

PLURILINGUAL WORKSHEETS

European connections

Aim

The aim of this worksheet is to suggest that the unity of Europe is not just a political idea of the European Union but comes from thousands of years of sharing an environment on one relatively small continent. The connections made across rivers and land have shaped language and cultural identities through history.

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

- see a connection between historical and geographical knowledge, e.g. the Roman Empire, river courses, and knowledge of language
- learn about three main families of European language: Germanic, Romance (Latin-based) and Slavic
- compare how different language speakers in countries along the course of the river Rhine and Danube alter the name of the rivers.

1

- Ask students to look at the title of the text and the picture and try to predict what the text is about. They should recognize the theme of the rivers and the connections across Europe as suggested in the title. The photo showing the 'Rhein' at Basel will be familiar to many students. Read out loud the first two lines by way of introduction and then encourage students to look at the headings of *Geography*, *History* and *Language roots* before going on to read the rest of the text.
- Ask students to answer the questions, then check the answers.

Answers

- 1 The Rhine flows north-west from the Swiss Alps to the North Sea.
- 2 The Danube flows east from Germany to the Black Sea.
- 3 The rivers were borders of the Roman Empire.
- 4 People were able to travel (along the roads the Romans built) and also share ideas in writing (through a common language – Latin).
- 5 French, Spanish, Portuguese and Italian.

2

- Ask students to look at the map and explain that they should label the two rivers. The countries around the two rivers are labelled with a number linked to the map key. Explain that students should write the word for the country in the key. You will need to do this as a whole-class exercise first to elicit the names of the countries orally. Write the names of the countries on the board to ensure students spell them correctly in English.

Answers

River 1: The Rhine

River 2: The Danube

Map key

- 1 Switzerland
- 2 Germany
- 3 France
- 4 Netherlands

(Technically the Rhine also flows through the principality of Lichtenstein as a separate country but this is not marked on the map.)

(Countries other than Germany which border the Danube):

- 5 Austria
- 6 Slovak Republic
- 7 Hungary
- 8 Croatia
- 9 Serbia
- 10 Bulgaria
- 11 Romania
- 12 Ukraine

(Moldova separated from Romania in 1991 and so is counted as a separate border country on the Danube. The text in exercise 1 simplifies the situation by omitting Moldovan which is regarded by linguists as the same language as Romanian.)

3

- Encourage students to look at the map to see which countries the Rhine flows through before completing the exercise. Explain that these countries use the same word but with slightly different spellings and vowel sounds.

Answers

- 1 The Netherlands
- 2 Germany and Switzerland
- 3 France

4

- Now ask students to work in pairs to try to match the names for the Danube with the countries from the box. It does not matter if they cannot match all the names – this is an awareness-raising activity – but they should be able to match some through a process of elimination and based on their prior knowledge.

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- The names of the river are also given in the order in which it passes through the countries – you may wish to let students work that out for themselves!

Answers

- Germany and Austria
 - Slovak Republic
 - Hungary
 - Croatia
 - Serbia and Bulgaria
 - Romania
 - Ukraine
- Encourage students to comment on how the river name changes in vowel sound from German to other languages as it flows to the sea. You may also like to investigate the names of the countries in their own languages (see Background information below).
 - Explain to students that some Slavic languages, for example here Serbian, Bulgarian and Ukrainian, use the Cyrillic alphabet which uses different symbols from the Latin alphabet. Can students work out what some of the Cyrillic letters are? They should be able to work out that Д = d, у = u and Н = n.

language has stayed close to Latin and is part of the Romance family of languages. Hungarian is a Uralic language (from the Urals) that is unrelated to any languages of neighbouring countries. It has some links with Finnish and Estonian. The name *Hungary* is based on the Huns, who invaded that part of the eastern Roman Empire around 400 AD. While many European languages name the country as the Land of the Huns, Hungarians themselves refer to their country as the Land of the Magyars.

Follow-up activities

- Students could find out more about the Danube and the countries on its borders. Alternatively, they could choose another river.

