



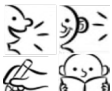





## “Indo-European Language Tree” Poster - Teachers’ Notes



<p>Languages</p> 	<p>Various languages</p>	<p>Time and class</p> 	<ul style="list-style-type: none"> <li>- 1 – 2 lessons (activity suitable for 5th/6th grade)</li> </ul>
<p>Social form</p> 	<ul style="list-style-type: none"> <li>- Pair work</li> <li>- Plenary</li> </ul>	<p>Material</p> 	<ul style="list-style-type: none"> <li>- Copies of “Indo-European language tree” poster</li> <li>- 1 copy of KV “Language cards”, cut up</li> <li>- Laptops / tablets</li> <li>- Paper, (chalk)</li> </ul>
<p>Skills</p> 	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> </ul>		
<p>Aims</p> 	<ul style="list-style-type: none"> <li>- Students learn about the Indo-European language family (language tree) and its subfamilies.</li> <li>- Students learn how to greet each other in an unfamiliar Indo-European language and identify similarities to related languages within the same subfamily.</li> </ul>		
<p>Connection to LP 21</p> 	<p>FS1E.5 resp. FS2F.5 Sprache(n) im Fokus</p> <p>A Bewusstheit für Sprachen</p> <p>1 Die Schülerinnen und Schüler können ihre Aufmerksamkeit auf sprachliche Vielfalt richten.</p> <p>2a Die Schülerinnen und Schüler können einzelne sprachliche Phänomene in verschiedenen Sprachen mit Unterstützung wahrnehmen und Unterschiede oder Ähnlichkeiten erkennen (z.B. verschiedene Schriftsysteme, Begrüssungsrituale.)</p>		
<p>Description of the activity</p> 	<ol style="list-style-type: none"> <li>In pairs, students are given a card with the name of a language. These languages belong to different subfamilies on the language tree poster: <ul style="list-style-type: none"> <li>Italic: French, Portuguese, Romanian, Catalan, etc.</li> <li>Germanic: German, English, Swedish, Norwegian, Dutch, Afrikaans, etc.</li> <li>Celtic: Welsh, Irish, etc.</li> <li>Balto-Slavic: Bosnian, Ukrainian, Polish, Russian, etc.</li> <li>Indo-Iranian: Hindi, Urdu, etc.</li> </ul> </li> <li>The students go online (<a href="https://translate.google.com/">https://translate.google.com/</a>*) and find out how to say “Hello”, “How are you?”, or certain words (chosen by the teacher) in that language. They practise it so that they can perform it later.</li> </ol> <p>* for Irish, see <a href="https://www.focloir.ie/en/">https://www.focloir.ie/en/</a></p>		

	<p>3. The teacher either writes the names of the subfamilies on pieces of paper and sticks them on the walls in the classroom or draws a simplified language tree with chalk in the schoolyard/outdoors (see picture). The children study the language tree poster to find out which subfamily their language belongs to and meet with their classmates who also belong to that subfamily. They perform their words in their new languages, looking for differences and similarities within the subfamily.</p> <div data-bbox="715 562 1169 884" data-label="Diagram"> </div> <p>4. All pairs say certain words in front of the whole class. Afterwards, in plenary, they discuss similarities or differences between the different languages, or other things they noticed.</p>
<p>Going further</p> <div data-bbox="247 1211 316 1265" data-label="Image"> </div>	<ul style="list-style-type: none"> <li>- Students look for pictures of the countries where the chosen languages are spoken (e.g. during the partner work phase)</li> <li>- The languages are written on flags (different colours for each subfamily) and pinned on a globe to the corresponding country/countries where that language is spoken.</li> </ul>

