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| |  |  |  |  | | --- | --- | --- | --- | |  | **“GREAT ROUTES IN THE MIDDLE AGE AND THEIR SYMBOLOGY”**  **Nr. 2016-1-ES01-KA219-025035\_3** | Erasmus Middle Routes profila bilde |  |   Ingrīda Drēska |  |  |

**Learning unit**

**Language problems**

**Lesson plan**

**Form**: 9

**Subject:** English

**Topic**: language problems

**Objectives:**

1. Introduce students with the language tree and Indo-European language family.
2. Show students that if you know one foreign language you can learn others on the basis of similarity
3. Develop students' ability to work in groups.
4. To introduce students to the most commonly used phrases in the language of the countries participating in the project.

**Tasks**:  
1) to build bridge between already known and unknown information  
2) mastering elementary vocabulary in different foreign languages.  
3) expand English and partner schools’ language.  
4) obtain feedback from learners on a lesson topic.

**Teaching materials**: Listening texts, glossary developed by the Member States

**Teaching methods, forms of work**: frontal, pair, group work, formation of dialogues, reading, listening, discussion, self-evaluation, interactive quiz

**Contents and activities**



1. Overview of the national languages of the project. Their belonging to certain language group and in what countries it is used in the world.
2. Project participants’ language tree

|  |  |  |
| --- | --- | --- |
| **language** | **What language type does language belong?** | **In what countries is language spoken?** |
| Latvian |  | Latvia |
| Greek |  |  |
| Italian |  |  |
| Spain |  |  |
| French |  |  |
| Polish |  |  |

1. ***Indo-Europeans and Indo-European language family***

*Memorize: Indo-Europeans are nations group with the common roots of the language, and on this basis there have been developed other languages*

*Indo-European language family is the biggest group of related languages*

|  |  |
| --- | --- |
| *Compare the information about Indo-Europeans’ history given in the text with the information given in the 1st and 3rd map In conclusion* | ([http://helo.phil-fak.uniduesseldorf.de/Navigation/Unit\_1\_5\_Language\_Families\_/Mat\_1\_5\_IE\_ Map\_/body\_mat\_1\_5\_ie\_map\_.html](http://helo.phil-fak.uniduesseldorf.de/Navigation/Unit_1_5_Language_Families_/Mat_1_5_IE_%20Map_/body_mat_1_5_ie_map_.html) ) |

1. *Which Europian languages do not belong to Indo-European language family?*
2. *Compare the sentences written in different Indo-European languades and find similarities!*

|  |  |
| --- | --- |
| **English** | God gave his teeth, God will give bread. |
| **Latvian** | Dievs deva zobus, Dievs dos maizi. |
| **Frensh** | Dieu a donné ses dents, Dieu donnera du pain. |
| **Greek** | Ο Θεός έδωσε τα δόντια του, ο Θεός θα δώσει ψωμί. |
| **Italian** | Dio ha dato i suoi denti, Dio darà il pane. |
| **Spainish** | Dios dio sus dientes, Dios dará pan. |
| **Polish** | Bóg dał swoje zęby, Bóg da chleb. |

**Similar:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Different:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Listening**

Listen to the texts and try to identify the language: Latvian, Spanish, French, Polish, Italian, Greek, English

|  |  |
| --- | --- |
| **Text** | **Language** |
| [**http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/uzdevumi/2017/3klase/3kl\_dd\_valsts\_valoda.mp3**](http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/uzdevumi/2017/3klase/3kl_dd_valsts_valoda.mp3) | **Latvian** |
| [**http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/uzdevumi/2017/9klase/9kl\_anglu\_val.mp3**](http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/uzdevumi/2017/9klase/9kl_anglu_val.mp3) | **English** |
| [**http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/uzdevumi/2017/9klase/9kl\_francu\_val.mp3**](http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/uzdevumi/2017/9klase/9kl_francu_val.mp3) | **France** |
| [**https://www.youtube.com/watch?v=CGsIKNSY\_Cg**](https://www.youtube.com/watch?v=CGsIKNSY_Cg) | **Greek** |
| [**https://www.youtube.com/watch?v=xtxJ1Ml6P6Q**](https://www.youtube.com/watch?v=xtxJ1Ml6P6Q) | **Italian** |
| [**https://www.youtube.com/watch?v=mhLbsUmYaLg**](https://www.youtube.com/watch?v=mhLbsUmYaLg) | **Polish** |
| [**https://www.youtube.com/watch?v=z33PX\_QRu5I**](https://www.youtube.com/watch?v=z33PX_QRu5I) | **Spain** |

**Second part of lesson**

1. Introduce students with the project languages glossary.

2. Organize students in groups. Which group is the fastest and the most correct in identification of common phrases in project countries?

* How to pronounce these phrases in different languages.

