

JL

Janua linguarum - Vrata v jezike



Topic: *POLYGLOT*

Class: 4th (nine-year primary school); students about to start learning French or any other FL

Age: 9

Duration: 2 school hours (each 45 minutes)

Tried out: September 2001

School: OŠ Vodmat

Teacher: Metka Šorli

Cross-curricular links: Slovene, French and other foreign languages, Environmental studies

Task – Searching for the message of the song *Polyglotte*

Aims and objectives

- to motivate students to find out that in different languages (language families) some words are similar in sound and writing (loan words),
- to notice that the written form of the borrowed words more or less changed in different languages (grew away from the original form),
- to notice that the sound form of loan words (and other words) changes faster than the written form.

Proposed procedure

1. Preparation: the teacher has the audiocassette and the lyrics of the song *Polyglotte* (H. Dès); s/he prepares a five-column table (one column giving the origin of the transparent words from the song, another for students to copy the equivalent French words from the song and the other three for their translations into English, Slovene and another familiar language).

2. Activities: students work as a whole class and in groups; they listen to the song twice to understand its message and guess the meaning of the words they recognise. Students are given the lyrics to read as they listen to the song for the third time. The teacher encourages discussion to make students understand the word *polyglotte*. Students are divided into small groups and given a five-column table for four languages (French, Slovene, English and another familiar language, e.g. Italian) and a column with the origin of the word. Students are encouraged to copy the "transparent" words (only common nouns) in the first (French) column of the table. They use the explanations in the second column (origin of the word) and

fill in the other three columns with translations or descriptions (see WS 1). Students are encouraged to use dictionaries. Each group presents their findings.

Students can carry out a similar "research" into the names of countries by means of comparison. Their findings could be similar. Examples of translation could be added as well (e.g. England – Angleterre – Inghilterra; Netherlands – Pays Bas – Paesi Bassi – Nizozemska).

Students can look for some more of the so called »transparent« words and observe their written and sound form in the languages they are more familiar with (e.g. radio, television, video, camera, film, telephone, fashion (*moda* in Slovene), perfume, boutique, chocolate).

Worksheet 1

French (*)	Origin	Slovene	English (*)	Italian (*)
polyglotte	poli + glotta (OGr.)	poliglot	polyglot	
langue	lingua (Lat.)	jezik /see lingvist/	language	lingua
basket(s)	basket(ball) (Engl.)	superge	tennis shoes	(scarpette da ginnastica)
anorak	(Eskim.)	anorak (vetrovka)	anorak	(giacca a vento)
spaghetti	spaghetti (Ital.)	špageti	spaghetti	spaghetti
appétit	appetitus (Lat.)	apetit (tek)	appetite	appetito
yaourt	yogurt (Bulg.) (Turk.)	jogurt	yog(h)urt	yoghourt
dessert	dessert (Fr.)	desert (posladek, poobedek)	dessert	dessert
kiosque	(Turk.)	kiosk	kiosk	chiosco (tabaccheria)
yacht	jaghte (Dutch.)	jahta	yacht	yacht
judo	(Jap.)	judo	judo	judo
chanson	chanson	šanson (popevka)	(song)	canzone (canzonetta)

(*) The articles have been omitted.

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