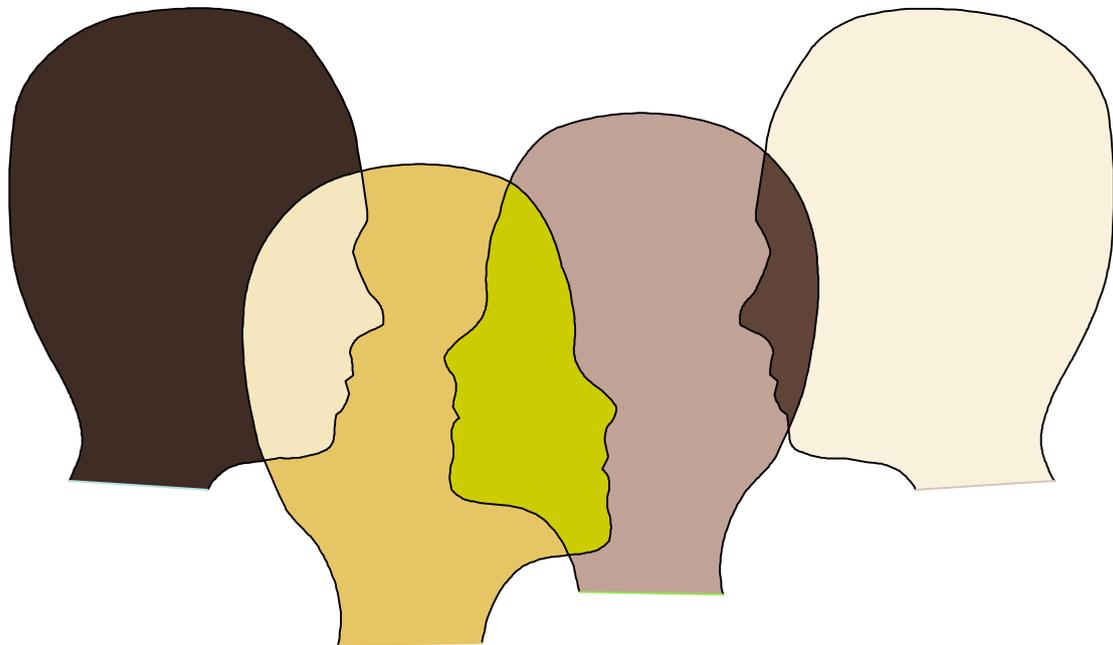


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Language of the Month Activities



100 + ideas to promote language awareness

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Introduction

No child should be expected to cast off the language and culture of the home as he crosses the school threshold, nor to live and act as though school and home represent two totally separate and different cultures which have to be kept firmly apart. The curriculum should reflect many elements of that part of his life, which a child lives outside school.

Bullock Report (1975)

Why have a “Language of the Month”?

There are many reasons why we should know about one another’s languages, including the following:

- To give bilingual children the opportunity to demonstrate the language skills they bring to school.
- To enhance the status of bilingual children.
- To broaden the horizons of monolingual English-speakers.
- To show respect for other languages and cultures.
- To give parents an opportunity to be actively involved in their children’s learning.

How to use this booklet

Just dip into the booklet, try the activities and highlight those you like. Most of the activities are games which are best played for about 10 minutes so that the children will want to play them again when learning other languages. Spread the activities over the month and adapt them to suit your class. For example, play two 10-minute games per week and use stickers to reward the children for playing the games well.

When to use the activities

There are many subjects competing for time on the school curriculum. Teachers will make time to promote language awareness if they believe it is a priority. The following are examples of when teachers have used the ideas in this booklet: a weekly 15-minute Language of the Month slot on the timetable; during circle time; as a “brain break” during numeracy lessons; as part of the school day, e.g. registration and fruit time; during story time; between lessons; before play; during assemblies; and during other subjects, e.g. geography and PE.

The Language of the Month website

The Language of the Month website has the programs, audio files and resource packs that are referred to in this booklet. Further copies of this booklet can also be downloaded from this website:

<http://www.newburypark.redbridge.sch.uk/langofmonth/>

Language of the Month Activities

Section 1: Who speaks the language?

Who speaks the language?

Each Language of the Month program and resource pack has information about who speaks the language, e.g. *Who speaks Tamil?* These can be used to introduce a new focus language to the children.

Map of the world

On a map of the world identify the countries where the focus language is spoken.

If you have an interactive whiteboard and internet connection, try this website:

<https://www.cia.gov/cia/publications/factbook/index.html>

Show photographs

Share with the children positive images of the speakers of the focus language and their countries. Each resource pack has a list of websites for photos. You can also find photos by typing the name of a country into a search engine, such as Google. Photos can then be displayed as a slideshow using Windows Picture and Fax Viewer.

Who speaks the language in our school?

Tell the children the names of those people in school who can speak the focus language.

Class display board

Have a class display for the Language of the Month. Include: a map of the world to show where the speakers of the language live, pictures from those countries, key words and phrases, etc. Once the board is set out, it is very easy to just swap the sheets for the next language. See Appendix 1 – Class displays for the Language of the Month.

Links with special events

Link your Language of the Month board to special events, e.g. Portugal Euro 2004, Athens 2004 Olympic Games, World Cup 2006 Germany.

