I have to go now.*

Background Translator: *“Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”*

Communication Partner: *I have to go now.*

....

Schritt 2: Sagt: [...]. Spielt das Gespräch in normaler Geschwindigkeit, ohne Hintergrundübersetzer.

Schritt 3: Sagt: [...]. Zwei Personen in der Klasse sollten nun das Gespräch lesen. Sagt: [...].

Schritt 4: Sagt: [...]. Lesen Sie die Wörter vor.

Expert Material 11.C Conversation

Your task is to play the conversation “Situation (1)” in 11.11 in “Welcome to the World”.

You can do this the following way.

One of you is the person who bought,
one of you is the person who sold,
one of you is the buyer’s “background translator”
one of you is seller’s “background translator”

Step 1:

Say: *We now play a conversation at a market. Take “Welcome to the World”. Look at 11.11. Look at Situation (1). This is a person that sells something, that is a person that wants to buy something.* Play the conversation in slow motion, with background translators for new words (“sandwich technique”).

Example of sandwich technique:

....

Communication Partner: *I have to go now.*

Background Translator: *“Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”*

Communication Partner: *I have to go now.*

....

Step 2:

Say: *Now look only at us.* Play the conversation in normal speed, without background translators.

Step 3:

Say: Two persons in the class should now read the conversation. Say:, *you are the buyer.*, *you are the seller.* Please read the text.

Eure Aufgabe ist, das Gespräch “Situation (1)” in 11.11 von “Welcome to the World” zu spielen.

Ihr könnt dies auf folgende Weise machen.

Einer von euch ist die Person, die verkauft,
eine von euch ist die Person, die kaufte,
einer von euch ist der “Hintergrundübersetzer” des Verkäufers,
einer von euch ist der “Hintergrundübersetzer” des Käufers.

Schritt 1: Sagt (langsam, laut und deutlich): [...]. Spielt das Gespräch in Slow-Motion, mit den Hintergrundübersetzern bei neuen Wörtern (“Sandwich-Technik”). Beispiel für die Sandwich-Technik:

....

Communication Partner: *I have to go now.*

Background Translator: *“Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”*

Communication Partner: *I have to go now.*

....

Schritt 2: Sagt: [...]. Spielt das Gespräch in normaler Geschwindigkeit, ohne Hintergrundübersetzer.

Schritt 3: Sagt: [...]. Zwei Personen in der Klasse sollten nun das Gespräch lesen. Sagt: [...].

Expert Material 11.D Conversation

Your task is to play the conversation “Situation (2)” in 11.11 in “Welcome to the World”.

You can do this the following way.

One of you is the person who bought,
one of you is the person who is sold,
one of you is the buyer’s “background translator”
one of you is seller’s “background translator”

Step 1:

Say: *We now play a conversation at a market. Look only at us. This is a person that sells something, that is a person that wants to buy something.* Play the conversation in slow motion, with background translators for new words (“sandwich technique”).

Example of sandwich technique:

....

Communication Partner: *I have to go now.*

Background Translator: *“Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”*

Communication Partner: *I have to go now.*

....

Step 2:

Play the conversation in normal speed, without background translators.

Step 3:

Say: *Now look at “Welcome to the World”, 11.11, Situation 2.* Two persons in the class should now read the conversation. Say:, you are the buyer., you are the seller. Please read the text. Change the words: use other things and numbers.

Eure Aufgabe ist, das Gespräch “Situation 2” in 11.11 von “Welcome to the World” zu spielen.

Ihr könnt dies auf folgende Weise machen.

Einer von euch ist die Person, die verkauft,
eine von euch ist die Person, die kaufte,
einer von euch ist der “Hintergrundübersetzer” des Verkäufers,
einer von euch ist der “Hintergrundübersetzer” des Käufers.

Schritt 1: Sagt (langsam, laut und deutlich): [...]. Spielt das Gespräch in Slow-Motion, mit den Hintergrundübersetzern bei neuen Wörtern (“Sandwich-Technik”). Beispiel für die Sandwich-Technik:

....

Communication Partner: *I have to go now.*

Background Translator: *“Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”*

Communication Partner: *I have to go now.*

....

Schritt 2: Spielt das Gespräch in normaler Geschwindigkeit, ohne Hintergrundübersetzer.

Schritt 3: Sagt: [...]. Zwei Personen in der Klasse sollten nun das Gespräch lesen. Sagt: [...].

Expert Material 11.E Question-and-answer quiz

Your task is to lead the review exercise with Group Material 11.1 in this book.

Step 1:

You say: *Look at 11.1 in “Welcome, Global Players.” We read questions. You mark the answer that makes sense.*

Then you read:

Number 1: Can you fix this pocket here?

Number 2: Do you sell clothes?

Number 3: Do you sell meat?

Number 4: Is it possible to try the shoes on?

Number 5: What size is this?

Step 2:

You read the questions again. Make a pause after a question.

Step 3:

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?

[1b. It is better to buy a new coat.]

What is the answer for question number 2?

[2a. Yes, just go up the stairs, please.]

What is the answer for question number 3?

[3c. No, we do not sell food here.]

What is the answer for question number 4?

[4a. Yes, of course.]

What is the answer for question number 5?

[5a. Medium.]

12 Being at someone's home

Expert Material 12.A Culture contrasts: Inviting

Your task is to contrast cultures and give information on how people invite people.

Say: *We will now contrast people / Leute / people in different cultures. How do people invite / einladen / invite?*

When people invite other people to come to their home, not every form of inviting is a truthful form of inviting. In some countries, inviting is just a form of being friendly / freundlich / friendly. Maybe somebody says to you: "The next time you are in my town, just come and see me at my home." This can be a form of true inviting, or just a form of being friendly. So, ask again before you go to the other person's home.

Maybe a person says "I would like to invite you to my home some time next week.". Then say to this person: "Oh, that is very nice of you. What day did you think of?" Is the answer something like "Thursday or Friday."? Then it is probable that it is not a form of truthful inviting. Or is the answer "We will talk about it again."? Then it is also probable that this not a form of truthful inviting.

