

PLURILINGUAL WORKSHEETS

Saying *hello* and *thank you***Aim**

The aim of this worksheet is to introduce the comparison of simple phrases of social exchange in European languages. Students may already know how to say *hello* or *thanks* in other languages; this worksheet is intended to create interest in the similarities and differences between languages.

By the end of the worksheet students should be able to:

- understand that all languages use phrases of greeting and thanking
- identify different European languages by the similarity of their forms or sounds to known languages
- develop an awareness that languages form groups with similar language forms
- develop an awareness that geography affects language in that people in neighbouring countries are more likely to have similar words for greetings or *thanks* than countries that are further away.

Setting the context

As a way of setting the context, when you enter the classroom, say *Hello* not only in English but in other languages you know. Write the greetings in other languages on the board. Find out who in the class can identify the languages and whether they know how to say *hello* in any other languages. Briefly revise words for countries and languages in Europe.

1

- Ask students to work in pairs and encourage them to try to identify the languages spoken, using the words from the box.
- Check their answers.

Answers

Hello/Hi (English)	Hola (Spanish)
Ciao (Italian)	Salut! (French)
Hallo (German)	Gruëtzi (Swiss German)
Ahoj (Czech)	Hej (Swedish)
Zdravo (Serbian)	Olá (Portuguese)

Good morning (English)
 Guten Morgen (German)
 Bonjour (French)
 Bom dia (Portuguese)
 Buenos días (Spanish)
 Buongiorno (Italian)
 Dobro jutro (Serbian)
 God morgon (Swedish)
 Guete Morge (Swiss German)
 Dobré ráno (Czech)

2a

- Ask students to write the English, German and Spanish greetings in the table.

2b

- Ask students to discuss with a partner whether the other greetings are similar to the English, German or Spanish or are completely different. Do one example with the class but explain that there are no definite right answers and that you want to hear why they think a word is similar to one of the heading languages.
- After five minutes, get students to make suggestions to the whole class and complete the table on the board. If students struggle to find similarities, give prompts by saying words out loud. There should be some grouping of Germanic languages of Scandinavia, Germany and Netherlands and the UK. There should also be some grouping of Romance languages based on Latin around Spain, Portugal and Italy and sometimes France. The popular Italian expression 'ciao' is so different because it has come from a Venetian dialect rather than Latin. It is also used in Italy to mean *goodbye* as well as *hello*. Point out the groupings of the Slavic languages of Czech and a Serbian, which have very different words from the Germanic and Romance groups of languages.
- Elicit from students the differences between *Good morning* and *Good day* in the languages. Explain that some languages differentiate between the times of day in their greetings and that some languages use both greetings (e.g. *German*). The English greeting *Good day* is rarely used and only in formal situations.

Suggested answers

English word	German word	Spanish word	
<i>Hello/Hi</i>	<i>Hallo</i>	<i>Hola</i>	
<i>Good morning</i>	<i>Guten Morgen</i>	<i>Buenos días</i>	
Similar to English	Similar to German	Similar to Spanish	Different
<i>Hallo</i>	<i>Hello</i>	<i>Olá</i>	<i>Ahoj</i>
<i>Hej</i>	<i>Guete</i>	<i>Bom dia</i>	<i>Salut</i>
<i>Guete</i>	<i>Morge</i>	<i>Bonjour</i>	<i>Ciao</i>
<i>Morge</i>	<i>Good morning</i>	<i>Buongiorno</i>	<i>Gruëtzi</i>
<i>Guten Morgen</i>	<i>God morgon</i>		<i>Zdravo</i>
<i>God morgon</i>			<i>Dobré ráno</i>
			<i>Dobro jutro</i>

PLURILINGUAL WORKSHEETS

3a

- Ask the students to work in pairs and look at the words for *thanks* and match as many words as they can to the languages in the box. Do not let them spend more than five minutes on this.
- Check their answers.

Answers

Thank you (English)	Gracias (Spanish)
Merci (French)	Grazie (Italian)
Obrigado (Portuguese)	Danke (German)
Tack (Swedish)	Tak (Danish)
Díky (Czech)	Dzięką (Polish)
Hvala (Serbian (in Cyrillic script) and Croatian)	
Danke (Dutch)	

3b

- Follow the same procedure as in 2b to get students to assign words to groups of similar sounds or visual appearance. Again tell them this is to stimulate discussion rather than to find the 'right' answer. There are no absolute right answers here. They may find it interesting that languages which were in the *Similar to ...* columns in exercise 2 are in the *Different to ...* columns here.

