

Lesson plan

1. Lesson package, one hour (45 minutes)



Didactic tools: Computer with internet connection, projector

Target group: Students from 10 to 12 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?

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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Lesson plan

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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) The languages of animals

7. The teachers asks the students. Do animals also "speak" different languages?

8. The teacher displays animals: a cat, a dog and a rooster.

9. The teacher asks the students how the animals sound in their mother tongue. The students respond with what they think the animals sound like.

10. Afterwards the teacher shows how they're written. The teacher and the students together listen to the recordings and writes the sounds down on the board.

11. The teacher asks if the animals sound the same in other languages. If the students says yes the teacher asks them why.

12. Together they look at three examples of how animals sound in languages that the students learn or they already know or they think is interesting. They listen to the recordings and tries to repeat the sounds.

13. The teacher writes down examples of animal

7. The teacher goes near the bottom of the page, where the "thematic words" can be found.

8. The teacher first shows the pictures of the animals.

9. The students say the words and the teacher writes them on the board.

10. Afterwards the teacher show the writing in the selected language and plays the sound.

11. The teacher writes down the sounds on the board.

12. The teacher clicks back to the page with the European countries. From here the teacher opens up the pages of the other languages, looks for the animals and plays the sounds.

13. The students write these examples on the

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sounds on the board and the students in their notebooks.

board and in their notebooks.

The teacher by clicking on the "back" button returns to the first page of Lingvopedia, the map of Europe, and can then click on a dot of another selected country and click the button "read more".

D) Game

14. The students play in pairs trying to figure out in "which language" an animal sound written in their notebooks or on the board is made. For example, one student asks where does the dog say "ão-ão" and another responds "in Portugal".

14. The students play in pairs with the help of the writings on the board and in their notebooks.

E) Looking at the site

15. Finally, everyone together looks through what is hidden on the four differently coloured parts of the site: Lingvopedia, Babilon, 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.