Background information

| English name of the European country through which the Danube passes | The names of European countries through which the Danube passes, as the national people call them |
|--|---|
| Germany | Deutschland |
| Austria | Österreich |
| Slovak Republic | Slovenská Republika |
| Hungary | Magyarország |
| Croatia | Hrvatska |
| Serbia | Srbska (Србија) |
| Bulgaria | Bŭlgariya (България) |
| Romania | România |
| Ukraine | Ukrayina (Україна) |

The Ancient Romans gave the name *Danubius* to the longest river in their Empire. The Romans referred to the people living east of Italy as 'Sclavoni', which is perhaps a mishearing of the name 'Slavs'.

Slovakian, Croatian, Serbian and Bulgarian are in the Southern Slavic family of languages. The Roman Christian missionaries, Cyril and Methodius, translated the Bible to give to the Slav peoples, using the Bulgarian form of the language. The Cyrillic alphabet used in Serbia and Bulgaria is named after Cyril.

Two countries along the Danube have quite separate languages from their neighbours. The Romanian

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Food and language

The aim of this worksheet is to look at how social customs around the eating of food are reflected in language. Some nations share the same cultural linguistic expressions and words for basic foods, because earlier in history they shared a culture and a language.

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

- understand that preparation and eating food are cultural practices and that the social use of language to encourage others to enjoy food is common
- recognize similarities of form and differences in food words that come from a smaller group of early European languages
- appreciate and be more aware of others' language and cultural practices.

1a

- The purpose of the opening question is to provoke a class discussion about customary phrases to start a shared meal. Try to bring out the point that mealtimes are occasions when a group of people – the family at home or a larger social group in times of celebrations such as birthdays and weddings – come together to share a pleasure. Encourage students to contribute any other phrases that are used on such occasions; students from Arab or Asian cultures should be able to contribute.

1b

- Ask students to work in pairs and try to match the phrases with the languages. Emphasise that it doesn't matter if they don't know all of them but encourage them to have a go and guess. This will develop their decoding skills – an essential plurilingual competence. (For example, they may know that Spanish uses an upside down exclamation mark and that phrases with *buon/bon/buen*, etc, are from a Romance language.)

Answers

Mahlzeit! / Guten Appetit! (German)

En Guete! (Swiss German)

Smacznego! (Polish)

Bom apetite! (Portuguese)

Smaklig måltid! (Swedish)

Bon appétit! (French)

Velbekomme! (Danish)

Buon appetito! (Italian)

¡Buen Provecho! (Spanish)

Dobar tek! (Croatian)

Smakelijk eten! (Dutch)

Dobrou chut'! (Czech)

- Encourage students to compare phrases that sound similar. For example, both the Croatian and the Czech phrases use a form of *good* – *dobar/dobrou*. Students should be able to point out that the Romance languages Italian, French, Spanish and Portuguese all share a similar form for the word *good* (*buon/bon/buen/bon*).
- Encourage students to translate the phrases. Although they will sound strange, they reveal some interesting differences. Western and southern Europe use '[have a] good appetite', while Spain uses 'enjoy'. The Polish word means 'tasty', in the sense of 'have a tasty meal'. Dutch and Swedish use a similar phrase to encourage trying tasty food.

Background information

You may be able to elicit further discussion on whether expressions to share food indicate the importance of this as a shared activity in one culture. There are no expressions to express shared enjoyment of the meal at the beginning of a meal in British English. However, the Jewish cultural sub-group in North America has spread the use in American English of the imperative *Enjoy!* at the start of a meal.

The importance of offering food to guests and providing plenty of food as a host is notable in most Chinese languages. The traditional Chinese greeting to a friend is not *How are you?* but *Have you eaten?*

In some cultures the practice is to share the same dishes on the table. This is a point that some students may be able to contribute. In Switzerland the *fondue* is a communal dish. In Arabic and nearby Mediterranean cultures, sharing *meze* dishes is the usual way of eating.

2

- The aim of this reading text is for students to understand that the food words in the following exercises have been in existence for thousands of years. (Indo-European relates to the family of languages spoken in Europe and in Asia as far as northern India.)
- Ask students to read the text and nominate a student to write the six words (*bread, cheese, honey, flour, water, oven*) on the board.

3a

- This exercise takes the European languages of the first exercise and looks at the shared roots of the basic food words from exercise 2. The majority of the words group into Germanic languages, Romance languages and Slavic languages. Some words don't fit into a category.