Suggested answers

English word	German word	Spanish word	
<i>Thanks</i>	<i>Danke</i>	<i>Gracias</i>	
Similar to English	Similar to German	Similar to Spanish	Different
<i>Danke</i> <i>Tack</i> <i>Tak</i>	<i>Thanks</i> <i>Danke</i> <i>Tack</i> <i>Tak</i> <i>Díky</i> <i>Dzięką</i>	<i>Grazie</i>	<i>Hvala</i> <i>Merci</i> <i>Obrigado</i>

4

- Students work individually to write the words for *thanks* on the map of Europe. It may become apparent that Czech and Polish are similar to each other and are adjacent geographically and that Spain and Italy also share similar forms. The northern European languages from Scandinavia through the Netherlands and Germany and across to Britain have some similarity of form around the word *Danke*. There are also some similarities between German and the Slavic languages Czech and Polish.

5

- The point of this question is to introduce other languages spoken by students at home. The second question is to encourage students to think about the purposes for which we use languages as human beings. Language is not only used to give information but also to maintain social relationships with family and friends. Greeting and giving favours or gifts and thanking others for their favours are essential elements of getting along with other people in daily life. Therefore all languages have ways of expressing this. In fact many linguists think that in prehistory language was used more for the purpose of making relationships than for giving information about where to find food or other things.

Further discussion

Do students know how English people sneeze? (*Achoo!*) And what is said when people sneeze? (*Bless you!* i.e. 'God bless you.') Compare this with the German *Gesundheit!* and the Italian *Salute!*, which are about wishing your good health. The Spanish use the similar *Salud* or *Jesús*, which is more similar to the English expression of 'God bless you'. The Poles also wish good health. The French expression *À vos souhaits* (literally 'to your wishes') doesn't seem to be replicated.

PLURILINGUAL WORKSHEETS

Roots of English

Aim

The aim of this worksheet is to deepen students' awareness of similarities between English, German and French words and to demonstrate how this is because of movement of Germanic and French people into Britain in early history.

By the end of the worksheet students should be able to:

- understand how English language has been changed by immigration of people from the area of Germany and France who brought their native language with them.

Background information

Although the Celtic language has not survived into modern English, it is useful for students to know how the English language relates to minority indigenous languages in the British Isles such as Welsh and Scots Gaelic. The Roman occupation of Britain reduced the development of the Celtic language in England because the language of business, law, trade and culture, particularly in writing, became Latin.

The Angles and Saxons were attracted to the British Isles for the richness of its lands for agriculture. Some Germanic peoples had experienced flooding in the low lands of the North Sea coastal areas and were emigrating to find farming land. It is not known how far the Anglo-Saxons drove out the Celtic inhabitants of Britain or whether the Celtic peoples took on the Anglo-Saxon language voluntarily or not. The survival of Celtic language at the western edges of Britain, suggests that ancient Britons were pushed further west. The answer seems to be mostly that the Britons adopted Anglo-Saxon language and culture in the same way as many had adopted Roman culture earlier.

The 1066 invasion of Britain by the Norman French ensured that the English language gained new words from French that were associated with the court and power-holders of early Medieval England.

1

- Draw students' attention to the title of the text. Ask them if they can give you any examples of words in English that sound similar to the German word. Write these on the board.
- Ask students if they know anything about the Romans in Britain. They may remember from *The Great Fire* text in Unit 3 Lesson 1 of *Inspiration Student's Book 2* that the Romans built a town called *Londinium* which became known as London.
- Let the students read the text and encourage them to answer the questions in pairs.

- Check the answers. Can any of the students now answer the question at the beginning of the text: *Why do many simple words in English sound like German?* (Because a long time ago, Germanic tribes invaded Britain and settled there.)

Answers

- Celtic was spoken by the people the Romans called 'Britons'.
- The Romans spoke Latin.
- The Angles, Saxons and Jutes.
- The Anglo-Saxons called their language 'Englisc'.

2a

- The aim of this activity is for students to become aware of the similarities in form of common words from German and English and note that these lexical families related to the everyday lives of early farming communities in Anglo-Saxon England.
- Ask students to work in pairs and put the words into the most appropriate categories in the table.
- Check the answers by reading out the words and asking students to call out a category each time.

