

# Language Families



**1st teaching period:**

**1st activity:**

**Time:** 20'

**Type of activity:** Brainstorming on a digital wall, video projection and discussion

**Class organization:** pair work, whole class

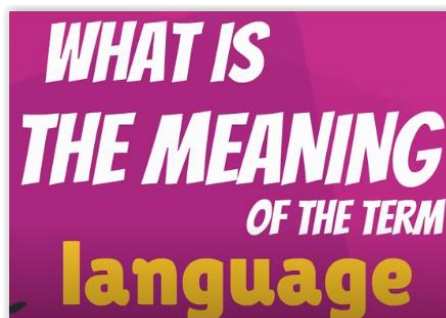
**Actions/Tasks:** : the students work in pairs on padlet the teacher asks the students to write their views on the term language on a digital wall (<https://padlet.com/giannakp/koad3kn8v9bb9pxe>) and a brief discussion follows.



Then the teacher shows them a video:

<https://www.youtube.com/watch?v=twiZqChve2s>

The students watch the video and a discussion follows about what the term language means; how many languages, according to the video, there are in the world today; How did human language develop; What is a language family?



**2nd activity:**

**Time:** 10'

**Type of activity:** Searching the web, locating information and discussion.

**Class organization:** in pairs per computer

**Actions/Tasks:** The teacher guides the students to search the website <https://www.ethnologue.com/guides/health> and find the necessary information: How can I say “Wash your hands” in many languages?”

Then he asks them to present their views about multilingualism.

**Coronavirus and Local Languages: How do you say, "wash your hands"?**

**COVID-19 doesn't care what language you speak.**

All of us are at risk. But millions of people who speak lesser-known languages don't have a *single* resource on COVID-19 yet. The information gap is enormous - and lives are at stake.

"Wash your hands" isn't enough to combat this pandemic, but it's already more than

Are you multilingual?



**3rd activity:**

**Time:** 15'

**Type of activity:** web browsing, locating information and note keeping.

**Class Organization:** group work (6 groups of 4)

**Teacher actions:** The teacher splits the students into six groups of four with <https://www.randomlists.com/team-generator> . He gives the 1<sup>st</sup> [worksheet](#).


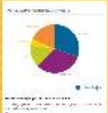
Each group has to answer a specific question about the language. He guides students to search the websites: <https://www.ethnologue.com> and <https://www.omniglot.com> and answer the question in the worksheet.

Group Name \_\_\_\_\_ Date: \_\_\_\_\_

**Visit the websites and answer the questions by completing the table that follows.**

How many languages are spoken in the world today?

<https://www.ethnologue.com/guides/how-many-languages>  
<https://www.omniglot.com/writing/languages.htm#wz>



**Homework:** students practise vocabulary related to the definition of the word ‘language’ (in the e-class): <https://h5p.org/node/965824>

**2nd teaching period:**

**1st activity**

**Time:** 25'

**Type of activity:** searching the web, locating information and discussion.

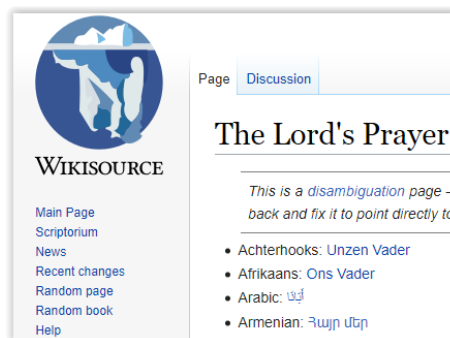
**Class organization:** group work (6 groups of 4).

**Actions/Tasks:** The teacher splits the students into six groups of four with <https://www.randomlists.com/team-generator> . He guides the students to search the web and specifically the websites:

<http://www.krassotkin.ru/sites/prayer.su/other/all-languages.html>

[https://wikisource.org/wiki/The\\_Lord%27s\\_Prayer](https://wikisource.org/wiki/The_Lord%27s_Prayer)

and asks them to study the Prayer “Our Father” in various Scandinavian languages (Sweden, Danish, Norwegian, Faroese, Icelandic). Then the teacher asks the students to answer the questions: What similarities and differences do you notice between these languages; Could a speaker of one of these languages, for example a Swede, understand the prayer in other Scandinavian languages without having learned them; If so why do you think this happens; Which of these languages differs most from the others and why does this happen? Then the students reach conclusions.



