

Intercultural Understanding *in* International Languages

Sample Tasks for the Classroom



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- Student Resource(s)*

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- Task Description
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- Task Description
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Task Descriptions & Student Resources

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- Task Description
- Student Resource(s)*

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- Task Description
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Task Descriptions & Student Resources

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- Task Description
- Student Resource(s)*

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- Task Description
- Student Resource(s)*

Activity 3 – UN Goals (Focus on Communication)

- Task Description
- Student Resource(s)*

** Student resources are available at the end of each task description in English, French, Arabic, German, Greek (Modern), Italian, Japanese and Spanish.*

INTRODUCTION

Rationale for Intercultural Understanding in International Languages

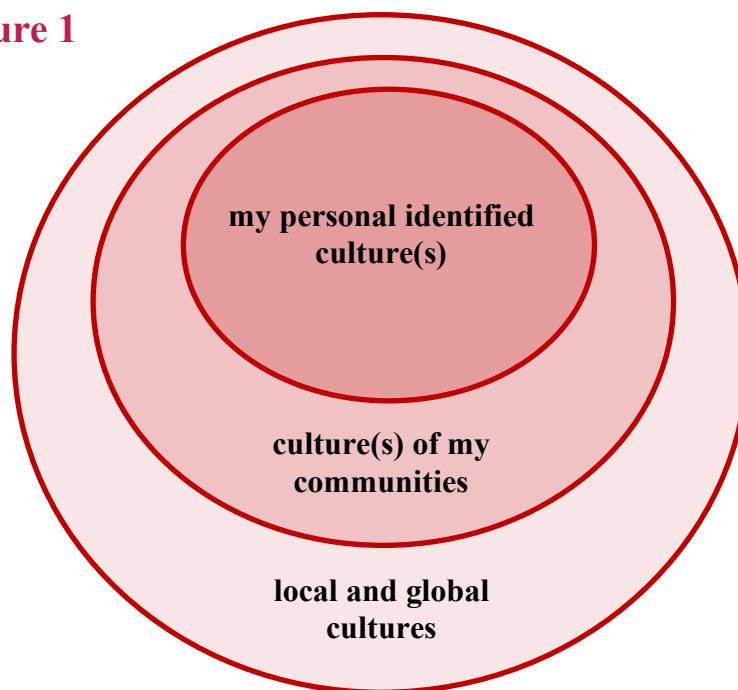
Culture has always been an important and relevant aspect of learning in the language classroom. Traditionally, teachers of International Languages (IL) have implemented cultural content into their classrooms in order to bring every day context to the language being practised. Culture has tended to focus within two specific domains in IL classes in Ontario/Canada: an unknown culture speaking a foreign language or a familiar culture speaking a heritage language. For students who have selected IL programs to study a new language, culture has appeared as a topic in lessons that reflects the practices and ways of life of a people or the exhibition of historical culture through music, food, art and other forms of expression. Every language is spoken by a variety of people often in regions around the world, therefore teachers have had to choose elements of culture within these abundant examples to introduce to students, and to offer them contexts in which they can practise their language skills. For many learners in IL, these classes offer them opportunities to reinforce language by concentrating on the culture of their own heritage or background - this may allow them to express and work with cultural elements that they have been exposed to within their own families and communities or that they are familiar with through extension of their immediate awareness.

This resource package attempts to provide the teacher with ideas on how to take the idea of culture to a deeper level. The activities that are organized by level reflect also levels of complexity knowing that earlier levels of language require tasks that do not put a high demand on language input and output. The tasks are generic enough to be modified for all classrooms and all language abilities. However, a key aspect to the design of the tasks within this resource is the focus on intercultural understanding and not culture alone. When designing the tasks for this resource, the developers considered the IL-S (International Languages - Secondary) curriculum expectations of the IL-S curriculum document (Ministry of Education, Ontario) that have been woven into the curriculum strands of Listening, Speaking, Writing and Reading. These expectations directly relate to the secondary school curriculum but are applicable to any classroom and age of learner with the appropriate modifications.

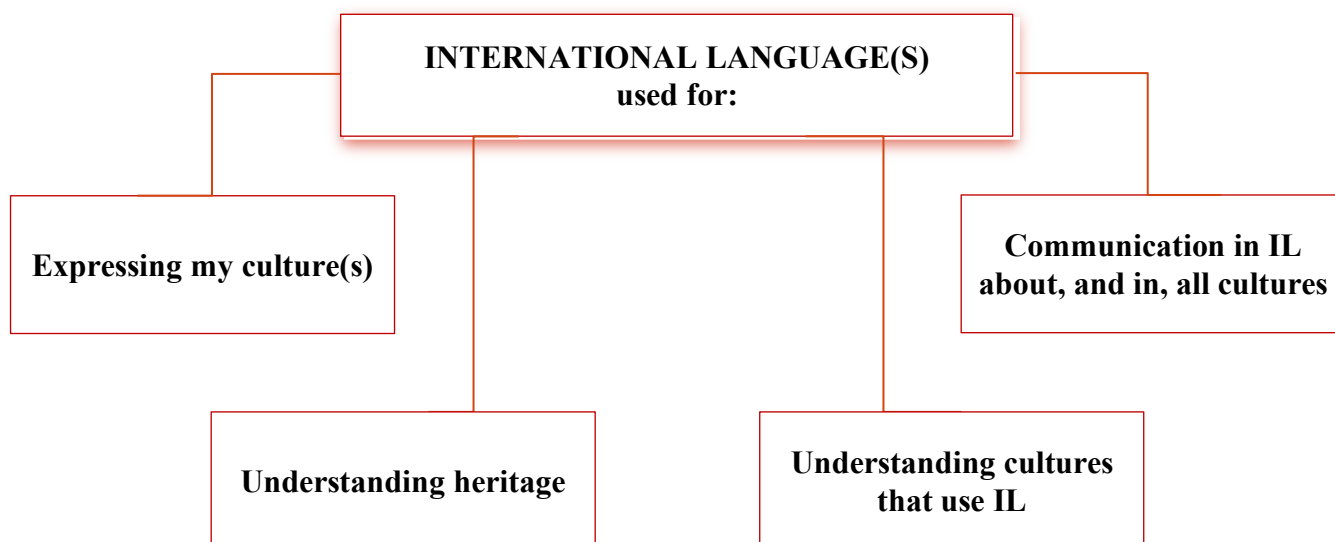
When focusing on intercultural understanding in the language classroom, it is important to consider the levels of interaction and cultural awareness that can be promoted in instruction and reflection: understanding one's own cultural realms and identity, understanding one's immediate community of culture, understanding other communities of culture. For language learners, it is worthwhile to not only focus on cultural content that relates to those that use the target language but also how to use the target language in order to understand and to communicate with and about those of other languages who may or may not use the target language. Today's learners need to consider that languages are used across cultures and not only within one specific culture. As important as it is to be aware of cultural practices where the language is used, it is also necessary to develop an understanding on how we can communicate with those of cultures both similar and different from our own.

Each international language presents its own specific characteristics and features that will impact on how the thematic tasks presented in this resource package may be implemented in the classroom. Teachers are encouraged to modify the approaches presented and select linguistic features and vocabulary elements that would most appropriately complement their instruction and their group of learners. Important for a teacher of any language and at any level is to consider the strategies and approaches that are being suggested in the resource as well as keeping in focus a deeper understanding of culture learning opportunities at all times.

The IL Learner and Culture 1



The IL Learner and Culture 2



RESOURCE OVERVIEW

This resource package acts as a springboard for teachers of any language program who want to incorporate a better intercultural awareness within the content of their curriculum. The classroom experiences outlined within this document provide opportunity for the development of listening, speaking, reading and writing while embedding key concepts of intercultural literacy within the tasks described.

Tasks are available for three levels of language abilities/grades/courses. This resource package has organized activities for each level by considering gradual progression of complexity on how culture is considered across the levels; concepts that increase in both the use of language and a deeper understanding of contexts for culture are reflected within each level. Level 1 considers self identity - the learner's understanding of themselves and their own expression of culture on a personal level. Level 2 works with culture at a community level - the attributions and working of culture for purposes of communication and belonging within a specific group. Level 3 broadens the concept by looking at global interactions and an understanding of culture through international communication.

Within each level, there is also a focus on three different types of awareness that can help to synthesize a thorough understanding of how we work with intercultural understanding in the classroom.

- *Language Awareness* brings focus to how language is used and considerations of linguistic elements that are essential to communication.
- *Culture Awareness* builds on, and deepens the knowledge and understanding learners have of cultures - their own or others.
- *Communication Awareness* tightens the focus on the interactions themselves and the incorporation of both linguistic and cultural understanding as necessary for effective communication and relationship building.

The overview chart that follows organizes these ideas clearly. It should also be emphasized here that differentiation will be needed beyond grade and division for many of these activities depending on the background of language of the learner. Students in International Languages represent a wide variety of language abilities: native speakers, heritage speakers, new learners but also a diversity in background, reasons for learning the international languages, needs and interests, varying degrees of knowledge and awareness of culture as well as past assumptions both about the language itself and about the various peoples that may express this target language. Suggestions for learner accommodations are also included in this resource.

Activity Overview

Levels Focus	Level 1 Identity Concept	Level 2 Community Concept	Level 3 World Concept
Focus on Language Awareness	Activity 1 <i>Why Language?</i> <ul style="list-style-type: none"> • Benefits and strategies of language learning • Assumptions • Learner strategies • Independent tasks 	Activity 1 <i>Community Profile</i> <ul style="list-style-type: none"> • Interviews within community • Information on heritage language programs • Connection to media and business 	Activity 1 <i>Language and its Diaspora</i> <ul style="list-style-type: none"> • Language timeline • Indigenous properties • Interactions with other languages
Focus on Culture Awareness	Activity 2 <i>Cultural Object</i> <ul style="list-style-type: none"> • Cultural representations • Artistic items • Objects of importance 	Activity 2 <i>About Music</i> <ul style="list-style-type: none"> • Musical themes • Profiles of bands or singers • Traditional vs. Modern songs 	Activity 2 <i>Movie or Novel Review</i> <ul style="list-style-type: none"> • Alternative endings • Reviews • Analyzing cultural references
Focus on Communication	Activity 3 <i>Where in the World?</i> <ul style="list-style-type: none"> • Regional focus • Cultural expressions of region • Important dates/events 	Activity 3 <i>Historical Figures</i> <ul style="list-style-type: none"> • Importance in history • Achievements • Cultural advocacy 	Activity 3 <i>UN Goals</i> <ul style="list-style-type: none"> • Connecting with an out of area school • Global context • Global citizenship

Activity Descriptions

Level and Concept	Activities	Focus Area	Description
Level 1 Identity Concept	Activity 1 Why Language?	Focus on Language Awareness	Develop awareness about language learning by documenting progress.
	Activity 2 Cultural Object	Focus on Culture Awareness	Describe the cultural relevance and meaning of a specific object.
	Activity 3 Where in the World?	Focus on Communication	Understand about language varieties and where they are spoken.
Level 2 Community Concept	Activity 1 Community Profile	Focus on Language Awareness	Become familiar with a local community.
	Activity 2 About Music	Focus on Culture Awareness	Analyze the cultural meaning of a song.
	Activity 3 Historical Figures	Focus on Communication	Research and present via social media products about a famous cultural person.
Level 3 World Concept	Activity 1 Language and Its Diaspora	Focus on Language Awareness	Track and understand the development and influences of a language over time.
	Activity 2 Movie or Novel Review	Focus on Culture Awareness	Analyze the intercultural communication that appears in a movie or novel.
	Activity 3 UN Goals	Focus on Communication	Strategize on local and global objectives related to the sustainable development goals of the UN through international collaboration.

Accommodations for All Learners

- Teachers may consider the following suggestions when accommodating students of different levels within the language classroom or when balancing their instruction for students with a variety of learning needs:
- Provide and model specific guidelines of lists of key language to groups that need more assistance in the formation of dialogues (i.e. rules for word endings, word order, and subject/verb agreements).
- Consider use of sentence starters for oral communication work.
- Use colour coding to highlight gender, verb/noun agreements and other language principles.
- Reduce the number of new phonemes and symbols being taught. Emphasize and model mouth movements to help with pronunciation as needed.
- Use anticipation guides with students to pull out key vocabulary that will be relevant to lower levels of language while eliciting more complex language and thoughts from higher levels.
- Use word retrieval visual aids, such as word walls, anchor charts, word webs, picture cues and body language illustrations to bridge vocabulary connections.
- Vary use of structured overviews such as graphic organizers, study guides and reference sheets, for various levels of abilities to organize content of different groups.
- Provide choice and flexibility to accommodate students' output (both oral and written).
- Incorporate the use of assistive technology (i.e. text-to-speech, voice-to-text, graphic organizers, audiotapes, audiobooks, videos with subtitles).
- Incorporate opportunities for students to communicate in pairs or small groups.
- Before the end of the task, use exit cards, reflection questions, journals, postcards, classroom walk, mind maps, KWL (what is known, what wants to be known and what is learned) chart, to encourage use of vocabulary and language explored in each of the tasks.
- Vary the groupings to ensure cross ability groupings when creating dialogues.
- Ensure the student thoroughly understands any input communication (i.e. auditory, graphical and written instructions or support information), without relying on memorization.
- Discuss and model strategies of how to break the concepts into manageable steps, to reflect levels of ability in the language.
- Triangulate assessment using observations, conversations and products.
- Provide sufficient processing time.

ABOUT ASSESSMENT

This resource package focuses on tasks/activities for the classroom that teachers can consider as part of the Assessment *for* Learning process. Current planning approaches to instruction ask educators to consider three types of assessment that are important to learning experiences. Assessment *of* Learning refers to the summative evaluations that occur at the end of a unit of study and that are to be considered for the development of a numerical value (mark). Summative tasks that qualify as Assessment *of* Learning are enriching tasks that show development over time, critical thinking skills and a culmination of the learning that has happened. Teachers offer these evaluative tasks to learners with clear and concise direction, often accompanied by examples and expectations of work. Rubrics are used to help students understand what is expected of them and what kind of characteristics in their work would be evident across the levels of achievement. Rubrics outline the criteria and provide the “look fors” of the assessment.

For the purposes of this resource package, a generic set of rubrics have been provided to assist teachers in making decisions about Assessment *of* Learning. Some of the tasks described in this resource package can also be modified, expanded, enriched into summative tasks should the teacher feel they are applicable to their own classroom.

Assessment *for* Learning tasks demonstrate pedagogy that encompasses the formative evaluation of students, that is, the ongoing and developmental assessment that happens in classes via instruction, activities, learning events, discussions and so on. Assessment *for* Learning is developmental and does not involve grading but rather an opportunity to practise skills, set further goals, review current efforts and deepen overall understanding and abilities of skills and content. In the concept of backward design planning, Assessment *OF* Learning tasks are determined first after consulting curriculum expectations, although these tasks occur at the end of a unit of teaching. Assessment *FOR* Learning activities help to develop the skills necessary to perform the culminating tasks.

The third important type of assessment is Assessment *as* Learning. This assessment refers to the reflective process that learners can undergo in order to think about their own learning, their own goals and needs. These assessment practices encourage students to reflect on how they learn but also on how they interacted with lesson content and with their fellow peers. Assessment *as* Learning activities can include questionnaires, conferencing opportunities, surveys and various forms of exit cards that ask students to consider how they are doing with the material, what are some needs for improvement and in conversation with their teachers, what are the immediate next steps that they are to consider for their development. Sample generic exit cards have been included within this resource as reference that can be adapted or modified by teachers for their classrooms.

Generic Rubric for Listening and Speaking

Overall Expectations	Look Fors	Achievement Levels				
		R	Level 1	Level 2	Level 3	Level 4
Listening						
A1. Listening to Understand: determine meaning in a variety of oral texts in the target language, using a range of listening strategies;		Insufficient Not attempted Inadequate	In development Limited Basic	Satisfactory Partial Adequate Reasonable	Good Considerable Appropriate Purposeful	Excellent Thorough Sophisticated Insightful
A2. Listening to Interact: interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;		Insufficient Not attempted Inadequate	In development Limited Basic	Satisfactory Partial Adequate Reasonable	Good Considerable Appropriate Purposeful	Excellent Thorough Sophisticated Insightful
A3. Intercultural Understanding: demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.		Insufficient Not attempted Inadequate	In development Limited Basic	Satisfactory Partial Adequate Reasonable	Good Considerable Appropriate Purposeful	Excellent Thorough Sophisticated Insightful
Speaking						
B1. Speaking to Communicate: communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience;		Insufficient Not attempted Inadequate	In development Limited Basic	Satisfactory Partial Adequate Reasonable	Good Considerable Appropriate Purposeful	Excellent Thorough Sophisticated Insightful
B2. Speaking to Interact: participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;		Insufficient Not attempted Inadequate	In development Limited Basic	Satisfactory Partial Adequate Reasonable	Good Considerable Appropriate Purposeful	Excellent Thorough Sophisticated Insightful
B3. Intercultural Understanding: in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.		Insufficient Not attempted Inadequate	In development Limited Basic	Satisfactory Partial Adequate Reasonable	Good Considerable Appropriate Purposeful	Excellent Thorough Sophisticated Insightful

Generic Rubric for Reading and Writing

Overall Expectations	Look Fors	Achievement Levels				
		R	Level 1	Level 2	Level 3	Level 4
Reading						
C1. Reading Comprehension: determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;		Insufficient Not attempted Inadequate	In development Limited Basic	Satisfactory Partial Adequate Reasonable	Good Considerable Appropriate Purposeful	Excellent Thorough Sophisticated Insightful
C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;		Insufficient Not attempted Inadequate	In development Limited Basic	Satisfactory Partial Adequate Reasonable	Good Considerable Appropriate Purposeful	Excellent Thorough Sophisticated Insightful
C3. Intercultural Understanding: demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.		Insufficient Not attempted Inadequate	In development Limited Basic	Satisfactory Partial Adequate Reasonable	Good Considerable Appropriate Purposeful	Excellent Thorough Sophisticated Insightful
Writing						
D1. Purpose, Audience, and Form: write texts in the target language for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course;		Insufficient Not attempted Inadequate	In development Limited Basic	Satisfactory Partial Adequate Reasonable	Good Considerable Appropriate Purposeful	Excellent Thorough Sophisticated Insightful
D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively;		Insufficient Not attempted Inadequate	In development Limited Basic	Satisfactory Partial Adequate Reasonable	Good Considerable Appropriate Purposeful	Excellent Thorough Sophisticated Insightful
D3. Intercultural Understanding: in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.		Insufficient Not attempted Inadequate	In development Limited Basic	Satisfactory Partial Adequate Reasonable	Good Considerable Appropriate Purposeful	Excellent Thorough Sophisticated Insightful

Curriculum Expectations for International Languages Ministry of Education, Ontario) – *These expectations are level 1 however, levels 2 and 3 vary only slightly from the wording that follows. Please consult the Ministry of Education’s curriculum websites for further details and updates.*

Listening

- A1.** Listening to Understand: determine meaning in a variety of oral texts in the target language, using a range of listening strategies;
- A2.** Listening to Interact: interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;
- A3.** Intercultural Understanding: demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

Speaking

- B1.** Speaking to Communicate: communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience;
- B2.** Speaking to Interact: participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;
- B3.** Intercultural Understanding: in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

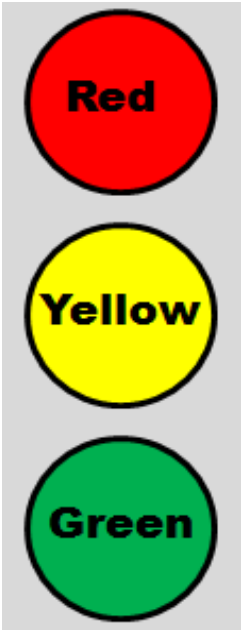
Reading

- C1.** Reading Comprehension: determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;
- C2.** Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3.** Intercultural Understanding: demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

Writing

- D1.** Purpose, Audience, and Form: write texts in the target language for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course;
- D2.** The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively;
- D3.** Intercultural Understanding: in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

Sample Exit Cards

How am I doing?		
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	

About Today
Name: Date:
Today, I learned that
.....
I found these things of interest:
.....
I still want to know about/practise
.....