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- Ask students to work in pairs and use different-coloured pens to circle and group the words.
- Discuss the answers as a whole class. Did the students notice anything interesting? (For example, the Spanish and Portuguese words for *cheese* share similarities with the Germanic words for *cheese*.)

Answers

| | | | | |
|---------------|---|---|--|----------------------|
| Flour | Mehl (German) mel (Danish) mjöl (Swedish) | farine (French) farina (Italian) farinha (Portuguese) harina (Spanish) | mąka (Polish) mouka (Czech) | brašno (Croatian) |
| Bread | Brot (German) brood (Dutch) bröd (Swedish) | pain (French) pane (Italian) pão (Portuguese) pan (Spanish) | chleb (Polish) chléb (Czech) | kruh (Croatian) |
| Water | Wasser (German) vand (Danish) water (Dutch) | eau (French) acqua (Italian) água (Portuguese) agua (Spanish) | voda (Croatian) woda (Polish) | |
| Honey | Honig (German) honing (Danish) honung (Swedish) | miel (French) miele (Italian) mel (Portuguese) miel (Spanish) | miód (Polish) med (Croatian) | |
| Cheese | Käse (German) kaas (Dutch) queso (Spanish) queijo (Portuguese) | fromage (French) formaggio (Italian) | ser (Polish) sir (Croatian) | ost (Swedish/Danish) |
| Oven | Backofen (German) oven (Dutch) ovn (Danish) ugn (Swedish) | four (French) forno (Italian) forno (Portuguese) horno (Spanish) | pećnica (Croatian) piekarnik (Polish) | |

3b

- Ask students to add any words from other languages they may know to the table. Do these new words share any similarities with the words in the table?

4

- This text provides further information about the origins of the words for *cheese* in different languages. It explains why the French and Italian words differ from the Spanish and Portuguese words.
- Ask students to read the text and tell you what they found most interesting or surprising.

5

- The aim of this exercise is for students to compare different national dishes that they know.
- Ask volunteers to share their ideas with the class.
- If any of the dishes are unknown to the rest of the class, encourage the student describing the dish to give more information.

6

- Ask students to write a recipe of their favourite dish – either one from their home country or from a country they are interested in.
- Encourage them to draw or find a picture of the dish to illustrate their recipe.
- Put the recipes into a class book and display in the classroom.

Follow-up activity

- Students could make some of the dishes from the class recipe book in their cooking class.

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Harry Potter – a global phenomenon

The aim of this worksheet is to look at language translation of a global cultural phenomenon that came from the UK: the *Harry Potter* stories.

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

- compare linguistic features in different languages and guess key words in unknown languages by using clues of context and similarity of language forms to English
- appreciate how book and film titles are translated to fit the cultural expectations of the new target audience.

Warmer

Introduce the topic of *Harry Potter* with a teaser image. For example you could show in class, perhaps on the IWB, a photo of the trolley that is disappearing into the wall on Platform 9 $\frac{3}{4}$ at Kings Cross station, London. Images can be found on the Internet. Encourage students to recall the *Harry Potter* stories that they will have probably read a few years ago. Some students may not have read the stories and they will need to know this background. Students will probably say the names of the book titles in their own language, so you can ask the class to give translations in English as far as they are able. Give students the correct English title orally but don't write the titles on the board yet as students will look at this in exercise 2.

1

- The purpose of the reading text is to provide a general context of the *Harry Potter* series as a global phenomenon.
- Ask students to read the text and answer the question.

Answer

The *Harry Potter* books have been translated into more than 70 languages.

2

- Encourage students to first identify the names of the titles in English by looking for the English phrases. Get students to say the English out loud and write them on the board as reference for the rest of the lesson.
- In their pairs, students should match the English titles with the German and French versions by drawing lines.