Does the answer show exact times? Example: "Come to my home on Wednesday at 8 in the evening." Then this looks like a form of true inviting.

You have got a form of true inviting. What is the next step? Do you want to go to the other person's house? No? Then say: "I am sorry, but I have another meeting at that day." This is more friendly than just saying no.

Expert Material 12.B Culture contrasts: Presents

Your task is to contrast cultures and give information on what is a good present.

Say: *We will now contrast cultures. We will present [pri'zent] you information on what are good international presents ['prezənts].*

In different countries, people give different things as presents.

In some countries, people give flowers ['flauərz] / Blumen / flowers. But not in all countries the same flowers or the same numbers of flowers are good as presents.

The best international presents are:

- *high-quality sweets that are typical of your home country or region or city or*
- *a non-alcoholic drink that is typical of your home country or region or city.*

Expert Material 12.C A tour through the house

Your task is to present words for describing your home. You can do this the following way.

Step 1:

Say (with a slow, clear and loud voice): *Look at 12.7 in “Welcome to the World”*. Read out the text, line after line. After every line, the class should say the line again.

Step 2:

Give the class 2 or 3 minutes to read the text in silence.

Step 3:

Say: *Now we want to do an exercise. Work in pairs. First describe the room and the house where we have our BGE classes. Then describe your home.*

Expert Material 12.D Culture contrasts: Numbering floors

Your task is to contrast cultures and give information on numbering floors.

Say: *We want to contrast cultures. We will give you information on the name of floors. In some parts of the world, the first floor [flɔ:r] / der erste Stock / the first floor is the ground [graʊnd] floor / das Erdgeschoss, wörtlich “das Erd-Stockwerk” / the ground floor. Examples:*

- North America
- East Asia ['eɪzɪə]
- Russia ['rʌʃə]
- Norway ['nɔ:rweɪ]
- Sweden ['swi:dən]
- Finland
- Chile ['tʃili]
- Peru

In other parts of the world, the first floor is the floor above the ground floor. Examples:

- Europe ['jʊrəp] (without Northern Europe and some countries in East Europe)
- Australia ['ɔ:s'treɪliə]
- Africa
- Latin ['lætɪn] America (without Chile and Peru)

In some countries, hotels do not use all numbers for their floors, because / weil / because some numbers are symbols / Symbole / symbols of bad luck / Pech, wörtlich “schlechtes Glück” / bad luck.

Expert Material 12.E Question-and-answer quiz

Your task is to lead the review exercise with Group Material 12.1 in this book.

Step 1:

You say: *Look at 12.1 in “Welcome, Global Players.” We read sentences. You mark the answer that makes sense.*

Then you read:

Number 1: Do you want to make a sandwich?

Number 2: Where is your apartment?

Number 3: Where are the toys?

Number 4: I am hungry.

Number 5: I am tired.

Step 2:

You read the questions again. Make a pause after a question.

Step 3:

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?

[1b. Yes. Do you have a knife for the bread.]

What is the answer for question number 2?

[2c. On the bottom floor of the building.]

What is the answer for question number 3?

[3a. They are in the corner.]

What is the answer for question number 4?

[4a. There is still something in the bowl.]

What is the answer for question number 5?

[5a. You can sleep in the next room.]

13 At work

Expert Material 13.A Quiz: What am I?

Your task is to lead quiz 13.1 in this book.

Step 1:

Say (slowly, loudly, clearly): *Look at 13.1 “Welcome, Global Players”. This is a quiz. In every line, you will read the sense of two things that have the same name. Your task is to find the word for the two senses in every line. We give you an example. Look at Number A. Who knows the answer for Number A? The answer is “corner”. A “corner” is a place where two streets meet. And a “corner” is also a place where two walls meet. Now work in pairs.*

Step 2:

Give the class 3 minutes.

Step 3:

Say: *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.

Number B: Table.

Number C: Letters

Number D: Printer.

Number E: State.

Number F: Cut.

Expert Material 13.B Conversation

Your task is to play the conversation in 13.4 in “Welcome to the World”.

You can do this the following way.

One of you is the lady,

one of you is the man,

one of you is the lady’s “background translator”

one of you is man’s “background translator”

Step 1:

Say: *Now we play a business conversation. Look at 13.4 in “Welcome to the World”. Play the conversation in slow motion, with background translators for new words (“sandwich technique”).*

Example of sandwich technique:

....

Communication Partner: *I have to go now.*

Background Translator: *“Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”*

Communication Partner: *I have to go now.*

....

Step 2:

Say: *Now look only at us. Play the conversation in normal speed, without background translators.*

Step 3:

Say: *Work in pairs. Read the text again. Then read the text another time and change some of the words.*

Expert Material 13.C Conversation

Your task is to play the conversation in 13.9 in “Welcome to the World”.
You can do this the following way.

One of you is Mia,
one of you is Adam,
one of you is Mia’s “background translator”
one of you is Adam’s “background translator”

Step 1:

Say: *Now we play a business conversation on the phone.* Play the conversation in slow motion, with background translators for new words (“sandwich technique”).

Example of sandwich technique:

....

Communication Partner: *I have to go now.*

Background Translator: *“Ich muss jetzt gehen”, wörtlich “Ich habe zu gehen jetzt”*

Communication Partner: *I have to go now.*

....

Step 2:

Play the conversation in normal speed, without background translators.

Step 3:

Say: *Look at 13.9 in “Welcome to the World”. Who wants to read the text?* Then two students should read the text.

Expert Material 13.D Conversation

Your task is to play the conversation in 13.3 in “Welcome, Global Players”. You can do this the following way.

One of you is Anna,
one of you is Mika

Step 1:

Say: *Now we play another business conversation on the phone.* Play the conversation in slow motion.

Step 2:

Play the conversation in normal speed.