## 2nd activity

**Time:** 20'

**Type of activity:** searching the web, video projection and recording thoughts.

**Class Organization:** group work (6 groups of 4)

**Action/Tasks:** The teacher shows the students a video:

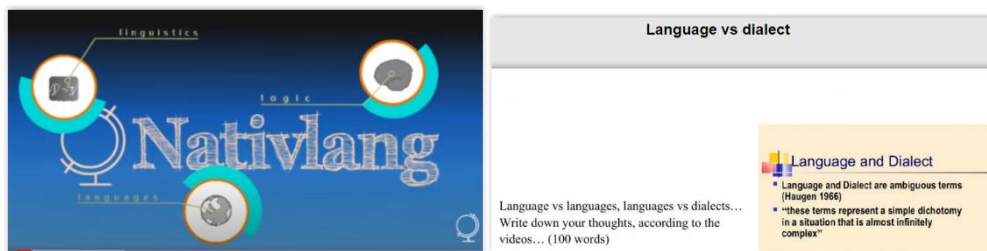
[https://www.youtube.com/watch?v=Jt\\_uHE22cLA](https://www.youtube.com/watch?v=Jt_uHE22cLA)

and asks them to locate the necessary information about the difference between language and dialect. He then asks them to locate on the website

[https://www.10winds.com/50languages/did\\_you\\_know/EN005.HTM](https://www.10winds.com/50languages/did_you_know/EN005.HTM) the information that refers to the same topic, the difference between language and dialect.

The teacher asks the students to write down their thoughts on languages versus dialects on this worksheet: <https://www.liveworksheets.com/ex959734dp>

especially: What are the characteristics of the dialect; What are the characteristics of language; What differentiates a dialect from a language?



### 3rd teaching period

#### 1st activity:

**Time:** 20'

**Type of activity:** Searching the web, locating information and worksheet completion.

**Class Organization:** group work (6 groups of 4)

**Action/Tasks:** The teacher guides the students to search the websites:

<https://www.ethnologue.com/guides/largest-families>

<https://www.omniglot.com/writing/langfam.htm#ie>

The teacher asks the groups to find information about the major language families and fill out the 2nd [worksheet](#):

Each group finds information about a language family.



**Homework:** students practise vocabulary related to 'language' and 'dialect' (in the e-class): <https://h5p.org/node/965828>

#### 2nd activity

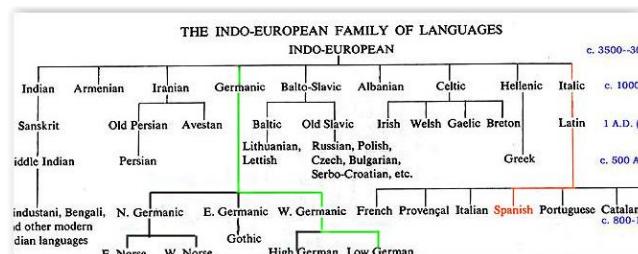
**Time:** 25'

**Type of activity:** Video projection, searching the web and discussion.

**Class Organization:** group work (6 groups of 4)

**Action/Tasks:** The teacher splits the students into six groups of four with <https://www.randomlists.com/team-generator>.

Then he shows a video about the sound of the Pro-Indo-European language: <https://youtu.be/P78SJf8NL2k>



He guides the students to search the web and specifically the websites:

[https://en.wikipedia.org/wiki/Indo-European\\_languages](https://en.wikipedia.org/wiki/Indo-European_languages)

[http://www.linguistics.com/indoeuropean\\_languages.htm](http://www.linguistics.com/indoeuropean_languages.htm)

study the history of the Indo-European language and take notes on the following questions: Why do we talk about an Indo-European language family nowadays? What is the origin of the Indo-European language family? Where is the basis of the Indo-

European language family located; When did the Indo-European language split;  
Which modern languages belong to the Indo-European language family?

At the end the teacher shows another video about the evolution of Indo-European language over time:

<https://www.youtube.com/watch?v=KdQwalCPNAs&feature=youtu.be>.

Discussion follows about: Where, according to the video, are the traces of the Proto-Indo-Europeans located? What is the time of the dispersal of the Indo-Europeans? In which areas did the Indo-Europeans disperse?



