



POSTER ACTIVITIES – RAISING LANGUAGE AWARENESS

COOL COLOURS

- The poster shows some colour equations: can children make up some more colour sentences? Can other children ‘decode’ them? e.g. *bleu + orange = ?*
- Discuss: what happens when languages are mixed — are the concepts still the same? Does *bleu + rouge = violet* mean the same as *blau + rouge = violet*?
- Can children group words from the same language together?
- How many different languages are represented?
- Can children pick out the words for primary colours in the languages used?
- Which colours are used in the flags? Can children name them in the language of the country?
- Do all the colours for each flag in that country’s language appear on the poster?
- If any are missing, children should use a simple language picture-dictionary to find out what the name of the colour is.
- Which colour equation does not have all its colours listed on the poster in that language?
- Which flags have the same three colours? What are the colour equations for those flags?
- Have children design a flag and choose colours. Which language will they use to label the colours?
- Make a colour spinner with the children to show how the colours ‘make’ white.

ACTIVE ANIMALS

- Children choose two animals, and two language words for the animal. Can they create a ‘new’ animal using parts of these two animals? It will need a new name; what name could it have? Base the new name on the original names. How did they choose the new name?
- Look at each block of animal words. Is there one letter that appears in all the language words? eg. *fish vis fiskur Fisch piscis pește*
- Look at a particular block of animal words: how many different letters appear in each language word? eg. *iguana; iguana; Leguan; leguán; iguana*: = n, u, a, g appear in all five words. Can children invent a new animal name using these letters and two additional letters of their choice?
- Design an animal and give it a name: invent names for 5 other languages, and invent a word for each language. How many letters would you use that are similar, how many that are different?
- Compare results with a neighbour or another group.

NIFTY NUMBERS

- Divide up/mix up 2 or 3 different number sets, for example Esperanto, Romanian, Italian number sets; can children sort the mix into the right number sets again under language headwords (Esperanto, Romanian, Italian)? How do the children decide? For example, do they group all the numbers with diacritics (Romanian) or those with double letters (Italian)?
- How do languages represent the ‘tens’ numbers? Are there similarities? Can children construct and finish the Esperanto sequence? 20: *dudek*; 30: *tridek*; 40: *kvardek* ...

- In Esperanto, ‘multiples’ are written as one word and ‘additions’ as two words, for example: 34: *tridek kvar*; 63: *sesdek tri*; 78: *sepdek ok* etc. Can children follow the pattern and construct other numbers, for example 89, 56, 37, using the numbers on the poster and the ‘rule’?
- Thirty, forty, fifty etc: what might the ‘ty’ represent? Thirteen, fourteen, fifteen etc: what might ‘teen’ represent?
- *Zwanzig*, *vierzig*, *sechzig*: In German, what might the ‘zig’ represent?
- What does this sentence mean? *Dek × ten = sută* (Esperanto × English = Romanian). Is it mathematically correct? What about: *dieci × dek × diez = mil* (Italian × Esperanto × Spanish = Portuguese/Esperanto/Spanish)? Can children make more mixed-language word sums for mathematical ‘truths’?
- Can children construct word sentences for $10 \times 10 = 100$; $10 \times 10 \times 10 = 1000$ in all the languages shown on the poster?
- Explore Roman numerals. Are symbols a ‘language’?

FANTASTIC FAMILIES

- Can children work out which languages are used in the sentences at the bottom of the poster using the words under the family members to help?
- Discuss similarities and differences: the French *frère*, *mère* and *père*. What of the French *soeur* and the Dutch *moeder*?
- The family words shown have either Romance language roots or Germanic language roots: which languages are Romance and which Germanic? Which roots does English have?
- Compare *grandfather* and *grandmother* in all six languages. Mix them; can children pair them? Can they sort into two groups: those which are similar to Esperanto (Romance) and those similar to English (Germanic)?
- Can the children create their own animal family tree and label family members in one of the other languages?

MARVELLOUS ME

- Note: the adjectives reflect the gender of ‘giraffe’ in the languages featured.
- There are seven pairs of language sentences on the poster, each pair using a different adjective; which adjective is not featured?
- Can children construct pairs of sentences for the missing adjective using the other sentence pairs as models? Working in pairs they can construct a sentence using each of the languages featured for the missing adjective (Dutch, Esperanto, French, Portuguese and Spanish).
- Look at the sentences meaning ‘I am a giraffe’: some languages have four words, some three and one only two words. Group the languages according to number of words. Can the children identify which words might be missing? Which are the key words? Do all the sentences contain the key words?
- Construct an animal passport for entry to a wildlife park! – use ‘Fantastic families’ for family members, ‘Nifty numbers’ for numbers and ‘Marvellous me’ for descriptive words. Add country of origin with flag and colours. Children should be allowed to mix languages or invent a language for this activity, if they wish.