Step 3:

Say: *Look at 13.3 in “Welcome, Global Players”. Now work in pairs. Read the text. Then read the text again, but change parts of the text. Use other problems.*

Expert Material 13.E Question-and-answer quiz

Your task is to lead the review exercise with Group Material 13.4 in this book.

Step 1:

You say: *Look at 13.4 in “Welcome, Global Players.” We read questions. You mark the answer that makes sense.*

Then you read:

Number 1: Did I hurt you somehow?

Number 2: Can you agree with our conditions?

Number 3: I am not sure if I explained this well.

Number 4: Does the report have the new table?

Step 2:

You read the questions again. Make a pause after a question.

Step 3:

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?

[1c. I think there is just a misunderstanding.]

What is the answer for question number 2?

[2a. My boss will have to decide.]

What is the answer for question number 3?

[3a. Do not worry. Your words were very clear.]

What is the answer for question number 4?

[4b. No, it only shows the old lists.]

14 Traveling

Expert Material 14.A Conversation

Your task is to play the conversation in 14.1 in “Welcome to the World”.

You can do this the following way.

One of you is the lady,

one of you is the man,

one of you is the lady’s “background translator”

one of you is man’s “background translator”

Step 1:

Say: *Now we play a conversation at a tourist office. Take “Welcome to the World”. Look at 14.1.*

Play the conversation in slow motion, with background translators for new words (“sandwich technique”).

Example of sandwich technique:

....

Communication Partner: *I have to go now.*

Background Translator: “*Ich muss jetzt gehen*”, wörtlich “*Ich habe zu gehen jetzt*”

Communication Partner: *I have to go now.*

....

Step 2:

Say: *Now look only at us.* Play the conversation in normal speed, without background translators.

Step 3:

Say: *Work in pairs. Read the text again. Then read the text another time and change some of the words.*

Expert Material 14.B Question-and-answer quiz

Your task is to lead the review exercise with Group Material 14.1 in this book.

Step 1:

You say: *Look at 14.1 in “Welcome, Global Players.” We read questions. You mark the answer that makes sense.*

Then you read:

Number 1: What does the bird have in its mouth?

Number 2: What do you need these stones for?

Number 3: Where is the wood from?

Number 4: Where are your horses?

Number 5: What can you see in the sky?

Step 2:

You read the questions again. Make a pause after a question.

Step 3:

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. A flower.]

What is the answer for question number 2?

[2b. To make a new house.]

What is the answer for question number 3?

[3b. It is from the city forest.]

What is the answer for question number 4?

[4a. Behind our house.]

What is the answer for question number 5?

[5b. It is dark. It will rain soon.]

Expert Material 14.C Matching elements

Your task is to write a quiz for the class.

Step 1:

With the new words, write a matching quiz as 5.15 of “Welcome to the World”. Create sentences with 5 words.

Step 2:

Write the first elements and the second elements of the sentences on the board (not in the correct order). Tell the class what they should do.

Expert Material 14.D Sound domino

Your task is to write a quiz for the class.

Step 1:

With the new words, write a sound domino as in 9.15 in “Welcome to the World”. This means: You should find 5-7 words that can be put together in the following way. Word 2 starts with the sound that is the end-sound of Word 1, Word 3 starts with the sound that is the end-sound of Word 2. And so on. Do not mix up sounds and letters.

Step 2:

Write the words on the blackboard (not in the correct order). Tell the class what they should do.

Notes and Material for Teachers

These notes and materials contain the following elements:

1. General Didactic Remarks
2. Evaluation of Learner Forms
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, 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. 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 contains 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 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-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 [i:] and [ɪ] as well as the one between [u:] 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 pronouncing 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 chin, 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 competence 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 (especially 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 suggestopediaic 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. / to (buy and) sell X

My job is making X. / My job is to make 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.* [*miz*], 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 same 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 together with the corresponding passages in the *Deutsches Begleitbuch*.

(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 covers the first conversation: *WttW* 3.1 in 3 steps : (1) The students read with him so that they can see the presentation technique in the book. Here the students should also get to know the “sandwich technique” for the first time. The CD may be used for this. (2) The second presentation is without the “background translations”, the students do not read, but only look at the acting of the teacher. (3) Students prepare and speak the dialog (trying to avoid direct reading from the text). 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 *Deutsches Begleitbuch*.

As an alternative, part (5) may be before (2).

(6) Alphabet

The teacher may then introduce the vocabulary with the help of *WttW* 2.3 and/or *WGP* 2.1. Exercise: “Can you spell your name, please?”

(7) Pronunciation exercise

The teacher may now also use the first words mentioned to do some pronunciation exercise. Another option is to use *WGP* 2.2.

(8) Talking about one's interests

The teacher now starts talking about interests. If learners can not say their interests, they may be encouraged to use pantomime as one possibility to explain words. “I love music. My hobby is (playing) football [or another sport that sounds the same or similar internationally, e.g. tennis, basketball, pingpong, badminton, jogging, music – maybe the teacher can even bring an object that stands for his/her hobby, e.g. a tennis racket or a book]. I love football”. Now the teacher addresses one learner and asks him/her about his/her hobbies.

“Mr. X, what is your hobby?” The learner answers; the answer does not have to be a full sentence. The teacher writes the new words and phrases on the board. The following phrases should be introduced (cf. sheet “Hobbies”).

My hobby is football.

My hobby is playing football.

My hobby is playing X.

My hobby is making music.

It is likely that football will be named as a favorite sport. Either *football* or *soccer* can be accepted as an answer. Some learners will probably know that American football is different from European football. If a learner says *football*, it might be useful to explain this.

Then the teacher presents *WttW 3.9(+3.10)* through these steps: (1) students do not read, but only listen to the teacher’s presentation with the sandwich technique, (2) second presentation without the “background translations”, (3) students read text with the presentation, (4) students speak the dialog (trying to avoid direct reading from the text). Then the teacher presents *WttW 3.11-3.13*.

