Plurilingualism Language and culture

In this printable PDF is one Language and Culture session plan that develops the plurilingual competence. The session aims to develop an awareness in students of the similarities and differences between the languages they speak and equip them to call upon the skills they have across their language repertoire to enable them to use language in a more flexible way. They also encourage recognition of how closely language is tied to culture and the diverse global community they are part of as plurilingual citizens.

The sessions have been developed in line with the LOMLOE specifications as well as the CEFR descriptors for plurilingualism. They are designed to be taught in English. The lessons assume that the majority of students will have some knowledge of some form of Spanish, but all activities are accessible for non-Spanish speakers and give space to explore and consider a wide range of languages and cultures.

This session was designed for students at an **A2+** or **B1** level in Primary or Secondary. The estimated length of the session is 45 minutes.

The session plan includes:

- A student worksheet, which you can print to give to the students to work from.
- Teacher's notes, which include step-by-step instructions for running all the activities and answers to all the questions.
- Extra resources (where applicable), include any cards or images required for the games and can be printed for the students.

The lessons are also available in the student digital platform, underneath the main list of units, in a section called Language and culture. To request a free trial licence for you and your students, reply to the confirmation email you received or write to the email address below.

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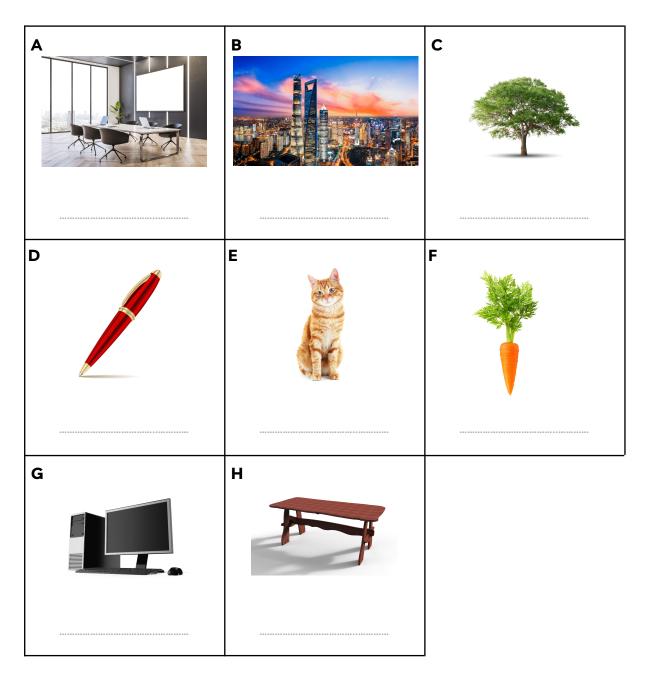


Between language

1 Look at the words. What one language are they from?

catto	carota	bureau	arbore
penna	computator	tabula	citate

2 Write the words from activity 1 underneath the pictures.





3 Translate the sentences into English.
A Mi casa es multo grande.
B Io ama le gelato al chocolate.
C Le ave es in le celo.
D Mi matre es in le hospital.
E Le libro es blau.
F Mi deberes es multo difficile.
G lo pote parlar tres linguas.

Why do people invent new languages?



5 Read the text and check the ideas you had in activity 4.

The invention of Interlingua

1

In 1903, an Italian mathematician called Giuseppe Peano announced to the world that he was working on a simplified version of Latin which he called 'Latin without inflexion'. He published a lot of writing in this language but his ideas weren't widely popular until the 1930s when the International Language Association in America started to develop a language called Interlingua.

2

Interlingua is an auxiliary language. This means that it is a language that can be used by people from different countries to communicate with each other. It is especially useful to people who speak Romance languages like Spanish, Italian and French as it is very similar to these languages. This means that it is easy to learn and use.

3

Interlingua contains a lot of vocabulary from Romance languages but also uses some words from Germanic and Slavic languages. Its grammar is very simple. Most nouns have no gender and adjectives have only one form. There are very few irregular verbs and there are only four basic verb tenses: present, past, future and conditional.