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| --- | --- |
| Thank you | |
| Paldies | Latvian |
| efharisto | Greek |
| Merci | French |
| DZIEKUJE | Polish |
| GRAZIE | Italian |
| Gracias | Spanish |

and similar examples

3. How could people communicate without knowing foreign language? They used the gesture language, understood similar phrases in other languages, and used their own foreign language knowledge, because small nations learn the languages of the big neighbours. In Latvia, for many years, there were Germans, Swedes, Poles, and Russians.

The teacher cuts the dialogs into parts; only the English version remains undivided. Students work in pairs. They have to find the appropriate phrase in Italian, English, French, Greek, Spanish, Polish.

The teacher offers to draw one of the project's languages and give the couple or group the dialogue they need to make. Pupils can use vocabulary and also a dictionary created by project participants.

Selling oil

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| **DIALOGUE**  (characters: Messer Lodovico, 1st Buyer, 2nd Buyer)  M.L : Dear guests, please come to taste the best olive oil in the area!  M.L : We produced it from our olive trees!  M.L : The best quality of this fair!  Come on, come on, folk!  M.L. : I put the oil in these little bottles with my hands!  1st Buyer : Uhm, how much is it?  M.L. : Not expensive, Sir!  How many bottles would you like to buy?  2nd Buyer : May I exchange my wine with your oil?  M.L. : Impossible!  M.L. : If you buy 2 bottles of olive oil I will offer you this ointment done with oil for your hands!  1st Buyer : Uhm…  M.L. : If you buy 10 bottles we will offer you a dinner: you will eat olives prepared in an ancient way!  M.L. : We call them “Olive fritte”  1st Buyer : Uhm…how much per bottle?  M.L. : It is only 10 cents!  1st Buyer : Nooo, it is too expensive for me!  M.L. : I will offer you a reduction of 50 %!  1st Buyer : 5 cents per bottle? I will buy 10 bottles but… do not forget the dinner!!! | **DIALOGO**  ( personaggi: Messer Lodovico, primo acquirente, secondo acquirente)  M.L.: Cari ospiti, prego venite a gustare il miglior olio d’oliva della zona!  M.L.: E’ un prodotto delle nostre olive!  M.L.: La migliore qualità della fiera!  Accorrete gente!  M.L.: Ho imbottigliato l’olio con le mie mani!  Primo acquirente: Quanto costa?  M.L.: Non è caro, Signore!  Quante bottiglie desiderate acquistare?  Secondo acquirente: Posso scambiare il vostro olio con il mio vino?  M.L.: Impossibile!  M.L.: Se acquistate due ampolle di olio vi offrirò in omaggio questa crema per le mani a base di olio d’oliva.  Primo acquirente: Uhm…  M.L.: Se acquistate dieci ampolle di olio vi offriremo una cena: gusterete  le olive preparate con una ricetta antica!  M.L.: si chiamano “Olive fritte”  Primo acquirente: quanto costa una ampolla?  M.L.: solamente dieci centesimi.  Primo acquirente: nooo, è troppo caro per me!  M.L.: le farò uno sconto del 50%!  Primo acquirente: 5 centesimi ad ampolla? Comprerò 10 ampolle ma…non dimenticate la cena! |

4. If there are pupils in the class who manage a foreign language that others do not know, make him to play the role-play with another pupil. One speaks in his native language and the other speaks a foreign language. Or, play a dialogue in your native language and in English.

5 . In which language is the text written?