Identity Concept

Task Descriptions & Student Resources

Activity 1 – Why Language? (Focus on Language Awareness)

- Task Description
- Student Resource(s)*

Activity 2 – Cultural Object (Focus on Culture Awareness)

- Task Description
- Student Resource(s)*

Activity 3 – Where in the World? (Focus on Communication)

- Task Description
- Student Resource(s)*

** Student resources are available at the end of each task description in English, French, Arabic, German, Greek (Modern), Italian, Japanese and Spanish.*

Level 1 Overview

Identity Concept

Overview of Activities

Activities	Descriptions
Why Language?	Develop awareness about language learning by documenting progress.
Cultural Object	Describe the cultural relevance and meaning of a specific object.
Where in the World?	Understand about language varieties and where they are spoken.

Accommodations for Language Levels, Abilities and Learner Needs

- Provide or model specific guidelines or lists of key language to groups that need more assistance.
- Use anticipation guides with students to pull out key vocabulary and concepts relevant to activity.
- Vary use of graphic organizers for various levels of abilities to organize content of different groups.
- Vary the tasks and the demands and criteria of these tasks to reflect levels of ability in the language.
- Incorporate opportunities for talk in pairs or small groups for reflection and practice, using prompts when helpful.
- Use thematic webbing to understand knowledge of concepts, vocabulary and structures of students.
- Provide and model the use of word walls to review key vocabulary that students will need throughout this unit.
- Use cooperative learning strategies for same ability and cross ability language level groupings.
- Exit cards are beneficial for many of the more complex activities and language demands within these units.
- Offer choice boards for the presentations of assignments.
- Conduct conferencing sessions which are always important but are particularly important for working with the higher content and demands of a unit.
- Scaffold with samples as often as possible in order to walk students through the expected work.
- Offer opportunities to talk about/over work in smaller groups to reduce relying solely on reading and writing processes.
- Ensure students incorporate a variety of mechanisms to work with the language and reduce any tendencies towards memorizations.

Level 1 – Identity Concept

Activity 1: *Why Language?*

(Focus on Language Awareness)

Prior to Task

The teacher will introduce the topic of language learning by first doing a survey within the class of what languages are known within the group. Discussion from both teacher and student related to past experiences in learning and using languages will be facilitated. Important in this task is to raise awareness of the process of language learning and understand that each learner has a different need and different learning style. For example, some students like to listen attentively and repeat back words (auditory), others prefer having some graphic support to go with the pieces of language they are learning such as written words or pictures (visual) and others like to move while learning (kinesthetic). There are many kinds of learners and also many purposes for studying a new language.

Core Tasks

Assumption Survey

The teacher asks students to answer questions independently that review their ideas on language learning. This is a good opportunity for the teacher to understand what the students think about the process of second language acquisition and to influence keeping an open mind about their development. It is a chance to build up confidence in learners. Throughout this survey, teachers can be ready to use their knowledge of language acquisition to remind students some various points that can be incorporated into discussions:

- unless there exists any particular learning or development challenges, most people are able to learn another language.
- repetition is useful but not in the sense of drilling practice of words (although this can help with new sounds) but rather that new vocabulary is acquired when exposed to it in various contexts
- errors are useful when learning another language as they occur because of acquired knowledge that is applied incorrectly.

Independent Learning and Portfolio

An important concept to promote in the first level of a language program is to encourage students to become independent learners and to not assume that only instructional time will bring competency in a language. Teachers should attempt to gauge interest of students by having them make commitments as to how they will practise or use the language outside of the classroom. By use of the independent task activity, students will document their interest and goals with the target language as well as documenting their use of the language outside instructional time. Tasks that have been outlined in the sample activity connect to expectations in listening, speaking, writing, reading and intercultural understanding. Their independent task choices provide some example categories that connect to their interests.

Language Learning Assumptions Survey

	Statements	Yes	No	Maybe	Comment
1	<i>Not everyone can learn a new language.</i>				
2	<i>Repetition is important.</i>				
3	<i>Knowing more than one language helps you learn more languages.</i>				
4	<i>The teacher should always correct mistakes.</i>				
5	<i>The teacher should use the language as much as possible in class.</i>				
6	<i>The student should practise the language between classes.</i>				
7	<i>It is good to practise what one knows in a language in many different ways.</i>				
8	<i>Grammar is important when beginning to learn a language.</i>				
9	<i>Language learning should be fun.</i>				
10	<i>Speaking comes first when learning a new language.</i>				

Commitment Activity

My plans for using this language are:

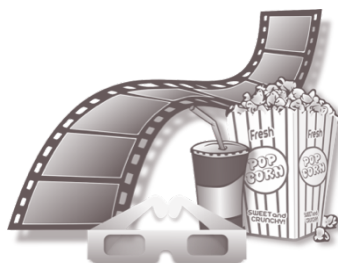
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This month I will do these three things outside of class to practise this language:

1.
2.
3.

Use some of these categories for ideas:



	Film or TV show		Music		Magazine or Newspaper		Internet
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Language and Cultural Awareness Progress

Skills	Teacher Example (or Student Choice)	I'm doing well...	I'm working on it...	I need to practise more...	Teacher Comment
Listening	<i>understand a conversation among my peers</i>				
Speaking	<i>describe myself and my likes and dislikes</i>				
Reading	<i>read and understand a friend's description of family</i>				
Writing	<i>write about my daily routine</i>				
Intercultural Understanding	<i>understand the use of non- verbal communication (body language) used by speakers</i>				

Apprentissage des langues - Sondage

	Affirmations	Oui	Non	Peut-être	Commentaire
1	<i>Tout le monde ne peut pas apprendre une nouvelle langue.</i>				
2	<i>Répéter est important.</i>				
3	<i>Connaitre plus d'une langue aide à apprendre d'autres langues.</i>				
4	<i>Le professeur devrait toujours corriger les erreurs des élèves.</i>				
5	<i>Le professeur devrait parler la langue autant que possible pendant le cours.</i>				
6	<i>Un étudiant devrait mettre en pratique la langue entre les cours.</i>				
7	<i>C'est bien de pratiquer ce que l'on connaît dans une langue de diverses façons.</i>				
8	<i>La grammaire est importante quand on commence à apprendre une nouvelle langue.</i>				
9	<i>Apprendre une langue devrait être amusant.</i>				
10	<i>Parler vient en premier en apprenant une nouvelle langue.</i>				

Activités d'engagement

Mes plans pour utiliser cette langue sont:

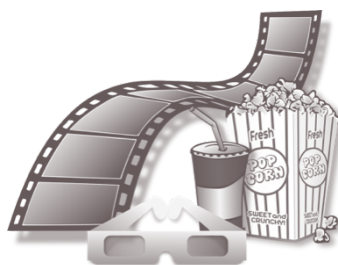
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Ce mois-ci, je vais faire ces 3 choses en dehors de la classe pour apprendre la langue:

1.
2.
3.

Utilisez certaines de ces catégories comme idées:



	Film ou série télévision		Musique		Magazine ou Journal		Internet
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Langue et progrès des connaissances culturelles

Compétences	Exemple du professeur (ou choix de l'étudiant)	Je me débrouille bien	Je travaille dessus	Je dois encore travailler ...	Commentaire du professeur
Écoute	<i>Comprendre une conversation entre mes camarades ou collègues</i>				
Parlé	<i>Me décrire moi-même, ce que j'aime et n'aime pas</i>				
Lecture	<i>Lire et comprendre un ami décrivant sa famille</i>				
Écriture	<i>Écrire à propos de ma routine quotidienne</i>				
Compréhension interculturelle	<i>Comprendre l'utilisation de la communication non verbale (le langage du corps) utilisée par un orateur</i>				

دراسة افتراضات تعلم اللغة

تعليق	ممكن	لا	نعم	تقرير	
				ليس كل شخص يستطيع تعلم لغة جديدة.	1
				التكرار مهم.	2
				معرفة أكثر من لغة يساعد على تعلم العديد من اللغات.	3
				دائماً يجب على المعلم أو المعلمة تصحيح الأخطاء.	4
				يجب على المعلم أو المعلمة استخدام اللغة قدر المستطاع في الصف.	5
				يجب على الطالب أو الطالبة ممارسة اللغة في جميع فصول المدرسة.	6
				من المستحسن ممارسة ما يعرفه الشخص من اللغة بطرق متعددة ومختلفة.	7
				قواعد اللغة مهمة عند البدء بتعلم أي لغة.	8
				تعلم اللغة يجب أن يكون ممتعاً.	9
				المحادثة تأتي أولاً عند تعلم لغة جديدة.	10

نشاط الالتزام

خططي لاستخدام هذه اللغة هي:

.....

.....

هذا الشهر، سأقوم بفعل هذه الأشياء الثلاثة خارج فصل الدراسة لممارسة هذه اللغة:

1.
2.
3.

استخدم بعض هذه الفئات للحصول على أفكار:



فيلم أو برنامج تلفزيوني	موسيقى	مجلة أو جريدة أخبار	الانترنت
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تقدم اللغة والتوعية الثقافية

مهارات	أمثلة المعلم أو المعلمة (أو اختيار الطالب أو الطالبة)	أنا بحالة جيدة ...	أنا أعمل على ذلك ...	أحتاج للمزيد من الممارسة ...	تعليق المعلم أو المعلمة
الاستماع	فهم محادثة بين زملائي				
التكلم	أصف نفسي وما أحب وما أكره				
القراءة	قراءة وفهم وصف صديق للعائلة				
الكتابة	اكتب عن روتيني (تكرار) اليومي				
فهم تداخل الثقافات	فهم استخدام التواصل غير اللفظي (لغة الجسد) المستخدمة من قبل المتحدثين				

Umfrage zu Annahmen beim Sprachenlernen

	Aussage	Ja	Nein	Vielleicht	Kommentar
1	<i>Nicht jeder kann eine neue Sprache lernen.</i>				
2	<i>Wiederholung ist wichtig.</i>				
3	<i>Mehr als eine Sprache zu kennen, hilft dabei, neue Sprachen zu lernen.</i>				
4	<i>Der Lehrer/die Lehrerin sollte immer Fehler korrigieren.</i>				
5	<i>Der Lehrer/die Lehrerin sollte die zu lernende Sprache so oft wie möglich im Unterricht benutzen.</i>				
6	<i>Der Schüler/die Schülerin sollte die zu lernende Sprache außerhalb des Unterrichts üben.</i>				
7	<i>Man sollte das, was man von der Sprache kennt, auf verschiedene Arten und Weisen üben.</i>				
8	<i>Grammatik ist wichtig, wenn man eine neue Sprache lernt.</i>				
9	<i>Eine Fremdsprache zu lernen sollte Spaß machen.</i>				
10	<i>Sprechen ist beim Erlernen einer neuen Sprache am wichtigsten.</i>				

Aktivität: Verpflichtungserklärung

Meine Pläne, diese Sprache zu benutzen, sind:

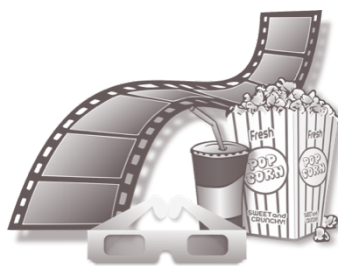
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.....

In diesem Monat mache ich diese drei Dinge außerhalb des Unterrichts, um diese Sprache zu üben:

1.
2.
3.

Benutze einige dieser Kategorien, um dich bei der Beantwortung der Frage stimulieren zu lassen:



	Film oder Fernseh-Shows		Musik		Zeitschriften oder Zeitungen		Internet
--	----------------------------	--	-------	--	---------------------------------	--	----------

Fortschritt im sprachlichen und kulturellen Bewusstsein

Fertigkeiten	Lehrerbeispiel (oder Schülerwahl)	Ich mache das gut...	Ich arbeite daran...	Ich brauche mehr Übung...	Lehrer- Kommentar
Hörverstehen	<i>eine Konversation unter meinen Gleichaltrigen verstehen</i>				
Sprechen	<i>ich beschreibe mich selbst und was ich mag und nicht mag</i>				
Leseverstehen	<i>ich lese und verstehe die Beschreibung der Familie von einem Freund/einer Freundin</i>				
Schreiben	<i>ich schreibe über meinen Tagesablauf</i>				
Interkulturelles Verständnis	<i>ich verstehe den Gebrauch von nonverbaler Kommunikation (Körpersprache) der Sprecher</i>				

Δημοσκόπηση αξιώσεων για την εκμάθηση ξένων γλωσσών

	Δηλώσεις	Ναι	Όχι	Ίσως	Σχόλια
1	Δεν μπορεί ο καθένας να μάθει μια νέα γλώσσα.				
2	Η επανάληψη είναι σημαντική.				
3	Το να γνωρίζεις περισσότερες από μια γλώσσα σε βοηθάει να μάθεις περισσότερες γλώσσες.				
4	Η δασκάλα θα πρέπει πάντα να διορθώνει τα λάθη.				
5	Η δασκάλα θα πρέπει να χρησιμοποιεί τη γλώσσα όσο γίνεται περισσότερο στην τάξη.				
6	Ο μαθητής θα πρέπει να εξασκεί τη γλώσσα και κατά την ώρα εκτός του γλωσσικού μαθήματος.				
7	Είναι καλό να εξασκείς ό,τι γνωρίζεις στη ξένη γλώσσα με διάφορους τρόπους.				
8	Η γραμματική είναι σημαντική στην αρχή της εκμάθησης μίας ξένης γλώσσας.				
9	Η εκμάθηση μίας ξένης γλώσσας πρέπει να είναι ευχάριστη δραστηριότητα.				
10	Η προφορική επικοινωνία έχει προτεραιότητα στην εκμάθηση μίας ξένης γλώσσας.				

Δραστηριότητα δεσμεύσεων

Οι στόχοι μου στη χρήση της ελληνικής γλώσσας είναι:

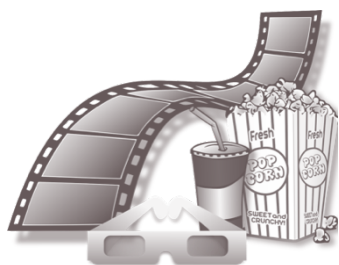
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Αυτό το μήνα θα κάνω αυτά τα τρία πράγματα εκτός ώρας μαθημάτων για να εξασκήσω την ελληνική γλώσσα:

1.
2.
3.

Χρησιμοποιήστε μία από τις παρακάτω κατηγορίες για να πάρετε ιδέες:



Κινηματογραφική ταινία ή τηλεοπτική εκπομπή	Μουσική	Περιοδικό ή εφημερίδα	Διαδίκτυο
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Πρόοδος στη γλωσσική και στη πολιτισμική ευαισθητοποίηση

Δεξιότητες	Παράδειγμα του Δασκάλου (ή Επιλογή του Μαθητή)	Είμαι καλός σε...	Δουλεύω στο να...	Χρειάζομαι περισσότερη εξάσκηση στο...	Σχόλιο του Δασκάλου
Κατανόηση προφορικού λόγου	Καταλαβαίνω μια συζήτηση μεταξύ των συνομιληκών μου				
Παραγωγή προφορικού λόγου	Περιγράφω τον εαυτό μου, αυτά που μου αρέσουν και αυτά που δεν μου αρέσουν				
Κατανόηση γραπτού λόγου	Διαβάζω και καταλαβαίνω την περιγραφή της οικογένειας ενός φίλου μου				
Παραγωγή γραπτού λόγου	Γράφω για την καθημερινή μου ρουτίνα				
Διαπολιτισμική Κατανόηση	Κατανοώ τη χρήση της μη-λεκτικής επικοινωνίας (γλώσσα σώματος) των ομιλητών				

Sondaggio: La tua opinione sull'apprendimento delle lingue

	Affermazioni	Sì	No	Forse	Commento
1	<i>Non tutti possono imparare una nuova lingua.</i>				
2	<i>La ripetizione è importante.</i>				
3	<i>Conoscere più di una lingua ti aiuta a imparare altre lingue.</i>				
4	<i>L'insegnante dovrebbe sempre correggere gli errori.</i>				
5	<i>L'insegnante dovrebbe usare la lingua quanto più possibile in classe.</i>				
6	<i>Lo studente dovrebbe esercitarsi fra una classe e l'altra.</i>				
7	<i>È bene esercitarsi in molti modi diversi su quello che si conosce in una lingua.</i>				
8	<i>La grammatica è importante quando si comincia a imparare una lingua.</i>				
9	<i>L'apprendimento di una lingua dovrebbe essere divertente.</i>				
10	<i>Quando si impara una nuova lingua, bisogna prima imparare a parlare.</i>				

Attività: Come intendo studiare una lingua

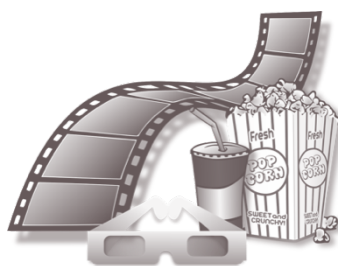
I miei propositi su come usare questa lingua sono:

.....

.....

Questo mese farò le seguenti tre cose, non in classe, per esercitarmi in questa lingua:

1.
2.
3.
4. Utilizza alcune di queste categorie come suggerimento:



	Film o programma TV		Musica		Rivista o giornale		Internet
--	---------------------	--	--------	--	--------------------	--	----------

Come sto migliorando: Consapevolezza linguistica e culturale

Competenze	Esempio dell'insegnante (o scelta dello studente)	Sto andando bene...	Ci sto lavorando sopra...	Devo esercitarmi di più...	Commento dell'insegnante
Ascolto	<i>comprendo una conversazione fra compagni della mia età</i>				
Parlato	<i>descrivo me stesso e cosa mi piace e non mi piace</i>				
Lettura	<i>leggo e comprendo la descrizione della famiglia di un amico</i>				
Scrittura	<i>scrivo quello che faccio ogni giorno</i>				
Consapevolezza interculturale	<i>comprendo l'uso della comunicazione non verbale (linguaggio del corpo) usato da chi parla</i>				

げんごがくしゅう じょうしき ちょうさ
言語学習の常識調査

	い か じょうしき 以下は常識であるか	はい	いいえ	どちらとも い 言えない	か こ 書き込み
1	げんごがくしゅう すべ ひと 言語学習は全ての人ができるとは 限らない。				
2	く かえ たいせつ 繰り返しが大切である。				
3	げんご ひと いじょうし 言語を一つ以上知っていることはそ れよりもっとたくさん言語を習う助け になる。				
4	せんせい かなら まちが なお 先生が必ず間違いを直すべきである。				
5	せんせい じゅぎょうちゅう 先生ができるだけ授業中にその げんご つか 言語を使うべきである。				
6	じゅぎょう あいま せいと げんご 授業の合間に生徒がその言語を れんしゅう 練習すべきである。				
7	げんごちしき はんい その言語知識の範囲でさまざまな ほうほう れんしゅう 方法を通じて練習するのはいいこと である。				
8	げんご なら はじ ぶんぽう 言語を習い始めるときに文法は たいせつ 大切である。				
9	げんごがくしゅう たの 言語学習は楽しくあるべきである。				
10	あた げんご なら とき はな 新しい言語を習う時、話すのを だいいち かんが 第一に考えるべきである。				

にほんご かか あ わたし やくそく
日本語との関わり合い：私は約束する

わたし にほんご つか けいかく た
私はこのようにして日本語を使う計画を立てる：

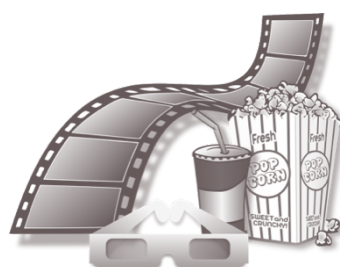
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こんげつ じゅぎょうがい にほんご れんしゅう つぎ みつ おこな
今月、授業外で日本語を練習するために次の三つを行う：

1.
2.
3.

