

World Languages Levels I- III

Learning in Place Packet – April 6th -24th, 2020

Spanish, French, Latin

Students:

The following learning opportunities should be used along with the resources and activities provided by your individual world language teachers. The activities below are general prompts but should increase and vary in complexity and difficulty according to your course level.

Week 1 April 6-10		
Activity 1	Activity 2	Activity 3
<p>Writing: Consider the questions you may have for your school leaders and government officials right now as we face this current health situation. Write 5 questions in your target language you could tweet @ the school board, city council, or our governor.</p>	<p>Writing/journaling: What can you do, or what have you already done, to help your family today? Write at least 5 sentences or more in the target language which describe ways in which you: have helped, are helping, or can help in your household. Consider words related to the house, chores, and family members.</p>	<p>Hashtag: Consider the various hashtags you've seen over the last month: #coronation #washyourhands #flattenthecurve Create your own hashtags using words from the target language to describe some of your feelings, observations, and experiences this week.</p>
Spring Break, April 13-17		
Week 2 April 20-24		
Activity 1	Activity 2	Activity 3
<p>Writing/journaling: A common language activity is to describe your daily routine - what time do you wake up, what do you do in the mornings, in the afternoon, before bed, etc. Now, consider and describe your current daily routine; how is it different than your daily routine three weeks ago? Use as many words and structures from the target language. Shoot for at least 5 sentences.</p>	<p>Listening comprehension: Spend 15 minutes listening to another language in real time. Tune in to: La Selecta 103.3 FM, a Spanish radio station in Hampton Roads Univision cable network (Spanish), The facebook/youtube page for Alliance Francais of Hampton Roads, or any other place you can hear an authentic language other than English. Even if it's not the language you're currently studying, you can still practice language skills. While listening, ask yourself... 1. What cognates do you hear? 2. Can you tell the speakers mood or feelings? 3. Whats the tone of what you're hearing? Serious, comical?</p>	<p>Cultural and Linguistic Comparisons: Read the article attached – from the Smithsonian's Teen Tribune titled, <i>Our Language, Ourselves</i>. Then, answer the following questions and the questions within the article. 1. Within the US, why do different regions use/have different words for the same things? 2. Identify some examples of these expressions or words that are different. For example, in Eastern NC, you hear, "can I <i>hold</i> your pencil?" Instead of, "can I <i>borrow</i> your pencil?" 3. Why do some languages die?</p>

Our Language, Ourselves by Devin Reese from the Smithsonian Tween Tribune (online)

Every sentence we speak reveals something about who we are as humans. Even people speaking the same language have distinct dialects. These are rooted in their history and culture. Whether you say "soda" or "pop" may reveal what country and what region you are from. What you call the night before Halloween may tie to your religious beliefs. What kind of slang you use may stem from the habits of the community you grew up in.

1. *What words, expressions, and slang are unique to this area of Virginia?*
2. *Do you have friends or family members who use different words or expressions than those commonly used here in VA? **Try to identify at least 5.** *Hint*, I **reckon** if you asked some friends, family, and neighbors, they **might could** give you at least 5 words/sayings unique to VA or the Southern US, or that are unique to another region of the US. For example, in Georgia people say "cut" the lights off, not "turn" the lights off.*
3. *See if you family or friends know where these unique words/expressions came from or why they're used?*

Language also sheds light on connections between us, and our natural environments. Plants and animals that are given names in any language are generally those that are relevant to people speaking the language. The relevance comes from the way that the people have interacted with the animals and plants. In some cases, this has happened over centuries.

While we might think of language as having a fixed set of words and rules that we learn in school, in fact language is always evolving. New words emerge while others fall out of use. Pronunciation changes over time as does the meaning of words. People also borrow words from languages other than their own to complement their own lexicon.

1. *Consider what new words may be added to our dictionaries soon. What words do we use almost every day now, that didn't exist 5-10 years ago? (example: using Google as a verb. As in, if you don't know the answer you should google it.*

Our ability to learn language develops when we are young. Sounds heard as infants, or even in the womb, set the stage for language learning later. Baby cooing is the result of babies' analysis of the languages spoken to them. Babies are practicing the pronunciation and recognition of sounds that they need for communication. Children exposed to multiple languages early in life, and growing up multilingual, develop enhanced cognitive functions. These may include the ability to focus and ignore distractions.

1. *So, how might learning another language help you academically?*

Languages are as diverse as the communities that speak them. Each of the approximately 7,000 world languages is a testimony to a community's unique human experience. Yet, many languages around the world are endangered. It is possible that as many as half of the world's languages could go silent by the end of this century. Why? The reasons are complex. But they boil down to social inequalities and disrespect for others.

Linguist Gabriela Perez Baez researches Zapotec languages, which are indigenous to Mexico. Learn more about her work to recover an endangered Zapotec language. It's titled Recovering Voices - Sustaining Global Linguistic Diversity