Answers

Farming words, land and animals	Weather, sky and time of day	Colours
cat cow fish goose grass land sheep water wood	cold midday moon morning night rain snow star sunny warm wind	red green grey
Family members	Parts of the body and clothes	Life in the home, food and furniture
daughter father mother son	arm finger foot hair hat knee mouth nose shoe	apple bed bread cook drink fire house

PLURILINGUAL WORKSHEETS

2b

- Ask students *How similar are these words in German?*
Read out all the words again and ask them to put their hands up when they think the English word sounds similar to the German word.
- Point out that all the words are connected to farming and everyday life. Explain that the Anglo-Saxons lived in small settlements and that most of them were farmers.
- Students can add other examples for homework e.g. *butter, milk*.

3a

- Ask students to read the text in exercise 3a and in pairs answer the question *How did the Normans change the English language?*

Answer

The Normans changed the language by bringing in French words to the areas of cooking, art and government.

3b

- Ask students to work in pairs and match the French word with the English word.

Answers

beauté – beauty

gouvernement – government

porc – pork

bœuf – beef

pouvoir – power

juger – judge

- Draw students' attention to the fact that while Anglo-Saxon words remained in use in the daily life of the English people, French words became the language associated with power and wealth.

PLURILINGUAL WORKSHEETS

Across the oceans

Aim

The aim of this worksheet is to raise awareness of how travel and trade have brought words from other languages into the mother tongue. Students should be developing their ideas on how language and social practices (in this case, travel and trade) interact. By the end of the worksheet students should be able to:

- understand how English language and other European languages often borrowed food words from the language of the country of origin of the food.

1a

- The aim of the first exercise is to prepare students for the reading task by setting the topic and revising or pre-teaching the food and drink vocabulary.
- Ask students to look at the pictures and in pairs try and name the food and drink. Check answers and write the words on the board in a vertical list.

Answers

- Picture 1: avocado
- Picture 2: chilli pepper
- Picture 3: maize (sweetcorn)
- Picture 4: tomato
- Picture 5: potato
- Picture 6: chocolate
- Picture 7: vanilla
- Picture 8: tea

1b

- Ask students if they know the name of the food (or drink) in another language. Students may be able to contribute various languages but of particular interest here are the languages that shared western European culture in the period 1600–1900: Spain, Portugal, France, Italy, Netherlands and German states. See Answers below. Write the equivalent words next to the English words you wrote on the board in exercise 1a. Students should be able to identify the similarity of words in the Romance languages and often other languages too.

Answers

English	Spanish	Portuguese	French	Italian	Dutch	German
avocado	aguacate	avocado	avocet	avocado	avocado	Avocado
chilli pepper	chile	chili	piment	peperoncino	Spaanse peper	Chili
maize (sweetcorn)	maíz	milho	maïs	mais	maïs	Mais
chocolate	chocolate	chocolate	chocolat	cioccolato	chocolade	Schokolade
tomato	tomate	tomate	tomate	pomodoro	tomaat	Tomate
potato	patata	batata	pomme de terre	patata	aardappel	Kartoffel
vanilla	vainilla	baunilha	vanille	vaniglia	vanille	Vanille
tea	té	chá	thé	tè	thee	Tee

2a

- The aim of this text is to explain the historical background of travel outside Europe to trade or take goods from Asia, Africa and the Americas and the impact this had on European languages.
- Draw students' attention to the map and elicit where the following countries and continents are: Peru, Mexico, the Americas (= North and South America), Asia and China.
- Ask students to read the text and underline the food words. They should then match the words to the pictures in exercise 1. They could do this by writing the number of the picture over the food word in the text.

Answers

See the table below for food words. The following food words in the text do not appear in exercise 1: *bread, cacao beans, cake*.

2b

- Ask students to read the text again and answer the questions.
- Check answers.
- Remind them of the different languages for the foods you collected on the board in exercise 1. Can they see now why so many of them are similar? Reiterate how the Europeans 'borrowed' the words for these foods.

Answers

- The Mexicans ate avocado, vanilla, chilli peppers and tomatoes. They also made bread from maize and drank a drink called chocolate made from cacao beans.
- Spain
- The Portuguese and the Dutch
- The King of England's wife – the Portuguese princess, Catherine of Braganza – helped make the drink become fashionable.