い か こうもく りよう
以下の項目を利用する：



えいが 映画 や テレビ	おんがく 音楽	ざっし しんぶん 雑誌や新聞	インターネット
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ことば ぶんか いしき しんぽ 言葉 や文化 の意識の進歩

のうりよく 能力の こうもく 項目	せんせい れい 先生の例 (あるいは生徒の選択) せいと せんたく	よくできて いる...	なら まだ習って さいちゅう いる最中...	れんしゅう もっと練習 を...	せんせい か 先生の書 き込み
き 聞く	どうきゅうせい かいわ りかい 同級生の会話が理解できる				
はな 話す	す きら い 好き嫌いが言える				
よ 読む	ゆうじん かぞく さくぶん よ 友人の家族についての作文を読 りかい んで理解できる				
か 書く	まいにち せいかつ か 毎日の生活について書ける				
いぶんか 異文化 あいだ 間の りかい 理解	はな て あいだ みぶ てぶ 話し手の間の身振り手振りなど しょう りかい の使用が理解できる				

Encuesta sobre supuestos del aprendizaje de idiomas

	Declaración	Sí	No	Tal vez	Comentario
1	<i>No todos pueden aprender un nuevo idioma.</i>				
2	<i>La repetición es importante.</i>				
3	<i>Saber más de un idioma te ayuda a aprender más idiomas.</i>				
4	<i>El profesor siempre debe corregir los errores.</i>				
5	<i>El profesor debe usar el idioma tanto como sea posible en la clase.</i>				
6	<i>El estudiante debe practicar el idioma fuera de las clases.</i>				
7	<i>Es bueno practicar lo que se sabe en un idioma de muchas maneras diferentes.</i>				
8	<i>La gramática es importante cuando se empieza a aprender un idioma.</i>				
9	<i>Aprender idiomas debe ser divertido.</i>				
10	<i>Hablar es lo primero que se aprende en un nuevo idioma.</i>				

Actividad de compromiso

Mis planes para usar este idioma son:

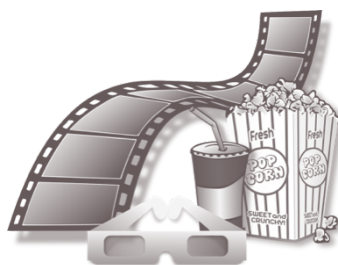
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En este mes haré estas tres cosas fuera de clase para practicar este idioma:

1.
2.
3.

Usa algunas de estas categorías para crear ideas:



	Película o serie de TV		Música		Revista o Periódico		Internet
--	------------------------	--	--------	--	---------------------	--	----------

Progreso de aprendizaje y cultura

Habilidades	Ejemplo del profesor (o elección del alumno)	Voy muy bien...	Estoy trabajando en esto...	Necesito practicar más...	Comentario del profesor
Escuchar	<i>comprender una conversación entre mis compañeros</i>				
Hablar	<i>describirme a mi mismo; lo que me gusta y lo que no.</i>				
Leer	<i>leer y comprender la descripción de una familia</i>				
Escribir	<i>escribir sobre mi rutina diaria</i>				
Comprensión intercultural	<i>comprender el uso de la comunicación no verbal (lenguaje corporal) de los hablantes</i>				

Level 1 – Identity Concept

Activity 2: Cultural Object

(Focus on Culture Awareness)

Prior to Task

This activity asks students to consider the cultural significance of an object by researching its importance in relation to people that would make use of it. This object can be demonstrative of a culture that may or may not use the target language although the target international language will be the delivery mode for the work in this activity. Teachers can model this activity's expectations by bringing in an object that has personal connection to themselves and to explain what the object is, how it is indicative of a people's cultural ways and what the object means to them personally.

Core Task

Students research and select an object to understand and to summarize using a worksheet as a first step, which will also initiate planning for an oral presentation to be delivered to classmates. Teachers can encourage students to look at any objects that they may have in their own homes that illustrate important cultural traits of their family heritage or of other cultures with which they have had meaningful interaction. Some research may be needed in order to develop a further and broader understanding of the use of the object in various contexts or over time. Students fill in the worksheet related to their object by including the following information:

- Name of the object
- Description of the object
- Importance of the object
- Uses of the object
- Personal connection to the object

The information collected on the object can be summarized in an oral presentation to classmates. During the presentations, classmates will listen to each other's object descriptions and consider any commonalities that are evident among the objects. Listening attentively to another classmate's work, each student will fill in a second worksheet that compares features of their chosen object to the object of another student. The Venn Diagram used in this activity will illustrate the similarities and differences between the two objects. This activity provides opportunity for students to discover common themes around cultural objects and to understand how such items represent the ways, wishes or routines of a society.

Pick a cultural object that reflects the language of study. Fill out the chart below that will describe your cultural object.

Name of the Object:

Description of the object:

Use or purpose of the object:

Why the object is important:

Something interesting (to you) about the object:

Bring your cultural object or a picture of it to show the class.

Comparing Cultural Objects

You will have the opportunity to listen to your classmates talk about their cultural objects. Listen carefully and choose one object from another's presentation that has something in common with your object. Fill in the diagram listing information about your object and your classmate's object in the spaces provided. Make sure to fill out the middle section that asks for things that are in common between the two objects.

My Object

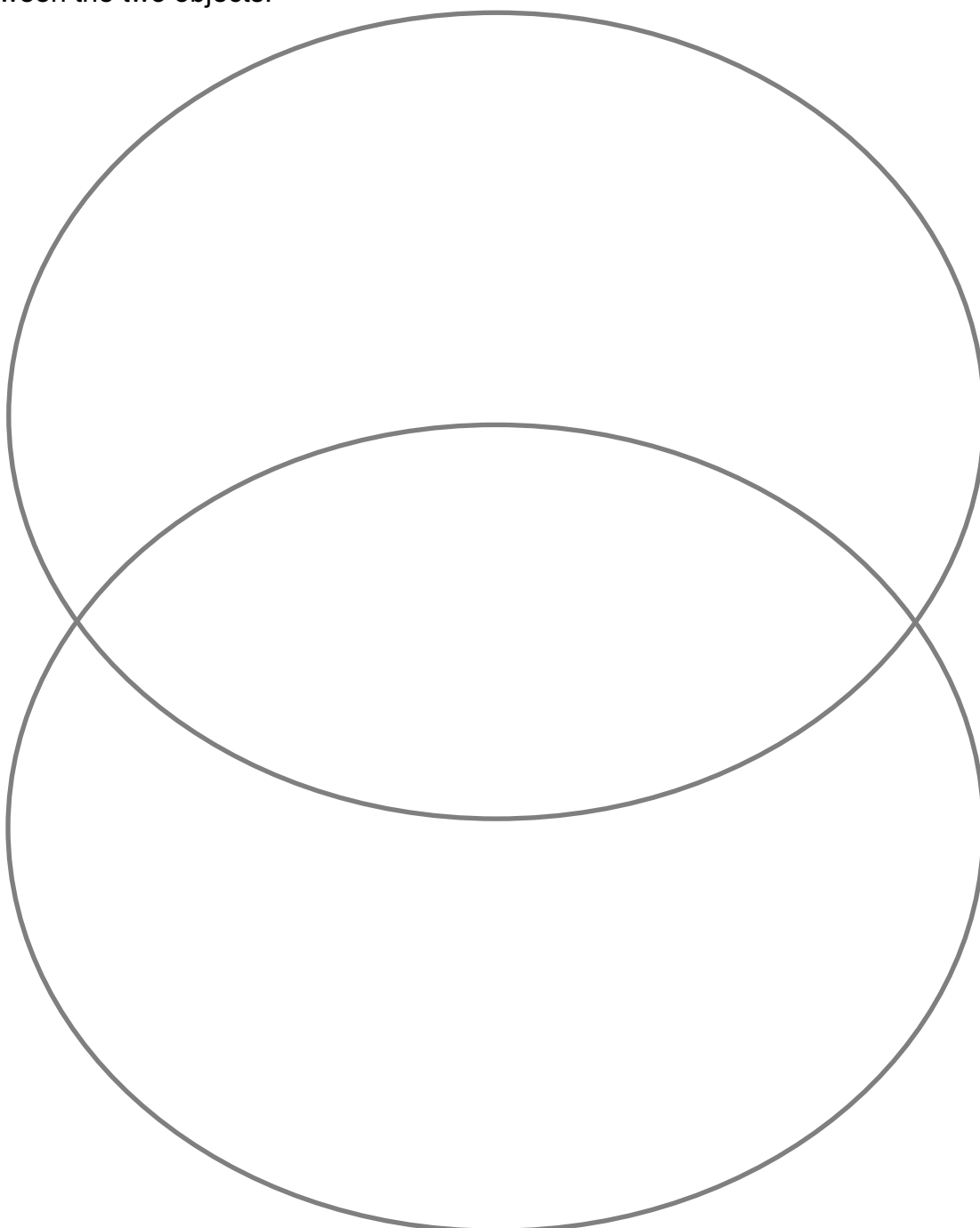
Name:

.....

Another Object

Name:

.....



Choisissez un objet culturel qui reflète la langue d'étude. Remplissez la fiche si-dessous qui a comme tâche de décrire votre objet culturel.

Nom de l'objet:

Description de l'objet:

Utilité ou fonction de cet objet:

Pourquoi cet objet est important:

Quelque chose d'intéressant (pour vous) à-propos de cet objet:

Amenez votre objet culturel ou une photo de cet objet pour montrer à la classe.

Comparer les objets culturels

Tu auras la chance d'entendre tes collègues de classe discuter de leurs objets. Écoute attentivement pour choisir un objet d'une présentation qui a lien commun avec le tien. Rempli le diagramme, écoute et note l'information à propos de ton objet et celui de ton collègue dans les espaces permis. Assure-toi de remplir la section du milieu qui demande d'identifier les ressemblances des deux objets.

Mon objet

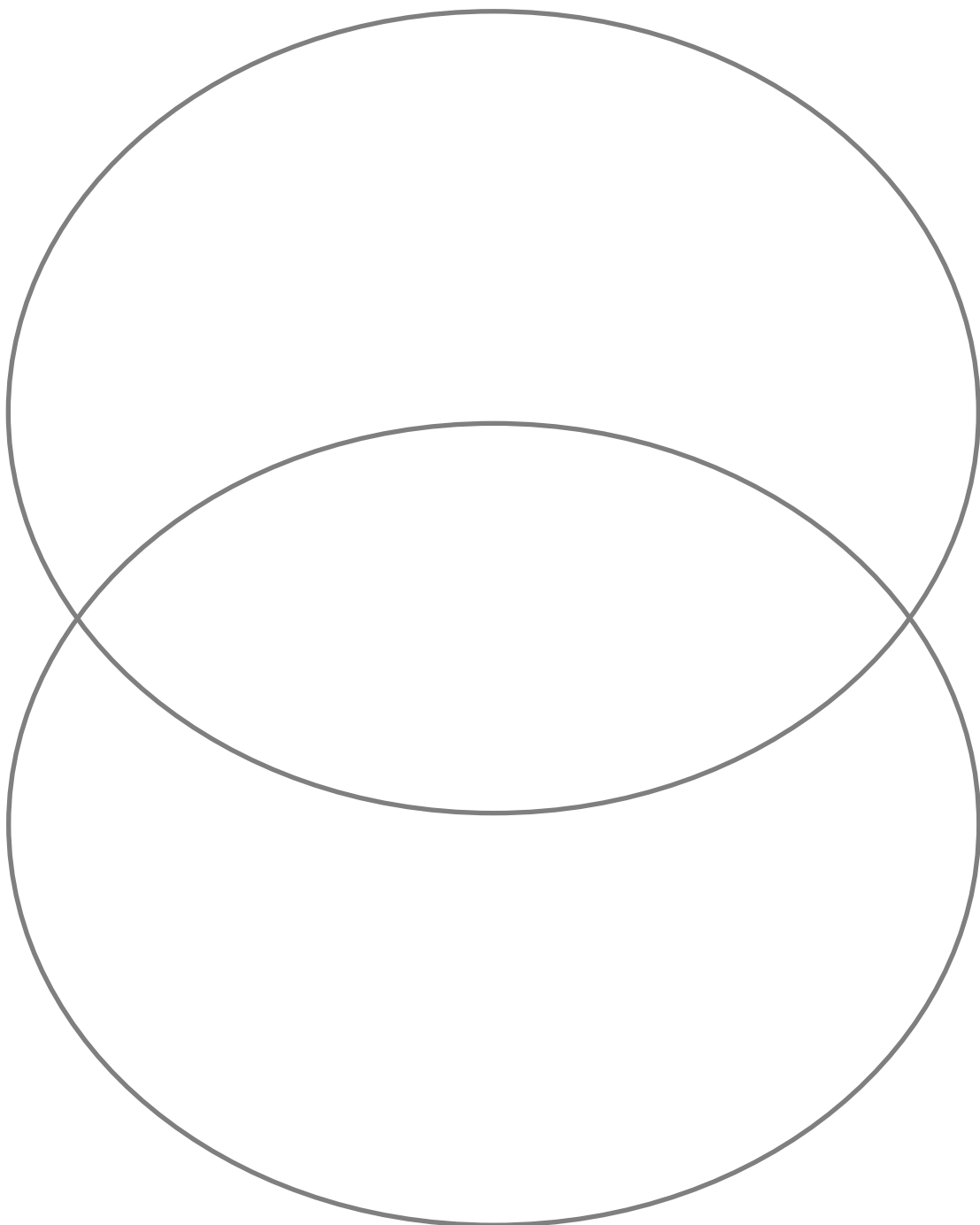
Nom:

.....

Un autre objet

Nom:

.....



أختار شيئاً ثقافياً يعكس لغة الدراسة. ثم أملأ الرسم البياني أدناه الذي يصف الأشياء الثقافية الخاصة بي.

اسم الشيء

وصف الشيء:

أهمية هذا الشيء:

استخدام أو غاية هذا الشيء:

شيء مهم (بالنسبة لي) عن هذا الشيء:

أحضر ما اخترته أو صورة عنه ليَراه الفصل (لِيُشَاهِدَهُ الطلاب - الطالبات)

مقارنة أشياء ثقافية

سيكون لذيي الفرصة للاستماع لزملائي وهم يتحدثون عن أختياراتهم الثقافية. استمع جيداً واختار شيئاً يكون فيه شيء مشترك بيني وبينهم. أملأ الرسم البياني وأكتب معلومات عن اختياري واختيار أحد الزملاء في الفراغ الأعلى والأسفل. ثم أملأ الفراغ الأوسط (المشترك) بأشياء مشتركة بين الاختيارين.

الشيء الذي اخترته

الاسم:

.....

شيء آخر

الاسم:

.....

Wähle ein kulturelles Objekt aus, das die Sprache, die du lernst, reflektiert. Fülle die nachstehende Tabelle, die dein kulturelles Objekt beschreiben soll, aus.

Name des Objekts:

Beschreibung des Objekts:

Sinn oder Zweck des Objekts:

Warum das Objekt wichtig ist:

Etwas Interessantes (aus deiner Sicht) über das Objekt:

Bring dein kulturelles Objekt oder ein Bild davon mit, um es der Klasse zu zeigen.

Vergleich von kulturellen Objekten

Du hast die Gelegenheit, deinen Klassenkameraden bei der Präsentation ihres kulturellen Objekts zuzuhören. Hör gut zu und wähle ein Objekt von einer anderen Präsentation, das etwas mit deinem Objekt gemeinsam hat. Trage in das Diagramm stichpunktartig Informationen über dein Objekt und das von deinem Klassenkameraden/deiner Klassenkameradin ein. Vergiss nicht, den mittleren Teil mit den Gemeinsamkeiten von den beiden Objekten auszufüllen.

Mein Objekt

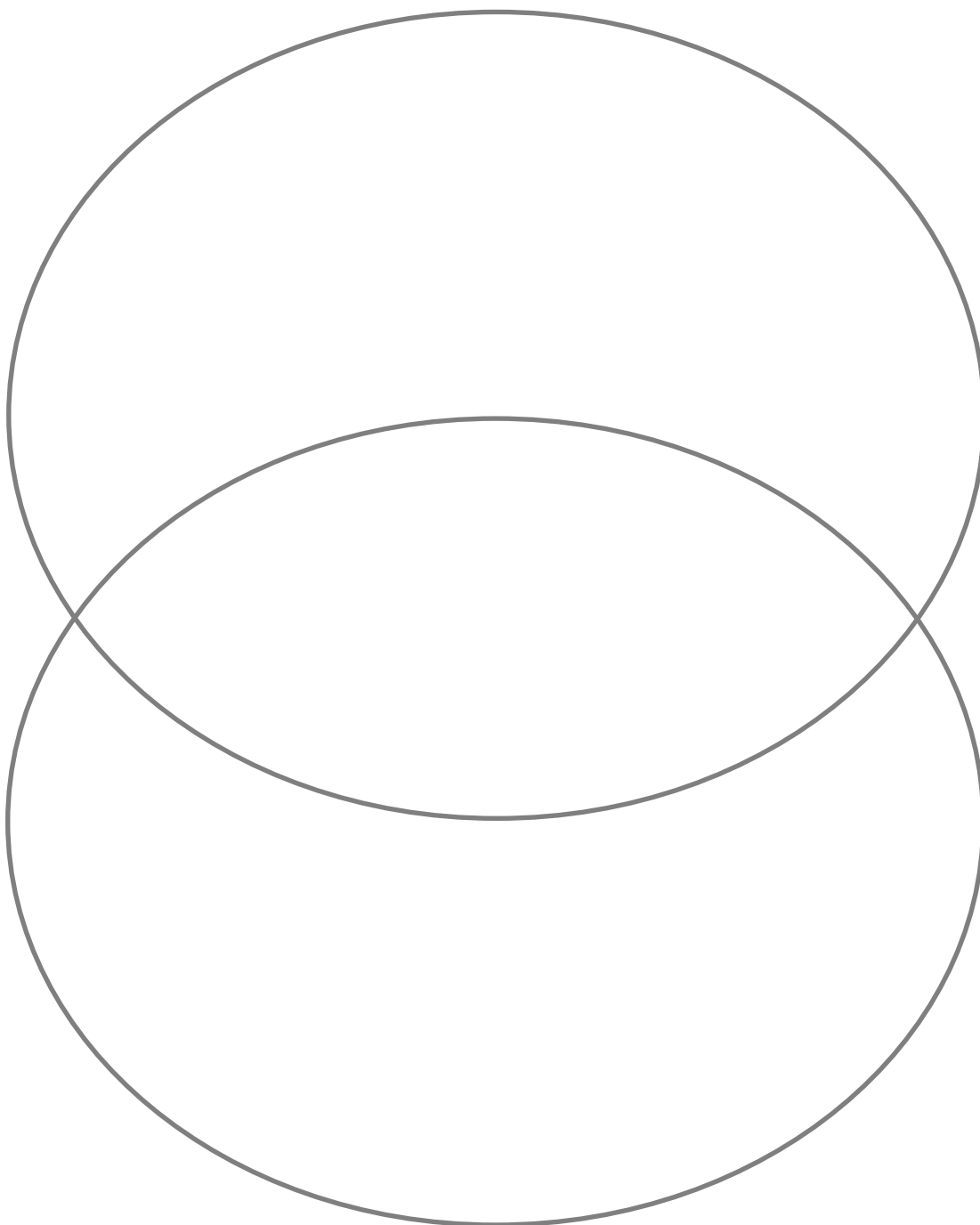
Name:

.....

