

# Lesson plan

1. Lesson package, one hour (45 minutes)

**Didactic tools:** Computer with internet connection, projector

**Target group:** Students from 12 to 14 years old.

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## A) Countries and languages

The teacher displays the front page of <http://lingvo.info/lingvopedia>, which includes the map of Europe.

1. The students search for their country and show it on the map.

2. The students show neighbouring countries and say what their official languages are.

3. The students select three countries, say their names, show them on the map and say which languages are spoken there. They motivate why they chose the countries they chose.

The teacher loads this page: <http://lingvo.info/lingvopedia>

1. The teacher shows if the answer was correct or not by moving the mouse over the country in question.

2. The teacher shows if the answers were correct or not by clicking on the dots of the countries in question.

3. The teacher shows if the answers were correct or not by moving the mouse over the countries in question and clicking on the dots.

## B) Official and minority languages

4. The teacher and the students select one of the before mentioned languages. If possible the one that seems the most interesting.

5. The teacher and the students look at the world map without peeking at the solutions on the top of the page.

The teacher asks:

- What does the map show?
- In which places does the selected language exist?
- Why is the map coloured with different colours? What do the colours mean?

The teacher and the students together figure out that on the map blue means that the language is

4. By clicking the dot of the selected country and clicking the button "read more" the teacher and the students can read through a detailed description of the language.

5. The teacher should not show the text above the map!

Possible answers:

- The world with countries colour-coded.
- The students name the continents and/or the continents pertaining to the language.
- Blue - the chosen language is the official language in the country. Red - the chosen language is a minority language in the country. Green - the chosen language is spoken by a small community, usually

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the official language of the country, that red means that it is a minority language and that green means that it is a language of diaspora.

6. The students select two additional languages and respond to the question:

- a) Where does the language appear as an official language, a minority language or a language of immigrants?

immigrants.

\* In this age group the term "language of diaspora" is to early. Instead one can say that at the concerned locations, indicated by green, the chosen language is used by small groups of native speakers, so called immigrants.

6. The students names the countries or continents associated with the selected language.

## C) Proverbs

7. In one of the earlier selected languages they look through the part named "Funny or odd traditional proverbs and idioms". The teacher show only the pictures and the students try to figure out which proverbs they portray.

8. Then they read through the proverbs together, explain their meaning, try to find parallels to their own language(s), and so on.

9. The teacher and students select another two or three languages, reading through their proverbs and explain their meanings. Do they also have similar proverbs in their own language?

7. The teacher goes to the relevant page, for example <http://lingvo.info/lingvopedia/german> . There s/he scrolls the page until "Funny or odd traditional proverbs and idioms" is found. There s/he shows only the pictures letting the related texts remain out of view.

8. The teacher show what is written under the pictures.

9. The teacher returns back to the page with then European countries by clicking "back". By clicking the dots on on the countries s/he can open the pages of the related languages. There once again the page can be scrolled down until "Funny or odd traditional proverbs and idioms" is found.

## D) Not mandatory: Interesting words and expressions

10. If there is enough time they can look at the "Longest word" and "Curious word or sentence". There they can see and hear these words or phrases and try to pronounce them.

10. "Longest word" and "Curious word or sentence" can be found before the history of the language. The teacher clicks on the selected word or on the preceding sign to play the recording.

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They can also guess which language has the longest word or which word sounds most unusual or which is the most interesting, and so on.

## E) Looking at the site

11. Finally, everyone together looks through what is hidden on the four differently coloured parts of the site: Lingvopedia, Babylon, Lingvopolis kaj GeoLingvo. They can discuss the contents or simply out of curiosity look at all the pages.

The teacher returns to the page, <http://lingvo.info>, and opens up the four parts one after the other.

Lingvopedia contains interesting things about languages, Babylon contains easy-to-follow articles on diverse linguistic phenomena, Lingvopolis links to interesting sites about different languages and GeoLingvo is an interactive game about languages.