(9) Internationalisms

The teacher can show how much English the learners already know due to internationalisms with the help of *WttW 1.2* and *1.3*. Together the teacher and the learners could also collect anglicisms on the board. These internationalisms can be grouped into word fields. Pseudo-anglicisms, i.e. words that seem to be English, but not exist as such (at least not in a specific meaning) in English, should be mentioned and marked, for instance by an asterisk. The teacher should explain that in English only proper names are written with a capital letter at the beginning. Therefore the collected internationalisms should be written down with small initial letters. The teacher may bring extracts from papers (titles, advertisements, signs) and present them to the learners to have them detect the international words.

Time permitting, the teacher might also point out pronunciation equivalents of well integrated internationalisms, e.g. *national*, *international*, *nation*, etc.

The teacher should call the learners’ attention to those words whose English pronunciation differs from the integrated pronunciation of the borrowing language. S/he should also make sure that all the learners know the meanings of the collected words.

(10) Intercultural Awareness

The teacher can present the weather as the ideal small talk world-wide, with the help of *WttW 3.16* and *3.18*.

(11) Exercises

WGP 3.2, *WttW 3.7*, *3.15*

and

WGP 3.1 (3.A), 3.3 (3.B), 3.4, if these shall not be reserved for Lesson 3.

At the end of Lesson 1, the teacher explains that, as a homework, every learner should not only always revise and learn the vocabulary, but every learner can also complete every point entitled “Quiz” in *WttW* (the solutions are given at the end of *WttW*).

No matter where Lesson 1 had to be stopped; Lesson 2 should already begin with a revision, simply by using the already known phrases again. “What is your name?”, “How do you spell your name?”.

Beyond the classroom: Depending on the possibilities of the class participants, the learners may be asked to write profiles about themselves (name, profession, hobby) and then send them to other learners or put them at a central place that can be accessed by the class member; even an online discussion forum may be opened by the teacher. The core idea is to promote communication also beyond the classroom. The class should discuss possible ways.

Lesson 3

(0) Pronunciation exercise (*passim*)

(1) Presentation of classroom phrases (*WGP 0.4*)

(2) Preparatory group work (*WGP 4.A, 4.B, 4.C1+C2* and *3.A, 3.B*, if not already done in Lesson 2)

(3) *WGP 3.A* (if not already done in Lesson 2)

(4) *WGP 3.B* (if not already done in Lesson 2)

(5) *WGP 4.A (+ WttW 4.6 + WGP 4.1)*

(6) *WGP 4.B (+ WttW 4.11)*

(7) *WGP 4.C (+ WttW 4.1)*

(8) Teacher introduces rest of numbers (*WttW 4.9*)

- (9) Teacher compares cultures: *WttW* 4.5 and *WttW* 4.13
- (10) Teacher makes a brief grammar note: *WttW* 4.14
- (11) Maybe exercise *WGP* 4.3 (if not to be reserved for a general revision)
- (12) Homework: Teacher encourages students to do *WttW* 4.7, 4.8, 4.10, 4.15, 4.16.
- (13) Homework: Teacher forms expert groups (*WGP* 4.D, 5.A1+A2, 5.B, 5.C1+C2, 5.D)

Lesson 4

- (1) Preparatory group work (*WGP* 4.D, 5.A1+A2, 5.B, 5.C1+C2, 5.D)
- (2) *WGP* 4.D (+ *WGP* 4.2)
- (3) *WGP* 5.A (+ *WttW* 5.1)
- (4) *WGP* 5.B (*WttW* 5.7)
- (5) *WGP* 5.C (*WttW* 5.5)
- (6) *WGP* 5.D (*WGP* 5.1)
- (7) Maybe additional exercise: *WttW* 5.3
- (8) Additional cultural contrast: The teacher may show the learners either (a) the different kinds of drinks from the BGE vocabulary (water, juice, tea, coffee) or (b) different kinds of fruit and vegetables. Then the teacher forms three or four different groups of learners and has them classify the objects into two groups and ask a label or name for each group. For (a) the principle may be alcoholic drink vs. non-alcoholic drinks or drinks drunk hot vs. drinks drunk cold; for (b) there might be a classification in fruits and vegetables, but the classification of some items might be unclear in a few instances. When the answers are collected, the teacher should work out that different communities may categorize the world in different ways; and also that words may also trigger different associations. This must be kept in mind when talking with people from other cultures and this necessitates that participants in intercultural dialogs constantly check whether they are talking about the same things.
- (9) Teacher makes a brief grammar note: *WttW* 5.13
- (10) Homework: Teacher encourages students to do *WttW* 5.4, 5.10, 5.11, 5.14, 5.15, 5.20.
- (11) Homework: Teacher encourages students to have a look at *WttW* 5.8, 5.19.
- (12) Homework: Teacher tells students to bring a family picture with them next lesson.
- (13) Homework: Teacher forms expert groups (*WGP* 5.E, 5.F1+F2, 6.A, 6.B1+2, 6.C)

Lesson 5

- (1) Preparatory group work (*WGP* 5.E, 5.F1+F2, 6.A, 6.B1+2, 6.C)
- (2) *WGP* 5.E (+ *WGP* 5.2)
- (3) *WGP* 5.F (+ *WGP* 5.3)
- (4) *WGP* 6.A (+ *WttW* 6.1 + *WttW* 6.2) (required equipment: transparency + projector)
- (5) *WGP* 6.B (+ *WttW* 6.8)
- (6) *WGP* 6.C (+ *WGP* 6.1)
- (7) Maybe additional exercise: *WttW* 6.12, 6.13 (required equipment: dice)
- (8) Teacher makes a brief grammar note: *WttW* 6.4, 6.5, 6.6, 6.11 (+ *Deutsches Begleitbuch*)
- (9) Homework: Teacher encourages students to do *WttW* 6.4-6.6, 6.11.
- (10) Homework: Teacher encourages students to have a look at *WttW* 6.7, 6.13, 6.14
- (11) Homework: Teacher tells students to bring the family picture with them next lesson.
- (12) Teacher forms no expert groups this time.