Ein anderes Objekt

Name:

.....



Επιλέξτε ένα πολιτισμικό αντικείμενο που αντικατοπτρίζει την ελληνική γλώσσα.
Συμπληρώστε το παρακάτω διάγραμμα που περιγράφει το πολιτισμικό σας αντικείμενο.

Όνομα του αντικειμένου:

Περιγραφή του αντικειμένου

Χρήση ή σκοπός του αντικειμένου:

Γιατί το αντικείμενο είναι σημαντικό:

Κάτι που είναι ενδιαφέρον (για εσένα) σχετικά με το αντικείμενο:

Φέρετε το πολιτισμικό αντικείμενο ή τη φωτογραφία αυτού για να το/τη δείξετε στην τάξη.

Σύγκριση πολιτισμικών αντικειμένων

Θα έχετε την ευκαιρία να ακούσετε τους συμμαθητές σας να μιλάνε για τα πολιτισμικά τους αντικείμενα. Ακούστε προσεκτικά και επιλέξτε ένα αντικείμενο από την παρουσίαση ενός άλλου που έχει κάτι κοινό με το δικό σας αντικείμενο. Συμπληρώστε το διάγραμμα που περιέχει πληροφορίες σχετικά με το δικό σας αντικείμενο και το αντικείμενο του συμμαθητή σας στους παρεχόμενους χώρους. Βεβαιωθείτε ότι έχετε συμπληρώσει το μεσαίο τμήμα που αντιπροσωπεύει τα στοιχεία που είναι κοινά μεταξύ των δύο αντικειμένων.

Το αντικείμενό μου

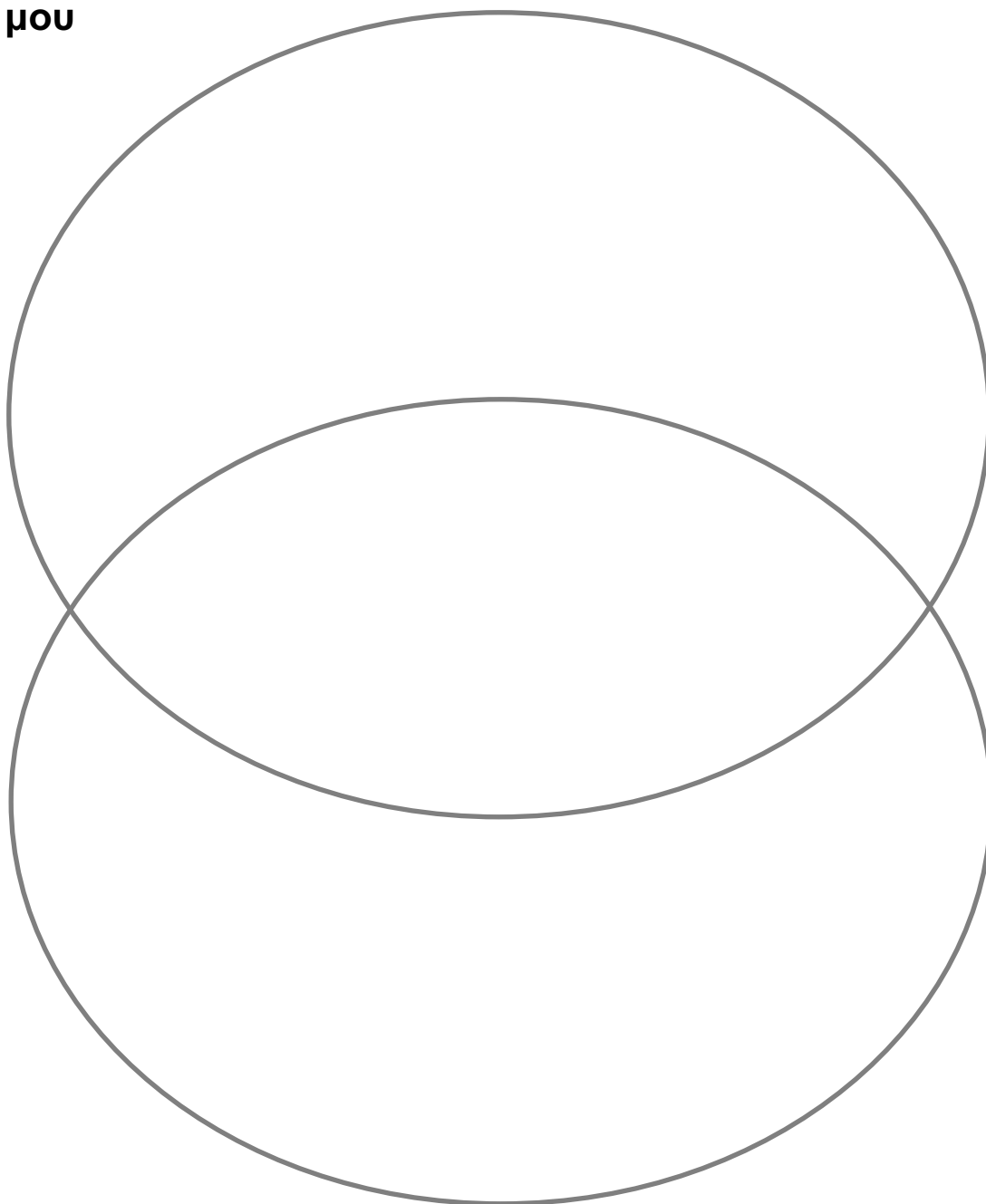
Όνομα:

.....

Κάποιο άλλο
αντικείμενο

Όνομα:

.....



Scegli un oggetto che abbia un significato culturale nella lingua che studi. Compila la tabella qui sotto per descrivere l'oggetto scelto

Nome dell'oggetto:

Descrizione dell'oggetto:

Uso o scopo dell'oggetto:

Perché l'oggetto è importante:

Qualcosa di interessante (per te) sull'oggetto:

Porta l'oggetto scelto da te o una sua immagine da mostrare alla classe.

Oggetti culturali a confronto

Avrai l'opportunità di ascoltare i tuoi compagni di classe mentre parlano degli oggetti da loro scelti. Ascolta attentamente e scegli un oggetto di un'altra presentazione che ha qualcosa in comune con il tuo oggetto. Compila il diagramma elencando le informazioni relative al tuo oggetto e a quello del tuo compagno di classe negli spazi forniti. Dovrai compilare la parte di mezzo elencando le cose che i due oggetti hanno in comune.

Il mio oggetto

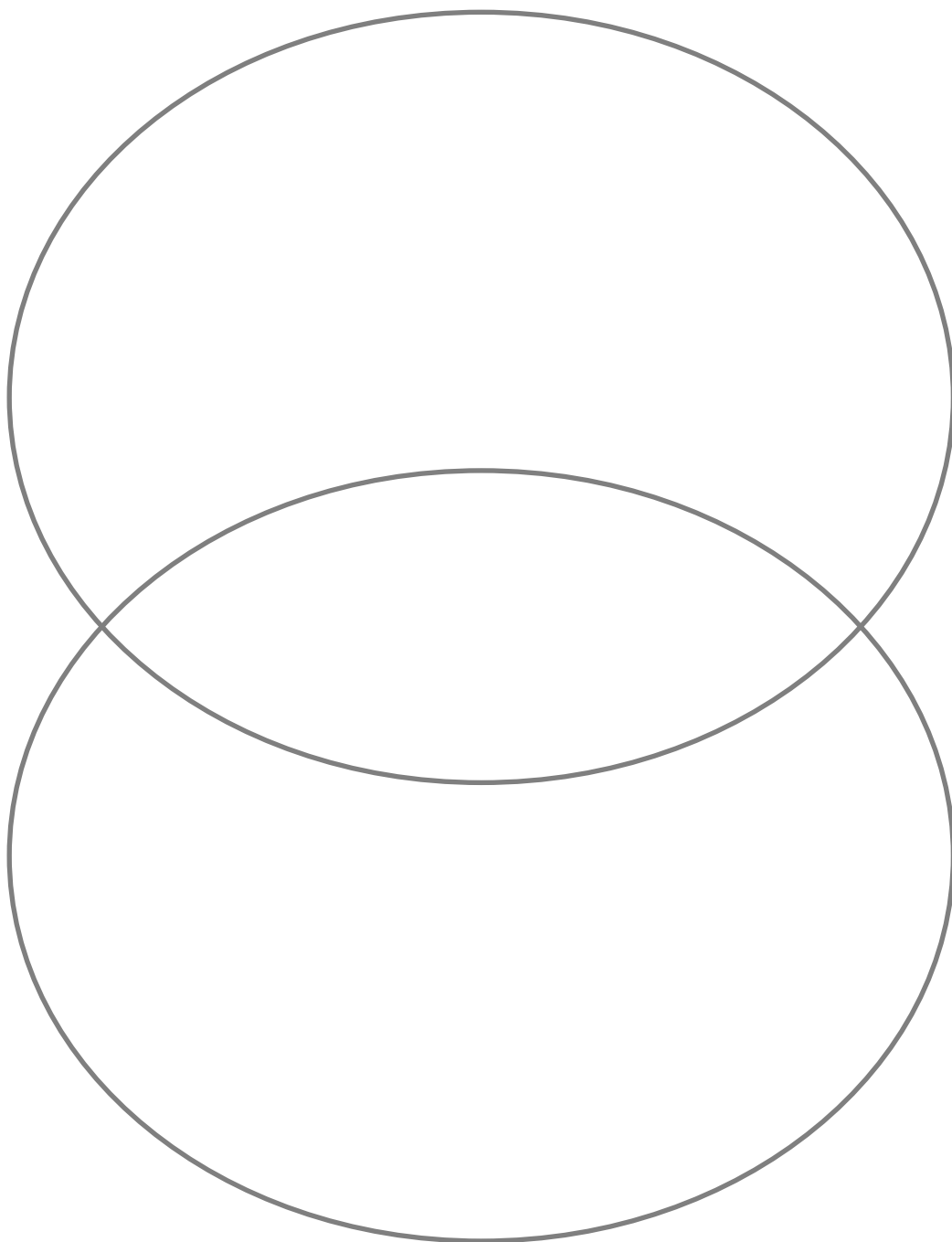
Nome:

.....

Un altro oggetto

Nome:

.....



にほんご ぶんか はんえい おも もの えら
日本語やその文化を反映すると思える「物」を選んでください。そのものを説明するために下の表を埋めてください。

その「物」の名称:
その「物」の名称:
その「物」の名称:

せつめい
説明:

しょう もくてき
使用や目的:

じゅうようせい
重要性:

じぶん もの
自分にとってその「物」のこれがおもしろい:

その「物」やその写真などを授業に持ってきてみんなに見せてください。

文化的「物」の比較

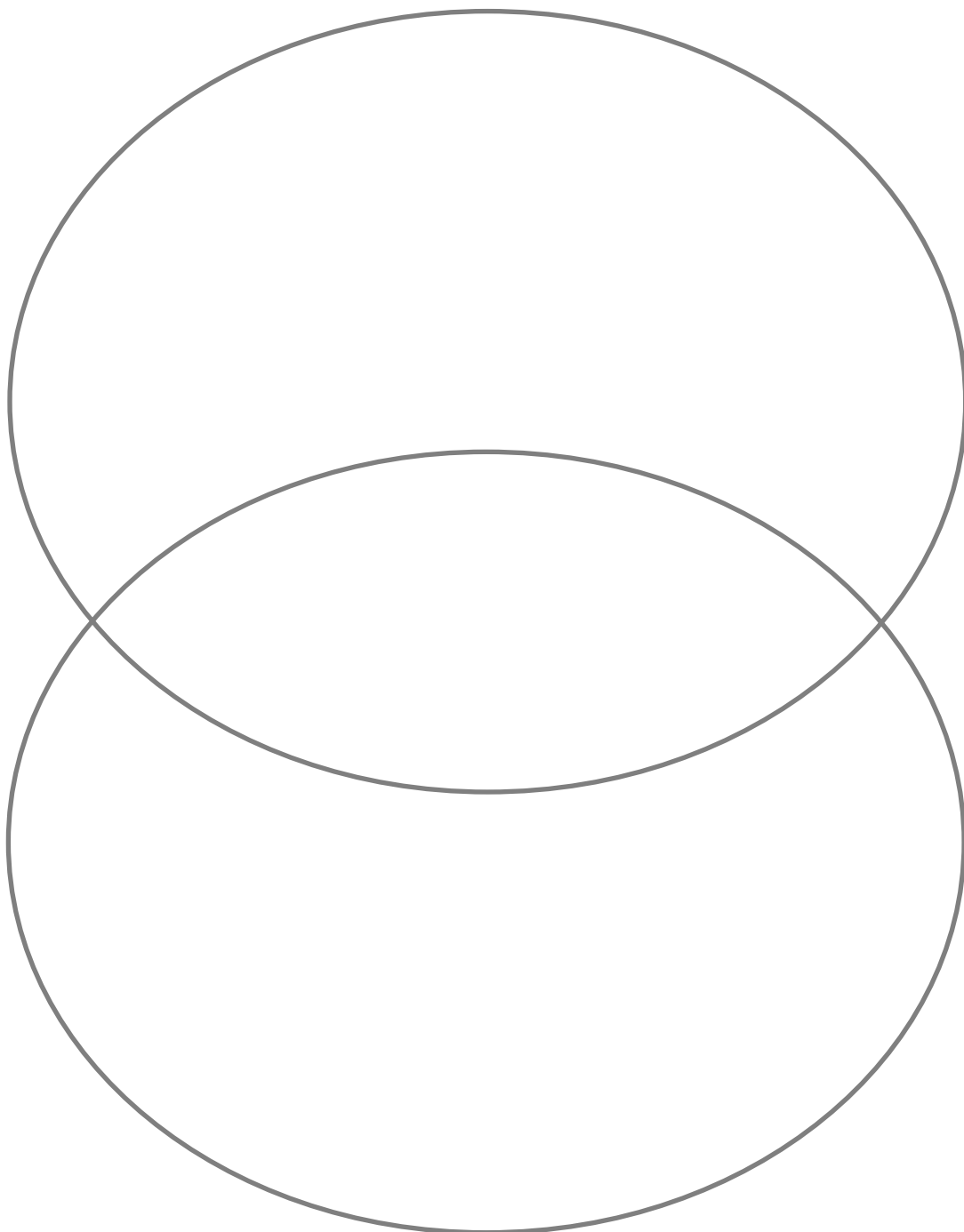
お互いの文化的「物」についての発表をじっくり聞いてください。その中から自分のと共通点のあるものを選んでください。下の表を埋めてください。

わたしの「物」
めいしょう
名称:

.....

もう一つの
「物」
めいしょう
名称:

.....



Elije un objeto cultural que refleje el idioma que estudias. Describe tu objeto usando el cuadro que está a continuación.

Nombre del objeto:

Descripción del objeto:

Uso o finalidad del objeto:

¿Por qué es importante el objeto?:

Algo interesante (para tí) sobre el objeto:

Trae tu objeto cultural o una fotografía del objeto para mostrar en la clase.

Comparación de objetos culturales

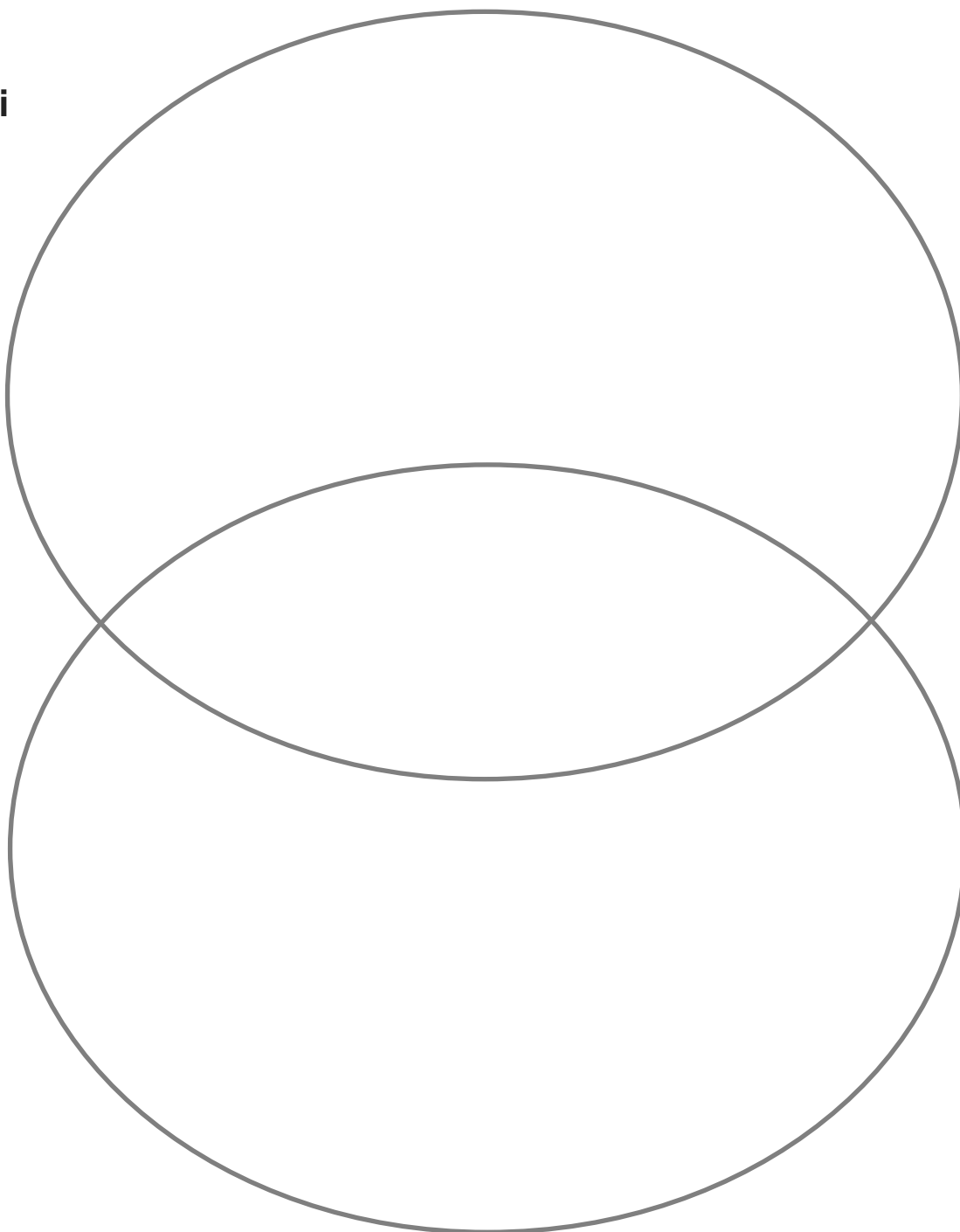
Vas a escuchar a tus compañeros hablar sobre sus objetos culturales. Escucha con atención y elige un objeto de la presentación de otro que tenga algo en común con tu objeto. Completa el diagrama con la información sobre tu objeto y el objeto de tu compañero de clase en los espacios provistos. Asegúrate de completar la sección central sobre las cosas que tienen en común los dos objetos.