School display

It is also worthwhile having a Language of the Month board in a prominent part of the school for parents and visitors.

Language of the Month pamphlets

Language of the Month pamphlets can be made for children, parents and visitors. The pamphlets are produced using the First Words, Numbers 1 to 12, and Questions and answers sheets in the Language of the Month resource pack. These sheets are arranged and pasted onto two sheets of A3 paper with an appropriate design for the front cover, showing who speaks the language. The A3 sheets are reduced and photocopied onto both sides of A4 sheets of paper, which are then folded to make 4-page pamphlets.

Section 2: Listening to speakers of the language

Language of the Month programs

Each Language of the Month program contains video clips showing a child teaching words from his/her first language. Classrooms with an interactive whiteboard and a fast internet connection have easy access to these programs. The programs can be used to introduce new vocabulary to a class, with words repeated as often as required. The programs can also be accessed by children at home.

Audio recording

Download the audio recording from the Language of the Month website. Play the audio recording so that the children become familiar with the sound of the language. At the end of the month, ask the children to count the number of words and phrases they know while they listen to the audio recording.

Invite a parent who speaks the focus language into your classroom

Invite parents to teach their language, talk about their culture, tell stories, and teach rhymes, songs and games. See Appendix 2 – A class visit by an Urdu speaker.

Invite a child who speaks the focus language into your classroom

A child who can speak the Language of the Month, particularly one who is also literate in the language, will make a very good teacher.

Note differences in pronunciation

Fear of not correctly pronouncing a word is one of the main obstacles to learning a new language. Nevertheless, it is always better to have a go than to not try at all. It is a good idea to learn just one word at a time. When learning a word from the focus language, listen to how different speakers say it. You will be surprised at the differences in pronunciation. Using your own phonetic code to record these differences will help give you confidence to say the word. The language programs and audio files from the Language of the Month website will help you with the pronunciation of words. There are many other websites which will help with pronunciation. Try this one: <http://www.bbc.co.uk/languages/>

Section 3: Welcome

Welcome sign

Decorate the *welcome* sheet from the Language of the Month resource pack and place it on the classroom door.

Section 4: Hello

Hello World!

Read the Hello World! sheet – there is one in each Language of the Month resource pack. Get the children to say *hello* in the target language and tell them how many speakers of this language they can now say hello to. For example, a child who learns to say *hola* can now say *hello* to the 425,000,000 Spanish speakers in the world.

First hellos

- Turn to the people around you, shake their hands and say *hello* using the Language of the Month.
- Sit in a circle and pass the *hello* around the circle.

Who said hello?

A child is chosen to sit on a chair with his or her back to the class. The teacher then points to another child who says *hello* in the target language to the child sitting on the chair, e.g. *Bonjour, Ahmed*. The child on the chair then has to identify the person who said the greeting. When the child sitting on the chair has identified five children, s/he can be rewarded with a sticker.

Hello again

The class sits in a circle in the hall. One child walks around the circle and chooses another child by tapping him/her on the shoulder. The two children shake hands and say *hello* to each other three times using the target language. They then race in opposite directions around the circle. When they meet about half way, they repeat their greetings and then continue racing to the empty space left by the child who was tapped on the shoulder. The first to sit in the empty space is the winner. The other child walks around the circle and chooses a new child to say *hello* to.

In which languages can we say hello?

Ask children to say *hello* in the languages they use at home or have learned in school. If you want to know how to say *hello* in more than 800 languages, the following website is useful: <http://www.elite.net/~runner/jennifers>

Hello graph

Make a block graph showing the ways your class can say *hello*, e.g. *merhaba, tungjatjeta, konnichiwa, olá*, etc.

Hello hands

Have the children trace around one of their hands and decorate it by writing *hello* in one of the languages they have learned. The hands can then be cut out and displayed around a suitable picture, such as the world.

Section 5: Good morning and good afternoon

Registration

Display the words *good morning* and *good afternoon* in the target language. Use these words whilst doing the register.

Section 6: Goodbye

Hello, Goodbye, by David Lloyd and Louise Voce

Display the words *hello* and *goodbye* in the target language. Read the book by Lloyd and Voce, translating the words *hello* and *goodbye*. Get the children to participate in telling the story.

Section 7: Thank you

Say thank you

Ask the children to identify situations for saying *thank you*. For example: when the teacher collects the dinner money, when the children are given fruit or milk, when children bring in sweets on their birthdays. Challenge the children to use *thank you* in the target language three times before home time.

Pass the ball of string

The children sit in a circle. One child holds the end of a ball of string, calls out a friend's name and throws the ball of string to that friend. The child who gets the ball of string says *thank you* in the target language. The second child then holds a piece of the string and passes the ball to another child, and so on. The children end up making a web pattern with the string. The teacher then winds up the ball of string saying *thank you* to each child.

May I take a seat?

One child sits on a chair. A second child asks, "May I take a seat?" The child sitting on the chair says *yes* in the target language. The second child sits on the first child's lap and says *thank you* in the target language. Continue in this way as long as there is a long line of children sitting on one another's laps. If the line collapses, start again.

Thank you card

Make a *thank you* card for someone using the focus language.