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| « Le projet Erasmus+ « Les Grandes Routes du Moyen Age et leur Symbolique » était implémenté il y avait deux ans par six pays, dont L’Espagne, la Lettonie, la Pologne, l’Italie, la France et la Grèce.  Pendant ce projet, les participants ont fait connaissance avec les métiers, les repas, les fêtes, les habits, les décorations, les légendes et dictons, tout comme les unités de mesure au Moyen Age, ainsi que les routes médiévales et comment ces routes auront changé de nos jours par rapport au Moyen Age.  Les élèves ont également fabriqué des posters, et ils ont fait connaissance avec les symboles et les éléments architecturels au temps médiévale.  Ce projet a obtenu le Label « Année Européenne de Patrimoine Culturel » de l’Union Européenne » | 1 |  |
| Το πρόγραμμα Erasmus + «Οι Μεγάλoι Δρόμοι στο Μεσαίωνα και οι συμβολισμοί τους" υλοποιήθηκε από έξι χώρες σε δύο χρόνια:  την Ισπανία, τη Λετονία, την Πολωνία, την Ιταλία, τη Γαλλία και την Ελλάδα.   Κατά τη διάρκεια του έργου, οι συμμετέχοντες στο έργο εξοικειώθηκαν με τα μεσαιωνικά επαγγέλματα, τα φαγητά, τα 3φεστιβάλ, τα ρούχα,  τις διακοσμήσεις, τους μύθους και τους θρύλους, τις μονάδες μέτρησης. Επίσης μελέτησαν τις μεσαιωνικές διαδρομές και το πώς   έχουν αλλάξει σήμερα,   έκαναν πόστερ,εξοικειώθηκαν με τα χριστιανικά σύμβολα και αρχιτεκτονικά στοιχεία κ.λπ.  Το έργο έχει λάβει την ετικέτα του Ευρωπαϊκού Έτους Πολιτιστικής Κληρονομιάς. | 2 |  |
| Erasmus+ projektu „Lielie tirdzniecības ceļi viduslaikos un to simbolika” divu gadu laikā realizēja sešas valstis: Spānija, Latvija, Polija, Itālija, Francija un Grieķija. Projekta realizēšanas laikā projekta dalībnieki iepazinās ar viduslaiku profesijām, ēdieniem, svētkiem, apģērba dekoriem, leģendām un teikām, mērvienībām, pētīja viduslaiku ceļus un kā tie ir mainījušos mūsdienās, veidoja plakātus, iepazinās ar viduslaiku simboliem un arhitektūras elementiem utt.. Projekts ir saņēmis Eiropas kultūras mantojuma gada nomināciju.( Label of the European Year of Cultural Heritage) | 3 |  |
| Il progetto Erasmus Plus "Le grandi strade del traffico nel Medioevo e il loro simbolismo" è stato implementato da sei paesi in due anni: Spagna, Lettonia, Polonia, Italia, Francia e Grecia.  Durante il progetto, i partecipanti hanno familiarizzato con le professioni medievali, i piatti, le feste, i vestiti, le decorazioni, le leggende e i detti, le unità di misura; hanno studiato i percorsi medievali e come sono cambiati oggigiorno, hanno realizzato posters ed infine hanno ricercato i simboli medievali e gli elementi architettonici, ecc.  Il progetto ha ricevuto il Label dell'Anno europeo dei beni culturali. | 4 |  |
| Projekt Erasmus + "Średniowieczne szlaki i ich symbolika" został wdrożony w ciągu dwóch lat przez sześć krajów: Hiszpanię, Łotwę, Polskę, Włochy, Francję i Grecję. Podczas projektu uczestnicy projektu zapoznali się ze średniowiecznymi zawodami, potrawami, festiwalami, ubraniami, dekoracjami, legendami i powiedzeniami, jednostkami miary, badali średniowieczne szlaki oraz ich zmiany na przestrzeni lat, tworzyli plakaty, zapoznali się z średniowiecznymi symbolami i elementy architektonicznymi itp. Projekt otrzymał patronat Europejskiego Roku Dziedzictwa Kulturowego 2018. | 5 |  |
| El Proyecto Erasmus+ "Grandes Rutas Medievales y su Simbología" ha sido ejecutado por seis países durante dos años: España, Letonia, Polonia, Italia, Francia y Grecia. Durante el proyecto, los participantes del proyecto conocieron las profesiores, platos, festivales, vestimenta, decoración, leyendas y dichos, unidades de medida, estudiaron las rutas medievales y cómo han cambiado actualmente, elaboraron pósters, se familiarizaron con los símbolos medievales y los elementos arquitectónicos, etc... El proyecto recibió el Sello Europeo del Año del  Patrimonio Cultural | 6 |  |

Right answer

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| 1 | 2 | 3 | 4 | 5 | 6 |
| French | Greek | Latvian | Italian | Polish | Spanish |

1. **At the end of the lesson**,techer can test students' knowledge of the project languages with kahoot or socrative.student.

[**https://play.kahoot.it/#/k/1c0dc52b-db5f-4c68-b7c4-491e09098c9c**](https://play.kahoot.it/#/k/1c0dc52b-db5f-4c68-b7c4-491e09098c9c)

**Concluding part**:

Feedback - The teacher uses the method of unfinished sentences, which has 3 questions and students have to complete and transfer them.

1. During the lesson I liked ...

2. Next time I would recommend ...

3. I have mastered this lesson ...

**or**

Is the web site:

answergarden.ch

**Sources:**

<http://lingohut.com/lv/v222201/poļu-nodarbība-sākums-lūdzu-un-paldies>

<http://visc.gov.lv/vispizglitiba/eksameni/dokumenti/uzdevumi/2017/3klase/3kl_dd_valsts_valoda.mp3>

<https://www.youtube.com/watch?v=CGsIKNSY_Cg>

<https://www.youtube.com/watch?v=xtxJ1Ml6P6Q>

<https://www.youtube.com/watch?v=mhLbsUmYaLg>

<https://www.youtube.com/watch?v=z33PX_QRu5I>

<http://profizgl.lu.lv/pluginfile.php/34187/mod_resource/content/0/L.Jurgites_materiali/Indoeiropiesi/Indoeiropiesi/4_1_Indoeiropiesi_un_indoeiropiesu_valodas.pdf>