4

The founders of Interlingua hoped it would become the main language of communication in Europe. While that didn't happen, it is still used a lot in education in some countries. It is especially useful to people who are trying to learn other languages because a knowledge of Interlingua makes it a lot easier to understand languages like French and Spanish.

6 Read the text again and match the titles to the paragraphs from activity 5.

A Who uses Interlingua today?
B Why was Interlingua created?
C How is Interlingua formed?
D What are the origins of Interlingua?



7 Play a game of *Interlinguing*. Follow the instructions.



Preparation: Before the lesson, prepare the Interlinguing cards. Read the Teacher's notes in activity 7 for instructions.

1. Look at the words. What language is it?

Tell students to look at the words in the box. Explain that they are from the same language. Ask students if they can guess what language it is. Students' guesses might include Italian, French, Portuguese and even Latin. The broader the range of languages that students suggest, the better.

Once students have finished trying to guess, tell them that the language is called Interlingua which is a language that was invented about 100 years ago. Explain that it was based on Romance languages, so students who guessed these languages were very close.

Students' own answers.

2. Match the words to the pictures.

Tell students to write the words from activity 1 underneath the pictures.

- A. bureau
- B. citate
- C. arbore
- D. penna
- E. catto
- F. carota
- G. computator
- H. tabula

For this task, students will need to think about what the Interlingua words sound like. For this, their knowledge of Spanish, English and any other Romance language will help them. For example, *penna* is close to the English *pen*, while *arbore* is close to the Spanish *árbol*, and *bureau* is the same in Interlingua as it is in French.

3. Translate the sentences into English.

Students try to translate the sentences into English.

As in activity 2, they will need to draw on their knowledge of Spanish, English and any other languages they might know. Encourage students to check their answers with their partners. Monitor students' progress. If they are stuck on any words, you can give them hints.

- A. My house is very big.
- B. I love chocolate ice cream.
- C. The bird is in the sky.
- D. My mother is in the hospital.
- E. The book is blue.
- F. My homework is very difficult.
- G. I can speak three languages.

4. P Why do people invent new languages? Encourage students to think about why someone might decide to invent a new language.

Students' own answers.

5. Read the text and check the ideas you had in activity 4.

Tell students to quickly read through the text to see what it says about the reasons for inventing a language. They should



come up with these two sentences as good explanations:

This means that it is a language that can be used by people from different countries to communicate with each other

It is especially useful to people trying to learn other languages because a knowledge of interlingua makes it a lot easier to understand languages like French and Spanish.

6. Read the text again and match the titles to the paragraphs from exercise 5. Students match the questions to the paragraphs

- A. **4** B. **2** C. **3**
- D. 1

Play a game of7. Interlinguing. Follow the instructions.

Before the lesson, prepare the cards. Cut round the outside of the template with each pair of words. Fold down the dotted line and then stick together with glue or a paperclip to create a card with an Interlingua word on one side and the English translation on the back. Divide the class into groups of five or six. Each group gets a stack of cards. The cards should be given to them with the Interlingua words face up. Students then spread the cards on a desk, still with the Interlingua sides face up.

When the cards are all on the desk, the first student takes their turn to flip a coin onto the table. If the coin lands on a card. they should say what they think the English translation of the Interlingua word on that card is. They can then check the back of the card to see if they were correct. When students check the back side of the card, they should be careful not to reveal it to any of the other students. If they are correct, they can show it to the rest of the group and then keep the card and have another go. If they are incorrect, they should return the card to the table without revealing the correct answer before passing the coin to the next student for their turn.

The game continues until all of the cards have been taken. The winner is the student with the most cards.

As the game continues, there will be fewer and fewer cards on the table and it will take longer for students to land the coin on one. At this point, cards can be grouped closer together to speed the game along.



inseniar	to teach
mangiar	to eat
aranea	spider
ponte	bridge
auro	gold
scientia	science
mano	hand



scriber	to write
blau	blue
herba	grass
bosco	forest
tempore	time
homine	man
mus	mouse
jocar	play



cavallo	horse	
muro	wall	
travaliar	to work	
clave	key	
collina	hill	
femina	woman	
brate	brother	
pilo	hair	



nave	ship
terra	land
thema	subject
bolla	ball
currer	to run
guanto	glove
conilio	rabbit