Section 8: Yes, no and well done

Puppet questions

Display the words *yes* and *no* in the target language. The teacher puts on a hand puppet. The puppet asks the children questions to which they answer *yes* or *no*. For example: "Is your name Zain?" "Are you 100 years old?" "Do you like apples?" "Have you had tea with the Queen?"

Twenty questions

Display and rehearse the words *yes*, *no* and *well done* in the target language. Secretly write down the name of an object. The class has to ask questions to narrow down what has been secretly written. Questions can only be answered with a *yes* or *no*. Keep a record of the number of questions asked. They can only ask up to 20 questions. When a child guesses correctly, say *well done* in the target language.

Hide and seek in London

Tell the children to count to ten using the focus language. While the children are counting, you think of somewhere to hide in London, e.g. under the Queen's bed at Buckingham Palace. The children then have to ask questions to narrow down where you are hiding. You can only answer with the words *yes*, *no* or *well done* in the target language. Give the class five minutes to find you. Now let one of the children hide. (Younger children can count to six and hide somewhere in the school.)

Famous person

Display and rehearse the words *yes*, *no* and *well done* in the focus language. Secretly write down the name of a famous person, e.g. Bart Simpson. The class has to ask questions to narrow down who the famous person is. Questions can only be answered with a *yes* or *no*. Give the class five minutes to get the answer. When a child guesses correctly, say *well done* in the target language. (With younger children use the names of people in the school.)

Hedbanz

This Paul Lamond game can be purchased from toy shops, or can be handmade. A person sits at the front of the class wearing a headband which holds a card showing a picture of an object. The person with the headband does not know what the object is, but has to find out by asking the other players questions which they can only answer with a *yes* or *no* using the target language.

Section 9: Come here and sorry

“Come here” game

Display and rehearse the words *come here* and *sorry* in the target language. The children sit on their chairs. A child is blindfolded and spun around ten times. Another child is chosen to call the blindfolded child, e.g. “Come here, Laura!” This child repeats, “Come here, Laura!” each time the teacher gives a signal to do so. The blindfolded child tries to walk to the child doing the calling. If the blindfolded child touches a different child, they have to say, “Sorry” to each other. The game continues until the blindfolded child reaches the child who is calling.

Section 10: Please

Say please

Teach the children how to say *please* in the target language, e.g. *por favor*. Display the word for all to see. Identify situations when the word can be used. Challenge children to try and use the word three times during the day, e.g. “Pass me the rubber, *por favor*.”

Section 11: Numbers 1 to 12

How do we say the numbers?

On a large chart, write the numbers 1 to 6 (or 12) in the target language. Listen to the audio recording so that the children can hear a speaker of the focus language say the numbers. Then write each number using your own transliteration to help everyone pronounce the numbers.

Call out the number

The teacher randomly shows the class a number from 1 to 6 (on A4-sized cards). The children practise calling out the numbers shown, using the target language.

Throwing a die

The children sit in a circle. One child starts the game by throwing a large sponge die to someone in the circle and calling out that child's name. The child receiving the die has to say the number it lands on before passing it to someone else.

Throwing the beanbag

The children sit in a circle. One child starts the game by throwing a beanbag to another child and saying a number in the target language. The child receiving the beanbag says the next number in the sequence and then throws the beanbag to another child, and so on.

What is my number?

You need six large cards with the numbers 1 to 6. Choose six children to hold up the cards. The children holding the cards take turns to pick a child to call out the number in their hands.

Matching pairs

Use the 1 to 6 cards from a pack of playing cards. Turn all the cards face down on a table. The players take turns to turn over two cards, say the numbers in the target language and collect matching pairs. The child who ends up with the most cards wins the game.

Give me five

The teacher calls out a number using the target language, e.g. Give me *tres*. The children then show the number using their fingers,

Pick up a card and say the number

Use the 1 to 10 cards from a pack of playing cards. Turn all the cards face down on a table. The players take turns to turn a card and say the number in the target language. The children keep the cards they name correctly. The child with the most cards wins the game.

Odds and Evens

Divide the class into two groups – the odds and the evens. Get the children to face each other and chant the numbers to 12. The odds start with one, and then the evens call out two, and so on. Swap the groups around.

I can count to 12

The children who can come to the front of the class and count to 12 in the Language of the Month write their names on a chart and are given a sticker.

Yes/ No

Have a chart showing the numbers 1 to 12 in the target language. You will also need several arrows made from card with the word *no* written on them in the target language, and one arrow with the word *yes*. One person writes a secret number from 1 to 12 on a piece of paper. Others take turns to guess the number. If a guess is wrong, Blu-Tack a *no* arrow by that number. Place a *yes* arrow by the correct guess.

Find the doll

Display and rehearse the numbers 1 to 12 (1 to 6 for younger children). One child leaves the room, and another child hides a small doll in the classroom. The child waiting outside the classroom comes back in and has to find the doll. The class start chanting the numbers 1 to 12 in the target language. They get louder when the child gets nearer to the doll and quieter when the child moves away from the doll. The game ends when the doll is found.

Addition up to 12

Use all the playing cards 1 to 6. Shuffle the cards and show the top two. Ask the children to tell you the sum of the two cards. (For addition to 6, use the playing cards 1 to 3.)

Dominoes

- Play dominoes by saying the numbers in the Language of the Month.
- Show a domino to the class and ask them to all call out the total shown.