**Nombre de mi
objeto:**

.....

**Nombre del
otro objeto:**

.....



Level 1 – Identity Concept

Activity 3: *Where in the World?*

(Focus on Communication)

Prior to Task

Although this activity is being suggested for level one students, the ideas presented can be adapted and modified for other levels. There are many possibilities with an activity that focuses on the existence of a language around the world. It provides students with the knowledge that a language is not always tied to only one country/region in the world; varieties of the target language can exist in different forms and be spoken by many people. It is also important to emphasize the language of the diaspora especially when looking at international languages from a Canadian viewpoint - there are many languages spoken by many communities in various countries where other languages have official status. There are also many communities that may speak the target language in addition to another very different minority language. The teacher can open discussion by brainstorming with students about places around the world that speak/use English and French. It is an opportunity for them to discuss cultural aspects of the various regions that use these languages and to consider how the specific community expresses themselves. The introduction of this task should model the idea of communication in the target language by asking students to consider the various linguistic expressions and nonverbal communication that is used by speakers in an identified community. Examples to consider are greetings, gratitude and showing regret. This activity asks learners to focus on aspects of a specific region in terms of cultural and linguistic information but more time will be needed to discuss the linguistic components with students before they start their task.








Core Task

Students will be expected to work in groups to prepare a poster presentation on a specific region in the world where there are speakers of the target language. This region may or may not have the target language of study as an official or dominant language. Students will research and prepare their notes to insert into the templates provided to them for their poster presentation. They will compile information on the number of speakers in that region along with descriptions of an important landmark and person of significance from the region, cultural elements and other important pieces of information. In addition, students will prepare a list of expressions of that region for certain functions: greeting, leave-taking, regret, excitement, gratitude. As well, they will be able to indicate on their template any nonverbal communication that is typical of the area that demonstrates the functions mentioned.

After compiling the information and filling in the template provided, student groups will present their information to others. It is suggested that groups save their information on language samples of their region until the end as this would be an engaging activity for the teacher to facilitate among the whole class. Giving examples of linguistic and nonverbal communication within all the regions that can be recorded on a larger version of the graphic organizer provided, would allow all groups to look at differences or commonalities in language and body language used by diverse speakers. Groups can display their posters within the classroom for any follow up gallery walk activities.

Poster Outline

Use this template to compile information for your poster presentation.

<p>Country or region</p> 	<p>Capital or Main City</p> 	<p>Total language speakers</p> 
<p>Traditional dress</p> 		
<p>Music and art</p> 		
<p>Food and drink</p> 		
<p>Landmarks (museums, important buildings)</p> 		
<p>Tourist attractions</p> 		
<p>Customs or traditions</p> 		

Ways of Communication



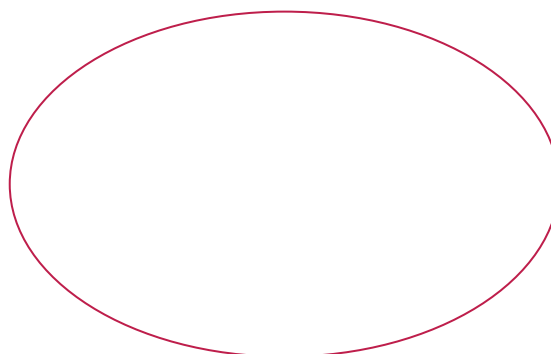
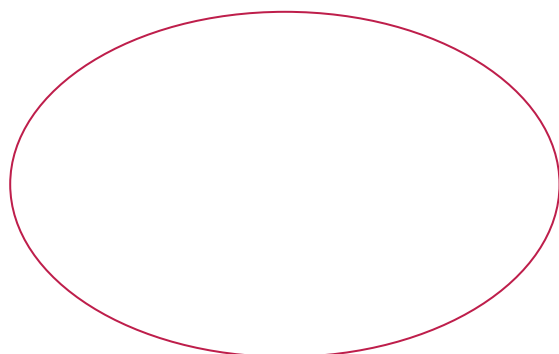
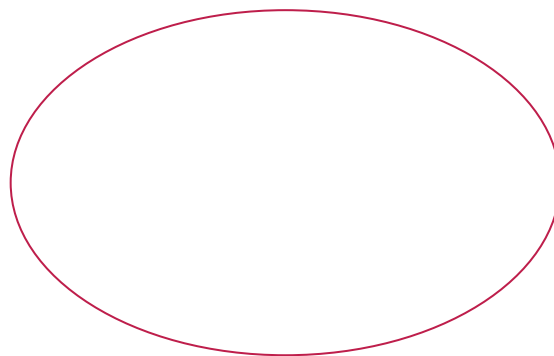
Verbal Expressions

Greetings	Leaving	Gratitude	Excitement	Regret
<i>Hello</i>	<i>Goodbye</i>	<i>Thank you!</i>	<i>Awesome</i>	<i>Sorry</i>












Body Language Examples

Use the circles to draw or write your examples



Schema d'affiche

Utilisez cet exemple pour rassembler des informations pour la présentation de votre affiche.

Pays ou région 	Capitale ou ville principale 	Nombre de personnes parlant la langue 
Habits traditionnels 		
Musique et arts 		
Nourriture et boissons 		
Monuments (musées, bâtiments importants) 		
Attractions touristiques 		
Coutumes et traditions 		

Moyens de communication



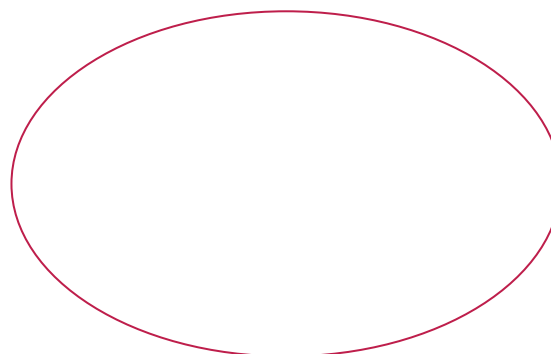
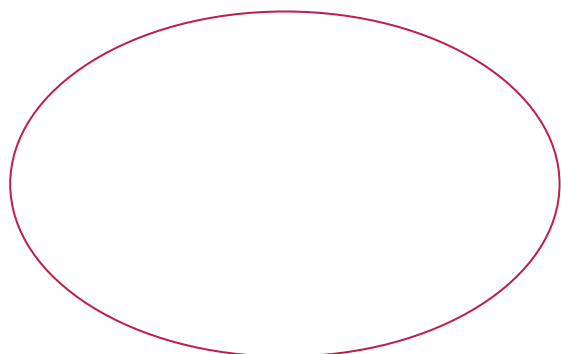
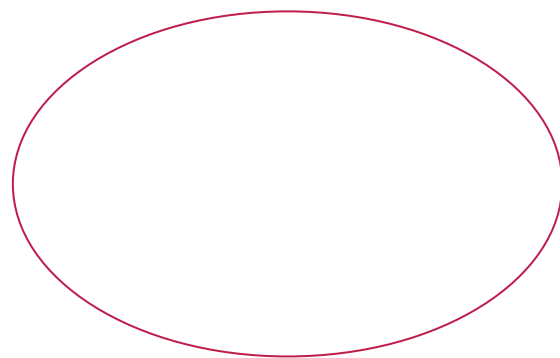
Expression verbale

Salutations	Départ	Remerciement	Joie	Regret
<i>Bonjour</i>	<i>Au revoir</i>	<i>Merci!</i>	<i>Génial</i>	<i>Désolé</i>










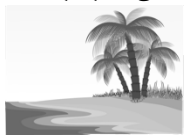

Exemples de langage corporel

Utilisez les cercles pour dessiner ou écrire vos exemples



ملخص الملصق أو الإعلان

أستخدم هذا النموذج لجمع المعلومات لعرض الملصق الخاص بي.

الدولة أو المنطقة 	العاصمة أو المدينة الرئيسية 	مجموع المتحدثين للغة 
اللباس التقليدي 		
الموسيقى والفن 		
الطعام والشراب 		
المعالم (المتاحف والمباني المهمة) 		
الأماكن السياحية الجذابة 		
عادات وتقاليد 		



طرق التواصل

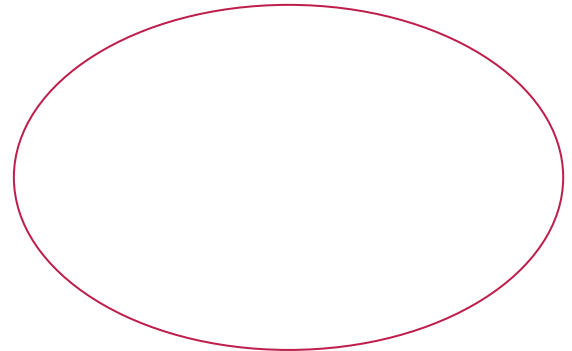
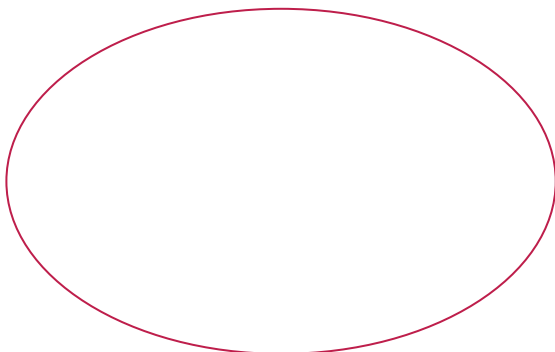
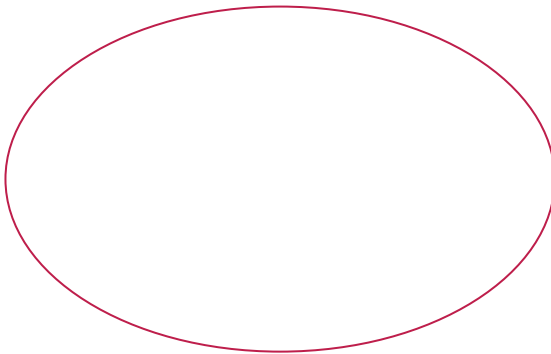
تعابير لفظية

ندم	إثارة	امتنان	مغادرة	تحيات
معذرة	رائع	شكرا لك!	وداعا	مرحبا












مثلة على لغة الجسد

استخدم الدوائر لرسم أو كتابة الأمثل



Poster Entwurf

Benutze diese Vorlage, um Information für deine Poster-Präsentation zusammenzutragen.

<p>Land oder Region</p> 	<p>Hauptstadt oder wichtigste Stadt</p> 	<p>Anzahl der Deutschsprachigen</p> 
<p>Traditionelles Kleidungsstück</p> 		
<p>Musik und Kunst</p> 		
<p>Essen und Trinken</p> 		
<p>Sehenswürdigkeiten (Museen, wichtige Gebäude)</p> 		
<p>Touristenattraktionen</p> 		
<p>Bräuche oder Traditionen</p> 		

Arten der Kommunikation



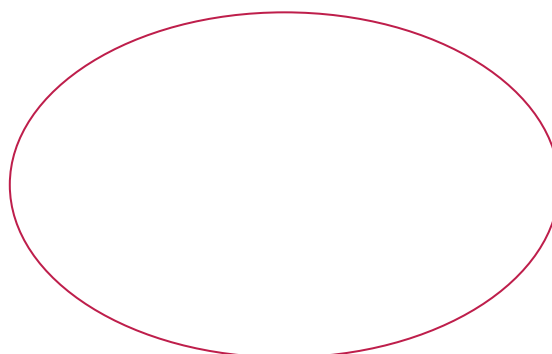
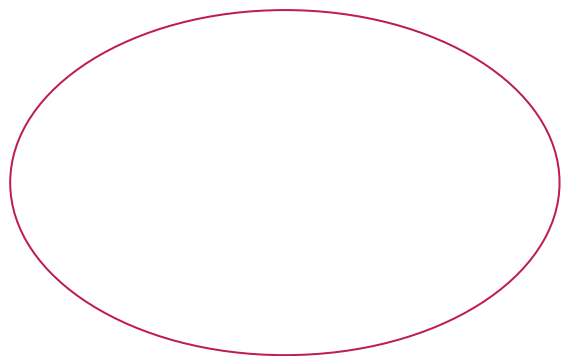
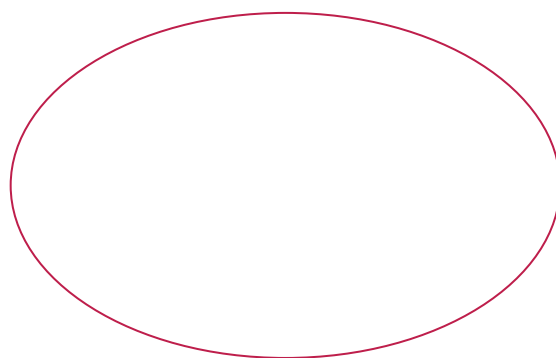
Verbale Ausdrücke

Grüße	Verlassen	Dank	Ereiferung	Bedauern
<i>Hallo</i>	<i>Auf Wiedersehen/ Tschüss</i>	<i>Danke (schön)!</i>	<i>Toll/ Super</i>	<i>Tut mir leid</i>












Beispiele für Körpersprache

Benutze die Kreise, um deine Beispiele Aufzuschreiben oder zu malen.



Περίγραμμα παρουσίασης

Χρησιμοποιήστε αυτό το πρότυπο για να συγκεντρώσετε πληροφορίες για την παρουσίαση της αφίσας σας.

<p>Χώρα ή περιοχή</p> 	<p>Πρωτεύουσα ή Κύρια Πόλη</p> 	<p>Συνολικός αριθμός των ομιλητών της ελληνικής γλώσσας</p> 
<p>Παραδοσιακή ενδυμασία</p> 		
<p>Μουσική και τέχνες</p> 		
<p>Τρόφιμα και ποτά</p> 		
<p>Ορόσημα (μουσεία, σημαντικά κτίρια)</p> 		
<p>Τουριστικά αξιοθέατα</p> 		
<p>Ήθη και έθιμα</p> 		

Τρόποι επικοινωνίας





Γλωσσικές Εκφράσεις

Χαιρετισμοί	Αποχαιρετισμός	Ευγνωμοσύνη	Ενθουσιασμός	Μεταμέλεια
Γεια σου	Αντίο / Γεια σου	Ευχαριστώ!	Φανταστικά!	Συγγνώμη












Παραδείγματα της γλώσσας του σώματος

Χρησιμοποιήστε τους κύκλους για να σχεδιάσετε ή να γράψετε τα παραδείγματά σας



Schema per produrre il poster

Usa questo schema per organizzare le informazioni da usare nel poster.

Paese o regione 	Capitale o città principale 	Totale di chi parla la lingua 
Abiti tradizionali 		
Musica e arte 		
Cibi e bevande 		
Monumenti (musei, architettura) 		
Attrazioni turistiche 		
Costumi o tradizioni 		

Modi di comunicare



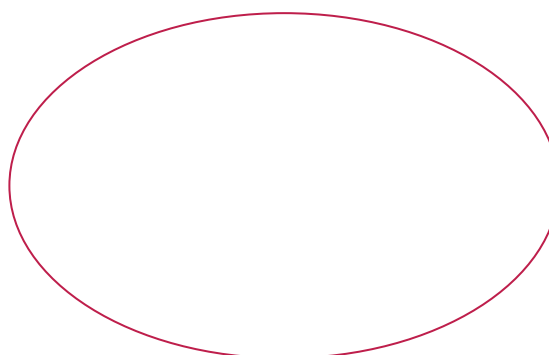
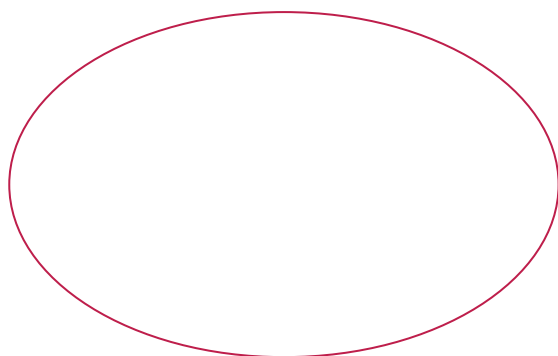
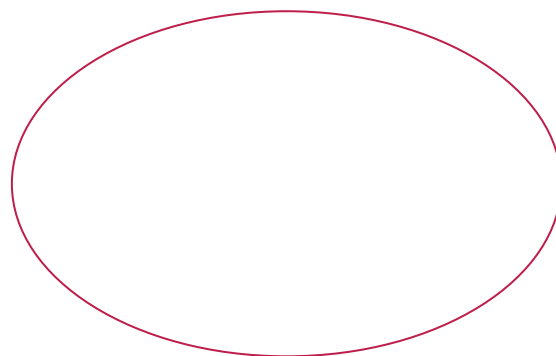
Espressioni verbali

Saluti	Andando via	Gratitudine	Stati emotivi	Dispiacere
<i>Ciao</i>	<i>Arrivederci</i>	<i>Grazie!</i>	<i>Che meraviglia</i>	<i>Mi dispiace</i>












Esempi di linguaggio del corpo

Usa i cerchi per disegnare o scrivere i tuoi esempi



ポスターの要領

このテンプレートを^{つか}使って^{ほすた}ポスター^{はっぴよう}発表^{じょうほう}の^{あつ}情報を集めてください。

<p>くに ちほう 国や地方</p> 	<p>しゅと しゅようとし 首都や主要都市</p> 	<p>にほんご はな じんこう 日本語を話す人口</p> 
<p>でんとうてき いしろう 伝統的な衣装</p> 		
<p>おんがく びじゅつ 音楽や美術</p> 		
<p>た もの の もの 食べ物や飲み物</p> 		
<p>し せ き ほくぶつかん 史跡 (博物館や しゅようたてもの 主要建物など)</p> 		
<p>かんこうめいしよ 観光名所</p> 		
<p>しゅうかん でんとう 習慣や伝統</p> 		

じょうほうでんたつ ほうほう
情報伝達の方法

こうとうひょうげん
口頭表現

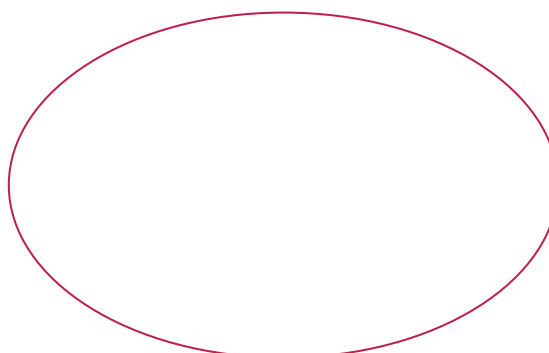
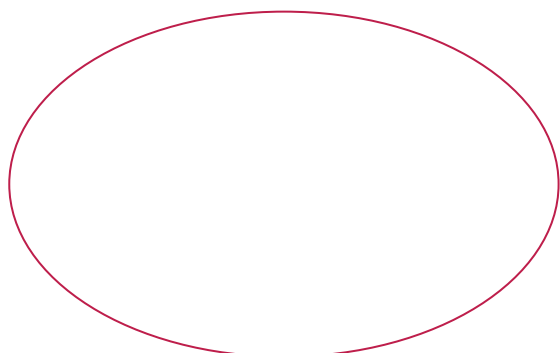
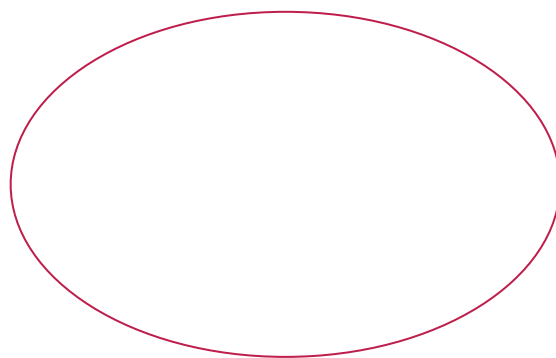


あいさつ	ば　　はな その場を離れる	かんしゃ 感謝	ときめきなど	こうかい 後悔など
こんにちは	さようなら	ありがとう	すごい！	ごめんなさい












みぶ てぶ れい
身振り・手振りの例

え か ことば か せつめい
絵を描いたり、言葉で書いたりして、説明してください。



Esquema del póster

Utiliza esta plantilla para recopilar la información para tu presentación del póster.

