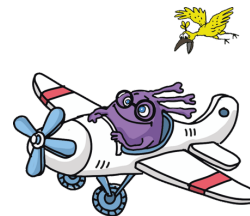




Languages In Europe – The Word Bread



Topic: The human being

 45 minutes

 from 8 years (from grade 3)

Necessary material/Preparation

- The teacher prepares a color copy of worksheet 2 (table with the words for bread without the right and left column) and the flags with country names and languages.
- Every learner has to have scissors, glue and the worksheets in DIN A4 format.

Learning objective/Skills

The learners

- learn how to write »bread« in different languages.
- recognize the similarities of the word in different languages.
- recognize and understand that there are three big language families in Europe.
- can group the words with regard to the similarity of spelling.
- get to know the flags of certain countries that spell »bread« in a specific way.
- can match a few terms for bread with the right countries and/or their flags.

Arrangement

Partner work, presentation, discussion

Lesson plan

The learners talk about a picture with the word »bread« in many European languages on it (perhaps they cut it out as directed by the teacher) and arrange the words with regard to the similarity of spelling. With the help of the flags, the learners determine in which country and in what language »bread« is spelled like that. Thus, they get to know the three major language families in Europe: Germanic languages, Romanic languages and Slavic languages.

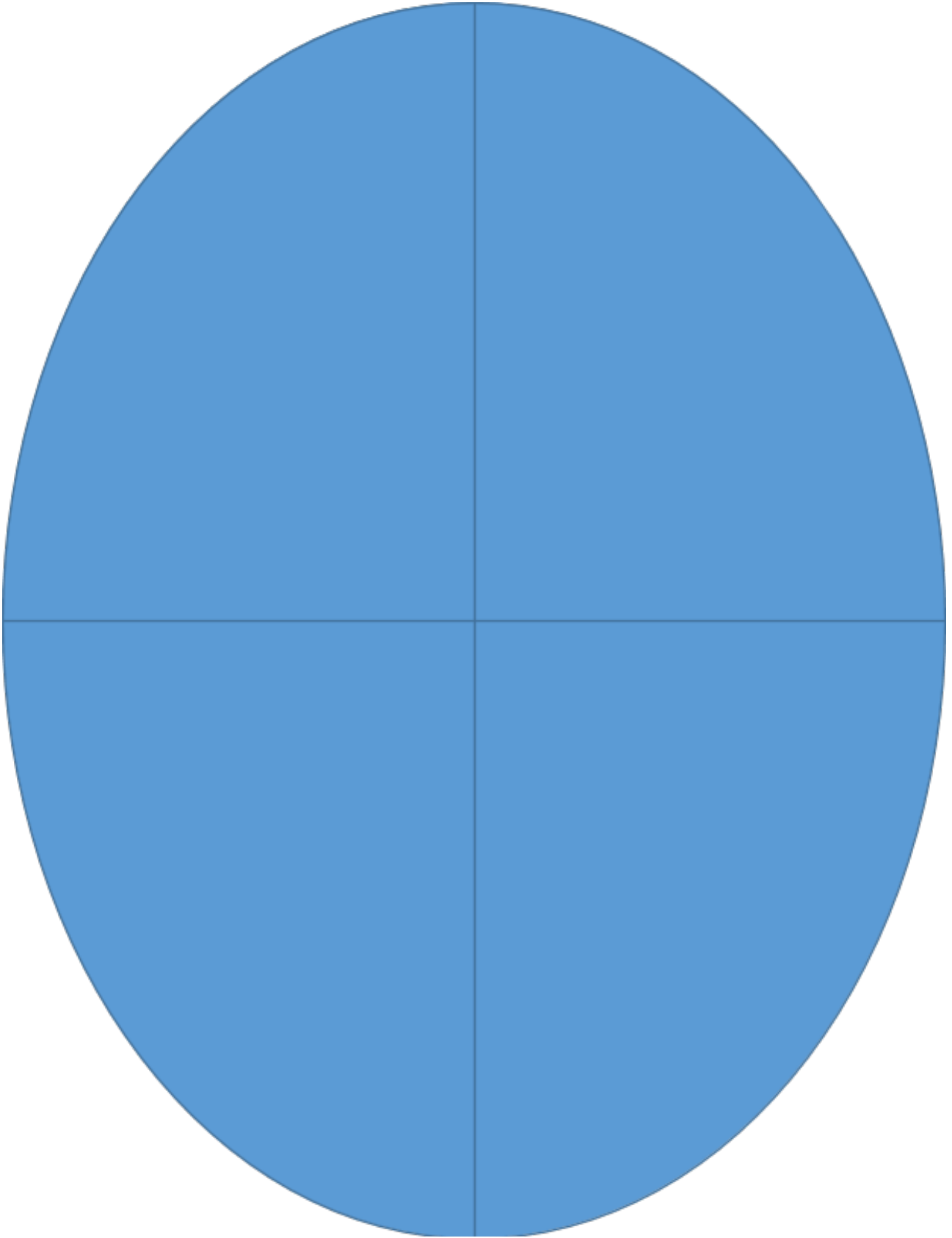
Detailed description of the most important activities