Ten fingers

Practise subtractions using the Language of the Month, e.g. “Show me *dix* fingers. Take away *deux*. What is the answer?”

Take away from 10

Use all playing cards 1 to 9. Show a number to the class which they have to take away from ten and then call out the answer using the target language.

Buttons

You will need three A4 cards showing 4, 8 and 12 buttons. Ask the children: “How many buttons are on each card?” “What is half the number of buttons?” “What is a quarter of the number of buttons?”

Fan cards

Use fan cards to practise numbers in the focus language. For example, “Show me *jeden*.” “Show me *jeden* plus *dwa*.” “Show me *trzy* take away *dwa*.” “Show me half of...” “Show me double...” “Show me 1 more than...” “Show me 1 less than...”

Musical numbers

Play some music for the children to dance to. When you stop the music, call out a number using the target language. The children have to get into groups of that

number. Any children not in a group of that number are out. Continue until there are only two or three children left. Give a reward to the winners.

Last one standing

The children stand in a circle. A child starts the counting and can say between one to three consecutive numbers, i.e. 1, or 1, 2, or 1, 2, 3, in the target language. The next child follows on with up to three numbers. For example, if the last child said 1,2,3, then this child can say 4, or 4,5, or 4,5,6. Continue like this around the circle until a child says 12. The child who says 12 is out and sits down. The next child starts counting from 1. The counting around the circle continues until another child says 12 and has to sit down, and so on. The last child standing is the winner.

Horse Race

See Appendix 3 and photocopy the “Horse Race” game onto A3 paper. Write the numbers for the target language under each numeral, e.g. *Uno* under 1, etc. You will need counters and a pair of dice. Put the counters (to represent the horses) on the numbers. Several children can play this game with each child choosing a horse. The children take turns to roll the dice and add the scores. Move the horse on that number forward one square. Play the game, using the target language, until a horse reaches the finishing line.

Number Code

Use 0 to 9 from the focus language to write a coded word. For example, e.g. un six (French) gives 16, and the 16th letter of the alphabet is *p*.

P			d	
16			4	
<i>un six</i>	<i>un</i>	<i>un quatre</i>	<i>quatre</i>	<i>un</i>

Section 12: All First Words and Numbers 1 to 12

Read the word

This is a quick game to play as the children are being dismissed from class. Choose a child who is sitting nicely. Show the child a word from the focus language. If the child reads the word correctly, the child can go out to play. If not, the child waits for another go.

Before you go out

As the children go out for break or lunch, ask them to say a word from the Language of the Month.

One-minute challenge

Ask a child to come to the front of the class to see how many words from the focus language s/he can say in one minute. Record on a chart each child’s attempt.

Writing on whiteboards

Show the children a word for a few seconds. Ask them to write it on their imaginary whiteboard using their favourite colour pen. Show them the word again to check the spelling. If their word is correct, they can draw a smiley face. If the word is spelled wrongly, they can correct it. If your class has mini-whiteboards and drywipe pens for all the children, you may prefer to use these instead.

Spellings in the air

The children practise spellings in the air. They should use their favoured hand first, and then use the weaker hand, and finally both. Ask the children to close their eyes and write the words large, small and backwards.

Rubbing out words

Write on the board about five to ten words from the focus language and give the children a minute to memorise them. Point to one word and then rub it out. The children try to write the word down on paper. Continue in this way until all the words have been erased. Then write the words back on the board for the children to check their spellings.

Writing on your friend's back

Ask two friends to stand one behind the other, facing a whiteboard. Child A chooses a word from the focus language. Child A then writes the word on child B's back with a finger, and child B then writes the word on the whiteboard with a pen. You can have a class of children working in pairs with mini-whiteboards. For more fun, try this activity with several children standing in a line.

Alphabetical order

Write several words from the target language on the board. Ask the children to write them in alphabetical order.

Handwriting

Practise handwriting by using the words from the focus language.

Copying the script

Copy a word in the script of the focus language.

Ladder game

Draw a ladder with ten rungs on the whiteboard and make two counters with coloured card and Blu-Tack. Two teams play. The teams take turns to translate a given word. For each word correct, the team moves its counter higher up the ladder. The first team to reach the top wins.

Bingo

Write on the board 10 to 20 words from the focus language which you would like to review. Tell the children to choose any six words and write them down on a piece of paper. Now read out the words on the board, one by one, in any order. If the children have written down one of the words that you call out, they tick it on their piece of paper. When they have ticked all their six words, they call out *Bingo*. Keep a record of the words you read out in order to check the winner's piece of paper.

Draw a word

Whisper to one child a word that the class has recently learnt. The child draws a representation of it on the board. The other children have to guess what it is. You may wish to limit them to three guesses.

Noughts and crosses

On the board, draw a noughts and crosses grid. Divide the class into two teams. Ask the teams to translate or spell words. One team earns a cross (X) for a correct answer, while the other team earns a nought (O). The team with a complete line of three Xs or Os wins the game.

Making squares

Draw a square of 5 dots by 5 dots on a whiteboard. Divide the class into two teams and give each team a different coloured drywipe pen. The children from each team take turns to translate a word from English into the focus language. When the children successfully translate a word, they can join two adjacent dots. When a square is completed, it is marked in some way so that everyone knows which team it belongs to. A child that completes a square gets another turn. The team that gets the most squares wins the game.