Lesson 6

- (1) Review exercise *WttW* 6.13 (required equipment: dice)
- (2) Teacher introduces new words (*WttW* 7.1-7.4)
- (3) Teacher introduces the grammar (*WttW* 7.5-7.8)
- (4) Exercise *WttW* 7.9
- (5) Preparatory group work (*WGP* 6.D, 6.E, 7.A) + special training with weak students
- (6) *WGP* 6.D (+ *WGP* 6.3)
- (7) *WGP* 6.E (+ *WGP* 6.2)
- (8) *WGP* 7.A (+ *WGP* 7.1)
- (9) Homework: Teacher encourages students to do *WttW* 7.10, 7.11, 7.12
- (10) Homework: Teacher encourages students to have a look at *WttW* 7.4 (+ 7.8)

(11) Homework: Teacher forms expert groups (*WGP* 7.B, 8.A, 8.B1+2, 8.C1+2, 8.D).

Lesson 7

- (1) review exercise *WttW* 7.9
- (2) Preparatory group work (*WGP* 7.B, 8.A, 8.B1+2, 8.C1+2, 8.D)
- (3) *WGP* 7.B (+ *WGP* 7.2)
- (4) *WGP* 8.A (+ *WttW* 8.3 + *WttW* 8.5)
- (5) *WGP* 8.B (+ *WttW* 8.1)
- (6) *WGP* 8.C (+ *WttW* 8.11)
- (7) *WGP* 8.D (+ *WttW* 8.13 + *WGP* 8.1) (maybe not doable due to lack of time)
- (8) Teacher introduces ordinal numbers (*WttW* 8.6) (probably not doable due to lack of time)
- (9) Homework: Teacher encourages students to have a look at *WttW* 8.7.
- (10) Homework: Teacher encourages students to do *WttW* 8.9, 8.17, (8.15, 8.16, if already covered).
- (11) Homework: Teacher tells students to bring a map of their hometown.
- (12) Homework: Teacher forms expert groups (*WGP* 8.E, 9.A, 9.B, 9.C, (9.D, if 8.D was covered)).

Since this chapter is very comprehensive, it may be that the class does not manage to get everything done. The rest should then simply be done in Lesson 8.

Lesson 8

- (1) Rest of Lesson 7 (equipment: ball, map)
- (2) Preparatory group work (*WGP* 8.E, 9.A, 9.B, 9.C, (9.D))
- (3) *WGP* 8.E (+ *WGP* 8.2)
- (4) *WGP* 9.A (+ *WttW* 9.1, 9.2)
- (5) *WGP* 9.B (+ *WttW* 9.3)
- (6) *WGP* 9.C (+ *WttW* 9.5, 9.7)
- (7) *WGP* 9.D (+ *WttW* 9.10) (probably not doable due to lack of time)
- (8) Homework: Teacher encourages students to do *WttW* 9.7, 9.8, 9.9, 9.15, (9.10, 9.14, if covered).
- (9) Homework: Teacher tells students to bring a map of their hometown and their family picture.
- Since this chapter is very comprehensive, it may be that the class does not manage to get everything done. The rest should then simply be done in Lesson 8.

Lesson 9

- (1) Rest of Lesson 8
- (2) Exercise *WttW* 9.16 (required equipment: dice)
- (3) Possible expert groups (9.E, 9.F, 9.G) > preparatory group work + special training with “weak” students.
- (4) 9.E (+ *WGP* 9.1), 9.F (+ *WGP* 9.2), 9.G (+ *WGP* 9.3)
- (5) *WGP* 9.5
- (6) Games: Bingo, Domino, Happy Families
- (7) Teacher introduces new words (*WttW* 10.1, 10.5).
- (8) Teacher forms expert groups (*WGP* 9.H, 10.A, 10.B, 10.C, 10.D) > preparation (more time than usually)

Lesson 10

- (1) Preparatory group work (*WGP* 9.H, 10.A, 10.B, 10.C, 10.D)
- (2) *WGP* 9.H (+ *WGP* 9.4)
- (3) *WGP* 10.A (+ *WttW* 10.2)
- (4) *WGP* 10.B (+ *WGP* 10.1)
- (5) *WGP* 10.C (+ *WGP* 10.2)
- (6) *WGP* 10.D (+ *WGP* 10.3)
- (7) Teacher explains grammar: *WttW* 10.10 + 10.11
- (8) Maybe exercise *WttW* 10.7
- (9) Homework: Teacher encourages students to do *WttW* 10.8, 10.9, 10.12
- (10) Homework: Teacher forms expert groups (*WGP* 10.E, *WGP* 11.A, *WGP* 11.B, *WGP* 11.C, *WGP* 11.D). After that the lesson should be used for a **general revision** (e.g. *WGP* 3.4), especially training conversation, but listening comprehension (e.g. announcements at public places and on answering machines), reading skills (e.g. menus) and writing skills (e.g. official forms) as well as intercultural skills may also be tested.

Also useful are trainings of emergency phone calls (situations are presented in the learners' language and could even include unknown vocabulary; the phone partner is the teacher). Correct answers should not be prompted by the formulation of the task. As always, answers should be treated according to BGE principles.

Alternative exercises:

Alternative 1: (a) The teacher plays somebody who is in need; 2 class members should help spontaneously. (b) The teacher tells one of the members to play someone in need (because s/he is hurt, has been robbed etc.) and two other members (maybe incl. the teacher) should help.

Alternative 2: The things described in Alternatives 1 and 2 could be reported by way of a telephone role play. The learners have to call an emergency number. The teacher plays the person at the other end of the line. This should be played not face-to-face, but back-to-back.

Alternative 3: The teacher will play a doctor. Each learner will play a patient. The teacher hands out slips of paper that say in the learners' language what happened and which body-part is hurt, e.g. You hurt your leg when playing football. Then each patient comes to the doctor. The teacher/doctor should lead a normal dialogue even if the words are not known to the learners yet; if need be, gestures etc. should be used. This way the learners should slowly get accustomed to the fact that they will always have to manage dialogs where they don't understand all words. (At the end the doctor may want to give something as a pill or medicine).