Activities	Comments
1. The learners describe what they can see in the picture (worksheet 2 – table with the words for bread). The teacher leads the conversation.	The point of the conversation is not a detailed comprehension. Maybe the learners recognize some words that they can even match to the countries where bread is called like that. Children with other mother tongues can be asked to find the word in their language.
2. The learners cut out the picture (worksheet 2). Beforehand, the teacher draws attention to the necessity to cut out the words together with the matching figure (flag). In order to avoid the time-consuming task, the teacher can also hand out the pictures already cut out.	The teacher helps as needed or hands out the cut out pictures.
3. The learners arrange the words by criteria they define themselves in pairs.	That is why the first instruction given by the teacher should be formulated rather loosely e.g. »Arrange the words as you think fit!«
4. The teacher asks the learners to name criteria they used to arrange the words. The pairs describe and/or explain shortly their criteria.	The teacher writes down the chosen criteria on the blackboard (e.g. similarity of spelling, of flags, idiosyncracies...). Writing them down helps to show the variety of possible criteria and should not be copied by the students.
5. Following the teacher’s instructions, the learners sort the words with regard to their similarity on the worksheet (worksheet1). First of all, they do it in pairs and then they do it all together on the blackboard. Meanwhile, the students check their own categorization and if necessary, they correct it.	The teacher draws a circle (just as the one on the worksheet) consisting of four parts on the blackboard (three for three language families and the fourth is for remaining words) and explains the use of the certain parts. As soon as the learners finish their task, the categorization is being done together on the blackboard or interactive board.
6. The learners glue the words on their worksheet (worksheet 1).	The teacher helps the learners as needed and checks the correctness.
7. With the help of a colour copy of the flags with the country names and the languages (worksheet 3) the learners write down the countries matching with the words in the three boxes which contain words of the three language families.	The learners that work faster than others can do the same thing in the fourth box.
8. The learners and the teacher talk about the similarities of the words in one of the boxes and what languages have been used. In addition to the words and the countries, they are supposed to write down the languages.	This should be done in the three boxes the students get to know in the next step connected with the language families.
9. The teacher shows the learners three word cards with the three major language families on them. The learners write the names down on the lines on their worksheets prepared for this.	The teacher prepares the names of the three language families (Slavic languages, Germanic languages, Romanic languages) in order to hang them up on the blackboard before the learners write them down on their worksheets.

Further tips (Ideas for further activities, projects, open tasks)