Hot potato

The children sit in a circle. The children pass the ball to each other by calling out a word they have learned from the target language and the name of the player they are passing to. Keep count of the number of passes made in three minutes and see if the class can better their score.

Languages quiz

Create a quiz to review the three Languages of the Month learned over a term. Children can complete the quiz using the Language of the Month programs. For a sample lesson see Appendix 5 – Languages quiz.

Loop cards

Use loop cards to practise target words. Each child has a card with a question to ask and the answer to someone else's question. One child starts the game by reading out the question on his/her card, e.g. "What is *four* in Swahili?" The child who has the answer shouts out, "*Nne*" and then reads out the question on his/her card. The game continues in this way until the player who started the game is reached to give the last answer. Time how long the class takes and get them to beat their record. Discuss strategies for improving their time.

The Harry Potter Game

Two children face each other with wands (rulers). The teacher then calls out a word in English, e.g. *hello*. The children cast a spell on their opponent by calling out the word in the target language, e.g. *bonjour*. The first to do so correctly, wins the duel. The player who wins three duels wins the game. It is more fun if after each duel, the teacher suggests something that the loser has been turned into, e.g. a rabbit, a school tie, or a plate of spaghetti.

Wordsearch

Make a wordsearch using words from the Language of the Month.

Section 13: Questions and answers

What is your name?

Introduce yourself using the focus language, e.g. “My name is...” Now ask the children, “What is your name?” to elicit individual responses from the children.

Pretending to be someone famous

Introduce yourself as someone famous using the focus language, e.g. “My name is Spiderman.” Now ask the children, “What is your name?” They have to respond as someone famous, e.g. “My name is Doctor Who.”

Captain Nemo

The children sit in a circle. Child A leaves the room. Another child is chosen to be Captain Nemo. Everyone in the circle will be copying whatever Captain Nemo does, e.g. raise an eyebrow, stretch a leg, etc. Child A comes back into the room and has three chances to find out who is Captain Nemo. Child A does this by asking children their names using the target language.

Clap out the syllables

Choose a sentence from the Language of the Month. Say it with the class, clapping each syllable.

Round in circles

Have the children sitting in a circle. Choose a sentence from the Language of the Month. Ask the children to say the sentence by going around the circle with each child saying one syllable.

What is this?

Introduce the question “What is this?” using the focus language. Hold up an object and invite individuals to respond, e.g. *Das ist ein Bleistift.*

Talking together

Have the children use the questions and answers from the Language of the Month to perform a short dialogue.

Class rules

Child A leaves the room. The rest of the class agree on a rule, e.g. scratch your head before you answer a question, or always tell a lie, or answer a question as if you are member of the opposite sex. Child A comes back into the class and has 3 minutes to guess the rule by asking questions from the Language of the Month. The rest of the class have to reply to these questions using the focus language and the agreed rule.

Cops and Robbers

You will need a cap and police helmet. The children sit in a circle. Start playing some lively music, and have the children pass the cap and police helmet around the circle. When the music stops, the two children with the hats put them on. The child with the police helmet asks the child with the cap a question from the Language of the Month, e.g. “How old are you?” The child with the cap replies using the target language.

Section 14: Learn more words

Learn more words on the Web

Each Language of the Month program has a link to a website where children can learn more words.

Words from the Language of the Month that are used in English

Show the children a list of words from the Language of the Month that are used in English, e.g. *kosher* from Hebrew. Use a dictionary to find the meaning of these words.

Dual-text displays

On a new classroom display include words from the focus language, e.g. for a Jungle display, label the animals with English and Swahili words. See Appendix 4.

Book display

Have a class display of dual-text storybooks, and information books about the countries where the Language of the Month is spoken.

Kim's game

Label 6 to 12 objects using the target language. Show each object to the class and read out each label. Place the labelled objects on a tray and cover the tray with a piece of material. Ask the class to name the hidden objects.

Assembly

Language awareness can be promoted during assemblies. Invite parents to help you. Greet everyone using the Language of the Month. Tell a story from a country where the language is spoken. Look for websites with stories from around the world. Teach the children some of the target language words used in the story. See Appendix 6 – Tamil Assembly.

Recipes

Ask children or parents to bring in recipes for cooking. Learn the names of some of the foods and ingredients.

Robots

Find out how to say *forward*, *backward*, *left*, *right* and *stop* in the target language. Have one child give instructions to a friend on how to get from one place to another, avoiding any obstacles in between.

Body parts

Display the words for body parts in the focus language. Ask the children to get into pairs. Now give orders in the target language, e.g. “hand to foot”. Each pair should have one child touching the other child’s foot. Try: “head to head”, “hand to shoulder”, etc. After a while, change partners.

Section 15: Other language awareness activities

Language survey

Ask the children to do a language survey. They can design a questionnaire and plan how to display their findings.

Useful words and phrases

If you were going to live in a new country, which 12 words of that country's language would you want to know? Which five questions and their answers would you find useful? The Language of the Month programs were designed after a class of 9-year-olds considered these questions.