PLURILINGUAL WORKSHEETS

Words from India, Australia and the Caribbean

Aim

The aim of this worksheet is to raise students' awareness of the historical relationship between Britain and three major areas of the former British Empire, India, Australia and the Caribbean islands of the West Indies.

In *New Inspiration Student's Book 3* students will look at these places among others as part of the global use of English as a lingua franca. Here, the focus is on words from these places that came into the English language as loanwords and are also used as borrowed words in German, French and Italian.

By the end of this unit students should be able to:

- understand that languages have often spread because one country seeks power over another for economic reasons
- become aware of the historical reason for the status of English in India, Australia and in parts of the Caribbean
- understand that some words are taken up in English and other languages in the same form as the original word because there is no equivalent in the mother tongue
- recognize consistent spelling changes between English and German forms of these loanwords.

Background information

The Republic of India has been independent from Britain since 1947. There are an estimated over 20 million Indian nationals who speak Indian English as their first language and far more who speak English as a second language. There are 15 Caribbean nations that make up the confederation of the West Indies. The islands with the biggest populations are Barbados, Jamaica, Trinidad and Tobago. The indigenous population died out so the British replaced them with African slaves to work in the sugar plantations. For this reason the main population is Afro-Caribbean. English was the only common language among the slaves. The majority of Australians are descended from British and Irish immigrants as the Aboriginal population has been reduced to 3%. Between the different groups, 200 languages are spoken although all but 20 are in danger of dying out. Australia and the nations of the West Indies still have the British monarch as the head of state, although they have their own national governments.

1

- The purpose of this exercise is to enable students to use their existing geographical knowledge to identify the places under discussion and prepare

for the first reading text. Students are mostly likely to recognize the shape of Australia, and then India.

- Ask students to work in pairs and match the place names with the maps.
- Ask them to compare their answers with another pair, then check answers with the whole class.

Answers

Map a – Republic of India

Map b – Australia

Map c – Caribbean Islands

2

- Elicit from students what they already know about the connection with Britain and the use of English in these places. They will all know that English is spoken in Australia. Ask students to name people or things they associate with these countries. Cricket is played in all these places, so students may know the recently retired Indian cricketer, Tendulkar. They may know of Gandhi as the father of the new India and other Indians in politics. The West Indies are prominent in athletics and other sports, as well as music. Usain Bolt is probably the most famous Jamaican today. Reggae fans may know of Bob Marley. Students may know Australian actors, Hugh Jackman, Nicole Kidman or Russell Crowe.
- Ask students to read the text and answer the question.
- Check answers.

Answer

English is spoken in these three places because the British governed them for hundreds of years. English was the language of government and law.

3

- Ask the students to read the text and underline the words that came into the English language.
- Check they understand the meanings of the words.

PLURILINGUAL WORKSHEETS

4a

- The aim of this exercise is to get students to look at the words as categories of animals, food and cooking, etc. The British and other Europeans adopted the local word for aspects of nature and culture that they had never seen before and had no existing word for. For this reason the same loanword is generally used across Western European languages.
- Students may be interested to discuss how people use their mother tongue to name the natural world that surrounds them, so that areas with extreme weather will have a word for that weather phenomenon e.g. *hurricane* in the West Indies, *typhoon* in the South China Seas, *tsunami* in Japan. Separate cultures will develop different tools from the materials they find, e.g. the boomerang in Australia and the canoe in the Caribbean.

Answers

	Animals	Food and cooking	Weather and landscape	Materials and liquids	Other objects
Words from the Caribbean		barbecue papaya	hurricane		canoe hammock
Words from India			jungle	shampoo cotton	bungalow pyjama
Words from Australia	kangaroo koala budgerigar				boomerang

4b

- The aim of this exercise is to raise awareness that of spelling differences in order to help German-speaking students remember English spellings.
- Students that speak other languages may be able to demonstrate that these words are similar in other languages too.

Answer

Sometimes the borrowed word is written in exactly the same way in German, e.g. *Barbecue* or there is a slight difference, e.g. *Bumerang*. Some German words replace the English 'c' with 'k', e.g. *canoe/Kanu*. The hard English 'j' in jungle is replaced by *Dsch-*.