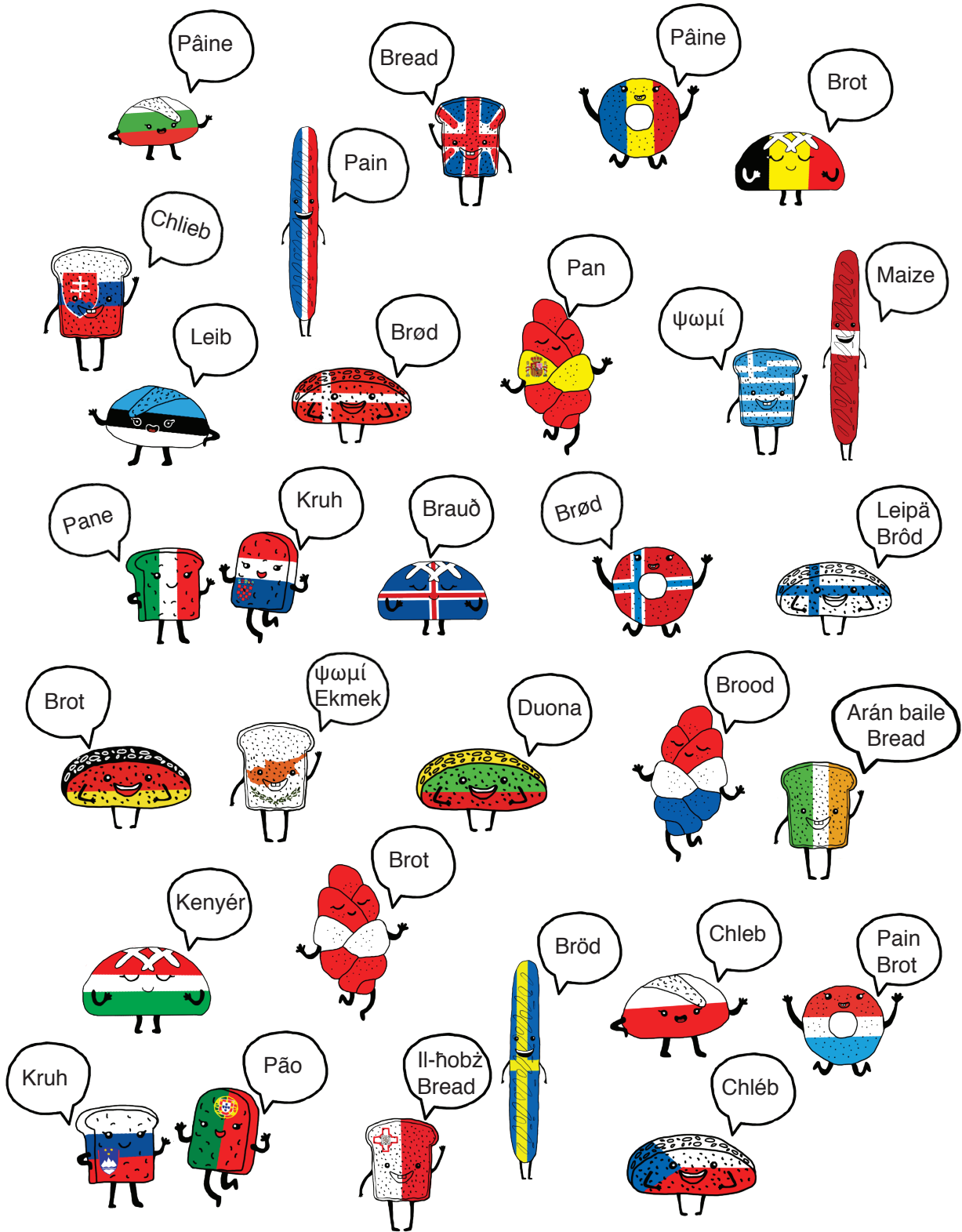
In the follow-up of the activities, the students can think of other words, terms, celebrations etc. in different languages and sort them. The children can even make a memory game or another game out of it. It is possible to create a whole project day dealing with the topic by adding additional activities.

Worksheet 1



Worksheet 2 (Table with the word BREAD in different languages)

Cut out the figures (flags) together with the matching word.



Worksheet 3 (Flags, countries and languages)

Flag	Country	Language(s)
	Belgium	Dutch (Flemish), French (Wallonian)
	Bulgaria	Bulgarian
	Denmark	Danish
	Germany	German
	Estonia	Estonian, Russian
	Finland	Finnish
	France	French
	Greece	Greek
	Ireland	Irish, English
	Iceland	Icelandic
	Italy	Italian

	Croatia	Croatian
	Latvia	Latvian, Russian
	Lithuania	Lithuanian, Russian
	Luxembourg	Luxembourgish
	Malta and Gozo	Maltese, English
	Netherlands	Dutch
	Norway	Norwegian
	Austria	Deutsch
	Poland	Polish
	Portugal	Portuguese
	Romania	Romanian
	Sweden	Swedish

	Slovakia	Slovakian
	Slovenia	Slovenian
	Spain	Spanish
	Czech Republic	Czech
	Hungary	Hungarian
	United Kingdom	English
	Cyprus	Greek, Turkish