Identify the script

Make a quiz sheet where the children have to match the script of a language to the name of that language. The scripts can be cut and pasted from the sentences in the Language of the Month resource packs, or from other sources. The following website has script samples from hundreds of languages: <http://www.language-museum.com>

The most widely spoken languages in the world

Although estimates of how many people speak a language are quite general and can vary considerably, this activity will help the children become aware of some of the most widely spoken languages in the world. On pieces of card write down the ten most used languages and the number of speakers for each language. Ask the children to match each language to its number of speakers. See Appendix 7 – The most widely spoken languages in the world.

Maps and flags

Draw the map and flag of a country where the Language of the Month is spoken. Try this website: <https://www.cia.gov/cia/publications/factbook/index.html>

National anthems

Listen to the national anthem of the countries where the Language of the Month is spoken by visiting the website at <http://david.national-anthems.net/>

Country profiles

Have the children produce a country profile of where the Language of the Month is spoken. Decide on which headings to use, e.g. Capital, Area, Population, Languages, Flag, Map, etc. The following website is useful for this activity: http://news.bbc.co.uk/2/hi/country_profiles

Language profiles

Have children produce a language profile for a language spoken by themselves or members of their family. Decide on which headings to use, e.g. Language, Number of Speakers, Writing sample, Where spoken, Map, Main religions, etc.

Heritage

Take photos of the children. Using Microsoft Word, the children can then insert a speech bubble and write a few sentences about themselves, their country, traditions and language. These can be displayed with photos of their countries. See Appendix 4.

Proverbs

Find a proverb from the country where the Language of the Month is spoken and put it on display as a Thought for the Week. The following website is useful for this activity: <http://creativeproverbs.com>

Names

Every language has popular names for children. Make a list of five boy and five girl names with their meanings. Draw graphs showing which boy and girl name the children in your class like best. The following website is useful for this activity: <http://www.20000-names.com>

Endangered languages

There are about 6,800 languages spoken in the world; 96% of them are spoken by about 4% of the world's population. Have the children research: What is an endangered language? Which languages are becoming extinct? Why are languages dying? Why should we preserve endangered languages? The following website is a useful place to start: <http://www.nvtc.gov/lotw/months/november/endangered.html>

Explore websites

Many useful websites for promoting language awareness have already been mentioned. More are listed in Appendix 8.

Class displays for the Language of the Month.



A class visit by an Urdu speaker

(Lesson used with Years 1 and 2)

Aim: To increase our awareness and knowledge of other people's languages and cultures.

- Introduce Mrs Ghani.
- We are going to tell Mrs Ghani the Urdu words we know, and then we are going to listen to how she says each word, e.g. *hello*, *well done*, etc.
- We are now going to listen to the story "The Very Hungry Caterpillar". Each page will be first read in English and then in Urdu.
- Mrs Ghani will now teach us how to say the days of the week in Urdu.
- We will now use Urdu to play the Days of the Week Quiz: What day is it today? What day will it be tomorrow? What day was it yesterday? What day comes after...? What day comes before...? On which day do we do PE?
- Mrs Ghani will now tell us a little about herself – where her family comes from, her dress, religion and Ramadan.
- The children are invited to ask questions.
- Give the class a box of dates and explain what they are for.
- We will now say *shukriya* (thank you) to Mrs Ghani.



Dual-text Display (English and Swahili)



Heritage Display



Languages Quiz

(Lesson used with Year 2 Classes)

Aim

- To review the languages we have been learning this term, i.e. Tamil, Polish and Urdu.

While coming in

- Slideshow of Sri Lanka with music.

Introduction

- On a map of the world find and label Sri Lanka, Poland and Pakistan.

Main activity

- Demonstrate the “Learn Tamil” program.
- Read the quiz questions to the class (see Appendix 5b).
- Children work in pairs to do the quiz and explore language programs.
- Extension: Write *thank you* in the three languages.

Plenary

- Match the labels showing the number of speakers to each language.
- Match the *hello* labels to each language.
- Play: One minute challenge.

Resources

- ICT room, Language of the Month programs, slideshow of Sri Lanka with music, map of the world, country labels, language labels, *hello* labels, labels showing the number of speakers of each language, photos of speakers in programs, quiz.



Names _____

Date _____

Languages Quiz

1. What is the name of the boy who speaks Urdu?

2. How is *six* written in Urdu script?

3. How is *please* written in Polish?

4. How old is Kuba?

5. Where do most Tamil speakers live?

6. How is *well done* written in Tamil script?

Tamil Assembly

(For KSI)

Aim: To promote awareness of the Tamil language and culture.

(Mr Debono will do the introduction.)

Kaalai Vanakam (good morning), children.

Our Language of the Month for September has been Tamil, and we have all learned to say polite words like *kaalai vanakam*, *maalai vanakam* and *nandri*.

All the Tamil children put up a hand. There are over 100 Tamil children at our school, and we also have two Tamil speaking teachers – Mrs Vasoodaven and Mrs Rajakumar.

We are now going to tell you a Tamil story about six old, blind men and an elephant.

First we need six children to pretend to be six old, blind men.

(Six children are chosen to come to the front. They can pretend to be blind by closing their eyes.)

(Mrs Vasoodaven and Mrs Rajakumar will tell the story.)

Once upon a time there were six old, blind men who wanted to find out what an elephant was like.