Alternative 4: The teacher can explain that the capacity of the brain is improved if little physical exercises are inserted from time to time. The learners may therefore be asked to stand up and follow the instructions of the teacher: "Shake your head. Shake your feet. Etc." This can be carried out with TRR.

Lesson 11

This lesson focusses on raising the awareness for intercultural communicative strategies in conflict situations (bargaining, joking, requesting, complaining). The teacher should point out these strategies: giving options to help others save their face, using explicit performative utterances, avoiding figurative phrases, *That's how we say in my country* to mark jokes and figurative speech, expecting differences without assuming impoliteness.

- (1) Preparatory group work
- (2) *WGP 10.E* (if not enough people > one learner group, teacher gets point whenever a word is not guessed)
- (3) *WGP 11.A* (+ *WttW 11.1*)
- (4) Teacher contrasts cultures (*WttW 11.3*)
- (5) *WGP 11.B* (+ *WttW 11.7 + 11.4*)
- (6) *WGP 11.C* (+ *WttW 11.11*)
- (7) *WGP 11.D* (+ *WttW 11.11*)
- (8) Teacher presents additional grammar (*WttW 11.9*) and words (*WttW 11.10*)
- (9) Maybe exercise *WGP 11.2* and/or emergency phone calls as suggested in Lesson 9.
- (10) Homework: Teacher encourages students to do *WttW 11.6, 11.13, 11.14*.
- (11) Teacher forms expert teams (*WGP 11.E, 12.A, 12.B, 12.C, 12.D*).

Alternative: The teacher picks one learner and describes everything that the learners can understand so far. S/he says, for example: "The person has brown hair and blue eyes. The person is not very tall but also not very small. The person wears a skirt. Who is it?" The person who guessed right should go on and pick someone him-/herself and describe the person to the others. Then the learner who guessed right now goes on.

Additional information on cross-cultural strategies:

The learners should observe that misunderstandings come up because of different communicative strategies people are used to in their culture. If requests or offers are formulated as direct imperatives (*Decide.*) they risk being interpreted as orders to people from other cultures. If requests or offers are formulated as indirect hints (*I need some food for a party*) they risk being misunderstood completely and not even being interpreted as directed toward the addressee. Therefore a middle way seems best for transcultural communication: (1) A request should be formulated as an interrogative, not as an imperative sentence. (2) The word *please* should always be added at the end. Example: Instead of *Open the window!* it is more polite to say *Could you open the window, please?*. If need be, you have to state explicitly that you're not uttering an order, but a request: *I wanted to say a request, not an order.*

Lesson 12

- (1) Maybe exercise *WGP 11.2*
- (2) Teacher presents conversational strategies (*WttW 12.1*) and conversation (*WttW 12.2*, students read with

- the first presentation)
- (3) Teacher presents words (*WttW* 12.5)
 - (4) Preparatory group work
 - (5) *WGP* 11.E
 - (6) *WGP* 12.A
 - (7) *WGP* 12.B
 - (8) *WGP* 12.C
 - (9) *WGP* 12.D
 - (10) Maybe exercise *WttW* 12.10 or *WGP* 12.2
 - (11) Teacher advises students to have a look at *WttW* 12.11
 - (12) Homework: Teacher encourages students to do *WttW* 12.12, 12.13.
 - (13) Homework: Teacher encourages students to prepare on whatever topic (at best on a foreign culture) for Lesson 14, 15 or 16 (just 5-10 min.).
 - (14) Teacher forms expert teams (*WGP* 12.E, 13.A, 13.B, 13.C, 13.D).

Additional information on cross-cultural strategies:

In a foreign country, learners should get to know: When should you arrive at the host's home? As a foreigner, it is best to stick more or less to the time indicated by the host (without expecting that everything will already be prepared). The next critical moment is being at the host's home. Do you take off the shoes or not? Where are you allowed to sit? Learners should become aware that whatever they get as food and drink they should eat and drink it if medical reasons do not speak against this. They should ask or observe how food is eaten and drinks are drunken. They should also observe (or should have asked somebody before) how people show that they are full (leaving something on the plate or saying that one is full etc.). As far as compliments are concerned, the safest advice is: You can pay a compliment for the food (without mentioning the one who made the food) and for the host's home in general (but not for concrete objects). If you are paid a compliment, you say "thank you" and return a similar compliment. For small talk, learners should remember that good topics are the weather and positive travel experiences. Any form of criticism of the host country should be avoided, even if the host asks for it.

Lesson 13

- (1) Teacher presents new words (*WttW* 13.1 + 13.6)
- (2) Preparatory work
- (3) *WGP* 12.E (+ *WGP* 12.1)
- (4) *WGP* 13.A (+ *WGP* 13.1)
- (5) Teacher contrasts cultures (*WttW* 13.16)
- (5) *WGP* 13.B (+ *WttW* 13.4)
- (6) *WGP* 13.C (+ *WttW* 13.9)
- (7) *WGP* 13.D (+ *WGP* 13.3)
- (8) Teacher guides students through *WttW* 13.8, 13.11, 13.12, 13.13.
- (9) Homework: Teacher encourages students to do *WttW* 13.3, 13.14
- (10) Homework: Teacher may encourage students to write a business letter.
- (11) Teacher forms expert teams (*WGP* 13.E, 14.A, 14.B, 14.C, 14.D).

Additional exercises: Cf. *WGP* 11.2. and *WGP* 13.2 (potentially with more details given); emergency phone calls as suggested in Lesson 9.

Since this chapter is very comprehensive, it may be that the class does not manage to get everything done. The rest should then simply be done in Lesson 14.