País o región 	Capital o ciudad principal 	Total de hablantes 
Traje tradicional 		
Música y arte 		
Comida y bebidas 		
Puntos de referencia (museos y edificios importantes) 		
Atracciones turísticas 		
Costumbres o tradiciones 		

Formas de comunicación



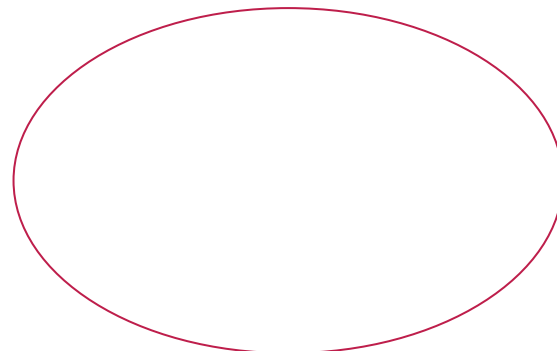
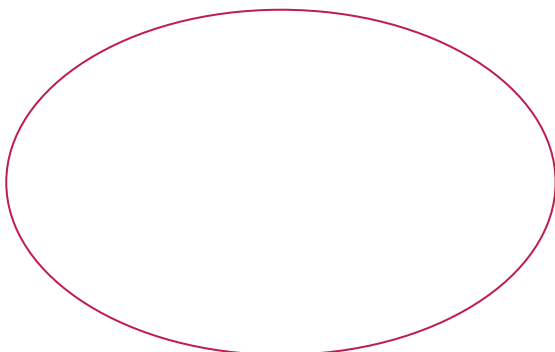
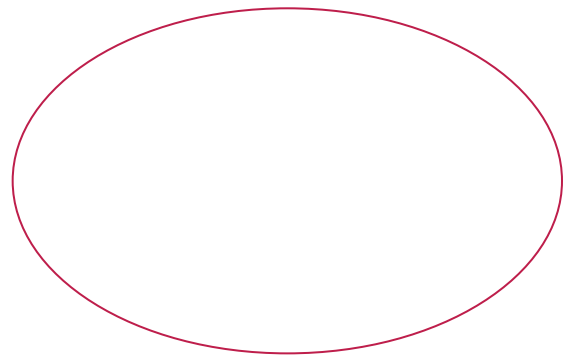
Expresiones verbales

Saludos	Despedidas	Gratitud	Emoción	Lamento
<i>¡Hola!</i>	<i>¡Adiós!</i>	<i>¡Gracias!</i>	<i>¡Increíble!</i>	<i>¡Lo siento!</i>



Ejemplos del lenguaje corporal

Usa los círculos para dibujar o escribir tus ejemplos.



Community Concept

Task Descriptions & Student Resources

Activity 1 – Community Profile (Focus on Language Awareness)

- Task Description
- Student Resource(s)*

Activity 2 – About Music (Focus on Culture Awareness)

- Task Description
- Student Resource(s)*

Activity 3 – Historical Figures (Focus on Communication)

- Task Description
- Student Resource(s)*

** Student resources are available at the end of each task description in English, French, Arabic, German, Greek (Modern), Italian, Japanese and Spanish.*

Level 2 Overview

Community Concept

Overview of Activities

Activities	Descriptions
Community Profile	Become familiar with a local community.
About Music	Analyze the cultural meaning of a song.
Historical Figures	Research and present via social media products about a famous cultural person.

Accommodations for Language Levels, Abilities and Learner Needs

- Provide or model specific guidelines or lists of key language to groups that need more assistance.
- Use anticipation guides with students to pull out key vocabulary and concepts relevant to activity.
- Vary use of graphic organizers for various levels of abilities to organize content of different groups.
- Vary the tasks and the demands and criteria of these tasks to reflect levels of ability in the language.
- Incorporate opportunities for talk in pairs or small groups for reflection and practice, using prompts when helpful.
- Use thematic webbing to understand knowledge of concepts, vocabulary and structures of students.
- Provide and model the use of word walls to review key vocabulary that students will need throughout this unit.
- Use cooperative learning strategies for same ability and cross ability language level groupings.
- Exit cards are beneficial for many of the more complex activities and language demands within these units.
- Offer choice boards for the presentations of assignments.
- Conduct conferencing sessions which are always important but are particularly important for working with the higher content and demands of a unit.
- Scaffold with samples as often as possible in order to walk students through the expected work.
- Offer opportunities to talk about/over work in smaller groups to reduce relying solely on reading and writing processes.
- Ensure students incorporate a variety of mechanisms to work with the language and reduce any tendencies towards memorizations.

Level 2 – Community Concept

Activity 1: *Community Profile*

(Focus on Language Awareness)

Prior to Task

Language learning takes practice in natural and authentic settings. Students can discuss their personal objectives for developing the language of study and review how they can utilize their language knowledge in meaningful interactions outside of the classroom. Language learners sometimes have predetermined ideas as to the contexts in which they will engage in communication with speakers of the target language. This activity gives opportunity for dialogue at the local level that is meaningful and practical. Introducing this task should be simple and straightforward. The teacher can bring in various forms of media into the classroom that exemplify the use of languages within local contexts (within the city or province or country). A key objective is to raise awareness about the various communities within Canada that utilize languages so that students do not only associate living languages being in other countries but also within Canadian society. Students can brainstorm how various languages are kept alive within our context through a webbing activity done in class.

Core Task

Students will conduct an interview with someone from the local linguistic community after having researched about the community. In an effort to understand and know about the local community connected to the language of study, students will develop a resource to showcase the community. This activity can be done in groups and it is suggested that students create a web page for their information in order to allow for descriptions, website links and audio or video clips of their interview. They will collect information on resources for the linguistic community (such as media, businesses, educational programs, community centres and services, places of workshop), important events within the community (with dates, purposes and description) and any other facts or important information to know about the community. This information will be accompanied by an interview with a member of the community that has significant knowledge or understanding of the community and the use of its language. It is important for students to focus on the use of language and communication opportunities within the community in their interviews.

Community Profile

Community Name:			
Representing (country? region? language?):			
Community Resources (place of worship, community centre, publication, media, library, sport club, school, restaurants, businesses, etc.)			
Important events throughout the year			
Event	Dates	Purpose	Description

The Interview

1. What is your name?

.....

2. What is your role in the community?

.....

3. Describe your use of language in the community.

.....

4. How is the language being maintained within the community?

.....

5. In which occasions do you feel that the language becomes vibrant in your community?

.....

6. How can I practise the language within this community?

.....

<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Profil de votre communauté

Nom de la communauté:			
Représentant (Pays? Région? Langue?):			
Ressources de la communauté (endroit de prière, centre socioculturel, médias, librairie, club de sport, école, restaurants, entreprises, etc.)			
Événements important durant l'année			
Événement	Date	Intention	Description

L'interview

1. Quel est votre nom?
.....
2. Quel est votre rôle dans la communauté?
.....
3. Décrivez votre usage des langues dans la communauté.
.....
4. Comment la langue est-elle maintenue dans la communauté?
.....
5. En quelles occasions sentez-vous que le langage devient vibrant dans votre communauté?
.....
6. Comment puis-je pratiquer la langue dans cette communauté?
.....

<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

الملف الشخصي للجالية

اسم الجالية:			
تمثيل (البلد؟ المنطقة؟ اللغة؟):			
موارد الجالية (مكان العبادة ، مركز الجالية، النشر ، الإعلام ، المكتبة ، النادي الرياضي ، المدرسة ، المطاعم ، الشركات ، إلخ)			
أحداث مهمة على مدار العام			
الحدث	التاريخ	الغاية أو الهدف	الوصف

المقابلة

1. أكتب اسمي؟

.....

2. ما هو دوري في الجالية؟

.....

3. أصف استخدامي للغة في الجالية؟

.....

4. كيف يتم الحفاظ على اللغة داخل الجالية؟

.....

5. في أي المناسبات تصبح اللغة تنبض بالحياة وتنتشر أكثر داخل الجالية؟

.....

6. كيف يمكنني ممارسة اللغة مع الجالية؟

.....

	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Profil der Gemeinschaft

Name der Gemeinschaft :			
Repräsentiert (Land? Region? Sprache?):			
Gemeinschaftsressourcen (Orte des Gebets, Gemeindezentrum, Veröffentlichungen, Medien, Bücherei, Sportverein, Schulrestaurant, Restaurants, Unternehmen, usw.)			
Wichtige Events während des Jahres			
Event	Datum	Zweck	Beschreibung

Das Interview

1. Wie heißt du?

.....

2. Welche Rolle spielst du in der Gemeinschaft?

.....

3. Beschreibe deinen Sprachgebrauch in der Gemeinschaft

.....

4. Wie wird die Sprache innerhalb der Gemeinschaft erhalten?

.....

5. Bei welchen Gelegenheiten glaubst du, dass die Sprache in deiner Gemeinschaft lebendig wird?

.....

6. Wie kann ich die Sprache innerhalb dieser Gemeinschaft üben?

.....

<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Ελληνικές κοινότητες

Όνομα Κοινότητας :			
Αντιπροσωπεύει (κράτος; θρησκεία; γλώσσα;)			
Κοινοτικοί Φορείς (εκκλησία, θρησκευτικοί σύλλογοι, κοινοτικά κέντρα, εκδοτικοί οίκοι, μέσα μαζικής ενημέρωσης, βιβλιοθήκες, αθλητικοί σύλλογοι, σχολεία, εκπαιδευτικοί σύλλογοι, εστιατόρια, επιχειρήσεις, κλπ.)			
Σημαντικές ετήσιες εκδηλώσεις			
Εκδήλωση	Ημερομηνίες	Σκοπός	Περιγραφή

Μία συνέντευξη

1. Πώς σας λένε; (Πώς λέγεστε;)

.....

2. Ποιος είναι ο ρόλος σας στην κοινότητα;

.....

3. Με ποιους τρόπους χρησιμοποιείτε την ελληνική γλώσσα στην κοινότητά σας;

.....

4. Με ποιους τρόπους διατηρείται η ελληνική γλώσσα στην κοινότητά σας;

.....

5. Σε ποιες περιπτώσεις/περιστάσεις έχετε την αίσθηση ότι η ελληνική γλώσσα «ζωντανεύει» στην κοινότητά σας;

.....

6. Πώς μπορώ να εξασκήσω την ελληνική γλώσσα εντός της κοινότητάς σας;

.....

<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Profilo della comunità

Nome della comunità:			
Cosa rappresenta (paese? regione? lingua?):			
Risorse comunitarie (luoghi di culto, centri comunitari, pubblicazioni, media, biblioteche, club sportivi, scuole, ristoranti, imprese e attività commerciali, ecc.)			
Eventi importanti nel corso dell'anno			
Evento	Date	Scopo	Descrizione

L'intervista

1. Come ti chiami?

.....

2. Qual è il tuo ruolo nella comunità?

.....

3. Descrivi in quali circostanze usi la lingua nella tua comunità.

.....

4. Come viene preservata la tua lingua della comunità?

.....

5. In quale occasioni, a tuo parere, la lingua diventa una parte vitale della tua comunità?

.....

6. Come posso esercitarmi in italiano nella comunità?

.....

<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

ち い き
地域コミュニティ・プロフィール

地域名:			
だいひょう くに ち ほう げんご 代表 (国? 地方? 言語?):			
ち い き し げん 地域資源			
(れいはいじょ しゅつぽんぶつ としょかん がっこう た 礼拝所など、コミュニティ・センター、出版物、メディア、図書館、スポーツクラブ、学校、レストラン、その他 じぎょう の事業など)			
ねんじゅうぎょうじ 年中行事			
イベント	ひつけ 日付	もくてき 目的	せつめい 説明

インタビュー

1. お名前^{なまえ}は？

.....

2. このコミュニティ^{やくわり}での役割は？

.....

3. このコミュニティ^{にほんご}で日本語をどのように^{つか}使っているかを^{せつめい}説明してください。

.....

4. このコミュニティ^{なか}の中で日本語^{にほんご}をどのように^{いじ}して維持していますか。

.....

5. あなたのコミュニティ^{にほんご}で日本語が生き生き^{い い}していると^{かん と}感じ^{ぼめん}取れるのはどのような場面ですか。

.....

6. このコミュニティ^{にほんご}で日本語^{れんしゅう}を練習するのに^{どうしたらいい}ですか。

.....

<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Perfil de la comunidad

Nombre de la comunidad:			
Representa a (¿un país? ¿una región? ¿un idioma?):			
Recursos en la comunidad (lugar de adoración, centro comunitario, publicación, biblioteca, club deportivo, escuela, restaurantes, negocios, etc.)			
Eventos importantes durante el año			
Evento	Fechas	Propósito	Descripción

La entrevista

1. ¿Cómo te llamas?
.....
2. ¿Qué papel tienes en la comunidad?
.....
3. Describe el uso de tu idioma en la comunidad.
.....
4. ¿Cómo se mantiene el idioma en de la comunidad?
.....
5. ¿En qué ocasiones sientes que el idioma se vuelve vibrante en tu comunidad?
.....
6. ¿Cómo puedo practicar el idioma dentro de ésta comunidad?
.....

<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Level 2 – Community Concept

Activity 2: *About Music*

(Focus on Culture Awareness)

Prior to Task

The teacher can bring in a song or musical selection in the target language that will be comprehensible for level 2 learners. Providing students with some background information and key vocabulary for the song will be helpful before students review a cloze activity of the lyrics of the song. Students can listen to the song while following the lyrics provided and try to decipher which words are missing from the text they have been given. A repeat hearing of the song may assist students to solve the missing pieces before taken up in class. The teacher can explain some information about the song itself as well as the artist. Important questions to the group would be for them to decide on what the song is about (the overarching theme) and what details within the song support that claim. General discussions about tastes in music and common themes in songs of the past and present, and of various genres will lead students to consider how themes have been dealt with in different ways and have evolved differently over time through musical expression. It would be useful for students to be provided with sample musical selections of both traditional folk music and modern pop hits.

Core Task

In pairs, students select a song (traditional or contemporary) that expresses a specific theme. By carefully reading and understanding the words of the song, the students will provide evidence from within the text as to how the theme is present within the song's lyrics. They will need to research about the musical artist/songwriter to obtain insight into the background of the song and its purpose. Using the template provided, students will summarize key information and important elements about the song and songwriter and prepare themselves to share the song with another pair: allowing them to listen, following the lyrics and then discussing the themes present in each other's songs. Each pair will also be expected to "pre-teach" a set of key vocabulary items that are present in the song, as well as provide a cloze activity of one section from the song.

Research Worksheet

Song Title:		Year:
Theme:		
Artist Name:	Artist Information:	
This song is important to the artist/songwriter because...		
This song is about...		
Example of lyrics that demonstrate the theme		
Evidence:		Why?
	==>>	
	==>>	
	==>>	

Listening Guide

Key Vocabulary & Expressions

Steps:

1. Review the vocabulary listed above.
2. Listen to the song.
3. Read the selection from the song below. There are words missing. Think about what they could be.
4. Listen to the song once again.
5. Fill in the missing vocabulary.



Feuille de travail

Titre de la chanson:		Année:	
Thème:			
Nom de l'artiste:		Information sur l'artiste:	
Cette chanson est importante pour l'artiste/compositeur parce que ...			
Cette chanson est à propos de ...			
Exemple de paroles qui démontrent le thème			
Preuve:		Pourquoi?	
	==>>		
	==>>		
	==>>		

Guide d'écoute

Vocabulaire clé et expressions

Étapes:

1. Étudiez le vocabulaire ci-dessus.
2. Écoutez la chanson.
3. Lire l'extrait de la chanson ci-dessous. Il y a des mots manquants. Pensez à ce qu'ils pourraient être.
4. Écoutez la chanson encore une fois.
5. Remplissez le vocabulaire manquant.



ورقة عمل للبحث

عنوان الأغنية:	السنة:
الفكرة الرئيسية:	
اسم الفنان (المطرب أو مؤلف الأغنية):	معلومات عن الفنان:
هذه الأغنية مهمة للفنان / مؤلف الأغنية لأن ...	
الأغنية عن ...	
أمثلة من كلمات الأغنية توضح الفكرة الرئيسية للأغنية	
الدليل:	لماذا؟
<<==	
<<==	
<<==	

دليل الاستماع

المفردات والتعبيرات الرئيسية

خطوات:

1. مراجعة المفردات المذكورة أعلاه.
2. أستمع للأغنية.
3. أقرأ الاختيار من الأغنية أدناه. هناك كلمات مفقودة، أفكر فيما يمكن أن تكون هذه الكلمات.
4. أستمع إلى الأغنية مرة أخرى.
5. أملأ الكلمات المفقودة.



Arbeitsblatt für Recherche

Song Titel:		Jahr:
Thema:		
Künstler Name:	Information über den Künstler:	
Dieser Song ist wichtig für den Künstler/Liedermacher, weil...		
Dieser Song ist über...		
Beispiele von Songtexten, die das Thema veranschaulichen.		
Indiz:		Warum?
	==>>	
	==>>	
	==>>	

Hörführer

Grundwortschatz & Ausdrücke

Schritte:

1. Wiederhole das oben aufgelistete Vokabular.
2. Hör das Lied an.
3. Lies den Teil vom Lied unten. Es fehlen Wörter.
Überlege, wie sie heißen könnten.
4. Hör das Lied noch einmal an.
5. Ergänze das fehlende Vokabular.