The first old, blind man went to find out what an elephant was like.

He touched the elephant's side, and he thought that an elephant was like a wall.

(Mr Debono will lead the first child up to a large picture of an elephant. The child will touch the elephant's side. Mrs Rajakumar will hold up a think bubble, showing the picture of a wall labelled in Tamil; she will teach everyone how to say the word. Mrs Rajakumar will then stick the labelled picture on the board. Continue in this way for the other old, blind men.)

The second old, blind man went to find out what an elephant was like.

He touched the elephant's tusk and thought that the elephant was like a spear.

The third old, blind man went to find out what an elephant was like.

He touched the elephant's trunk and thought the elephant was like a snake.

The fourth old, blind man went to find out what an elephant was like.

He touched the elephant's leg and thought the elephant was like a tree.

The fifth old, blind man went to find out what an elephant was like.

He touched the elephant's ear and thought the elephant was like a fan.

The sixth old, blind man went to find out what an elephant was like.

He touched the elephant's tail and thought the elephant was like a rope.

That evening the old, blind men argued about who was right and who was wrong. Now we know that they were all right, and yet they were also all wrong.

(Mr Debono will conclude the assembly.)

Nandri (thank you), children for being old, blind men. *(Give each a sticker.)*

Nandri, Mrs Vasoodaven for telling us the story.

Nandri, Mrs Rajakaumar for teaching us some new Tamil words.

And *nandri* to all of you for sitting and listening attentively.

Reflection: We all sometimes have arguments with our friends. Let us close our eyes. Remember a time that you had an argument with someone. Remind yourself what the argument was about. Now imagine you have stopped talking and are listening to the other person and trying to see things from his/her point of view.

Let's pray, in our own way, that we may listen and understand each other so that we have fewer arguments.

Nandri.

In your classroom, on your Language of the Month board, you will have seen this picture of Sri Lankan elephants. I have some spare ones, and I'm going to give them to the children that I see walk out of the hall nicely to go out to play.

English	Tamil	Transliteration
Elephant	யானை	Yaanai
Wall	சுவர்	Suvar
Spear	எட்டி	Eeti
Snake	பாம்பு	Pampu
Fan	விசிறி	Visiri
Tree	மரம்	Maram
Rope	கயிறு	Kayeru

The most widely spoken languages in the world

Language	Approximate number of speakers
1. Mandarin	1,075,000,000
2. English	514,000,000
3. Hindi	496,000,000
4. Spanish	425,000,000
5. Russian	275,000,000
6. Arabic	256,000,000
7. Bangla (Bengali)	210,000,000
8. Portuguese	200,000,000
9. Malay-Indonesian	176,000,000
10. French	129,000,000

Useful Websites

Language Of The Month Resources

- Language of the Month <http://www.newburypark.redbridge.sch.uk/langofmonth/index.html>

Websites With More Than One Language

- BBC Languages <http://www.bbc.co.uk/languages/>
- Omniglot <http://www.omniglot.com/writing/index.htm>
- Babel Fish Translation <http://babelfish.altavista.com/>
- Ethnologue <http://www.ethnologue.com/>
- Travlang <http://www.travlang.com/languages/index.html>
- Word2Word <http://www.word2word.com/>
- iLoveLanguages <http://www.ilovelanguages.com/index.php>
- Say Hello to the World <http://www.ipl.org/div/kidspage/hello/>
- Jennifer's Language Page <http://www.elite.net/~runner/jennifers/>
- Language Museum <http://www.language-museum.com/>
- Infoplease <http://www.infoplease.com/ipa/A0855611.html>
- Languages on the Web <http://www.lonweb.org/index.htm>
- Numbers in over 5000 Languages <http://www.zompist.com/numbers.shtml>
- SmartPhrase.Com <http://www.smartphrase.com/>
- Language Materials Project <http://www.lmp.ucla.edu/Profile.aspx?menu=004>
- YourDictionary.Com <http://www.yourdictionary.com/languages.html>
- MultiLingua.Info <http://gbarto.com/multilingua/>
- Names from Around the World <http://www.20000-names.com/index.htm>
- Languages of the World Website <http://www.nvtc.gov/lotw/index.html>
- Activities for ESL Students <http://a4esl.org/>
- Digital Dialects <http://www.digitaldialects.com/index.htm>
- Translated Letters for Schools <http://www.primaryresources.co.uk/letters/>
- Dual Language Posters http://www.schoolslinks.co.uk/resources_dl.htm
- EAL Resource Bank <http://www.bfinclusion.org.uk/EAL%20files/Resnewtoeng.htm>
- Language Guide <http://www.languageguide.org/>
- Hello World <http://www.hello-world.com/>
- Linguata <http://www.linguata.com/linguata/index.html>
- How to Learn any Language <http://how-to-learn-any-language.com/e/index.html>
- Mango Languages <http://www.mangolanguages.com/main>
- Master any Language <http://www.masteranylanguage.com/>
- Reall Languages <http://www.reall-languages.com/languages.htm>
- Celebrating Language <http://language.e2bn.org/videobank/>
- Learn Indian Languages <http://www.languageshome.com/>
- Language School <http://www.elanguageschool.net/>
- Survival Guide
http://www.bgfl.org/bgfl/custom/resources_frp/client_frp/ks1/community_lang/eal_survival/index.htm