#### 4<sup>th</sup> teaching period

##### 1st activity

**Time:** 20'

**Type of activity:** video projection, searching the web and discussion.

**Class Organization:** group work (6 groups of 4)

**Action/Tasks:** The teacher shows a video referring to the Indo-European language (<https://youtu.be/TPh03KsGrAA>) and he asks groups of students to watch it carefully and take notes on the following issues: Is it correct that Latin is a dead language? When did the Latin language appear? Which modern European languages are considered to be derived from Latin? Give some examples of words that prove that relationship. What other languages of antiquity are mentioned in the video and also belong to the Indo-European language family? Discussion follows.



##### 2nd activity

**Time:** 15'

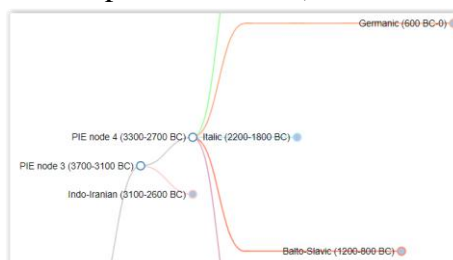
**Type of activity:** web browsing, language tree design

**Class Organization:** group work (6 groups of 4)

**Action/Tasks:** The teacher guides the students to research the websites:

<https://www.uottawa.ca/clmc/indo-european-family>

[http://www.elinguistics.net/IE\\_language\\_tree.html](http://www.elinguistics.net/IE_language_tree.html) and to build their own Indo-European language tree using the application <https://www.mindmeister.com/> (they design the language tree and complete it at home).



### 3rd activity

**Time:** 10'

**Type of activity:** searching the web and discussion.

**Class Organization:** group work (6 groups of 4)

**Action/Tasks:** The teacher divides the students into six groups of four with <https://www.randomlists.com/team-generator>. He guides the students to research the web and specifically the website [https://en.wikipedia.org/wiki/Indo-European\\_languages](https://en.wikipedia.org/wiki/Indo-European_languages) study the table of Proto-Indo-European consonants and their reflection on modern European languages. The students have to answer the questions: What similarities do they find in the form of the consonants? Do they spot changes? Then, they discuss their conclusions.



### 5th teaching period

#### 1st activity

**Time:** 20'

**Type of activity:** searching the web, locating information, worksheet completion

**Class Organization:** group work (6 groups of 4)

**Action/Tasks:** The teacher guides the students to search the web and specifically the website <https://www.omniglot.com/writing/langfam.htm#ie> and asks students to identify the languages included in the Indo-European language subgroups and complete the 3<sup>rd</sup> [worksheet](#).





## 2nd activity

**Time:** 25'

**Type of activity:** searching the web, filling in a worksheet.

**Class Organization:** group work (6 groups of 4)

**Action/Tasks:** The teacher asks the groups of students to watch the video:

<https://termcoord.eu/2017/07/save-europes-linguistic-diversity/>

The students argue about the issue how linguistic diversity is linked to democracy and fill in the worksheet in:

<https://www.liveworksheets.com/mx961159ga>



## Suggestions for expansion

- study of languages in Europe today and
- identify similarities and differences

Students can be asked to visit the website

[https://youtu.be/\\_gYvy71C-SA](https://youtu.be/_gYvy71C-SA)

so that they can reflect and discuss on the roots of European languages;

also the websites

[https://en.wikipedia.org/wiki/Languages\\_of\\_Europe](https://en.wikipedia.org/wiki/Languages_of_Europe),

[https://en.wikipedia.org/wiki/Languages\\_of\\_the\\_European\\_Union](https://en.wikipedia.org/wiki/Languages_of_the_European_Union),

[https://europa.eu/european-union/about-eu/eu-languages\\_en](https://europa.eu/european-union/about-eu/eu-languages_en),

[https://www.nationsonline.org/oneworld/european\\_languages.htm](https://www.nationsonline.org/oneworld/european_languages.htm),

and study the information about the languages available in Europe today.

Students may watch a video, for example

<https://www.youtube.com/watch?v=yJiwYPsjwmQ>, referring to the way several European languages sound;

then play a game like the one in the video

<https://www.youtube.com/watch?v=06GxbEqX-KI>

and guess which European language is heard each time.

Even with the help of dictionaries they can collect and compare words and phrases from different European languages.

Videos that refer to the same topic, such as this

<https://www.youtube.com/watch?v=UIp4ikoAUK4>,

may be viewed.

Through discussion the students, with the help of their teacher, can draw useful conclusions regarding the similarities and interaction between European languages.