Answers

| English | French | German |
|--|--|---|
| <i>Harry Potter and the Philosopher's Stone</i> | <i>Harry Potter à l'école des sorciers</i> | <i>Harry Potter und der Stein der Weisen</i> |
| <i>Harry Potter and the Chamber of Secrets</i> | <i>Harry Potter et la Chambre des secrets</i> | <i>Harry Potter und die Kammer des Schreckens</i> |
| <i>Harry Potter and the Prisoner of Azkaban</i> | <i>Harry Potter et le Prisonnier d'Azkaban</i> | <i>Harry Potter und der Gefangene von Askaban</i> |
| <i>Harry Potter and the Goblet of Fire</i> | <i>Harry Potter et la Coupe de feu</i> | <i>Harry Potter und der Feuerkelch</i> |
| <i>Harry Potter and the Order of the Phoenix</i> | <i>Harry Potter et l'Ordre du Phénix</i> | <i>Harry Potter und der Orden des Phönix</i> |
| <i>Harry Potter and the Half-Blood Prince</i> | <i>Harry Potter et le Prince de Sang-Mêlé</i> | <i>Harry Potter und der Halbblutprinz</i> |
| <i>Harry Potter and the Deathly Hallows</i> | <i>Harry Potter et les Reliques de la Mort</i> | <i>Harry Potter und die Heiligtümer des Todes</i> |

- Discuss where the key words have changed in titles. The German publisher chose the title *Harry Potter und die Kammer des Schreckens*, 'Chamber of Fear', rather than 'Chamber of Secrets'. *The Philosopher's Stone* has been translated differently in French as 'The School for Wizards'.
- Ask students what the function of titles is. They should be able to say how the titles give audiences clues to the topic or mood of the book or film. Titles often create an emotional expectation about what the audience is going to read or see. Explain that the translators have to decide how to create that expectation in an audience from a different culture. This is a harder task when the target audience is not from the original culture of the book's setting.

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3a

- This is a demanding task to see whether students can go further in using linguistic clues to work out meaning. The Portuguese words are quite similar to French. The Turkish titles are much harder to guess. The clue in the fourth item is the word *Azkaban*. Students may guess the fifth from the sound of *Prens*, quite similar to *prince*, if the title is read out.
- You may have Portuguese or Turkish speakers in the class. Ask them not to give the answers until the other students have tried to find a solution.

Answers

- 1 *Harry Potter e a Câmara dos Segredos* = *Harry Potter and the Chamber of Secrets*
- 2 *Harry Potter e os Talismãs da Morte* = *Harry Potter and the Deathly Hallows*
- 3 *Harry Potter e a Pedra Filosofal* = *Harry Potter and the Philosopher's Stone*
- 4 *Harry Potter ve Azkaban Tutsađı* = *Harry Potter and the Prisoner of Azkaban*
- 5 *Harry Potter ve Melez Prens* = *Harry Potter and the Half-blood Prince*

3b

- Ask students to underline the linking word for *and* in the Portuguese and Turkish titles.

Answer

The equivalent linking word for *and* is *e* in Portuguese and *ve* in Turkish.

4

- Where possible, ask students to go online and find titles of *Harry Potter* books in three more languages.
- Alternatively you may have students who speak other languages and are able to contribute *Harry Potter* titles in those languages.
- Ask students to share their findings with the rest of the class.

5

- Ask if any students can explain what the 'Order of the Phoenix' is in the fifth *Harry Potter* book. (The order is the force that fights against the evil Lord Voldemort.)
- It is not expected that students will know the answer but they may be able to contribute some interesting ideas which demonstrate they have understood the issues at stake when translating book titles across differing cultures.
- Discuss the question for a few minutes, then give students the information from the **Answer** section.

Answer

The idea of a band of brave fighters giving themselves the name of the Order of the Phoenix fits in with European culture. Japanese culture has come from a different background of Shinto and Buddhism and has its own symbols of warriors. Horses are symbolic of speed, power and loyalty, and horsemen are seen as noble warriors. The phoenix is translated as an immortal bird.

6

- Put students into groups of four to six and ask them to create a pluri-lingual dictionary of words from the *Harry Potter* series.
- Some examples of words have been given on the worksheet but students may wish to choose other words from the *Harry Potter* series. Although some of the words may be obscure, there is still a value in students researching their own words online and presenting the translations in dictionary format.
- Ask groups to exchange and look at each other's dictionaries.

Follow-up activity

- Students could research the English, French and German titles of the novels of a classic author such as Charles Dickens.