Φύλλο ερευνητικής εργασίας

Τίτλος τραγουδιού		Χρονολογία:
Θέμα:		
Όνομα καλλιτέχνη/καλλιτέχνης:	Πληροφορίες για τον καλλιτέχνη/την καλλιτέχνη:	
Το τραγούδι είναι σημαντικό για τον καλλιτέχνη/στιχουργό διότι...		
Το τραγούδι μιλάει για...		
Δείγματα στίχων που αναφέρονται στο θέμα του τραγουδιού		
Αποδεικτικά στοιχεία	Αιτιολόγηση	
	==>>	
	==>>	
	==>>	

Οδηγός ακουστικής κατανόησης

Λέξεις Κλειδιά και Εκφράσεις

Βήματα:

1. Δείτε πάλι το παραπάνω λεξιλόγιο.
2. Ακούστε το τραγούδι.
3. Διαβάστε το παρακάτω απόσπασμα από το τραγούδι.
Μαντέψτε τις λέξεις που λείπουν.
4. Ακούστε άλλη μια φορά το τραγούδι.
5. Συμπληρώστε τα κενά με τις λέξεις που λείπουν.



Scheda per la ricerca

Titolo della canzone:		Anno:
Tema:		
Nome dell'artista:	Informazioni sull'artista:	
Questa canzone è importante per l'artista/il cantautore/il paroliere perché...		
Questa canzone parla di...		
Esempio di parole dal testo che illustrano il tema		
Testo:		Perché?
	==>>	
	==>>	
	==>>	

Guida all'ascolto

Lessico chiave ed espressioni

Fasi da seguire:

1. Ripassa il lessico elencato sopra.
2. Ascolta la canzone.
3. Leggi sotto il brano tratto dalla canzone. Ci sono parole mancanti. Pensa quali potrebbero essere.
4. Ascolta la canzone ancora una volta.
5. Inserisci le parole mancanti.



けんきゅうようしりょう
研究用資料

きょくめい 曲名:		とし 年:	
テーマ:			
めい アーティスト名:		じょうほう アーティスト情報:	
このアーティストや作曲家にとってこの曲が大事なものは、、、			
この曲の内容は、、、			
かし 歌詞がテーマを示している例:			
しょうこ 証拠:		なぜ?	
	==>>		
	==>>		
	==>>		

き と 聞き取りのガイド

しゅうやたんご ひょうげん
主要単語や表現

てじゅん 手順

1. 上記の単語などを確認してください。
2. 曲を聴いてください
3. 下にある曲から選択した部分を読んでください。単語が抜けてい
るところがあるので、それは何か当ててみてください。
4. もう一度曲を聴いてください。
5. 空欄を埋めてください。



Guía de investigación

Título de la canción:		Año:
Tema:		
Nombre del artista:	Información del artista:	
Esta canción es importante para el artista/compositor porque...		
Esta canción trata de...		
Ejemplos en la letra que demuestran el tema		
Evidencia:		¿Por qué?
	==>>	
	==>>	
	==>>	

Guía para escuchar

Vocabulario clave y expresiones

Pasos a seguir:

1. Revisa el vocabulario listado arriba.
2. Escucha la canción.
3. Lee lo seleccionado de la canción más abajo. Hay palabras que faltan. Piensa qué palabras pueden ser.
4. Escucha la canción otra vez.
5. Completa con las palabras que faltan.



Level 2 – Community Concept

Activity 3: *Historical Figures*

(Focus on Communication)

Prior to Task

This activity will ask learners to profile an important figure in history (including present day) that represents the international language being studied. This is an opportunity for learners to understand historical events that were key for the well-being of citizens in a specific region or community and how one individual helped to make lives better from their actions or advocacy. As an introduction, the teacher can show a picture of a famous peacekeeper in history and provide details about this person (where are they from, when did they live, where did they spend most of their time and what they did as advocates for others). Learners can pose questions about the person and the teacher can facilitate dialogue as to why this person is important to various communities due to specific actions that were done to help others.

Core Task

Students will research about an important historical figure. This figure should be easily connected in some way to the international language being studied. Students need to consider primarily why this person is of importance to a cultural group, which actions were taken by this person to help bring improvement to the lives of others and what their overall achievements are, as perceived by people today. The information to be collected will be presented in two different items and ways. Firstly, students will fill out a timeline that will organize approximately six key events in the life of this historical figure to include in the timeline template. Each event is to be described and dated with an explanation as to why this was an important event. The second piece of information can be reflective of social media texts used often today. Students will write in first person form about the six key events using more personal language that reflects the figure's personality. Each post will be accompanied by a picture. Students will also be encouraged to include a handle name for the posting (@....) and relevant hashtags (#....). These two documents together will demonstrate the importance of this historical figure but will also allow students to use two different writing approaches (personal/informal and descriptive/formal). Teachers may wish to ask students to do these activities (especially the Social Media Post) in a different medium such as in a podcast or video diary form. Choices can be offered to learners as to how their work will be presented.

Historical Figures Timeline

Who?	Importance in history ...
Where?	

Year: Achievement or Event:	Year: Achievement or Event:
Year: Achievement or Event:	Year: Achievement or Event:
Year: Achievement or Event:	Year: Achievement or Event:

Reflection: ***How did this person help to improve the lives of others?***

Social Media Posting Template



Profile Photo

Full Name

@Name

Text

Photo of the Event or
Achievement




Chronologie des figures historiques

Qui?	Importance historique ...
Où?	





Année: Réalisation ou événement		Année: Réalisation ou événement
Année: Réalisation ou événement		Année: Réalisation ou événement
Année: Réalisation ou événement		Année: Réalisation ou événement

Réflexion: **Comment cette personne aide-t-elle à améliorer la vie des autres?**

Modèle de message sur les réseaux sociaux

 Photo de profil	Nom complet
	@Nom

Texte	Photo de l'événement ou de la réalisation
-------	---


			
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الجدول الزمني للشخصية التاريخية





من؟ السنة: الإنجاز أو الحدث:	
	أين؟
السنة: الإنجاز أو الحدث:	السنة: الإنجاز أو الحدث:
السنة: الإنجاز أو الحدث:	السنة: الإنجاز أو الحدث:
السنة: الإنجاز أو الحدث:	السنة: الإنجاز أو الحدث:

التدبر / التفكير: كيف ساعد هذا الشخص في تحسين حياة الآخرين؟

نموذج عن نشر التواصل الاجتماعي

الاسم الكامل:	 صورة الملف الشخصي
@ اسم (اسم المستخدم، مثل: مستخدم تويتر او انستغرام ...)	

صورة للحدث أو الإنجاز	النص
-----------------------	------

			
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Zeitleiste historischer Persönlichkeiten

Wer?	Historische Bedeutung ...
Wo?	

Jahr:
Errungenschaft oder Event:

Jahr:
Errungenschaft oder Event:

Jahr:
Errungenschaft oder Event:


Jahr:
Errungenschaft oder Event:

Jahr:
Errungenschaft oder Event:





Jahr:
Errungenschaft oder Event:

Reflektion: **Wie hat die Person dazu beigetragen, das Leben von anderen Menschen zu verbessern?**

Vorlage für Social-Media-Beiträge

 <p>Profil Photo</p>	Voller Name
	@Name

Text	Photo von dem Event oder Errungenschaft
------	---

			
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Χρονολόγιο με γεγονότα και επιτεύγματα ιστορικών προσώπων

Ποιος; (Όνομα)	Ο ρόλος και η αξία του στην Ιστορία
Πού; (Τόπος)	

Έτος:
Επίτευγμα ή Γεγονός:

Έτος:
Επίτευγμα ή Γεγονός:

Έτος:
Επίτευγμα ή Γεγονός:


Έτος:
Επίτευγμα ή Γεγονός:

Έτος:
Επίτευγμα ή Γεγονός:





Έτος:
Επίτευγμα ή Γεγονός:

Κριτική αποτίμηση: **Ποια ήταν η συνεισφορά αυτής της προσωπικότητας στην καλυτέρευση της ζωής του κοινωνικού συνόλου;**

Παράδειγμα ανάρτησης πληροφοριών σε Μέσα Κοινωνικής Δικτύωσης

 Εικόνα Προφίλ	Όνοματεπώνυμο
	@Όνομα

Κείμενο	Φωτογραφίες γεγονότων ή επιτευγμάτων
---------	--------------------------------------

			
---	---	--	---

Cronologia dei personaggi storici

Chi?	Importanza storica ...	
Dove?		

Anno:
 Risultato raggiunto o avvenimento:

Anno:
 Risultato raggiunto o avvenimento:

Anno:
 Risultato raggiunto o avvenimento:

Anno:
 Risultato raggiunto o avvenimento:

Anno:
 Risultato raggiunto o avvenimento:

Anno:
 Risultato raggiunto o avvenimento:

Riflessione: ***questa persona come ha aiutato a migliorare la vita degli altri?***

Scheda per postare sui social media



Foto del profilo

Nome e cognome

@nome

Testo

Foto dell'avvenimento o del
risultato raggiunto



れきしじょうじんぶつ
歴史上人物のタイムライン

だれ?	れきしじょう じゅうようせい 歴史上の重要性、、、
どこ?	

とし
年:
こうせき じけん
功績や事件

とし
年:
こうせき じけん
功績や事件

とし
年:
こうせき じけん
功績や事件


とし
年:
こうせき じけん
功績や事件

とし
年:
こうせき じけん
功績や事件





とし
年:
こうせき じけん
功績や事件

かえり じんぶつ ひと せいかつ こうけん
顧みると: この人物はどのようにして人の生活などに貢献しましたか。

ソーシャル・メディア投稿のテンプレート

 <p>プロフィール写真 <small>じゃしん</small></p>	フル・ネーム
	@なまえ

<p>テキスト 文章</p>	<p>イベントや実績の写真 <small>じっせき じゃしん</small></p>
--------------------	--

			
---	---	--	---

Cronología de personajes históricos

¿Quién?	Importancia en la historia ...
¿Dónde?	

Año: Logro o evento:	Año: Logro o evento:
Año: Logro o evento:	Año: Logro o evento:
Año: Logro o evento:	Año: Logro o evento:

Reflección: **¿Cómo ayudó esta persona para mejorar la vida de los demás?**

Plantilla de publicación en redes sociales



Foto de perfil

Nombre completo

@Nombre de usuario

Texto

Foto del evento



World Concept

Task Descriptions & Student Resources

Activity 1 – Language and Its Diaspora (Focus on Language Awareness)

- Task Description
- Student Resource(s)*

Activity 2 – Movie or Novel Review (Focus on Culture Awareness)

- Task Description
- Student Resource(s)*

Activity 3 – UN Goals (Focus on Communication)

- Task Description
- Student Resource(s)*

** Student resources are available at the end of each task description in English, French, Arabic, German, Greek (Modern), Italian, Japanese and Spanish.*

Level 3 Overview

World Concept

Overview of Activities

Activities	Descriptions
Language and Its Diaspora	Track and understand the development and influences of a language over time.
Movie or Novel Review	Analyze the intercultural communication that appears in a movie or novel.
UN Goals	Strategize on local and global objectives related to the sustainable development goals of the UN through international collaboration.

Accommodations for Language Levels, Abilities and Learner Needs

- Provide or model specific guidelines or lists of key language to groups that need more assistance.
- Use anticipation guides with students to pull out key vocabulary and concepts relevant to activity.
- Vary use of graphic organizers for various levels of abilities to organize content of different groups.
- Vary the tasks and the demands and criteria of these tasks to reflect levels of ability in the language.
- Incorporate opportunities for talk in pairs or small groups for reflection and practice, using prompts when helpful.
- Use thematic webbing to understand knowledge of concepts, vocabulary and structures of students.
- Provide and model the use of word walls to review key vocabulary that students will need throughout this unit.
- Use cooperative learning strategies for same ability and cross ability language level groupings.
- Exit cards are beneficial for many of the more complex activities and language demands within these units.
- Offer choice boards for the presentations of assignments.
- Conduct conferencing sessions which are always important but are particularly important for working with the higher content and demands of a unit.
- Scaffold with samples as often as possible in order to walk students through the expected work.
- Offer opportunities to talk about/over work in smaller groups to reduce relying solely on reading and writing processes.
- Ensure students incorporate a variety of mechanisms to work with the language and reduce any tendencies towards memorizations.

Activity 1: *Language and Its Diaspora*

(Focus on Language Awareness)

Prior to Task

This activity aims to demonstrate the spread of a language worldwide. All languages that are used today have undergone many years (centuries) of evolution, change, modification usually due to the needs of its speakers, the introduction of new concepts and realities and often due to the interaction with speakers of other languages and communities. Languages have multiple varieties across regions and countries with differences in pronunciation, vocabulary choice and intonations. The teacher can introduce this topic by asking students to consider variations of a chosen language. For example, a teacher can use the example of English to illustrate how there are multiple varieties of this language worldwide (UK, US Canada, Australia etc.), how it is part of a linguistic family with connections to other languages (Germanic family), that there are many varieties of pronunciation that some may call dialects but that most linguists could name varieties, that the English language has adapted words from many other languages into its vocabulary. It is also important when discussing the diaspora aspect, that students consider the speakers of a language as not only being those within countries where that language has some official status, but also where that language may represent a minority community or a community where the language is spoken (or was initiated) by immigrant communities.

Core Task

Students will create an infographic in order to describe the facts, evolution and various forms of the target language as it is used worldwide. Students will document the number of speakers worldwide that speak the language, both in contexts where the language has official status and in places where it is not official. In order to understand the evolution of the language, learners will also document about influences on the language in its historic development such as when the language interacted with other languages especially those of indigenous communities. In many cases languages used today contain significant vocabulary that were existing within many other communal languages that have long since disappeared or have been amalgamated into major languages of today. This awareness plays a vital role in also raising consciousness about the preservation that is needed to protect some languages worldwide that are going extinct. In addition to this aspect, teachers can also guide students to think about other modern day influences of languages and where they come from. Many languages today have had new vocabulary introduced that reflect the digital age but also the power that English has worldwide; as many languages have adopted English words. Other information needed for the infographic include charting out examples of varieties of the language (an example of pronunciation and vocabulary variation across three regions). Students will work ideally in pairs or small groups to produce their infographic which will be put on display within the classroom or school. A Research Worksheet will help to catalogue all the information that is needed for the production of the infographic. Through a gallery walk, students will be able to ask questions to others about their language of study and also seek assistance in writing or saying something simple in the language.

Research Worksheet 1

Language:	Alternative Names for the Language:
Regions Spoken	
Officially in ...	Number of Speakers:
Unofficially in ...	Number of Speakers:
Influences (provide description and examples)	
Then (include indigenous connections):	Now (include use of vocabulary from other languages):

Research Worksheet 2

Language Varieties		
Region	Vocabulary Example	Pronunciation Example

World Map

Use the world map to indicate where this language is spoken and the number of speakers in each area.



Feuille de recherche 1

Langue:	Nom alternatif pour la langue
Régions parlées	
Officiellement à ...	Nombre de personnes parlant la langue:
Non officiellement à ...	Nombre de personnes parlant la langue:
Influences (fournir une description et des exemples)	
Avant (inclure les communautés autochtones):	Maintenant (inclure l'utilisation du vocabulaire provenant d'autres langues):

Feuille de recherche 2

Les variétés de langage		
Région	Exemple de vocabulaire	Exemple de prononciation

Carte du monde

Utilisez la carte du monde pour indiquer où cette langue est parlée et le nombre de personnes qui parlent la langue dans chaque région



ورقة عمل للبحث 1

اللغة:	أسماء بديلة للغة:
أماكن تكلم هذه اللغة	
رسمياً في: ...	عدد المتكلمين:
بشكل غير رسمي في ...	عدد المتكلمين:
المؤثرات (أعط وصفاً وأمثلة)	
الآن (استخدم مفردات من لغات أخرى)	بعد ذلك (أذكر الروابط الأصلية)

ورقة عمل للبحث 2

أصناف اللغة		
المكان	مثال على المفردات	مثال على النطق

خريطة العالم

استخدم خريطة العالم للإشارة إلى مكان التحدث بهذه اللغة وعدد المتحدثين في كل منطقة.



Recherche Arbeitsblatt 1

Sprache:	Alternative Namen für die Sprache:
In diesen Regionen gesprochen	
Offiziell in ...	Anzahl derjenigen, die die Sprache sprechen:
Unoffiziell in ...	Anzahl derjenigen, die die Sprache sprechen:
Einflüsse (beschreibe und gib Beispiele)	
Damals (berücksichtige indigene Beziehungen):	Heute (berücksichtige den Gebrauch von Vokabular aus anderen Sprachen):

Recherche Arbeitsblatt 2

Sprachvielfalt		
Region	Vokabel-Beispiele	Aussprache-Beispiel

Weltkarte

Benutze die Weltkarte, um zu zeigen, wo diese Sprache gesprochen wird und wie viele Menschen diese Sprache in jedem Gebiet sprechen.



Έρευνα: Φύλλο Εργασίας 1

Γλώσσα:	Εναλλακτικές Ονομασίες για τη Γλώσσα
Ελληνόφωνες Περιοχές	
Επίσημα σε ...	Αριθμός ομιλητών:
Ανεπίσημα σε ...	Αριθμός ομιλητών:
Επιρροές (περιγραφή και παραδείγματα)	
Επιρροές (περιγραφή και παραδείγματα)	Σήμερα (κοινωνική και γλωσσική ποικιλότητα (δανεισμός από άλλες γλώσσες, γλωσσική αλλαγή)

Έρευνα: Φύλλο Εργασίας 2

Γλωσσικές Ποικιλίες		
Περιοχή	Παράδειγμα Λεξιλογίου	Παράδειγμα Προφοράς

Παγκόσμιος Χάρτης

Να τοποθετήσετε στο χάρτη τις ελληνοφώνες περιοχές καθώς και τον αριθμό των ομιλητών ανά περιοχή.



Scheda per la ricerca 1

Lingua:	Nomi alternativi della lingua:
Regioni in cui è parlata	
Ufficialmente in ...	Numero dei parlanti:
Ufficiosamente in ...	Numero dei parlanti:
Contaminazioni (fornisci una descrizione e degli esempi)	
In passato (includi i rapporti con lingue del passato):	Ora (includi l'uso di parole tratte da altre lingue):

Scheda per la ricerca 2

Varietà linguistiche		
Regione	Esempio di parole	Esempio di pronuncia

Cartina del mondo

Usa la cartina del mondo per indicare dove si parla questa lingua e il numero di parlanti in ogni zona.