Additional contrasts on cultures: If time allows and if the learners ask for, the teacher can suggest strategies for solving interpersonal problems (the phrases in italics should then be written on the board – they are based Marshall B. Rosenberg's Non-Violent Communication): "*If you want to complain, you can say: When you do this, I feel sad, because my need for health/beauty/freedom is not satisfied. Would you be ready to do the following?*". If you want to express that you disagree, this can be done with the words *I do not think so* or *I do not agree*. With the words *Sorry* or *I am sorry* you apologize for a small and big "offense" you've committed. It is already a small offense if you come too close to somebody. You respond to the phrase (*I am*) *sorry* with the words *That is OK* or *No problem*. If you feel that there was a true offense, then you may want to ask: *Please tell me if I have hurt you in any way. This was not what I wanted. I am sorry that this has hurt you.*"

Lesson 14

- (1) Rest of Lesson 13
 - (2) Teacher presents new words (*WttW* 14.3-14.6)
 - (3) Preparatory group work (*WGP* 13.E, 14.A, 14.B, 14.C, 14.D)
 - (4) *WGP* 13.E (+ *WGP* 13.4)
 - (5) *WGP* 14.A (+ *WttW* 14.1)
 - (6) *WGP* 14.B (+ *WGP* 14.1)
 - (7) *WGP* 14.C
 - (8) *WGP* 14.D
- (9) Homework: Teacher encourages students to do *WttW* 14.7, 14.8, 14.9, 14.10.
- (10) Homework: Teacher encourages students to learn the words and grammar in *WttW* 15 by themselves.

Lessons 15 + 16

As already said, these lessons can be used in several ways.

One alternative is to use them for the revision of the words and grammar in *WttW* 15 and a general revision.

The following exercises may be taken up again: 0.5, 06., 3.2, 8.1, 9.5, 11.2, 13.2, 10.E, 14.C, 14.D.

Another alternative is the revision of the sections “Culture Contrasts”. According to the BGE concept, these sections should not be underestimated.

Final testing could also be carried out like the general revision suggested in Lesson 9, that is: In a written test listening comprehension (e.g. announcements at public places and on answering machines), reading skills (e.g. menus) and writing skills (e.g. e-mails) as well as intercultural skills are asked for. As an oral test, phone calls suggest themselves again (situations are presented in the learners’ language and could even include unknown vocabulary; the phone partner is the teacher, who should also look away from the learner so that the learner must fully rely on words without gestures). Correct answers should not be prompted by the formulation of a task. As always, answers should be treated according to BGE principles (incl. the respect of politeness formulas).

5 Games

(1) “Word Shouting”: This is a quick game that can be used in any lesson. The teacher announces a word-field, or conceptual field, and the learners should shout out (one after the other or all together) words from this field that come to their mind. As a variant, teams of two can play against each other: Couple 1 is in the room, Couple 2 waits outside. The two persons in Couple 1 get a certain amount of time (e.g. 30 seconds) to say alternately words that come to their mind for the word-field that the teacher announces now. Then Couple 2 comes in and gets the same amount of time for the same word-field that the teacher now announces. The couple with the majority of words wins. This way the game allows both activity (for the players) and relaxation (for the viewers) at the same time. As another variant, the teacher can have two learners take his role of counting the words and judging whether the words given are really part of the word-field that was announced. Finally, instead of a word-field the teacher (or the mini-teacher) can also ask questions such as “What do you find in a hotel?”, “What do you need in a business meeting?”

(2) “Word-Strings”: This game can be played similar to “Word Shouting” (however, it can not be played with all learners at the same time). This time, however, a new word suggestion must also repeat all other suggestions in the order they were made. E.g., “What do you find in a hotel?” Player 1: “A room”. Player 2: “A room and a key”. Player 3 (or 1): “A room, a key, and breakfast”. Player 4 (or 2): “A room, a key, breakfast and stairs.” Etc.