English Words From Other Languages

- Words Borrowed from Other Languages <http://www.kryssstal.com/borrow.html>
- Online Etymology Dictionary <http://www.etymonline.com/index.php?l=k>
- AskOxford.Com <http://www.askoxford.com/asktheexperts/faq/aboutwordorigins/?view=uk>

Countries

- World Fact Book <https://www.cia.gov/cia/publications/factbook/index.html>
- Google Earth <http://earth.google.com/>
- Country Profiles http://news.bbc.co.uk/2/hi/country_profiles/
- WorldLanguage.Com <http://www.worldlanguage.com/Countries>
- National Anthems <http://david.national-anthems.net/>
- Creative Proverbs from Around the World <http://creativeproverbs.com/>

Photographs Of People And Places

- PB World Database <http://www.pbase.com/world>
- Webshots.Com <http://www.webshots.com/>
- TrekEarth <http://www.trekearth.com/gallery/>
- People and Places of the World <http://www.galenfrysinger.com/index.htm>
- GeoResources <http://www.georesources.co.uk/indexph.htm>
- Travel Photography by Stuart Whatling <http://www.flat3.co.uk/index.htm>
- Jim Rees' Travel <http://jim.rees.org/trips/>
- FreeFoto.Com <http://www.freefoto.com/index.jsp>
- Images of the World <http://www.imagesoftheworld.org/>
- Luke Powell Photographs <http://www.lukepowell.com/>
- Zanzig.Com <http://www.zanzig.com/>
- Pics4Learning <http://pics.tech4learning.com/>
- Wrotniak.Net <http://www.wrotniak.net/gallery/index.html>
- Dominique's Photos <http://www.alovelyworld.com/index2.html>
- The Great Mirror <http://www.greatmirror.com/>
- Krystal.Com <http://www.krystal.com/travel.html>
- Picbase.Com <http://www.picsbase.com/james/default.asp>

One Website For Each Language

- Afrikaans <http://www.easyafrikaans.com/easyafrikaans/index.html>
- Albanian <http://www.cezarkurti.com/>
- Arabic <http://muttaqun.com/arabic/>
- Bengali http://www.virtualbangladesh.com/bd_bhasha.html
- BSL <http://www.britishsignlanguage.com/words/index.php?id=337>
- Cantonese <http://www.chinese-lessons.com/index.htm>
- Catalan http://www.geocities.com/learn_catalan/
- Czech <http://www.bfinclusion.org.uk/EAL%20files/Resnewtoeng.htm>
- Dari <http://www.gbarto.com/multilingua/ittybitty/blog/2004/10/itty-bitty-dari-course.html>
- Dutch <http://learndutch.elanguageschool.net/>
- Finnish <http://www.uuno.tpu.fi/>
- French <http://www.bbc.co.uk/schools/primaryfrench/>
- German <http://www.bbc.co.uk/languages/german/index.shtml>
- Greek <http://www.bbc.co.uk/languages/greek/>
- Gujarati <http://gujaratonline.com/index.html>
- Hebrew <http://www.learn-hebrew.co.il/>
- Hindi <http://www.hindilearner.com/>
- Italian <http://www.bbc.co.uk/languages/italian/index.shtml>
- Japanese <http://japanese.about.com/>
- Kannada <http://ccat.sas.upenn.edu/plc/kannada/>
- Latin <http://www.reall-languages.com/languages.htm>
- Lingala http://en.wikipedia.org/wiki/Lingala_language
- Lithuanian <http://www.slic.org.au/Language/>
- Makaton <http://www.bbc.co.uk/cbeebies/somethingspecial/signs/>
- Mandarin http://www.bbc.co.uk/languages/chinese/real_chinese/
- Mauritian Creole http://en.wikipedia.org/wiki/Mauritian_Creole
- Nepali <http://learnnepali.com/index.html>
- Norwegian http://www.sofn.com/norwegian_culture/languagelessons_index.jsp
- Oriya <http://www.languageshome.com/English-Oriya.htm>
- Polish <http://info-poland.buffalo.edu/web/travel/polish/link.shtml>

- Portuguese <http://travlang.com/languages/>
- Punjabi <http://www.punjabonline.com/servlet/index>
- Romanian http://www.linguata.com/romanian/Learning_Romanian.html
- Russian <http://masterrussian.com/>
- Sinhala <http://www.speaksinhala.com/>
- Slovak <http://www.bohemica.com/slovak/>
- Somali <http://www.masteranylanguage.com/cgi/f/pCat.pl?tc=MALSomali&vm=fc&la=>
- Spanish <http://www.bbc.co.uk/languages/spanish/>
- Swahili <http://www.glc.com/hassan/swahili.html>
- Tagalog http://www.seasite.niu.edu/Tagalog/Tagalog_Homepage99/useful_tagalog_phrases3.htm
- Tamil <http://ccat.sas.upenn.edu/plc/tamilweb/>
- Thai http://www.learningthai.com/speak_thai.html
- Turkish <http://www.onlineturkish.com/>
- Twi <http://www.fiankoma.org/schoolsite/yourname.htm>
- Urdu <http://www.urduword.com/>
- Yoruba http://www.abeokuta.org/Yoruba_Training.html