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London, a multicultural city

The aim of this worksheet is to demonstrate how European society has become increasingly plurilingual, using the example of London as a springboard, in order to raise awareness of the value of plurilingual competences in order to participate more fully in society.

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

- extend and apply their knowledge about very contemporary life in London as a fuller picture than the traditional views of London culture as Big Ben, Buckingham Palace and red buses
- realise that many major European cities now have a people from a variety of sub-cultures with languages other than the dominant language of the nation

1

- The purpose of the opening question and images is to activate knowledge that students already have about Londoners and the mix of languages.
- Before students read the text, get them to look at the map of Greater London boroughs in exercise 2b. London is divided into 32 boroughs (councils) to administer local government – many of these boroughs have culturally diverse communities. Do students know anything about any of these boroughs?
- Ask students to read the text and answer the question. Check the answer in open class.

Answer

1.7 million Londoners have a first language which is not English.

- Some students will be aware that there are many families in London who originally came from the Indian subcontinent and from the Caribbean. Students will also perhaps be aware of the relative freedom of movement of individuals around the European Union and within the EEA.

Background information

The topic of immigration is a sensitive one. The case of London has been taken because it is generally seen as a positive story of how the inflow of people has benefited the economy of London.

London has always had people of different ethnic groups as for many years it was a big sea port with trade across the Atlantic to America, south to Africa and around the oceans to India. In the 19th century, Britain formed an empire out of its trading posts overseas, including Hong Kong, many countries in central and East Africa and South Africa, the Caribbean and India.

During the World Wars of the twentieth century many people from the areas of the British Empire fought for the cause of Britain. After the Second World War ended in 1945, Britain invited many people from what were now called the British colonies to work in Britain. Britain was poor after the war and needed workers for factories. Firstly, many people arrived from the Caribbean, followed later by people from the Indian subcontinent.

More recent arrivals have been from Nigeria and Somalia. Since 2004, a large number of young Europeans especially from Poland, but also from Spain, Italy, Portugal and France have come to work in London.

2a

- Ask students to look at the speech bubbles. Ensure they understand that they should underline the names of languages in the speech bubbles. Explain that they don't need to underline *English*. They should be able to identify the names of the languages from the context of the sentences in the speech bubbles.
- Check answers.

Answers

- 1 Gujarati and Urdu
- 2 Polish
- 3 Punjabi
- 4 Bengali and Urdu
- 5 Turkish
- 6 Yoruba
- 7 Portuguese
- 8 Arabic
- 9 French

- Do any students in your class speak any of these languages?

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2b

- The aim of this exercise is for students to see how different language communities congregate in certain areas.
- Ask students to mark on the map of the London boroughs where the teenagers from 2a live. Tell them to write the names of the teenagers on the map.
- Check answers.

Answers

- 1 Usha lives in Hounslow.
 - 2 Tomasz lives in Ealing.
 - 3 Kuldip lives in Southall, Ealing.
 - 4 Dilip lives in Tower Hamlets.
 - 5 Yasmin lives in Haringey.
 - 6 Esther goes to school in Peckham, Southwark.
 - 7 Jacinta's parents have a café in Lambeth.
 - 8 Rashed lives in Westminster.
 - 9 Didier lives in Kensington.
- Discuss with students why they think people choose to live in certain areas.

Optional activity

In order to increase students' awareness of other cultures, you could ask them to identify if the speakers in exercise 2a are male or female based on their names. The genders of the teenagers are as follows: Usha (female), Tomasz (male), Kuldip (male), Dilip (male), Yasmin (female), Esther (female), Jacinta (female), Rashed (male), Didier (male).

3

- The aim of this exercise is for students to discuss in pairs which languages are likely to be the most common in London. It is not expected that they will know the answer but it should serve as a useful discussion point.
- After a couple of minutes, ask students for their answers. Confirm or give them the answer as below. Were students surprised?

Answer

In 2011, Polish was the most common language other than English in London. (This is closely followed by Bengali.)

4

- This is an opportunity for students to discuss the situation in their country and produce a group poster of all the languages spoken. You may wish to give them statistical information from up-to-date websites about the demography of Switzerland.