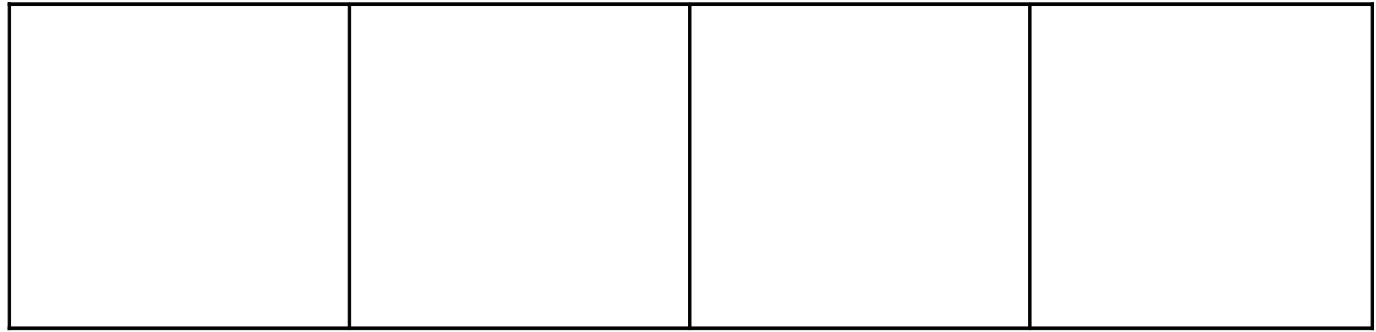
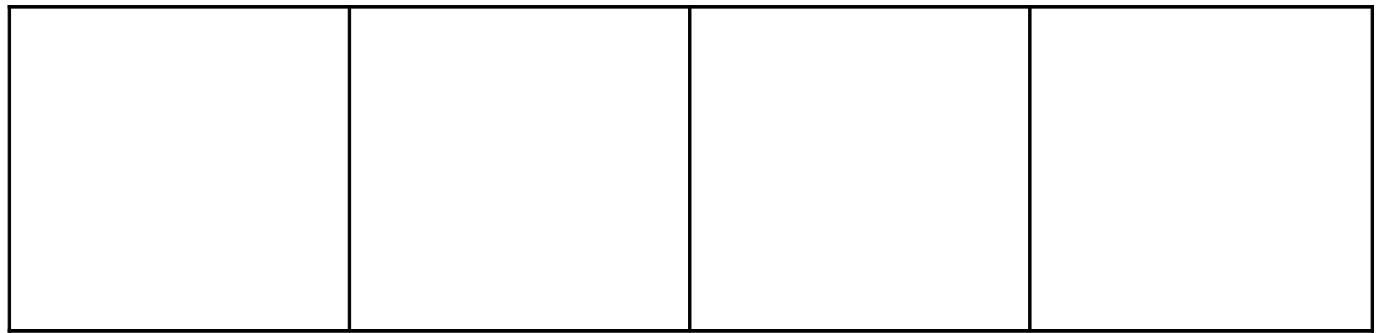
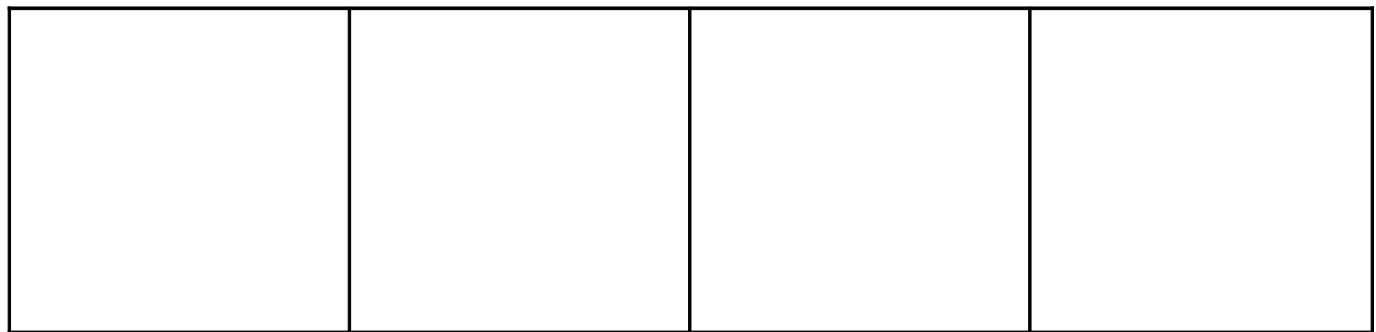
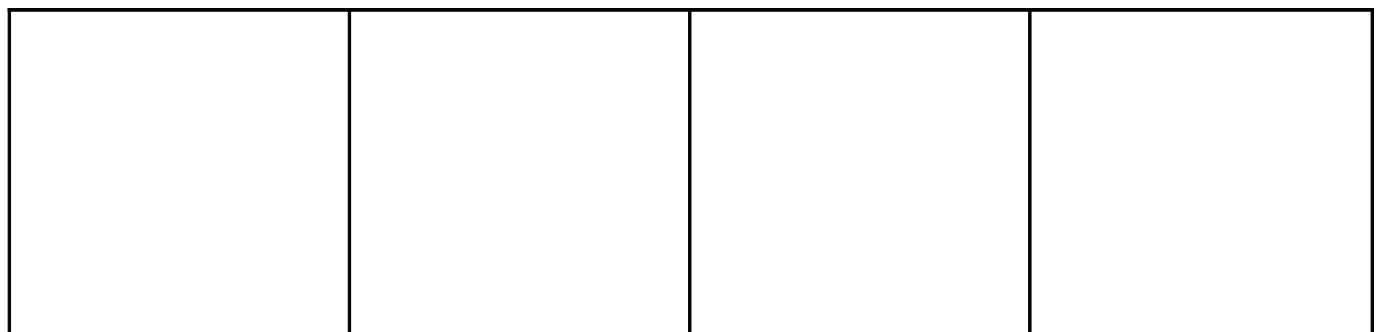
(3) “A to Z Quiz”: This is a game that can be used in any lesson. It can be played with the whole class or the class is split up in two or three teams. The teacher thinks of a word and represents the letters as bars on the board, e.g. _ _ _ for *cat*. Then the first group suggests a letter. If the letter is correct, the bar is replaced the team may go on. For instance, if a team suggests A, the teacher writes A on the respective bar(s) _ A _ . If the letter is not in the word searched for, the other team suggests a letter. As soon as a team knows the word, it gets a point. For the next word, the other team starts to suggest a letter. Several variants are possible. Variant 1: There is a word that just one team has to find out. No more than five mistakes are allowed. The next word has to be found out by the next team. Variant 2: each team thinks of words for the other team(s) (which allows activity and relaxation at the same time).

(4) “Charade”: This game can be played in any chapter. The class is split into two teams. The teacher asks a person from the first team to come out. The teacher gives the person a word to pantomime or to draw the thing on the board. The other team members have to guess the word. Then the second team gets a word. As a variant, each team thinks of words for the other team.

(5) “Jogging”: This game can be played from Chapter 8 on. Everyone is asked to jog just on the spot. Then the teacher gives one of the following commands: “Turn left” (the learners should continue jogging after turning for 90 degrees), “Turn right” (the learners should continue jogging after turning for 90 degrees), “Go left” (the learners continue jogging to the left side without turning), “Go right” (the learners continue jogging to the right side without turning), “Go straight on” (the learners continue jogging forward), “Walk” (on the spot, instead of jogging on the spot), “Run” (on the spot, instead of walking on the spot). From Chapter 11 on, the teacher can add commands such as “Everyone with a white shirt, turn left.”, “Everyone with glasses, turn right.” Alternatively, one of the learners can give out the commands.

(6) “Taboo”: The game can be played from Chapter 10 on; see Expert Material 10.E.

(7) “Domino”, “Happy Families”: These are games that can be used in any lessons as soon as the numbers are introduced. This is a sample for “Domino” and “Happy Families”.



(8) “Bingo”: Bingo can be used in any lesson as soon as the numbers are introduced. This is a sample for Bingo: Cut out these numbers, fold them and put them into a box. Give the box to the selected teaching learner leading Bingo.

11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40