

## A rich mix

### LEARNING OUTCOMES

- I can learn about the use of English words in other languages and words from other languages in the English language, and use what I learn to make connections with my own culture.
- I can discuss the use of English words in my language and words from my language that are used in the English language, and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

### VOCABULARY FOCUS

**absorb [v]:** to take in new information; allow something to become a part of your own culture

**advertisement [n]:** a poster of words and pictures in a public place intended to persuade people to buy something

**billboard [n]:** a large board for advertisements in an outside public place

**borrow [v]:** to receive and use something that belongs to someone else

**evident [adj]:** easy/clear to see or understand.

**explorer [n]:** someone who travels to a place where not many other people have been to find out more about it

**influence [v]:** to affect the way that someone thinks or behaves, or to affect the way that something happens

**originate [v]:** to begin to appear for the first time

**respectively [adv]:** used for saying something is linked to the order in which it is mentioned

**spread [v]:** to be present in many parts of a large area

**truly [adv]:** in the most complete or exact way.

**wonder [v]:** to think about something because you want to know more facts about it

### WARMER

Write 'A rich mix' on the board and explain that students are going to read a text about language. Elicit from students what they think 'A rich mix' might be referring to. Feedback their ideas on the board for them to check later on in the lesson.

- 1a** Ask students to look at the signs and answer the question. Signs are usually translated into another language, like English, so that people who may not understand the local language can work out the meaning.

### Suggested answers

**A:** France

**B:** Germany

**C:** Spain, Mexico, a Spanish-speaking country

- 1b** Encourage students to think of English words used in their country. Provide prompts where necessary, e.g. *email*, *cool*. Ask them if they would find the words more in a spoken or a written context. The students can check answers first in pairs and then as a whole class.

- 2a** Pre-teach some of the more challenging words with the help of the Vocabulary focus, or if students are working at home, advise them to use a monolingual dictionary to help with vocabulary. Students read the blog quickly the first time and think about Matt's three questions at the end. Elicit feedback from the class.

- 2b** Students read the blog again and match the sentence halves. When students have finished, elicit the answers in open class.

### Answers

**1** d **2** f **3** b **4** e **5** a **6** c

- 2c** First, students complete the table with the English words they find in the blog that originate from the six languages listed. Then they guess which of these languages they think the words in the box have been adopted into the English language from. Students can work with a partner to do this exercise. Have students vote in open class on where they think the words come from before confirming answers.

### Answers

**Hindi:** pyjamas, shampoo **Arabic:** giraffe, caravan

**Italian:** pasta, pizza **Japanese:** karaoke, judo

**Turkish:** yoghurt, coffee **Aztec:** chocolate/avocado, tomato

### Gateway to culture

- 3a** In pairs, students discuss the words and answer the questions. Elicit feedback from the class.

- 3b** Students write example sentences to demonstrate how these English words are used in context in their language. Then encourage students to exchange their sentences and compare ideas about how English is used. Give students examples and contexts of your own to help them.

### PROJECT

- 3c** Explain to students that they are going to work in groups to prepare a project on language. Put students into groups of three or four. If working at home, each student can do some individual research for Steps 1 and 2 and then share their ideas and findings with the rest of their group in the next class. Encourage students to take pictures of any English words they see in advertising, etc... Students share their findings and prepare their project in class in Step 3. Allow students to choose how they would like to present their project, e.g. in graphic form. Projects can be displayed around the classroom. Encourage debate on whether mixing languages should be promoted.