けんきゅう
研究ワークシート 1

<p>げんご 言語:</p>	<p>げんご べつめい 言語の別名:</p>
<p>しょうちいき 使用地域</p>	
<p>せいしき こうようご こくご 正式に(公用語や国語として)、、、</p>	<p>わしゃすう はな じんこう 話者数(それを話す人口):</p>
<p>ひこうしき しょう 非公式に使用されている、、、</p>	<p>わしゃすう はな じんこう 話者数(それを話す人口):</p>
<p>えいきょう せつめい れい と あ 影響(説明と例を取り上げてください)</p>	
<p>むかし せんじゅうみん ふく 昔(先住民とのつながりも含め):</p>	<p>げんざい げんご と い たんご 現在(ほかの言語から取り入れた単語など も含め):</p>

けんきゅう
研究ワークシート 2

げんご 言語		
ちいき 地域	ごい れい 語彙の例	はつおん れい 発音の例

せかいちず
世界地図

せかいちず にほんご つか ちいき しめ わしやすう か
世界地図で日本語を使っている地域を示し、その話者数も書いてください。



Guía de investigación 1

Idioma:	Nombres alternativos para el idioma:
Regiones en las que se habla este idioma	
Oficialmente en ...	Número de hablantes:
Extraoficialmente en ...	Número de hablantes:
Influencias (proporcionar descripciones y ejemplos)	
Antes (incluir el uso de palabras originalmente indígenas):	Ahora (incluir el uso de palabras de otros idiomas):

Guía de investigación 2

Variaciones idiomáticas		
Región	Ejemplo del vocabulario	Ejemplo de la pronunciación

Mapa del mundo

Usa el mapa del mundo para indicar dónde se habla este idioma y el número de hablantes en cada área.



Level 3 – World Concept

Activity 2: *Movie or Novel Review* (Focus on Culture Awareness)

Prior to Task

The teacher can elicit conversation about a popular book or movie or TV program that is of current interest to students. By discussing a popular item with the students, this is also an opportunity to provide scaffolding with the task that they will be given within this activity. Having selected a movie or book to reflect about, students can discuss and summarize various factors that are key to any review: the plot, the setting, the characters, important events in the movie or book, favourite parts of the movie or book and what they found as needing improvement for a better enjoyment. While walking through the activity, the students will also be asked to consider how they would have had the plot develop differently and what they would change if they could.

Core Task

Having considered and selected a movie or book to review, the students will fill out the graphic organizer provided to them with the key information that they will need in their review. This graphic organizer will include basic information about the item such as plot, setting, characters and genre. In addition, they will be expected to pick out a few key events in the plot that were important for the overall development of the story. Part of this task will also require the development and writing in one paragraph of an alternative ending for the movie or film. All of this information will be necessary to prepare and will be used when the time comes for the students to demonstrate their learning. In order to highlight the understanding of intercultural communication as a key focus within this review, students are to fill out an accompanying Cultural Evidence Worksheet where they will be asked to document examples from the movie or book of various cultural traits and ways that were present within the book or film. This will allow students to bring a cultural eye to the book or film that was chosen. Having prepared all the information for these two documents, the learners will then decide on their medium of choice to present their film review, their cultural analysis and their suggestion for an alternative ending. They can choose to deliver this review in the form of text, audio or video recording (video clip, podcast, audio message etc.).



Cultural Evidence Worksheet



Greeting customs	
Body language, behaviours, and gestures	
Language expressions and conventions	
Family life and relationships	
Naming practices (names and last names, order, father, mother, nicknames)	
Geography (e.g. countries, cities, landmarks, mapping)	
Community: holidays and celebrations, events and traditions	
Foods, drinks, cuisine, diet	
Visual arts, music, literature, drama, TV, movies	

Review Preparation Worksheet

Title:	Genre:
Characters:	
Setting:	
Summary:	
Key Moments	
1.	
2.	
3.	
My Impression:	
An Alternative Ending (1 paragraph)	



Feuille sur les indications culturelles



Coutumes d'accueil	
Langage du corps et comportements, gestes	
Expressions de langage et conventions	
Vie de famille et relations	
Pratiques pour les noms (prénoms et noms de famille, ordre, père, mère, diminutif)	
Géographie (exemples: pays, villes, monuments, cartographie)	
Communauté: holidays and celebrations, events and traditions	
Nourriture, boissons, cuisines, régime	
Arts, musique, littérature, drames, télévision, cinéma	

Feuille de préparation des révisions

Titre:	Genre:
Personnages:	
Mise en scène:	
Résumé:	
Moments principaux	
1.	
2.	
3.	
Mes impressions:	
Une fin alternative (1 paragraphe)	



ورقة عمل الدليل الثقافي



	تحية تقليدية
	لغة الجسد والسلوك والإيماءات
	التعابير اللغوية والتقليد
	الحياة الأسرية والعلاقات
	ممارسة التسمية (أسماء، أسماء العائلة، الترتيب، الأب، الأم، أسماء مستعارة أو ألقاب)
	الجغرافيا (مثل بلدان ومدن ومعالم وخرائط)
	الجالية: أعياد واحتفالات وأحداث وتقاليد
	أطعمة ومشروبات ومأكولات ونظام غذائي
	فنون بصرية وموسيقى وأدب ودراما وتلفزيون وأفلام

مراجعة ورقة عمل التحضير

العنوان:	النوع الأدبي أو الأسلوب:
الشخصيات:	
البيئة (الزمان والمكان):	
الملخص:	
لحظات رئيسية / مؤثرة	
1.	
2.	
3.	
انطباعي:	
نهاية أخرى أو بديلة (فقرة واحدة):	



Kulturelle Indizien (Arbeitsblatt)



Bräuche beim Grüßen	
Körpersprache und Verhaltensweisen, Gesten	
Sprachausdrücke und Konventionen	
Familienleben und Beziehungen	
Praktiken bei der Namensgebung (Namen und Nachnamen, Reihenfolge, Vater, Mutter, Spitznamen)	
Geografie (z.B. Länder, Städte, Sehenswürdigkeiten, Kartografie)	
Gemeinschaft: Ferien und Feiern, Events and Traditionen	
Essen, Trinken, lokale Küche, Ernährung	
Bildende Kunst, Musik, Literatur, Theater, Fernsehen, Filme	

Wiederholung (Arbeitsblatt)

Titel:	Genre:
Personen:	
Schauplatz:	
Zusammenfassung:	
Schlüsselmomente	
1.	
2.	
3.	
Mein Eindruck:	
Ein alternatives Ende (1 Absatz)	



Ενδείξεις πολιτισμικών στοιχείων: Φύλλο Εργασίας



Χαιρετισμοί και κοινωνικά έθιμα	
Η γλώσσα του σώματος, συμπεριφορά, και χειρονομίες	
Γλωσσικές εκφράσεις και κοινωνικές συμβάσεις	
Οικογενειακή ζωή και κοινωνικές σχέσεις	
Τρόποι ονομασίας (όνομα, επώνυμο, κοινό, υποκοριστικό, παρατσούκλι, πατέρα, μητέρα)	
Γεωγραφία (π.χ. χώρες, πόλεις, αξιοθέατα, μνημεία, χαρτογράφηση)	
Κοινωνία: γιορτές και αργίες, έθιμα και παραδόσεις	
Τρόφιμα, ποτά, ελληνική κουζίνα, ελληνική (μεσογειακή) διατροφή	
Εικαστικά (ζωγραφική, φωτογραφία), μουσική, λογοτεχνία, θέατρο, τηλεόραση, κινηματογράφος	

Προετοιμασία για κριτική: Φύλλο Εργασίας

Τίτλος:	Είδος (ταινίας, κειμένου):
Ήρωες/Πρόσωπα του έργου:	
Χώρος και χρόνος:	
Σύνοψη:	
Γεγονότα – κλειδιά	
1.	
2.	
3.	
Οι εντυπώσεις μου/Η γνώμη μου:	
Ανατροπή του τέλους (1 παράγραφο)	



Scheda: atteggiamenti culturali



Abitudini quando si saluta	
Linguaggio e atteggiamenti del corpo, gesti	
Espressioni e convenzioni linguistiche	
Vita in famiglia e relazioni	
Attribuzione dei nomi (nomi e cognomi, ordine, padre, madre, soprannomi)	
Geografia (ad es. paesi, città, monumenti, mappatura)	
Comunità: festività e celebrazioni, eventi e tradizioni	
Cibi, bevande, cucina, dieta	
Arti visive, musica, letteratura, teatro, TV, film	

Scheda: preparazione della recensione

Titolo:	Genere:
Personaggi:	
Ambientazione:	
Riassunto:	
Momenti chiave	
1.	
2.	
3.	
Le mie impressioni:	
Finale alternativo (1 paragrafo)	



ぶんかてきしょうこ
文化的証拠のワークシート



<small>しゅうかん</small> あいさつの習慣	
<small>みぶ てぶ</small> 身振り・手振りなどの	
<small>ことば ひょうげん しゅうかん</small> 言葉や表現の習慣	
<small>かていない せいかつ にんげんかんけい</small> 家庭内の生活や人間関係	
<small>なまえ あた しゅうかん みょうじ なまえ</small> 名前を与える習慣(苗字と名前の <small>じゅんばんん ちち はは よ かた</small> 順番、父、母の呼び方など)	
<small>ちり くに とし しせき ちず</small> 地理(国、都市、史跡、地図など)	
<small>じもと きゅうじつ さいじつ ぎょうじ でんとう</small> 地元:休日、祭日、行事などの伝統	
<small>りょうり しよくせいかつ</small> 料理や食生活	
<small>びじゅつ げいじゅつ おんがく ぶんがく ぶたい</small> 美術、芸術、音楽、文学、舞台、 <small>てれび えいが</small> テレビ、映画など	

レビューの準備ワークシート

だいめい 題名:	ジャンル:
とうじょうじんぶつ 登場人物:	
せってい 設定:	
がいよう 概要:	
じゅうよう ばめん 重要な場面	
1.	
2.	
3.	
かんそう わたしの感想:	
べつ しゅうりょうばめん そうぞう 別の終了場面を想像すると (1 くだり)	



Hoja de trabajo para la evidencia cultural



Saludos entre personas	
Lenguaje corporal, comportamientos y gestos	
Expresiones del lenguaje y convenciones	
Vida familiar y relaciones	
Nombres y apellidos, orden, apodos	
Geografía (ej. países, ciudades, monumentos, mapas)	
Comunidad: fiestas y celebraciones, eventos y tradiciones	
Comida, bebidas, cocina, dieta	
Artes visuales, música, literatura, teatro, TV, cine	

Hoja de trabajo para la evidencia cultural

Título:	Género:
Personajes:	
Trama:	
Resumen:	
Momentos clave	
1.	
2.	
3.	
Mi impresión:	
Final alternativo (un párrafo)	

Level 3 – World Concept

Activity 3: *UN Goals*

(Focus on Communication)

Prior to Task

The teacher will begin a discussion with students about the United Nations (UN). At this point students can be asked to use their devices or classroom equipment to search out examples of work that the United Nations has done that has been particularly beneficial to a specific country but also to many countries. Having collected these examples in the classroom and having explained about the creation and development of the United Nations, the class will begin to look at the visuals of the UN Sustainable Development Goals. These goals are currently looked at by various countries and their educational institutions as important goals for global youth that can cooperate at various levels for a better shared future. With each graphic of one of the goals, the teacher can ask students to comment on the following: why is this important for the future, what is the situation in Canada, how is this situation in another part of the world, what is needed for improvement on a global level.

Core Task

Students are expected to research and plan out some ideas for action related to one of the UN Sustainable Development Goals. Their research will concentrate on the Canadian context but also they will need to pick another country to research as well. The idea behind this activity is for students to become competent in their knowledge of the issue at hand but also to be prepared to consider what will be needed for future improvement in regards to this issue both within the Canadian context but also within another country's context. Students will be encouraged to find a partner school in another country where they will be able to interact via technology about their research, findings, ideas related to the goal they are analyzing. Through connections with other students, the teacher is fostering the idea of global citizenship and collaboration on common goals for the improvement of a shared international society. Many schools or school systems have partnerships with schools in other countries through the International Languages or International Education programs of the school system. If this does not exist, teachers can modify how the students will work with learners that can represent different contexts for reflection on the sustainable development goal in focus. Having developed information about the Canadian and an international context, students will recommend objectives that can be considered at local, national and global levels. This information can be summarized on the graphic organizer provided to them. The students will then be encouraged to do a mini documentary with video, visual support and text in partnership with another student from elsewhere. The combination and merging of video footage along with pictures and texts into a short video newscast prepared by (ideally) a Canada-based student and student from another country (in the target language or in a combination of languages) will certainly encourage students to focus on intercultural communication within school and within the world of work.

Review Preparation Worksheet

GOAL	Situation in Canada
Description	Situation in



Local Objectives for Improvements:
National or Regional Objectives:
Global Implications:

United Nations Sustainable Development Goals

SUSTAINABLE DEVELOPMENT GOALS



Available at: <https://www.un.org/sustainabledevelopment/news/communications-material/>

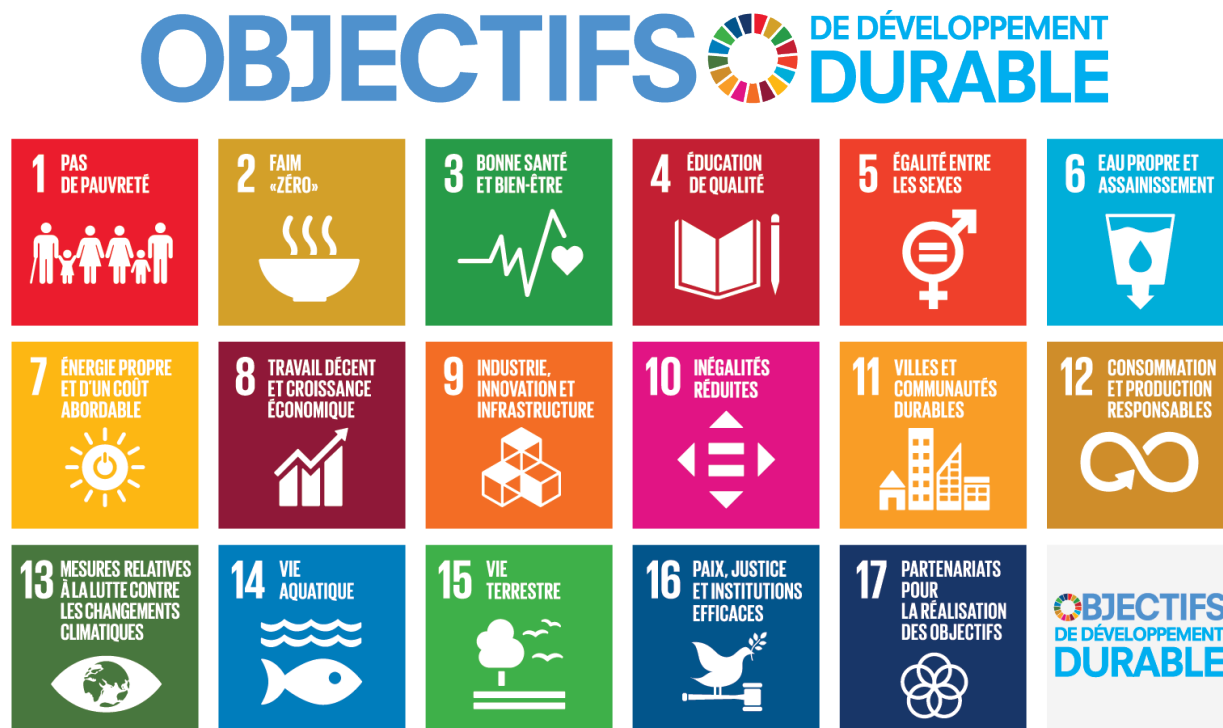
Feuille de préparation des révisions

OBJECTIF	Situation au Canada
Description	Situation en



Objectifs d'amélioration:
Objectifs nationaux ou régionaux:
Implication mondiale:

Objectifs de développement durable des Nations Unies



Available at: <https://www.un.org/sustainabledevelopment/news/communications-material/>

مراجعة ورقة عمل التحضير

الهدف	الوضع في كندا
الوصف	الوضع في



الأهداف المحلية للتحسينات:
الأهداف الوطنية أو الإقليمية:
الآثار العالمية المترتبة:

United Nations Sustainable Development Goals

أهداف التنمية المستدامة



Available at: <https://www.un.org/sustainabledevelopment/news/communications-material/>

Wiederholung (Arbeitsblatt)

ZIEL	Situation in Kanada
Beschreibung	Situation in



Lokale Ziele für Verbesserungen:

Nationale oder regionale Ziele:

Globale Implikationen:

UN-Ziele für nachhaltige Entwicklung

ZIELE FÜR NACHHALTIGE ENTWICKLUNG



Available at: <https://www.un.org/sustainabledevelopment/news/communications-material/>

Προετοιμασία για ανασκόπηση: Φύλλο Εργασίας

Στόχος	Η κατάσταση στον Καναδά
Περιγραφή	Η κατάσταση στην Ελλάδα.



Τοπικοί σκοποί για βελτίωση:
Εθνικοί και Περιφερειακοί σκοποί για βελτίωση:
Παγκόσμιες Επιπτώσεις:

ΟΗΕ: ΣΤΟΧΟΙ ΒΙΩΣΙΜΗΣ ΑΝΑΠΤΥΞΗΣ

ΒΙΩΣΙΜΗΣ ΑΝΑΠΤΥΞΗΣ ΣΤΟΧΟΙ



Available at: <https://www.un.org/sustainabledevelopment/news/communications-material/>

Scheda: preparazione al ripasso

OBIETTIVO	Situazione in Canada
Descrizione	Situazione in



Obiettivi locali per ottenere miglioramenti:
Obiettivi nazionali o regionali:
Implicazioni internazionali:

Obiettivi per lo sviluppo sostenibile delle Nazioni Unite

OBIETTIVI PER LO SVILUPPO SOSTENIBILE



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レビュー準備ワークシート

もくひょう 目標	じょうきょう カナダでの状況
せつめい 説明	じょうきょうでの状況



じもと かいぜん もくひょう 地域の改善するための目標:
くに ちほう もくひょう 国や地方の目標:
せかい たい なに い み 世界に対して何を意味するか:

こくれん じぞくかのう かいはずもくひょう
 国連の持続可能な開発目標

SUSTAINABLE DEVELOPMENT GOALS

世界を変えるための17の目標



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Hoja de trabajo

Objetivo de desarrollo sostenible	Situación en Canadá
Descripción	Situación en



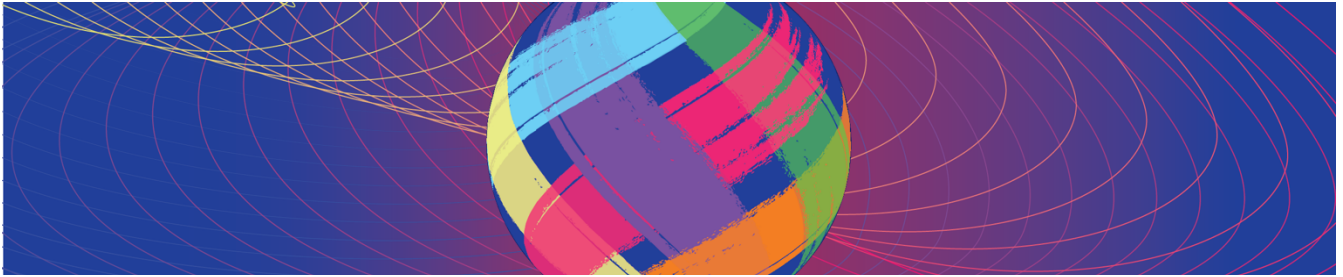
Objetivos locales para mejoras:
Objetivos nacionales o regionales:
Implicancias globales:

Objetivos de Desarrollo Sostenible de las Naciones Unidas

OBJETIVOS DE DESARROLLO SOSTENIBLE



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